Personal, Social, Health Education and Relationship Sex and Health Policy

(Local Policy)

Bankside School

Next Review Date: October 2027

Context

This Policy is written in accordance with Part 1, Paragraph 2 (2) (vi) and Part 2, paragraph 5 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations (2015). This policy aligns with the revised RSHE guidance referenced in Keeping Children Safe in Education (KCSIE) 2025, paragraph 128, with full implementation expected by September 2026. We will continue to review and adapt our curriculum to ensure compliance and best practice.

This policy takes account and encourages respect for The Equality Act 2010 and the protected characteristics (section 4) of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. As a school we have a responsibility to:

- Eliminate all forms of discrimination, harassment and victimisation
- Promote equality of access and opportunity within our school and within our wider community
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins

Implementation: It is the responsibility of the Head Teacher to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Statutory Requirements

PSHE

At Bankside, we teach Personal, Social, Health Education as a holistic approach to underpin learners' development as people and because we believe that this also supports their learning capacity.

Utilising the schemes of work from the PSHE association; we work closely with the learners to ensure that we have a personalised and adapted approach to the teaching of PSHE and RSE.

This also supports the Personal Development and Behaviour and Attitude aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

RSE and Health Education

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices A, B and C

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all learners receiving secondary education… They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." DfE Guidance p.8.

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society." *Secretary of State Foreword, DfE Guidance 2019 p.4-5.*

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to learners, in a carefully sequenced way, within a planned programme of lessons."
DfE Guidance p.8

"All schools must have in place a written policy for Relationships and Sex Education."
DfE Guidance p.11.
In line with KCSIE 2025, our RSHE curriculum addresses online safety risks including misinformation, disinformation, conspiracy theories, and other emerging threats across the 'Four Cs' of content, contact, conduct, and commerce
Learners are taught to recognise and respond to all forms of sexual harassment and abuse, including coercion, exploitation, and inappropriate behaviours, in accordance with KCSIE 2025. This replaces previous references to specific risks such as FGM and forced marriage, ensuring inclusive and comprehensive safeguarding education.

Here, at Bankside School we value PSHE as a way to support learners' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships Sex and Health Education within our PSHE Programme.
To ensure progression and a spiral curriculum we use a mindful approach to PSHE and incorporate the principles into all areas of education.
Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between learners)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of learners' spiritual, moral, social and cultural (SMSC)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE
- Promoting and supporting mental health and wellbeing in schools (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)

What do we teach when and who teaches it?

Whole-school approach

At Bankside School, we allocate two discreet PSHE sessions each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Through reflection and regulation times
- Through TiP interventions
- Via the Learner Council
- We aim to live what is learnt and apply it to everyday situations in the school community
- Class teachers deliver the weekly lessons
- Enrichment activities including time in the local community
- Asdan PSHE Course (KS5)
- NOCN Skills for Employment, Training and Personal Development (KS5)

Relationships and Sex Education

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like…it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

Learners should understand the benefits of healthy relationships to their mental wellbeing and self-respect." *DfE Guidance page 25* "In teaching Relationships Education and RSE, schools should ensure that the needs of all learners are appropriately met, and that all learners understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

We expect all learners to have been taught LGBT content at a timely point as part of this area of the curriculum." *DfE Guidance page 15*

The Sex Education Forum offers the following definitions:

"Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health."

"Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future."

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being safe' and 'Intimate sexual relationships, including sexual health'.

Our holistic approach ensures the learning is reinforced through the year and across the curriculum.
Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17

At Bankside School, puberty is taught as a statutory requirement of Health Education and covered by our PSHE programme. There are cross curricular links with our biology element of our science curriculum. In order to teach this in a scientific context, and knowing that National Curriculum

Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum.

Health Education

"It is important that the starting point for health and wellbeing education should be a focus on enabling learners to make well-informed, positive choices for themselves." *DfE Guidance page 35.*

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Again, the mapping document shows transparently how holistic approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health
- the facts about the full range of contraceptive choices
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted
- how to get further advice (signposting)
- consent and the law

DfE Guidance page29.

At Bankside School we agree with the Sex Education Forum definition of Sex Education (as above).

Our PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education discuss individual lesson content prior to the lesson being taught.

Parents' right to request their child be withdrawn from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE… except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should plan to provide the child with sex education during one of those Terms".

DfE Guidance pages 17/18.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

In line with KCSIE 2025, attendance is monitored as a safeguarding indicator. Where absence may signal risk, including sexual abuse, exploitation, or criminal involvement, we work in partnership with children's services to ensure appropriate intervention."

Inclusion and SEND

At Bankside School, PSHE is adapted and personalised based on the individual learners learning needs. Learners will be taught the most appropriate age and stage learning to ensure they are equipped with all they need to prepare them for adulthood. Where learners access alternative provision, we ensure safeguarding oversight through written confirmation of safer recruitment checks, half-termly reviews, and clear records of pupil location, as required by KCSIE 2025. We follow updated

SEND terminology, referring to 'Autism' in line with the SEND Code of Practice and KCSIE 2025, replacing previous references to 'Autism spectrum disorder

Equality – This policy will inform the Equalities Policy.

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all learners are appropriately met, and that all learners understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristic.

At the point at which schools consider it appropriate to teach their learners about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all learners to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Bankside School, we promote respect for all and value every individual student.

We also respect the right of our learners, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

Appendix A- PSHE overview KS3 and 4 RSE Highlighted

	Autumn 1 Independence and aspirations	**Autumn 2** Autonomy and advocacy	**Spring 1** Choices and influences	**Spring 2** Independence and aspirations	**Summer 1** Autonomy and advocacy	**Summer 2** Choices and influences
Year 7	Developing goal setting, organisation skills and self- awareness: • Personal identity and values • Learning skills and teamwork • Respect in school	Developing empathy, compassion and communication: • Making and maintaining friendships • Identifying and challenging bullying • Communicating online	Developing agency, strategies to manage influence and decision making: • Regulating emotions • Diet and exercise • Hygiene and dental health • Sleep	Developing self-confidence and self-worth: • Puberty and managing change • Body satisfaction and self-concept	Developing assertive communication, risk management and support-seeking skills: • Rights in the community • Relationship boundaries • Unwanted contact • FGM and forced marriage	Developing agency and decision making skills: • Drugs, alcohol and tobacco • Safety and first aid
Year 8	Developing risk management skills, analytical skills and strategies to identify bias: • Managing online presence • Digital and media literacy	Developing respect for beliefs, values and opinions and advocacy skills: • Stereotypes, prejudice and discrimination • Promoting diversity and equality	Developing agency and strategies to manage influence and access support: • Drugs and alcohol • Introduction to contraception • Resisting peer influence • Online choices and influences	Developing goal setting, motivation and self-awareness: • Aspirations for the future • Career choices • Identity and the world of work	Developing communication and negotiation skills, clarifying values and strategies to manage influence: • Healthy relationships • Boundaries and consent • LGBT+ inclusivity • 'Sexting' • Managing conflict	Developing agency and strategies to manage influence and access support: • Maintaining positive mental health • Importance of physical activity
Year 9	Developing goal-setting, analytical skills and decision making: • GCSE options • Sources of careers advice • Employability	Developing self-confidence, risk management and strategies to manage influence: • Friendship challenges • Gangs and violent crime • Drugs and alcohol • Assertive communication	Developing empathy, compassion and strategies to access support: • Mental health (including self- harm and eating disorders) • Change, loss and bereavement • Healthy coping strategies	Developing analytical skills and strategies to identify bias and manage influence: • Financial decisions • Saving and borrowing • Gambling, financial choices and debt	Developing assertive communication, clarifying values and strategies to manage influence: • Healthy/unhealthy relationships • Consent • Relationships and sex in the media	Developing decision making, risk management and support-seeking skills: • Sexually transmitted infections (STIs) • Contraception • Cancer awareness • First aid

Year 10	Developing self-awareness, goal-setting, adaptability and organisation skills: • Managing transition to key stage 4 including learning skills • Managing mental health concerns	Developing empathy and compassion, strategies to manage influence and assertive communication: • Relationship expectations • Impact of pornography • Identifying and responding to abuse and harassment	Developing agency and decision making, strategies to manage influence and access support: • First aid and life-saving • Personal safety • Online relationships	Developing goal setting, leadership and presentation skills: • Skills for employment • Applying for employment • Online presence and reputation	Developing respect for diversity, risk management and support- seeking skills: • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism	Developing motivation, organisation, leadership and presentation skills: • Preparation for, and reflection on, work experience
Year 11	Developing resilience and risk management skills: • Money management • Fraud and cybercrime • Preparing for adult life	Developing communication and negotiation skills, risk management and support-seeking skills: • Relationship values • Maintaining sexual health • Sexual health services • Managing relationship challenges and endings	Developing confidence, agency and support-seeking skills: • Making safe and healthy lifestyle choices • Health promotion and self- examination • Blood, organ, stem cell donation	Developing empathy and compassion, clarifying values and support-seeking skills: • Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss	Developing confidence, self-worth, adaptability and decision making skills: • Recognising and celebrating successes • Transition and new opportunities • Aligning actions with goals	

Appendix B- Ks5 Overview

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 RSE Relationships	Spring 2 Living in the wider world	Summer 1 RSE Relationships	Summer 2 Health & wellbeing
Y	**Mental health and emotional wellbeing** • Mental health and emotional wellbeing • Managing stress • Body image • Healthy coping strategies	**Readiness for work** • Career opportunities • Preparing for the world of work	**Diversity and inclusion** • Living in a diverse society • Challenging prejudiceand discrimination	**Planning for the future** • Exploring future opportunities • Post-18 options • The impact of financial decisions	**Respectful relationships** • Consent • Assertive communication • Positive relationships and recognising abuse • Strategies for managing dangeroussituations or relationships	**Health choices and safety** • Independence and keeping safe • Travel • First aid • The impact of substance use
Y	**Independence** • Responsible health choices • Managing change • Health and wellbeing, including sexual health, into adulthood	**Next steps** • Application processes • Future opportunitiesand career development • Maintaining a positive professional identity	**Intimate relationships** • Personal values, including in relation to contraception andsexual health • Fertility • Pregnancy	**Financial choices** • Managing money • Financial contracts • Budgeting • Saving • Debt • Influences on financial choices	**Building and maintaining relationships** • New friendships and relationships, includingin the workplace • Personal safety • Intimacy • Conflict resolution • Relationship changes	–

Appendix C- PFA Strands- beyond Year 13 we utilise the structure of the KS5 curriculum and use NOCN SETPD and ASDAN PP to support the teaching and learning of PSHE and RSE:

