The St Marylebone CE Bridge School

A Special Free School for pupils with Speech, Language and Communication Needs

Herries Street, London W10 4LE

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

Including Statutory Relationships and Sex Education (RSE) and Health Education

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1. Aims

1.1 Context

With our children and young people living in an ever-changing online and offline world, facing increasing opportunities and more complex challenges, it has never been more important to equip our students with the knowledge, attitudes and skills needed to manage their lives as engaged, respectful, healthy, happy, responsible and successful members of society. This is especially true at SMBS, where many pupils have speech, language and communication needs (SLCN) that can affect their ability to access information, express their feelings and needs, and navigate complex social situations. PSHE is not an optional extra for our pupils – it is an essential and carefully adapted component of their education.

1.2 Aims

We will achieve this through our PSHE programme, which aims to support our young people to:

- become confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- understand the importance of self-respect and self-worth, and the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice;
- nurture mutual respect, treating others equitably, valuing diversity and respecting different beliefs, identities and family structures;
- learn how to build and maintain safe, positive, respectful, kind and healthy relationships, including being able to identify risks and harms within friendships and intimate and non-intimate relationships, both in person and online;

- understand the importance of taking responsibility for one's own health and wellbeing, including financial wellbeing, knowing the links between mental and physical health, and using self-care strategies for both;
- gain accurate knowledge and understanding about the facts and the law relating to a range of issues including sex, sexual orientation and gender reassignment (as protected characteristics under the Equality Act 2010), sexuality, sexual health (including contraception), online safety and online harms (such as AI-generated content, deepfakes, AI chatbots, scams, fraud and sextortion), domestic abuse, sexual harassment and sexual violence, and the risks associated with carrying knives and other weapons, in an age-appropriate and inclusive way;
- understand consent in all relationships, including when developing intimate relationships, and resisting pressure and/or not applying pressure to have sex or engage in sexual activity, through respect for others' boundaries;
- develop the critical thinking skills needed to understand and analyse complex information – including information encountered online – so they can keep themselves safer in digital and physical spaces and challenge harmful norms such as misogyny, incel culture and unrealistic portrayals of sex and relationships;
- develop confidence in decision making, understanding consequences, and acting on informed choices;
- address concerns, including protecting themselves by asking for help and knowing where and how to get confidential advice and support;
- develop financial capabilities and money management skills, including recognising and managing financial harms and risks (for example in gaming, gambling, subscription traps and online shopping), to achieve economic wellbeing;
- understand what it means to be responsible citizens who have rights and responsibilities that help them make a positive contribution to society;
- enjoy and celebrate successes in their own progress, identifying and achieving academic and personal goals that enable them to thrive in all areas of their lives.

2. Purpose of this Policy

This policy gives clear guidance to staff, outside visitors, parents/carers and students about our PSHE programme, including:

- our overall intention and aims for delivering PSHE, including statutory Relationships, Sex and Health Education (RSHE);
- our definitions for Relationships Education, Sex Education and Health Education;
- guidance for staff and outside visitors about the implementation of PSHE, including content, organisation and principles that guide safe and effective delivery;
- information for parents/carers about our full PSHE programme, including specific information on Sex Education, our annual parental engagement procedures and parents' right to request withdrawal of their child from sex education (see Section 8.2);
- our commitment to supporting a skilled delivery team through CPD opportunities;
- how we monitor, evaluate and assess PSHE including arrangements for policy review;
- how PSHE, including RSHE, promotes equality, inclusion and respect for all, in line with the Equality Act 2010 and the needs of pupils with SEND.

3. Policy Development

3.1 This policy has been developed by the Governing Body, Head of School, Senior Leadership Team (SLT) and PSHE Subject Lead, in line with the latest DfE statutory and non-statutory guidance. It reflects the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025, mandatory from 1 September 2026), the PSHE

Association Programme of Study, and Keeping Children Safe in Education (2025). It has been informed by feedback gathered from school and community stakeholders, including students, parents/carers and wider partners (see Sections 7.4 and 8.1).

3.2 The 2025 statutory guidance is underpinned by seven guiding principles that SMBS has adopted as the foundation of its approach to PSHE and RSHE. These are: (1) high expectations for all pupils; (2) a positive and empowering approach; (3) age-appropriate and developmental sequencing; (4) skilled and sensitive delivery; (5) engagement with parents/carers and the wider community; (6) transparency about content and resources; and (7) flexibility to respond to the needs of the school community.

3.3 As a specialist setting for pupils with SLCN, SMBS recognises that the DfE guidance provides relatively limited detail on adapting RSHE for SEND learners. This policy goes further than the statutory minimum to set out the specific adaptations required for our pupils – including those with DLD, Autism, ADHD and SEMH needs – and our approach to preparing them for adult life and healthy relationships.

4. Legislation and Guidance

4.1 From 1 September 2026, it will be mandatory for all state-funded schools in England to follow the updated DfE statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (DfE, July 2025), issued under sections 34 and 35 of the Children and Social Work Act 2017, section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Schools may adopt the new guidance from September 2025. This policy reflects the 2025 guidance and SMBS will implement it fully from September 2026.

4.2 This guidance makes RSE compulsory for all pupils receiving secondary education, and Health Education compulsory for all pupils in state-funded schools, including academies and free schools.

4.3 This policy also has regard to the SEND Code of Practice: 0 to 25 years, in particular section 7.38 (Preparing for Adulthood outcomes), which requires schools to consider how PSHE and RSHE contribute to pupils' longer-term preparation for adult life, including independent living, employment, community participation and health. At SMBS, these outcomes are embedded into our curriculum planning and, where relevant, into the PSHE-related sections of each pupil's Education, Health and Care (EHC) plan.

5. Links to Other Policies

PSHE sits within our whole-school approach to supporting pupils' overall personal development, including their relationships, behaviour and overall safety, health and wellbeing. This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Online Safety Policy
- Equality, Diversity and Inclusion Policy
- SEND Information Report and EHC plan processes
- Careers Education, Information, Advice and Guidance (CEIAG) / Provider Access Policy
- SMSC and British Values Statement

6. Definitions for Relationships and Sex Education (RSE) and Health Education

Relationships and Sex Education (RSE)

RSE enables the physical, spiritual, cultural, social and emotional development of students. It provides young people with the knowledge, skills, attitudes and positive values to have happy, healthy and safe relationships, both intimate and non-intimate, including online relationships; to understand the facts and the law relating to sex, sexuality, sexual health and consent; to enjoy their sexuality; to take responsibility for their sexual health and wellbeing; and to develop an understanding of equality, diversity and respect for different beliefs, identities and family structures, now and in the future.

Health Education

Health Education helps pupils to understand what it means to be physically healthy and mentally well, and how these aspects of health are closely connected. It supports pupils in making informed, responsible choices about their health and wellbeing so they can stay safe and healthy now and in later life.

7. Implementation of PSHE

7.1 Organisation of PSHE

Our dedicated and fully trained PSHE/Science teacher delivers weekly timetabled lessons of 45–50 minutes to all year groups, supported by additional tutor-time sessions and enrichment opportunities, including termly drop-down days. These include a Healthy Lifestyles Day, Anti-Bullying Week, a Careers and Enterprise Marketplace, and visits from external organisations. External visitors may support the delivery of RSE but do not replace the teacher; they enhance the existing programme by working alongside school staff and delivering in line with this policy and the school's safeguarding procedures.

Lessons are taught in small groups – from as few as six students to up to nine – with content, resources and approaches adapted to meet the needs of learners with SEND (see Section 9.8). Where appropriate, external professionals support delivery, including the school nurse, Let Me Know, UCLH medical students and other specialist services.

Occasional 1:1 sessions may be offered in response to identified individual needs. These sessions are planned and recorded in line with school systems and, where content is sensitive or safeguarding-related, in consultation with the Designated Safeguarding Lead (DSL) or a deputy DSL.

We organise our PSHE programme under three headings: Relationships and Sex Education; Health and Wellbeing Education; and Living in the Wider World. Our PSHE Curriculum Overviews, including the mapping of statutory RSHE content, are available on the school website.

7.2 Content of PSHE

Relationships and Sex Education (RSE) – KS3 & KS4 (Age 11–16)

- Families (including diverse family structures, the roles of parenting and caregiving, and what makes families healthy and supportive)
- Respectful Relationships (friendships, managing conflict, prejudice-based bullying, domestic abuse, sexual harassment and sexual violence, and positive masculinity)
- Online and Media (including online safety, social media, pornography, AI-generated content and deepfakes, AI chatbots and the risks they pose – including false intimacy and harmful advice – online scams, fraud and sextortion)
- Being Safe (consent and boundaries, coercive and controlling behaviour, grooming, child sexual exploitation (CSE), female genital mutilation (FGM) and forced marriage, managing peer and online pressure, and knowing how to seek help and report concerns)
- Intimate and Sexual Relationships, including Sexual Health (contraception and pregnancy choices, STIs including HIV/AIDS, facts and the law relating to sex, sexual orientation and gender reassignment, and challenging harmful norms such as misogyny, incel culture and unrealistic portrayals of sex and relationships)

Science Curriculum contributing to Sex Education alongside RSE

Key Stage 3 (age 11–14): Reproduction – reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, and the effect of maternal lifestyle on the foetus through the placenta.

Key Stage 4 (age 14–16): Health, disease and the development of medicines; communicable diseases, including STIs (including HIV/AIDS); non-communicable diseases; the impact of lifestyle factors. Coordination and control: hormonal coordination, hormones in human reproduction, and hormonal and non-hormonal methods of contraception. Evolution, inheritance and variation: sex determination in humans.

Health and Wellbeing Education – KS3 & KS4 (Age 11–16)

- Mental Wellbeing (including coping with stress, grief, loss and bereavement, self-harm and suicide prevention content taught safely, and knowing when and how to seek help)
- Wellbeing Online (including managing screen time, social media use and the impact of online content on mental health)
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping (including the specific risks of vaping and nicotine addiction, and emerging substances)
- Health Protection and Prevention, and Understanding the Healthcare System (including immunisations, cancer screening and how to access GP and other health services)
- Personal Safety (including safety in public spaces, travel safety, knife crime and conflict resolution)
- Basic First Aid
- Developing Bodies (including puberty, menstrual and gynaecological health – for example, when to seek medical advice for heavy or painful periods, endometriosis, and age-appropriate awareness of menopause)

Living in the Wider World – KS3 & KS4 (Age 11–16)

- Economic Wellbeing (including budgeting and saving, consumer rights and responsibilities, and managing financial harms such as gambling, gaming-related spending, scams and subscription traps)
- Being a Responsible Citizen (rights and responsibilities under the law, participation in democratic processes and community engagement)
- Careers (including work-related learning, enterprise, and encounters with employers and further and higher education providers, in line with the Provider Access Policy)

7.3 Cross-Curricular Links

Through identified cross-curricular links with RE, Science, Computing/ICT, Food Technology, King's Trust, Preparation for Adulthood and PE – as well as other curriculum areas where appropriate – we further complement, reinforce and extend our students' PSHE learning, ensuring that statutory RSHE content is delivered consistently and progressively and not duplicated unnecessarily.

7.4 Curriculum Adaptations and Stakeholder Engagement

7.4.1 The organisation of our PSHE curriculum is flexible, allowing us to respond to feedback from school and community stakeholders alongside emerging concerns, relevant local health information, data such as from the local SHEU survey, updated national guidance and/or news-related events.

7.4.2 We regularly engage our students, parents/carers and wider stakeholders in the review and development of our PSHE curriculum, as follows:

- Student engagement – focus groups, subject reviews, student discussions and feedback from learning walks and pupil voice activities.
- Parental engagement – On entry to the School, parents are invited to read this PSHE policy. We take every opportunity to inform and involve parents/carers by: making our commitment

clear in the school brochure and on the school website; inviting parents/carers to discuss personal development when their child enters the School; and inviting parents/carers to a meeting to discuss RSE. At this meeting a representative sample of resources can be shown to parents/carers and any questions about content, sequencing or withdrawal can be discussed.

- Community partners – partner discussions, external training content, local/national data provided by partner organisations and policy feedback.

7.4.3 As a result of feedback gathered for 2025–26 we have adapted our PSHE curriculum by: adding content into Y11 about nude images, sextortion and the legal position regarding sending images; and including teaching about financial harms – particularly in relation to gaming, gambling and monetisation in online shopping – in Y7, Y8 and Y9.

8. Issues Specific to Sex Education

8.1 Engaging with Parents/Carers

8.1.1 On entry to the school, parents/carers are invited to read our PSHE policy, including our approach to RSE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters.

8.1.2 We seek to understand any religious or cultural views parents/carers may have, and we always carefully consider any request that takes account of our duties under the Equality Act 2010 and our safeguarding responsibilities.

8.1.3 We take every opportunity to inform and involve parents/carers, providing transparency of the content and delivery of our RSHE, in the following ways:

- By inviting parents/carers to discuss personal development, including PSHE, when their child enters the school.
- By inviting parents/carers to meetings to discuss Relationships, Sex and Health Education in the school. During these meetings, parents/carers may review curriculum content and a representative sample of resources, including those used by external partners. It is made clear which parts of the programme are statutory and which are non-statutory, about their right to withdraw their child from non-statutory lessons, and exactly what these lessons are and when they are taught (see Section 8.2).
- Beyond meetings, parents/carers can request to see a representative sample of planning and curriculum resources used in the teaching of sex education at any time.
- In line with the 2025 statutory guidance, the School will proactively make all curriculum materials available to parents/carers upon request and will not withhold these.

8.2 Parental Right to Withdraw from Sex Education

8.2.1 Parents/carers have the right to withdraw their child from all or some of the sex education provided by the school – but not from Relationships Education, Health Education or any statutory content taught as part of the Science curriculum.

8.2.2 At SMBS, the parental right to withdraw applies only to the following lessons, which are identified as non-statutory sex education: Intimate and sexual relationships, including sexual health, contraception and abortion.

8.2.3 The parental right to withdraw applies up until three terms before the child turns 16. After that point, if the young person wishes to receive sex education rather than be withdrawn, they have the statutory right to request to do so without their parents/carers being notified or seeking their permission. The school will make arrangements to provide sex education during one of those three terms.

8.2.4 If a parent wishes to withdraw their child from Sex Education, we ask that they discuss it with the Head of School and, where appropriate, with the young person. The Head of School (and/or PSHE Subject Lead) will explain the benefits of receiving sex education and any possible impact that withdrawal may have. Parents/carers can request a copy of the school's 'Request for

Withdrawal from Sex Education Lessons' form. A record of the discussion and outcome will be kept on the pupil's file.

8.2.5 Where a pupil has SEND, the Head of School may, in exceptional circumstances, take the pupil's specific needs arising from their SEND into account when considering a request for withdrawal. This is in line with the 2025 statutory guidance and reflects the school's duty to prepare all pupils for adulthood. In such cases, the decision will be made in close consultation with parents/carers and, where appropriate, the pupil themselves.

8.2.6 For the avoidance of doubt: statutory Relationships Education does not involve explaining the detail of different forms of sexual activity, but may cover sensitive topics such as sexual violence in order to keep young people safe. Parents/carers do not have the right to withdraw their child from Relationships or Health Education.

8.3 Supporting Students Withdrawn from Sex Education

8.3.1 Alternative work will be given to students who are withdrawn from sex education.

8.3.2 Staff will respect the decision of parents/carers to withdraw their child from non-statutory sex education, whilst ensuring that any safeguarding concerns are responded to appropriately. Staff recognise that young people who do not have their questions answered may seek other sources of information that may provide inaccurate or harmful content. Where appropriate, staff will signpost students to trusted sources of information (such as the NHS and reputable sexual health services) and encourage them to speak to a trusted adult.

9. Principles for the Safe and Effective Delivery of PSHE

9.1 Creating a Safe and Supportive Learning Environment

9.1.1 PSHE works within students' real-life experiences, addressing a wide range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules with all students at the start of the year, revisited regularly.

9.1.2 Typical ground rules include: listening respectfully; not using names or sharing identifiable details about other people; not pressuring anyone to share personal experiences; using appropriate and inclusive language; and respecting different views whilst challenging prejudice (for example, sexist, homophobic, biphobic, transphobic or racist comments).

9.1.3 Students are reminded they have the 'right to pass' if they do not wish to answer a question, that they should not ask personal questions of staff or peers, and that questions can be asked anonymously (for example, via a question box).

9.1.4 For pupils at SMBS, ground rules are presented in accessible language and visual formats. Staff use distancing techniques – such as fictional scenarios – and are trained to support pupils who find emotionally complex discussions particularly challenging due to their communication or regulation needs.

9.2 Safeguarding and Confidentiality

9.2.1 Discussions about PSHE issues, including sensitive areas, may lead to personal disclosures and increased safeguarding reports. Staff are aware that they must refer to the school's Safeguarding/Child Protection policy and procedures, in line with the current DfE guidance Keeping Children Safe in Education (2025), to ensure clarity about what is required in such circumstances.

9.2.2 The school will ensure that staff understand that they cannot offer unconditional confidentiality to students, and that students know this, whilst always being reassured that their best interests will be maintained. Where confidentiality has to be broken, students will be informed first and then supported as appropriate.

9.2.3 Where a concern meets the threshold for a safeguarding referral, this will be made in line with school policy and local safeguarding arrangements.

9.3 A Skilled PSHE Delivery Team

9.3.1 To maintain high quality, effective delivery of our programme, we provide a range of Continuing Professional Development (CPD) opportunities for staff, including on-site training, online courses, networking events and 1:1 mentoring.

9.3.2 CPD includes training on the DfE RSHE statutory guidance (2025), safe delivery of content related to sexual harassment and sexual violence, suicide prevention and self-harm, online harms (including pornography, deepfakes, AI chatbots and sextortion), domestic abuse, FGM and forced marriage, and supporting pupils with SEND.

9.3.3 Staff are encouraged to reflect on their own values and biases and to use trauma-informed and neuro-affirming approaches in their teaching, which is essential in our specialist SEND context.

9.4 Participative and Interactive Learning Approaches

9.4.1 Active, interactive and participative learning approaches are particularly effective for engaging students with the wide range of personal, social, emotional and health issues in PSHE. Staff use a wide range of teaching and learning activities within the boundaries of agreed ground rules, including structured or open discussion, games, role-play, group debates, the use of technology, pupil presentations, literature and visits by theatre groups.

9.4.2 Activities are carefully planned and differentiated to meet the needs of learners with SEND and to avoid re-traumatisation or unnecessary distress. Staff do not use students' real-life experiences or social media accounts as case studies; instead, they work with fictional or anonymised scenarios, and students always have the right to pass on any activity.

9.4.3 The 2025 guidance emphasises a positive approach that focuses on building attitudes and skills and promoting healthy norms, rather than using fear-based content. SMBS endorses this approach across all PSHE delivery.

9.5 Choosing Resources

9.5.1 Resources used in PSHE, including those used by our external partners, are regularly reviewed to ensure they are up to date, relevant, age and stage appropriate, and accessible for all students. We take into account how language, cultural attitudes and images are inclusive and unbiased, avoiding discrimination, misinformation or the promotion of harmful content.

9.5.2 Where resources include sensitive content (for example, sexual relationships, pornography, self-harm, suicide, domestic abuse, sexual harassment or knife crime), these are checked in advance by the PSHE Subject Lead and/or a member of SLT to ensure they are appropriate for our pupils, trauma-aware and aligned with this policy. A representative sample of resources is made available for parents/carers to view on request, and all curriculum materials are available to parents/carers upon request in line with the 2025 statutory guidance.

9.6 External Organisations and Partners

9.6.1 We work with carefully selected external organisations to enhance the delivery of PSHE, bringing in specialist knowledge and different ways of engaging our young people. All external contributions complement the teaching delivered by our own staff and do not replace the class teacher.

9.6.2 All external contributors are made aware of our confidentiality and safeguarding policies. They are fully briefed in advance about the needs of our pupils – including their communication needs and any access arrangements – our ground rules, expectations around inclusive and non-judgemental language, and the requirement to avoid asking students for personal disclosures. External visitors are supervised by school staff at all times.

9.7 Responding to All Students' Questions

9.7.1 We will respond to all students' questions in the most appropriate manner, with an emphasis on supporting the child. The form in which questions are addressed may be in smaller group activities or on a one-to-one basis as appropriate. No question will be disregarded. Staff will use their professional judgement to decide whether a question can be answered in the moment, needs to be addressed at a later point, or is better answered individually.

9.7.2 Questions will be answered honestly, with factual information and in an age-appropriate way, within the boundaries of agreed ground rules and the law. Where appropriate, staff will signpost students to trusted, reputable sources of information (such as NHS and recognised sexual health services). Students are also reminded that they can submit questions anonymously.

9.8 Meeting the Needs of SEND Learners

9.8.1 SMBS is a specialist setting, and all of our pupils have SLCN together with a range of co-occurring needs including DLD, Autism, ADHD and SEMH. Research consistently shows that pupils with SEND, and particularly those with learning disabilities and SEMH needs, can be at higher risk of exploitation, online harm and harmful sexual behaviour. This makes high quality, well-adapted RSHE not just a requirement but a priority.

9.8.2 We maintain the same high expectations for learning for all pupils and adapt how – not whether – PSHE and RSHE are taught. Adaptations include:

- Differentiating content and pace of learning, with clear visual supports, concrete examples, social stories and symbol-supported resources where needed;
- Using alternative and augmentative communication (AAC) systems so that pupils can understand and express themselves during PSHE lessons;
- Adapting small group and individual work in response to individual EHC plans and the outcomes identified within them;
- Using DLD-accessible language: short sentences, plain vocabulary, pre-teaching key terms, and avoiding abstract language or implied meanings that may be misunderstood;
- Using distancing techniques and fictional or concrete scenarios to support pupils who find abstract or hypothetical reasoning challenging;
- Delivering relevant CPD to all staff, including LSAs, on supporting SEND learners in PSHE.

9.8.3 Where a pupil's EHC plan identifies specific Preparing for Adulthood outcomes linked to relationships, health or independent living (in line with SEND Code of Practice section 7.38), these will be reflected in how PSHE is planned and delivered for that pupil. The PSHE Subject Lead and SENCo will liaise at least annually to ensure this alignment.

9.8.4 We recognise our duties under the Equality Act 2010 to make reasonable adjustments and to ensure that pupils with SEND are not disadvantaged in their access to PSHE, RSE and Health Education. We also recognise that 1:1 PSHE support may occasionally be necessary for pupils whose communication or regulation needs mean they cannot fully access group delivery, and we plan for this within our staffing model.

9.8.5 Where PSHE content – such as topics relating to the body, relationships or personal safety – may be particularly sensitive in relation to a specific pupil's history or presentation, the PSHE teacher will liaise with the pupil's key worker, SENCo and/or DSL in advance to plan an appropriate approach.

10. Equality, Diversity and Inclusion

10.1 As an inclusive school, we value the differences and diversity of our community and the wider world. Within our PSHE programme, we teach and promote equality, tolerance, respect and the prevention of discrimination, in line with the Equality Act 2010.

10.2 We ensure that all students understand the concept of protected characteristics as defined under British law, in an age-appropriate way, and understand the importance of avoiding discrimination based on any of these characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

10.3 Within the RSE elements of our programme, young people are supported and guided in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. We value our diverse community at school, including pupils, parents/carers, staff and visitors

who may be from varying backgrounds, faiths and heritages, who are LGBTQ+, who are in different types of families, children living in care, young carers, or those living in poverty.

10.4 The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. We promote British values within our whole school aims and values and within our PSHE programme.

11. Impact: Monitoring, Evaluating and Assessing PSHE

The PSHE Lead will be responsible for ensuring the quality and effectiveness of the teaching and learning in PSHE and measuring the progress and outcomes of pupils, as follows:

- ensuring the policy and programmes are implemented as agreed and remain up to date with statutory guidance;
- monitoring and evaluating the teaching of PSHE through lesson observations, learning walks, planning scrutiny, student work scrutiny, student focus groups, PSHE subject reviews and feedback from staff;
- ensuring assessment is built into the PSHE teaching and learning programme in all year groups, including baseline and endline assessments and ongoing formative assessment, to measure student progress in line with the school's assessment procedures;
- using surveys and consultation processes to gather the views of students, staff and parents/carers and inform the continuing development of our PSHE programme;
- using wider school information (for example, attendance, behaviour, safeguarding and wellbeing data) to evaluate the impact of PSHE and identify priorities for further development;
- reporting regularly to the Senior Leadership Team and Governing Body on the quality and impact of PSHE, including RSHE, and identifying actions for improvement where needed.

12. Disseminating and Reviewing this Policy

12.1 A copy of this policy will be supplied to all staff and governors. A full copy will be published on the school website and made freely available to parents/carers and partners on request.

12.2 The policy will be reviewed at least every three years, and sooner if there are significant changes to statutory guidance, by the Governing Body, Senior Leadership Team and PSHE Lead, informed by feedback gathered from students, parents/carers and partners and by monitoring evidence from across the PSHE programme.

12.3 Any updates will be communicated to staff, governors and parents/carers and the version on the school website will be updated accordingly.

APPENDIX 1 – SMBS PSHE Departmental Curriculum

DfE Secondary RSHE Headings

Relationships Education:

- F – Families
- RR – Respectful relationships, including friendships
- OM – Online and media
- BS – Being safe
- ISR – Intimate and sexual relationships, including sexual health

Health Education:

- MW – Mental wellbeing
- ISH – Internet safety and harms
- PHF – Physical health and fitness
- HE – Healthy eating
- DAT – Drugs, alcohol and tobacco
- HP – Health and prevention
- BFA – Basic first aid
- CAB – Changing adolescent body

Note: Basic First Aid (BFA) is delivered in Year 11 through Preparation for Adulthood / College Transition lessons and includes how to respond to common injuries and how to contact emergency services.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 7	Health and Wellbeing – Healthy LifestylePHF, HE, HP	Emotions and PubertyMW, CAB, BS	Health and Wellbeing – My IdentityRR, F, OM, MW (self-esteem)	Transition and BelongingMW, RR, F	Health and Wellbeing – Online SafetyISH, OM, BS (grooming, image sharing, scams)	Relationships – Different Types of Relationships and DiscriminationF, RR, BS, OM
Yr 8	Living in the Wider World – Employment, Money and Me	Living in the Wider World – The Law, Me and My CommunityBS, RR	Health and Wellbeing – Drugs EducationDAT, HP, BS	Health and Wellbeing – Human Reproduction and PregnancyISR, CAB, HP	Relationships – Sex, Sexuality and Sexual Orientation / DiscriminationISR, RR, F, BS, OM	Relationships – Consent and Online SafetyBS, ISR, ISH, OM (sexting, pornography, sextortion)
Yr 9	Personal Action Planning and Emotional WellbeingMW, HP, BS	Drugs EducationDAT, HP, BS	Living in the Wider World – Personal Finance (economic wellbeing, scams/gambling)ISH, HP	My Community and MeRR, BS, OM	Sex and Relationships EducationISR, BS (consent, coercion, exploitation, FGM/forced marriage awareness), RR, F, OM	Applying for Jobs and CoursesMW
Yr 10	Personal Action PlanningMW, HP	Emotional Wellbeing (including self-harm/suicide prevention)MW, HP, BS	Drugs EducationDAT, HP, BS	Sex and Relationships Education (deepening Y9 content)ISR, BS (consent, sexual harassment, sextortion, image-based abuse), RR, OM (misogyny/incel culture)	Personal FinanceISH, HP	Careers and EnterpriseMW, HP
Yr 11	Applying for Jobs and CoursesMW	Applying for Jobs and CoursesMW	Personal Finance	Being a Critical ConsumerOM, ISH, RR, HP	Sex and Relationships Education (revisiting contraception, STIs, consent, sexual health services, online	College Transition (including Basic First Aid)MW, BS, ISH, BFA

					dating, deepfakes, sextortion)ISR, BS, OM	

APPENDIX 2 – Parent/Carer Form for Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child:		Class:	
Name of parent/carer:		Date:	
Reason for withdrawing from			

sex education within RSE:
Any other information you would like the School to consider:

Parent/Carer signature:	

TO BE COMPLETED BY THE SCHOOL	
Agreed action	*Include note*

onsfromthediscussionwithparents/carers:	*sfromdiscussionswithparents/carersandagreedactionstaken. Forexam*

	ple: [Name] will be taking part in all Relationships Lessons and during the

	Sex Education lessons will be working independently on an agreed project.

