



Personal, Social, Health, Economic (PSHE) & Relationships and Sex Education (RSHE) Policy

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1. Introduction

At Baysgarth School, we encourage students to show **Respect, Responsibility, and Resilience** in all aspects of their life; respecting themselves and each other in a culture that promotes tolerance, challenges prejudice, and celebrates diversity. We aim to provide opportunities for all students to develop holistically, personally, and academically, based on our core values.

Personal, Social, Health, and Economic (PSHE) education, incorporating statutory Relationships and Sex Education (RSHE), is a vital, lifelong learning process about physical, moral, social, and emotional development. It is designed to equip young people with the knowledge, understanding, skills, and attributes they need to manage their lives successfully, stay safe and healthy, and prepare for the opportunities, responsibilities, and experiences of adult life.

A core function of our curriculum is to support the prevention of harm by helping young people identify and understand when relationships or situations are not safe. Evidence indicates that high-quality, comprehensive PSHE and RSHE does not encourage young people to become sexually active at a younger age. Instead, it provides a safe framework for exploring values, attitudes, and personal and social skills, helping students make informed, ethical, and healthy choices.

2. Statutory Framework and Compliance

This policy has been written in accordance with the most recent legislation and statutory guidance. Relationships and Sex Education (RSE) is statutory for all secondary pupils in England under **Section 34 of the Children and Social Work Act 2017**. Additionally, Health Education is compulsory for all pupils in state-funded schools.

This policy is fully compliant with the DfE statutory guidance: **Relationships Education, Relationships and Sex Education (RSE) and Health Education (which came into official statutory force on 1 September 2026)**.

The development of this policy is informed by, and adheres to, the following legislation and guidelines:

- Education Act (1996) and Education and Inspections Act (2006)
- Learning and Skills Act (2000)
- Equality Act (2010) - specifically referencing the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Keeping Children Safe in Education (KCSIE) - Statutory Safeguarding Guidance (updated annually)
- The Supreme Court rulings establishing legal definitions (such as For Women Scotland, confirming 'sex', 'man', and 'woman' in the Equality Act refer to biological sex)
- DfE Guidance on School Attendance, Mental Health, and Behaviour

To ensure complete cohesion across Baysgarth School's provision, this policy must be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Safer Recruitment and Selection Process
- Equal Opportunities Policy for Students
- Special Educational Needs and Disability (SEND) Policy
- Whistleblowing Policy
- Equality and Diversity Policy

3. Curriculum Delivery and the ICE Programme

At Baysgarth School, PSHE and RSHE are fully integrated and delivered as a cohesive curriculum. The main vehicle for this education is our school-based **ICE (Identity, Culture and Ethics)** programme, which is delivered to all students across Key Stages 3 and 4 by trained staff. This structured curriculum is designed to be developmental, spiral, and age-appropriate.

The ICE programme is supported and supplemented through a multi-faceted delivery model:

- National Curriculum Science lessons (covering biological aspects of puberty, human reproduction, anatomy, and genetics)
- Tutor time activities, structured reflections, and weekly learning for life tasks
- Regular whole-school and year-group assemblies covering core moral, ethical, and safety themes
- Enrichment activities, workshops, and immersive learning opportunities
- Vetted external specialist visitors, health professionals, and educational plays/presentations

The PSHE and RSHE curriculum is a living, responsive program. It is regularly updated and reviewed in line with the latest DfE guidance, emerging national issues, and local contextual safeguarding knowledge.

This review is completed **annually** by the **ICE Coordinator** in close collaboration with the **Designated Safeguarding Lead (DSL) / Strategic Inclusion Lead** to ensure it directly addresses the real-world experiences and risks faced by our students.

4. PSHE & RSHE Core Themes and Learning Outcomes

Baysgarth School's curriculum is structured around the PSHE Association's three core pillars, fully embedding all statutory 2026 RSHE requirements. This guarantees that learning is sequential, cumulative, and relevant to the life of a young person in 2026.

Theme A: Relationships and Sex Education (RSE)

- Characteristics of healthy, loving, respectful, and equal relationships (including friendships, family configurations, and romantic relationships).

- Recognising unhealthy, controlling, coercive, or abusive relationships, with explicit training on identifying domestic abuse and sexual harassment.
- The absolute importance of consent, personal boundaries, and mutual respect, including the legal definitions of consent and sexual offences.
- Understanding and challenging misogyny, sexism, homophobia, biphobia, transphobia, racism, and all other forms of prejudice, promoting active respect and equality.
- Developing communication and negotiation skills to handle relationships, peer pressure, and boundaries with confidence.
- The impact of pornography, sexting, and online sexual abuse, including the legal consequences of sharing self-generated or illicit sexual images (sexting) and the risks of online exploitation and grooming.
- The biological and emotional context of human sexuality, contraception, and safe sex, including understanding risks and choices regarding pregnancy, fertility, and sexually transmitted infections (STIs).
- Vocalising support routes: knowing how, when, and where to access confidential health advice, clinical support, and safeguarding assistance.

Theme B: Physical Health and Mental Wellbeing

- Mental wellbeing: understanding personal emotions, developing the vocabulary to talk about feelings accurately and sensitively, and understanding that mental health is as important as physical health.
- Recognising the early signs of mental health concerns (including anxiety and stress) and identifying positive self-care and coping strategies (such as connecting with others, sleep hygiene, and physical activity).
- Developing self-worth, self-respect, confidence, and resilience to navigate transitions, failure, and life challenges.
- Body image and self-esteem: critically examining the pressure of media portrayals, unrealistic digital editing, and the influence of online standards.
- Puberty and adolescent development: understanding the physical and emotional changes that occur. Puberty and menstruation education is introduced early and sensitively, ensuring girls are taught about periods before age eight.
- Health protection and prevention: learning about the evidence and role of vaccines, self-examinations (testicular and breast), and sleep hygiene.
- Clinical consent and Gillick Competency: educating pupils on their legal rights regarding healthcare consent, confidentiality, and medical choices.
- Substance education: understanding the risks, laws, and health implications of alcohol, smoking, vaping, and illegal drugs.

Theme C: Living in the Wider World (Economic Wellbeing, Careers & Safety)

This section represents the formal extension of our policy to cover broader non-statutory PSHE, bridging the gap between classroom education and the modern, digital economic landscape our students inhabit.

- Online Wellbeing and Digital Literacy: critically engaging with online content, recognising algorithmic bias, fake news, and understanding personal data, privacy settings, and location trackers.
- Mitigating Online Financial Harms: recognizing and avoiding online scams, phishing, fraud, gaming monetization mechanics (such as loot boxes), and understanding the laws and dangers of online gambling.
- Enterprise and Careers Education: developing employability skills, exploring diverse career pathways, understanding financial planning, budgeting, tax, National Insurance, and managing debt.
- Personal Safety & Risk Assessment: developing practical skills to assess risk, including road safety, water safety, railway safety, and emergency first aid.
- Active Citizenship: understanding the democratic process in the UK, the rule of law, individual liberty, and the responsibilities of being an active, respectful member of a diverse society.

5. Key Principles and Updated Statutory Safeguards

In accordance with the statutory guidance in force from 1 September 2026, Baysgarth School enforces strict procedural safeguards to ensure the safety, appropriateness, and transparency of all PSHE and RSHE lessons.

5.1 Needs-Led, Age-Appropriate Sequencing

While Baysgarth School ensures all statutory topics are covered before the end of Key Stage 4, we do not apply rigid, arbitrary age bans on sensitive topics. Instead, the school utilizes professional judgment to sequence the curriculum dynamically.

These decisions are made between the programme lead and the Designated Safeguarding Lead.

The curriculum is tailored to the lived experiences of our students (e.g., addressing issues such as peer pressure, online safety, or sexual harassment earlier if local context or safeguarding intelligence indicates a school-wide or cohort-specific need).

We maintain a focus on building positive attitudes, healthy norms, and self-worth, avoiding language that normalizes harmful behaviors.

5.2 Gender Identity and Biological Sex

At Baysgarth School, teaching regarding sex, relationships, and identity is grounded strictly in **the facts and the English law**. In line with the Equality Act 2010 and established judicial rulings, the curriculum teaches that the terms 'sex', 'man', and 'woman' refer to biological sex.

While the school remains an inclusive environment that challenges prejudice, transphobia, and bullying, staff will teach these contested topics from a position of objective neutrality.

The school and its teachers will not endorse, promote, or teach contested gender ideologies as fact. Teaching materials will reflect scientific and legal facts regarding biological sex while maintaining an atmosphere of respect and care for all individuals.

5.3 Absolute Parental Transparency

Baysgarth School operates under a policy of absolute transparency. **Parents and carers have a non-negotiable right to view all teaching materials**, slides, worksheets, and resources used within the PSHE and RSHE curriculum.

Curriculum maps and summaries are available on the school website and upon request, the programme lead will share resources and teaching material for parents.

If the school introduces new materials or shifts its curriculum focus due to emerging contextual risks, parents will be proactively informed. Under no circumstances will commercial copyright or licensing terms with external providers be used to prevent parents from inspecting curriculum content.

5.4 Suicide Prevention Education

To address critical youth mental health challenges, Baysgarth School has established a clear, safe, and structured plan for suicide prevention education in Key Stage 4.

This education is delivered safely and sensitively by staff who have received specialist training. The curriculum focuses on identifying warning signs, understanding when and how to seek help, building emotional resilience, and de-stigmatizing mental health crises, ensuring students are never exposed to unsafe materials, details of methods, or narratives that might romanticize self-harm.

5.5 Online Wellbeing and Modern Safeguarding Threats

Our digital safety curriculum is updated for 2026 to teach students how to actively protect their physical, emotional, and mental wellbeing online. This is delivered alongside the school's unique Media Literacy curriculum.

We provide explicit instruction on:

- AI Literacy and Deepfakes: understanding how synthetic media is generated, the manipulation of images, and the legal and ethical boundaries surrounding consent and media creation.
- Sextortion and Exploitation: recognizing financial or sexual extortion tactics used by bad actors online, and teaching practical, non-judgmental steps on how to seek immediate help if targeted.

- Incel Ideology and Misogyny: actively challenging extreme online subcultures, misogynistic narratives, and radicalizing groups that target young men, while promoting healthy, respectful, and balanced views of masculinity and relationships.

6. The Parental Right of Withdrawal

Parents and carers have the right to request that their child be withdrawn from some or all of the **sex education** delivered as part of statutory RSE.

There is no parental right of withdrawal from Relationships Education, Health Education, or elements of human anatomy and reproduction taught within the compulsory National Curriculum Science program.

For secondary pupils, parents/carers can exercise this right up to **three terms before the child turns 16**. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange for them to receive the teaching. This transitional right allows young people the agency to opt-in to vital health and safety information as they approach adulthood.

The process for requesting withdrawal is structured to foster collaboration and communication:

- First Instance: The parent or carer is asked to contact and discuss their concerns with the ICE Coordinator to review the specific curriculum content, materials, and the rationale for teaching.
- Formal Request: If, following this constructive discussion, the parent/carers still wishes to withdraw their child, they must write formally to the Headteacher stating their specific reasons.

Alternative Supervision: If a student is withdrawn, the school will ensure they receive appropriate, purposeful supervised study during those specific lesson periods. No academic disadvantage will occur.

Spontaneous Questions: If a student who has been withdrawn asks relationships or sex-related questions at other times, staff will answer these questions honestly, factually, and in line with this policy.

7. Use of Outside Visitors and Vetting

Baysgarth School highly values partnerships with external healthcare professionals, agencies, and specialist speakers to enrich our PSHE and RSHE provision. However, we maintain strict quality control and safety checks on all external contributors:

- Every visitor or professional speaker must be vetted in accordance with our Safer Recruitment and Selection Process, holding a valid Enhanced DBS check.

- External speakers must be made fully aware of, and agree to support, Baysgarth School's PSHE & RSHE Policy, core values, and safeguarding guidelines before delivering any sessions.
- All materials, slides, or resources to be used by visitors must be submitted to the ICE Coordinator for review and approval prior to the session, ensuring they comply with DfE age-appropriateness, biological sex facts, and objective standards.
- A qualified school teacher must always remain in the classroom during the session to supervise, manage behavior, and ensure safeguarding continuity. External visitors must never be left unsupervised with pupils.

8. Confidentiality, Controversial and Sensitive Issues

Teachers and external contributors cannot offer unconditional confidentiality to students. **All school staff are bound by the legal responsibilities set out in Keeping Children Safe in Education (KCSIE)**. Classroom discussions may trigger disclosures or raise safeguarding concerns that must be acted upon immediately.

In cases where a member of staff learns from a pupil under the age of 16 that they are having, or are contemplating having, sexual intercourse:

- The member of staff will gently encourage and persuade the young person, wherever possible, to talk to their parent or carer, and to seek professional medical advice.
- The member of staff has an absolute duty to consider child protection concerns (including underage consent, exploitation, grooming, or coercion) and must refer the matter immediately to the Designated Safeguarding Lead (DSL) / Strategic Inclusion Lead.
- If a formal child protection referral is required and confidentiality must be broken, the staff member or DSL will, wherever safe and appropriate, inform the student beforehand and support them through the process.
- Healthcare professionals (such as school nurses) operating in a 1-to-1 clinical consultation are bound by their professional codes of medical confidentiality. However, when delivering lessons in a classroom environment, they must adhere strictly to this school policy and the school's safeguarding protocols.