

PSHE (Personal, Social, Health Education) Policy

Sirius Academy West

Policy written : 16th July 2025

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Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

We follow a programme of study bespoke to our students and our community. The scheme of learning follows the statutory guidelines for RSE and Health education 2021 and the updated guidance 2025.

The overview of the programme can be found here;

	Physical Health	Mental Health	Relationships education	RSE	Careers Education	Citizenship and Economic Wellbeing
Year 7	Term 3a	Term 2a	Term 1b	Term 3b	Term 3a	Term 1a
Year 8	Term 3b	Term 2a	Term 1b	Term 2b	Term 2b	Term 1a
Year 9	Term 3a	Term 3b	Term 1b	Term 2b	Term 2a	Term 1a
Year 10	Term 3a	Term 2a	Term 1b	Term 2b	Term 3b	Term 1a
Year 11	Term 1b	Term 2a		Term 2b	Term 1a (B if needed)	

	Physical Health	Mental Health	Relationships education	RSE	Careers education	Citizenship and Economic Wellbeing
Year 7	Diet, exercise, sleep, dental health, maintaining a healthy body, personal hygiene, diet and weight gain and health risks	Keeping safe online, fake news, discernment, social media use, Use of online data, online identity, netiquette,	What are relationships, self-identity, healthy behaviours, respect, supportive relationships, stable relationships, my	Puberty and body and brain changes, periods, reproduction and birth, IVF	Linking jobs to school subjects, hobbies and interests, careers research, managing setbacks, resilience,	Equality Act and 9 protected characteristics, bullying, peer pressure, prejudice and discrimination, multicultural societies, banter,

		sexting including AI generated images, body image, online safety act, rationing time online, gaming addiction, public and private spaces online	non negotiables, assertiveness, consent and ethical behaviour beyond consent		teamworking, assertiveness, problem solving	understanding isolation and loneliness can happen
Year 8	Drugs Education - avoiding unhealthy substances and the law, sale of drugs online, nicotine pouches and link between alcohol and weight gain, alcohol dependency	recognising, coping with and minimising stress and anxiety of joining in, relaxation, wellbeing, power of positive language, volunteering, Danger of using alcohol to overcome stress, drink spiking, personal safety roads, rail, water, work holidays,	Country lines, gangs, conflict management, including using AI chat bots, knife crime, forced marriage, honour-based abuse, sale of knives online, resisting peer pressure	Sexual harassment including age-inappropriate sexual language, sexual violence, sexual assault, rape, media misconceptions of teen behaviour, discernment, authenticity, toxic masculinity, Misogyny, dangers of subcultures such as incels and online influencers, dangers of suffocation and strangulation, seeking help for their own worrying behaviour	Learning styles, job research, bias in careers, salaries, setting and achieving goals	social inequality, tolerance, hate crime, human rights, religious diversity, equality in the workplace, workplace bullying, stereotyping, challenging discrimination
Year 9	first aid - Repairing an injured body and head injuries	self-esteem, power of positive self-image, how the teenage brain works, impact of bullying on mental health, work life balance,	unhealthy behaviours in relationships, sexual harassment, upskirting, grooming, control, coercion, virginity testing and	contraception, STI (family planning and sexual health clinics), HIV treatments, consent and the law, risky situations,	Preparation for options, researching jobs and courses on Xello, careers matching exercise, employment	Role of money in society, budgeting, gambling, debt, savings,

		impact of mental health on success, radicalisation and mental health, dangers of online sites promoting self harm and suicide or violence.	hymenoplasty, deepfakes	Impact of pornography on body image, IVF, responsibilities of parents, importance of early years on brain development, FGM and breast Ironing,	skills, assessing own strengths and weaknesses and setting targets,	
Year 10	Vaccinations, medications, blood and organ donation, cancer, diabetes, heart disease, stem cell techniques - Health care support for a healthy body, pharmacist as knowledgeable health professionals, antimicrobial resistance, how bacteria spreads, legal medical age of consent and Gillick competence	common mental health conditions and support for mental health	grief, separation and bereavement, legal partnerships, different types of families, managing change, ending a relationship safely, stages of intimacy,	sexuality, legal partnerships, LGBTQ, legislation changes at 16, gender reassignment laws, impact of pornography	Study habits, career research, career planning, researching post 16 options, understanding post 16 qualifications, CV workshops, mock interviews	voting, politics, parliament, tax, policy making, democracy, British Values, justice system
Year 11	Self-examination, managing your sexual health, Menopause, Health for fertility, PCOS, endometriosis, heavy menstrual bleeding, pelvic floor exercises	contingency planning, mental health in relationships, domestic abuse, mental impact of control, mental health stigma, managing criticism, sextortion financial exploitation		Choices in pregnancy, managing fertility, maintaining sexual health, managing sexual pressure, laws relating to pornography and link to sexual entitlement and harmful sexual	Researching college courses, college applications, apprenticeships, LMI, writing personal statements.	

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

Statutory RSE and Health Education

“The duties on schools in this area are set out in legislation. 1 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 education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. “

“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right”

Introduction, DfE Guidance 2025 p.2.

At Sirius Academy West we value PSHE as a way to support students’ development as global citizens, 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 , Relationships and Sex Education and Health Education within our PSHE Programme. To ensure progression we use a spiral curriculum in which topics are revisited and knowledge is built on over 5 years. Mapping documents showing how the curriculum meets the statutory requirement for PSHE are available from the academy.

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 pupils)
- [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 pupils’ spiritual, moral, social and cultural (SMSC))

- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Throughout the academic year, the school regularly seeks Involvement and feedback from staff, parents and pupils through the use of parent, staff and pupil voice. This ongoing review and reflect cycle ensures that consultation is a continuous process.

In addition, consultation with parents, senior leaders and staff has formed part of the annual RSE policy renewal.

What do we teach when and who teaches it?

The programmes cover all areas of PSHE for the secondary phase including statutory relationships education, RSE and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Unit	Content
RSE	Includes Relationships and Sex Education in the context of coping positively with change and personal respect and safety
Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
Physical Health	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest, exercise and first aid.
Mental Health	Includes building self-esteem and self-confidence, understanding mental health conditions and support. Understanding risks to mental health and coping with these.
Careers	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society. Support for students through college application and the options process.
Citizenship	Includes understanding issues relevant to life in the UK today, for example voting and government, money management, Equality Act, diversity and community cohesion.

(The topics taught to each year group can be found in the table at the start of this policy)

Sirius Academy West offers all students from year 7 to year 11 (inclusive) one 40 minute lesson per week for PSHE. This lesson is with their tutor and is taught in their lesson 1 groups, to allow students to be with a group of people they know well and feel confident with. This is important for our students to give them the opportunity to explore topics appropriate for their age and with peers in their year group.

The programme is supplemented with activities in Lesson 1 time and with additional activities, such as, assemblies, off timetable events and educational visits.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies
- praise and reward system
- through relationships student to student, adult to student and adult to adult across the school
- We aim to 'live' what is learnt and apply it to everyday situations in the school community
- 40 minute timetabled slot each week.
- Extracurricular trips and off timetable activities

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

DfE Guidance 2019 page 25

At Sirius Academy West, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. The Relationships unit covers most of the statutory Relationships Education with some parts being covered in other areas. The RSE unit covers much of the Sex Education, again with some parts covered in other units. The Physical Health unit covers much of the Health Education, some of the outcomes are also taught elsewhere in the programme. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

What is the difference between sex education and RSE? 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

Health Education

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’.

The expected outcomes for each of these elements can be found further on in this policy. Again, the mapping document shows transparently how our programmes spiral the learning and meets all statutory requirements and more.

It is important to explain that whilst the Physical Health and Mental Health units cover most of the statutory Health Education, some of the outcomes are taught elsewhere.

Sex Education

The DfE Guidance 2025 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
- consent and the law

DfE Guidance 2025 page 19.

At Sirius Academy West we agree with the Sex Education Forum definition of Sex Education (as above).

The 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.

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... Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction... In secondary, head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil’s specific vulnerability.”

“From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Schools should ensure that pupils know they have this option.”

DfE Guidance 2025 page 6

Parents’ right to request access to teaching materials used in PSHE

“Schools should ... ensure parents are able to view all curriculum materials used to teach RSE on request.”

DFE Guidance 2025

Materials used for teaching PSHE at Sirius Academy West are available for parents to view on request. Parents should contact Mrs. S. Wincott, Curriculum Director of PSHE at Sirius Academy West to arrange a meeting in which resources will be shared.

When schools share information with parents, schools should “... should include a statement, that parents agree to as a condition of access, that the content should not be copied or shared further except as authorised under copyright law.”

DFE Guidance 2025 page 34

Pupils can not be withdrawn from either relationships education or health education. The following table shows which topics fall into the categories of sex education, relationships education and health education.

Health Education	Relationships Education	Sex Education
<ul style="list-style-type: none"> • All Mental Health lessons 	<ul style="list-style-type: none"> • Parenthood and development of a baby 	<ul style="list-style-type: none"> • Contraception

<ul style="list-style-type: none"> • Relaxation and wellbeing • Healthy diet • Importance of exercise • work/life balance • Importance of sleep • Reduction of screen time • Volunteering • Community participation • Coping with loneliness • Common mental health conditions • Gambling • Puberty • Menopause • Menstrual and gynaecological health • Miscarriage and loss • FGM and breast ironing • Menstruation • Virginity testing and hymenoplasty 	<ul style="list-style-type: none"> • Marriage/civil partnership • other relationship types • Healthy family relationships • Protected characteristics and Equality Act • Discrimination/prejudice/ Stereotyping • Bullying/peer pressure • Consent and ethical behaviours • Self esteem • Knife crime • Self-harm and suicide • Unhealthy peer approval - harassment, coercion, sexual harassment, sexual violence, sexual assault and rape legal consequences. • Grooming • Misogyny • Stages of intimate relationships • Dangers of stereotyping • Dangers of some sub cultures or influencers (e.g. incels) • Sexting and sextortion (including deepfakes) • Strangulation and suffocation legal status • grief and bereavement • discernment • Dangers of pornography • Behaviours of healthy relationships • Ending relationships • Sexuality (LGBT) • Honour based crime and forced marriage • Domestic abuse 	<ul style="list-style-type: none"> • STI • Choices in pregnancy • Fertility and fertility treatments • How conception occurs
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Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact Mrs S. Wincott (Curriculum Director for PSHE) in writing. Following the request a meeting will be arranged to discuss parental concerns and rights.

Questions asked that relate to content restricted due to age.

Teachers at Sirius Academy West will manage difficult questions asked by students which either go beyond any sex education covered by the academy or which cover age restricted content. In order to manage these situations, teachers will support the child by signposting them to ask an appropriate adult (such a parent or health professional)

Teachers will signpost students to a trusted adult who can support the Academy recognises "that children whose questions go unanswered may turn to inappropriate sources of information, including online. "

DFE Guidance 2025page 40

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.

Inclusion and SEND

At Sirius Academy West we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

PSHE is differentiated and personalised by teaching students in age specific groups. All teachers will adapt lessons as necessary, spending additional time in discussions and class activities as is required for progress. Activities can be adapted to suit students' individual needs and the needs of individual classes. All teachers have training and experience of differentiating lessons to suit individual student needs.

Equality

This policy will inform the school's Equalities Policy

The DfE Guidance 2025 (p.36) states, "Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex."

"pupils should understand the importance of equality and respect throughout their education. They should learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education".

"Pupils should also be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity."

At Sirius Academy West we promote respect for all and value every individual student. We also respect the right of our students, 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.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review: 16 th July 2025		
Date of next review: 16 th July 2026		