



PSHE Education
STOKE-ON-TRENT & STAFFORDSHIRE

Writing an PSHE/RSE Policy

2023

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CONTENTS

3	Introduction	10	Intended Learning Outcomes
4	Purpose	10	Timetabling
5	Content	10	Assessment
6	Context and Rationale	11	Teaching and Learning
7	Availability	11	Roles and Responsibilities
6	Aims and Objectives	12	Responding to Pupil's Questions
6	Safeguarding and Safe Learning Environment	13	Right to Withdraw
7	Curriculum Design	14	Consultation and Review
7	Curriculum Links to Other Subjects	15	Potential Consultation Methods
8	Links to other Policies	16	Policy Self-Assessment
9	Inclusivity and Equality		

INTRODUCTION

Policies provide the framework to help make decisions and ensure consistency in applying values and principles throughout the organisation.

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, made Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also made Health Education compulsory in all schools except independent personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The Department for Education (DfE) states:

Schools are free to determine how to deliver the content set out in this guidance, 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 pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations."

Having a policy enables the curriculum intention, expectations and content to be clear to all. All schools must have an up-to-date policy, which is freely available to parents, carers and other interested parties. The policy should also be published on the school's website. There is no requirement to have a PSHE education policy, but it is good practice to have one in place. The purpose of the policy is to set out your intended and agreed approach to PSHE education by outlining content covered and methodology used to enable learning within PSHE education.

If deciding to create a specific PSHE education policy this should be used in conjunction with a written Relationships Education or RSE policy, which schools are required to have and guidance is provided by DfE. This guidance has been informed by the Department for Education (DfE) PSHE Association, The National College and PSHE education leads and experts working locally and nationally.

PURPOSE

A PSHE education policy should be informed and reflect your planned scheme of work or programme of learning.

This then:

- Clarifies the school's intended outcomes for PSHE education
- Provides a clear frameworks for staff delivering PSHE education, including details on how the subject is monitored and evaluated
- Supplies expectations for Governors, Senior Leadership Team, staff, students, parents and external agencies
- Sets out content, how it will be delivered and who is responsible for teaching and how it will made accessible to all students including those with SEND
- Describes the long-term plan for the subject
- Enables schools to demonstrate they are meeting their legislative responsibilities within the Education Act 2002 and Academy Act 2010 through:
 - Ensuring that PSHE provision promotes the spiritual, moral, cultural, mental and physical development of students in the school and of society
 - Clarifying that the scheme of work prepares students for the opportunities, responsibilities and experiences of later life
- Enables Governing Bodies to meet their duty to promote the wellbeing of students at school

CONTENT

The following sections show what should be included within your policy and provides suggested sentence starters to help you to develop your own local policy that is reflective of your organisation's curriculum intentions and expectations.

CONTEXT AND RATIONALE

Within this section you should cover the scope of the policy, who was involved in creating and reviewing and when the policy will be reviewed and by whom.

Possible Sentence Starters:

- This policy covers our school's approach to..
- It was created by... in consultation with...
- To consult we...
- Students have been involved in the development of this policy through...
- Students identified the key needs as....
- It will be reviewed in....

AVAILABILITY OF POLICY

It is important that consideration is made on how parents, carers and other interested parties will be aware of and be able to access the policy and how the policy will be communicated. To be truly accessible it needs to be in written form and consideration needs to be made about the demographics of the school community including language and ability - does there need to be provision made for translating or accessibility requirements?

Possible Sentence Starters:

- This policy is available via....
- If you require this policy in a different format please contact.....

AIMS AND OBJECTIVES

All policies should be guided by the school's ethos and commitments to broad outcomes for its students, how does PSHE education link to the school's wider curriculum and school aim and ethos? The policy must clearly outline the proposed outcomes of PSHE education.

Possible Sentence Starters:

- Our PSHE education curriculum is underpinned by the school values of...
- Our PSHE education curriculum aims to.... with the objectives of....

SAFEGUARDING AND SAFE LEARNING ENVIRONMENT

It is recognised that there are many links between PSHE education and safeguarding. There should be effective working relationships and regular meetings between the PSHE education Lead and the Designated Safeguarding Lead (assuming there is more than one person holding these roles). PSHE education utilises the lived experiences of the students and it is essential that a safe learning environment is established using ground rules and a confidentiality policy that is understood by both children, young people and adults. Any staff delivering PSHE education should be made aware of the setting's safeguarding policy - this includes any external agencies.

Possible Sentence Starters

- We will create a safe learning environment by....
- We will ensure appropriate support to any student who indicates that they may be vulnerable or at risk by....
- This policy is informed by the school's safeguarding policy which is available....
- If a student makes a disclosure we will....

CURRICULUM DESIGN

Within the policy it should be clearly defined what is meant by “Relationships Education” or “Relationships and Sex Education”. For primary school that chose to teach sex education they need to define this too. Defining what is meant by each of these elements is useful as it enables all parties to see where the right to withdraw would apply.

When writing a more broader PSHE policy it can be useful to define the additional elements that fall outside of the statutory subjects, this isn't a requirement though if you are just writing the statutory policy.

Although this is a policy and not a scheme of work, it can be helpful to outline the programme's key concepts and skills, and the issues or themes that provide a context for PSHE education. It can be useful to include a copy of the curriculum long term plan or curriculum map that outlines modules of learning for each year group. Including data that has informed and demonstrates how the curriculum design is meeting the needs of pupils and local community is helpful.

Possible Sentence Starters:

- Our RSE programme is an integral part of our whole school PSHE education provision and will cover...
- An overview of what will be taught in each year group can be found...
- We will ensure RSE is matched to the needs of our pupils by...

CURRICULUM LINKS TO OTHER SUBJECTS

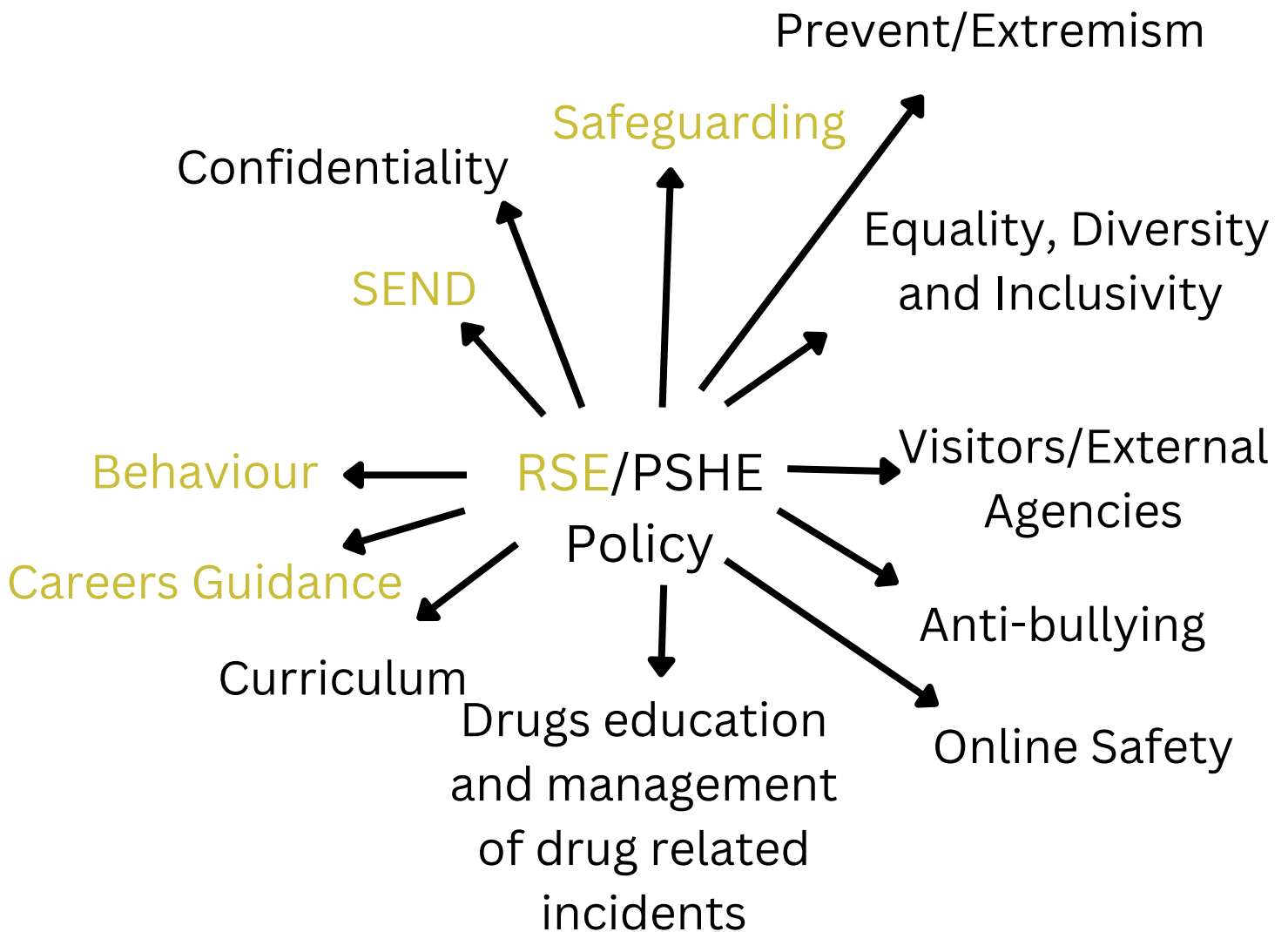
Effective PSHE education should not be taught as a stand-alone subject but consideration should be taken by other subject leads to consider how their subject supports PSHE education e.g. English Literature exploring healthy and unhealthy relationships, IT discussing online safety and PE explaining and encouraging physical activity.

Possible Sentence Starters:

- Learning within PSHE education will link to learning in.....

LINKS TO OTHER POLICIES

To ensure consistency and embedding a whole school approach the PSHE/RSE policy should be linked to other policies within the education setting including, but not limited to:



Policies highlighted in **this colour** denote the policy is a statutory document as outline by the government [here](#). The policy should state how it supports/compliments other organisational policies.

Possible Sentence Starter:

- This policy supports/compliments the following policies.....

INCLUSIVITY AND EQUALITY

Schools need to ensure that they comply with the relevant provisions of the Equality Act 2010. PSHE education needs to be inclusive and reflective including differing genders, sexual orientations, disabilities, ethnicities. The curriculum should also be age and stage appropriate, where the topics covered are ones that the children or young people are either currently likely to experience now or in the near future. Various learning techniques should be utilised to ensure that all students can participate in the learning. The PSHE education policy should refer to and be reflective of the school's Equality, Diversity and Inclusivity Policy. Students with SEND should not be withdrawn from PSHE education but should follow the same scheme of work as all other students. Consideration should be given to how the content and delivery of learning will be adapted.

Possible Sentence Starters

- Our teaching will take into consideration the age, ability and cultural background of the students to ensure that our PSHE education is fully accessible to all
- We will utilise PSHE education to address diversity and ensure equality to all by.....
- We recognise that all students have the right to access a PSHE education which meets their needs
- We will not exclude access to PSHE education for any student by.....

INTENDED LEARNING OUTCOMES

It is important that the policy shows the broad learning outcomes of PSHE education for each Key Stage that your settings covers. PSHE education is most effective when it is taught through a spiral curriculum that builds on previous learning.

Possible Sentence Starters

- As a result of our PSHE programme students will be able to:
 - Know and describe....
 - Demonstrate skills of....
 - Clarify they have the right to...
 - Explain they have a responsibility to.....

now and in their future lives.

- During Key Stage X, students will:
 - Develop the concept of....
 - Develop the skills of.... through learning about....
 - Explore the following themes and topics....
 - We will ensure the curriculum is broad and balanced by.....

TIMETABLING

Consideration should be given to how much time PSHE education will be given and how it will be delivered and this outlined within the policy.

Possible Sentence Starters

- We allocate X curriculum time to PSHE education
- Our PSHE education is provided as....
- Our provision is further enriched by....

ASSESSMENT

Assessment within PSHE education is not about passing or failing but rather about ensuring that intended learning outcomes have been met and the expected learning that has taken place. Additional guidance about assessment is available.

Possible Sentence Starters

- We will assess students' learning and progression by.....

TEACHING AND LEARNING

Those delivering PSHE education should have access to relevant CPD, this is available from different sources including, but not limited to, the PSHE Association, The National College and Department of Education and the Stoke-on-Trent & Staffordshire PSHE Education Service's Bitesize Practice Development sessions and ... & PSHE series.. This CPD should cover the best practice principles of delivering effective PSHE education and also there should be topic/theme specific training to enable the development of competence and confidence in professionals.

It is recognised through the statutory guidance that external agencies can add value to PSHE education programme, when utilised correctly. It should be clearly outlined within the policy that the teacher will always manage the learning and the behaviour within the classroom. That clear learning objectives will be agreed with the external agency prior to delivery and that their input is part of a planned, development programme and is not substituting it.

Possible Sentence Starters

- PSHE education is led by.....
- It will be taught by.....
- Teachers responsible for delivering PSHE education will receive training through....
- When using external agencies to support our PSHE education we will ensure that.....

ROLES AND RESPONSIBILITIES

It can be useful to highlight within the policy the various roles and responsibilities of people within the organisation e.g. governors headteachers, tutors, PSHE Lead

Possible Sentence Starters

- The PSHE/RSE programme will be led by,....
- The subject will be taught by.....
- It will be supported by.....

RESPONDING TO PUPIL'S QUESTIONS

Within PSHE education it is essential that pupils feel able to ask questions and that their question is valued. Consideration should be given on how and when these questions will be responded to, for instance;

What if, in a primary school, a pupil asks a question about sex, but the setting did not cover sex education?

What would be the expectation on the staff member to respond to this question. Including this information lets parents and carers know that questions will be welcomed, to encourage pupils to ask and enables staff to have space to consider their response or to find out information. It is good practice to have an anonymous question box to enable those pupil who may not feel comfortable asking questions in an open forum a space to ask their question and for it to be responded to later.

Possible Sentence Starters

- Pupil's questions will be answered by....
- We will allow anonymous questions to be asked by....
- If a safeguarding issue is raised through an anonymous question we will....



RIGHT TO WITHDRAW

The Department for Education's Statutory Guidance (page 17) clearly outlines the process that parents/carers are required to undertake if they wish to excuse their child or young person from the sex element of RSE/PSHE. Having defined the various elements of PSHE/RSE within the policy it is easier to see where the right to withdraw applies - some or all of sex education. Within each organisation's own policy this good practice principle should be outlined.

Parent or carer expresses wish to excuse children from sex education



Headteacher arranges to meet with parents/carers (and if appropriate child) to ensure wishes are understood and to clarify the nature and purpose of the curriculum.,



Headteacher discusses with parents/carers the benefits of receiving this education and any detrimental effects that withdrawal may have on the child. Meeting is documented and kept on file



Except in exceptional cases, school respects right to withdraw child (up to and until 3 terms before the child is 16) - at this point the child can opt in and schools should arrange to provide sex education during on of those three terms

The process is the same for pupils with SEND. However there may be exceptional circumstances where the headteacher takes into account specific needs arising from the SEND when making their decision. Headteachers should automatically grant a request to withdraw a pupil from any sex education delivered in primary schools that falls outside the science curriculum. Where a pupil is withdrawn, the school has a responsibility to ensure they receive purposeful education during the period of withdrawal. The right to withdraw does not apply to Relationships Education or Health Education and it is important that your policy makes this explicit.

Possible Sentence Starters

- In line with statutory guidance the right to withdraw applies to ...
- If a parent/carers wishes to withdraw their child we will....

CONSULTATION AND REVIEW

The policy should be co-produced with those affected by the policy – parents/carers, pupils, teachers etc... The policy should meet the best interests of the pupils and needs to be regularly reviewed to ensure it is still fit for purpose and reflective of the PSHE education scheme of work and DfE advice. This review should take place every 1-2 years.

Consultation is a positive step – it helps ensure that everyone understands what is being taught, when, how and by whom and gives parents/carers the opportunity to consider how they can support the curriculum within the home. As PSHE education is not just about gaining knowledge but developing skills and exploring values there are often myths and misconceptions about the topics which can be dispelled through consultation and engagement.

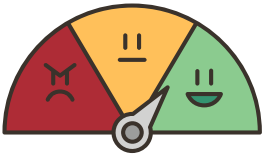
Consultation means giving stakeholders the opportunity to share their views on the proposed PSHE/RSE education policy. The education setting should consider whether any strongly held views from stakeholders should mean adaptations to the scheme of work timescales or methods of teaching. The setting needs to consider those views and balance them with the views of other stakeholders. Ultimately it is the organisation who decides on the curriculum, having considered the views shared during consultation, it should be made clear to stakeholders, especially parents and carers that they do not have veto over the content of the curriculum, but their views and opinions are welcomed and will be genuinely reflected on a final decision is reached.

Possible Sentence Starters

- We will communicate with parents and carers by...
- We will support parents to have discussions at home by....
- This policy will be reviewed by..... on

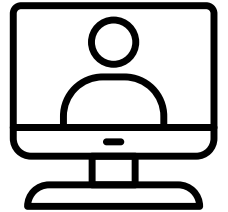
POTENTIAL METHODS FOR CONSULTATION

Education settings across the city and county will have effective consultation methods in place with parents, carers, staff and pupils. The following methods demonstrate the different ways that consultation can be carried out effectively. When consulting with pupils it is important to consider their age, developmental ability and maturity level, as the method and level of consultation and involvement will differ depending on this. See our Best Practice Guide on Pupil Voice for more information.



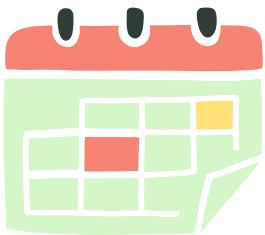
Internal review with staff and governors

Hold an information session and record conversation with parents/carers



Signposting to the policy and completing a standard questionnaire

Meeting the new teacher for the academic year and talking about curriculum content



Utilising existing events e.g. parents evening, school council, staff meetings, governors meeting

Online questionnaires



Use current communication methods e.g. newsletters, social media

Workshops



Bath University have produced a [toolkit](#) to support schools to create a culture of engagement with parents/carers.

POLICY SELF-ASSESSMENT



PSHE/RSE Policy Self Assessment:

This self-assessment tool is an aide to education settings, based upon best practice guidance from the Department for Education and the PSHE Association to demonstrate considerations for their local policy.

Criteria	Yes	No	N/A	Explanation/Action/Evidence
General				
Are you a primary setting that delivers Sex education (outside of the science curriculum)?				
Does the policy cover PSHE as a whole subject?				
Does the policy focus on Relationship Education or Relationship and Sex Education as a statutory subject?				
Availability of Policy				
Is your policy accessible to parents, carers and other interested parties?				
Has consideration been taken in ensuring that the policy is accessible to the demographics of the school community e.g language and ability?				
Are parents, carers and other interested parties aware of how to access the policy?				
Content				
Does your policy include a policy scope statement?				
Is your policy guided by the organisation's ethos?				
Does your policy outline the links between PSHE/RSE education and Safeguarding?				
Does the policy outline how the learning will be delivered in a safe manner?				
Does the policy clearly define what is meant by "Sex education" and "Relationships education" depending on what is taught in your setting?				
If your policy is a wider PSHE policy does it define the elements that fall outside of the statutory content?				
Curriculum Design				
Does the policy outline the programme's key concepts and skills and issues and themes that provide the context for PSHE education?				



Criteria	Yes	No	N/A	Explanation/Action/Evidence
Does the policy show the broad learning outcomes for each Key Stage?				
Does the policy have a link to the curriculum's long term plan or curriculum map?				
Does the policy demonstrate the links with other curriculum areas?				
Does the policy outline links to other policies?				
Does the policy refer to and is reflective of the organisation's Equality, Diversity and Inclusivity policy?				
Does the policy explain how the teaching will be inclusive and meet the needs of pupils with SEND?				
Teaching and Learning				
Does the policy show how much time RSE/PSHE education will be given in the academic year and how it will be delivered?				
Does the policy state how learning within the subject will be assessed?				
Does the policy state what CPD will be available to staff delivering the subject to ensure competence and confidence in teaching?				
Does the policy outline the roles and responsibilities of: <ul style="list-style-type: none"> ● Governors ● Headteacher ● PSHE Lead ● Staff delivering PSHE ● Staff supporting PSHE delivery e.g Teaching Assistants 				
Does the policy have a section on responding to pupil's questions that includes information on: <ul style="list-style-type: none"> ● How pupils can ask questions? ● How questions will be responded to? ● How safeguarding concerns will be responded to? 				
Have staff been consulted on the policy?				
Did staff have any strongly held views that need to be considered?				
Parents and Carers				





Does the policy clearly outline where the right to withdraw applies e.g sex education only?				
Criteria	Yes	No	N/A	Explanation/Action/Evidence
Does the policy clearly outline the process if a parent or carer wishes to excuse their child from sex education?				
Have parents and carers been consulted on the policy?				
Did any parents or carers have any strongly held views that require consideration?				
Pupils				
Have pupils been consulted on PSHE/RSE provision?				
Was there any strongly held view or response that required consideration?				
Review				
Is the policy part of the organisation's policy review cycle?				



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