Personal, Social, Health, And Relationships Education (PSHRE) Policy

Approved by: The Rydal Academy LGB

Review frequency: 1 year

Date of last review: Autumn 2026

Date of next review: Autumn 2027

Relationships and Sexual Health Education

The aim of Relationships Education (RE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. Good RE should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. RE should also teach what acceptable and unacceptable behaviour in relationships is. The reason for this is to help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Legal Requirements

Our PSHE curriculum is informed by the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education and Health Education*, which came into effect on 1 September 2026. The school has regard to this guidance when planning and delivering Relationships Education and Health Education. The curriculum is also informed by the National Curriculum, Keeping Children Safe in Education, the Equality Act 2010, the SEND Code of Practice and other relevant statutory guidance.

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. They state that pupils receiving primary education must be taught Relationships Education and pupils receiving secondary education must be taught Relationships and Sexual Health Education. All primary and secondary pupils must be taught Health Education.

The subjects of Relationships Education and Relationships and Sexual Health must be taught in all maintained schools, academies and independent schools. All schools, except independent schools, must also make provision for Health Education.

This policy sets out how The Rydal Academy plans, delivers and monitors the provision of PSHRE. It has been produced in consultation with parents, staff and the Board of Directors. The PSHRE lead has the responsibility for reviewing and updating the policy to ensure it accurately reflects the provision of PSHRE/Relationships Education and Health Education in the school. During this transition phase it is reviewed yearly.

Right to Withdraw

Parents can request withdrawal from primary sex education, and the headteacher must automatically grant it, except for content that forms part of the Science curriculum.

Curriculum Intent

At The Rydal Academy, RE is delivered as part of the PSHRE programme.

Our PSHRE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking whilst giving pupils opportunities to develop their understanding of democracy and justice, rights and responsibilities and identities and diversity.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHRE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The PSHRE curriculum aims are therefore to create:

- Successful learners who enjoy learning, make progress and achieve
- Confident and autonomous individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society
- Pupils with the knowledge, understanding and skills they need to keep themselves and others safe. Through age- and developmentally appropriate teaching, pupils will:

    - understand how to keep themselves safe, both in school and in the wider community;
    - develop an understanding of **online safety** and how to behave safely and responsibly online;
    - learn to recognise **unsafe situations**, behaviours and relationships and understand when something does not feel right;
    - know how and when to **seek help** and identify trusted adults and appropriate sources of support;
    - develop an understanding of **healthy, respectful and positive relationships**;
    - understand, in an age-appropriate way, what **abuse** is and how to recognise and report concerns;
    - understand what **harassment and bullying** are and learn how to respond to and report harmful behaviour;
    - recognise and challenge **sexism, misogyny and harmful gender stereotypes** in an age-appropriate way;
    - develop an understanding of **sexual harassment and sexual violence**, appropriate to their age and stage of development, and know that such behaviour is never acceptable and should be reported to a trusted adult.
    - The curriculum promotes a culture in which pupils feel safe, valued and listened to, and understand that they have the right to seek help if they or someone else is at risk of harm.

For pupils PSHRE provides:

- Opportunities to prepare pupils to cope with handling the complexity of living in a changing and dynamic multicultural and multi-faith community
- A learning framework which contains social and emotion aspects in which pupils clarify their values and attitudes to controversial issues
- Pupils with the opportunity to clarify issues around which there is no right answer
- Opportunities for pupils to participate at a local level and understand the roles they may have, in addressing important community issues.
- Opportunities for pupils to develop understanding of their mental health, recognise when something is wrong and know how and where to seek help. It also highlights self-regulation, perseverance and determination.

For the school PSHRE education provides opportunities:

- To develop strategies which enhance the ethos of the school and contribute to behaviour, attitudes and responses to learning
- For pupils to take responsibilities which support the school community
- For a consistent and coherent approach to the social and emotional aspects of learning and school life
- To promote the role of the school in the community; leading to improved relationships and more effective community support
- For the school and its local community to work more effectively together to promote ways for individuals to value and support their community

For the community PSHRE will provide:

- The opportunity to emphasize the role of the community in the school
- An opportunity to improve community involvement by developing an understanding of the rights, roles and responsibilities expected of individuals

- Opportunities, which enable pupils to understand how they may take an active part and contribute more effectively to the life of the local community.

- An opportunity for pupils to explore similarities and differences within the community so that they can better understand the balance of diversity and interdependence of different groups.

Curriculum Implementation

Delivery of PSHRE is done through the timetabled teaching of PSHRE, which is delivered by class teachers, and through a range of other activities such as assemblies, which are planned and organised, by the PSHRE coordinator and Pastoral lead.

Students have either a lesson a week or a double lesson a fortnight. Lesson plans and resources are designed and developed by SCARF, a specialist PSHE company, and adapted to fit the needs of the school by the PSHRE lead and teacher.

In addition, SMSC (spiritual, moral, social and cultural) themes are mapped across the whole school and this is overseen by the PSHRE lead. The school believes that the students' social, moral, spiritual and cultural development is an integral part of their wider education.

Curriculum Overview

PSHRE is divided into 6 modules, which are delivered in a spiral programme. All 6 modules are delivered concurrently across the school to enable support and training to be delivered to staff where needed. They cover all aspects of the statutory relationship education and health education content, using the Scarf programme of study.

An overview of this curriculum is provided here:

Term Delivered	Module Title	Topics	Outcomes
Autumn 1	Me and my relationship	• Feelings • Getting help • Classroom rules • Special people • Being a good friend • Bullying and teasing • Our school rules about bullying • Being a good friend • Feelings/self-regulation	Pupils learn about how to respect one another. How to be a good friend and the qualities of this. How to be respectful, trusting within a friendship and understand boundaries. Understand about rules and the purpose of them. Recognize emotion and feelings.

		• Rules and their purpose • Cooperation • Friendship (including respectful relationships) • Coping with loss • Healthy relationships • Listening to feelings • Bullying • Assertive skills • Feelings • Friendship skills, including compromise • Assertive skills • Cooperation • Recognising emotional needs • Assertiveness • Cooperation • Safe/unsafe touches • Positive relationships	
Autumn 2	Valuing difference	• Recognising, valuing and celebrating difference • Developing respect and accepting others • Bullying and getting help • Being kind and helping others • Celebrating difference • People who help us • Listening Skills • Recognising and respecting diversity • Being respectful and tolerant • My community • Recognising and celebrating difference (including religions and cultural difference) • Understanding and challenging stereotypes • Recognising and celebrating difference, including religions and cultural • Influence and pressure of social media • Recognising and celebrating difference	Pupils learn how to recognize, value and celebrate differences. They will develop an understanding of respect and acceptance of others.

		• Recognising and reflecting on prejudice-based bullying • Understanding Bystander behaviour • Gender stereotyping	
Spring 1	Keeping safe	• How our feelings can keep us safe – including online safety • Safe and unsafe touches • Medicine Safety • Sleep • Safe and unsafe secrets • Appropriate touch • Medicine safety • Managing risk • Decision-making skills • Drugs and their risks • Staying safe online • Managing risk • Understanding the norms of drug use (cigarette and alcohol use) • Influences • Online safety • Managing risk, including online safety • Norms around use of legal drugs (tobacco, alcohol) • Decision-making skills • Understanding emotional needs • Staying safe online • Drugs: norms and risks (including the law)	Pupils learn how to use the internet safely and how to respond to the many people they meet online. They will develop an understanding on how to stay safe with regards to medicine and legal drugs. They will also develop an understanding of what is appropriate and inappropriate touch.
Spring 2	Rights and respect	• Taking care of things • Myself • My money • My environment • Cooperation • Self-regulation • Online safety • Looking after money – saving and spending • Skills we need to develop as we grow up	Pupils learn about themselves and how to be responsible citizens, how to be part of the local community and respect their environment and understand democracy. They will also develop an understanding of money and how manage it.

		• Helping and being helped • Looking after the environment • Managing money • Making a difference (different ways of helping others or the environment) • Media influence • Decisions about spending money Rights, respect and duties relating to my health • Making a difference • Decisions about lending, borrowing and spending • Understanding media bias, including social media • Caring: communities and the environment • Earning and saving money • Understanding democracy	
Summer 1	Being my best	• Growth Mindset • Healthy eating • Hygiene and health • Cooperation • Growth Mindset • Looking after my body • Hygiene and health • Exercise and sleep • Keeping myself healthy and well • Celebrating and developing my skills • Developing empathy • Having choices and making decisions about my health • Taking care of my environment • My skills and interests • Growing independence and taking ownership • Keeping myself healthy • Media awareness and safety • My community • Aspirations and goal setting • Managing risk • Looking after my mental health	Pupils learn about how to look after their mental wellbeing through diet and exercise, and self-care techniques. They will understand what a healthy diet is and the importance of this and exercise. They will develop new skills and become self-aware.

Summer 2	Growing and changing	• Getting help • Becoming independent • My body parts • Taking care of self and others • Life cycles • Dealing with loss • Being supportive • Growing and changing • Privacy • Relationships • Changing bodies and puberty • Keeping safe • Safe and unsafe secrets • Body changes during puberty • Managing difficult feelings • Relationships including marriage • Managing difficult feelings • Managing change • How my feelings help keeping safe • Getting help • Coping with changes • Keeping safe • Body Image • Self-esteem	Pupils learn about our bodies and how they are different and how they change over time. Continue to develop an understanding of relationships and what is safe and unsafe.

Inclusive Delivery

The PSHRE curriculum promotes respectful relationships and challenges prejudice, discrimination, bullying and harmful stereotypes. Pupils are taught to recognise and challenge unkind, disrespectful or discriminatory behaviour and to understand how to seek help when they or others experience harm.

The school takes every effort to ensure that the delivery of PSHRE and all aspects of personal development education are in full compliance with the Equality Act of 2010. Teaching should reflect the law, including the Equality Act 2010, as it applies to relationships and other issues (e.g. gender and gender realignment) covered within the curriculum, so that young people clearly understand what the law allows (and does not allow) and the wider legal implications of decisions they may make.

PSHRE lessons are designed to take into account the religious and faith backgrounds of pupils so that the topics that are included in the regulations are appropriately handled. It is

recognised that there will be a range of opinions regarding RE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

The nature of PSHRE means that often teachers are asked to cover sensitive and controversial issues. These may have a political, social or personal impact and deal with questions of values and beliefs. It is important that teachers approach these topics with an unbiased view. Pupils are taught to recognise bias and to evaluate evidence and examples. Teachers strive to establish a classroom environment in which all pupils feel free to express reasonable points of view and contradict those held by their peers or by the class teacher without judgment or repercussions.

Staff should be alert to issues such as everyday sexism, misogyny, homophobia, transphobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled according to the school's safeguarding procedures.

PSHRE lessons need to be sensitive and age appropriate in approach and content. Our curriculum is designed to be fully inclusive and all case studies, scenarios and discussion points introduce pupils (and allow them to respond to) to a range of different relationships.

Staff must follow the school's safeguarding procedures when disclosures or concerns arise during PSHRE, including when external providers are involved.

Inclusion of Pupils with SEND

Our PSHRE curriculum is inclusive and is designed to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), can participate, make progress and develop the knowledge and skills they need to stay safe, healthy and happy.

Lessons are adapted to meet individual needs and may include:

- Tailored curriculum planning: Adapted curriculum planning: Where appropriate, PSHRE learning is adapted to reflect pupils' needs and developmental levels. This may include breaking learning into smaller steps, revisiting key concepts or providing additional support to help pupils access the learning.
- Adapted resources**:** Where needed, resources may be adapted to support pupils' access to PSHRE. This may include simplified language, visual prompts, practical activities or alternative ways for pupils to demonstrate their understanding.
- Differentiated activities: Teachers adapt activities, the level of support and the expected outcome to enable pupils to engage with the key PSHRE themes at a level appropriate to their needs and stage of development.

- SCARF resources**:** Staff can access the range of planning and resources available through the SCARF website and select or adapt activities to meet the needs of individual pupils. SCARF provides resources designed to support children's physical, mental and emotional wellbeing and includes activities suitable for different ages and abilities.
- Communication and interaction: Lessons may use visual timetables, now-and-next boards, modelling, repetition, role play and structured discussion to support pupils who have communication and interaction needs.
- Safe and supportive learning**:** Staff create a predictable and respectful environment where pupils can ask questions, express their feelings and participate in discussions in ways that are appropriate for them.
- Assessment and review: Teachers assess pupils' understanding through observation, discussion, practical activities and other appropriate methods. Planning is reviewed and adapted in response to pupils' progress and changing needs.

The school recognises that pupils with SEND may require different approaches, resources and levels of support to access the same PSHRE curriculum. Adaptation is therefore considered an essential part of effective PSHRE teaching rather than a separate provision.

Monitoring and Evaluation

The PSHRE department is subject to the same monitoring, verification, planning and evaluation policies that other academic departments follow.

Pupil progress is monitored through workbooks and pupil work is monitored through half termly book scrutiny. The PSHRE lead meets with the SLT link to discuss and identify departmental priorities.

Assessment

At the start and end of the topic pupils complete an assessment sheet to help recap and use their acquired knowledge. This shows the growth in knowledge over a module of work. Their response to this is used to demonstrate the impact that module has had.

Additional Development opportunities

There is a designated group of children who feedback to the PSHRE lead with regards to how the subject is going and any developmental needs there maybe**.**

The assembly programme is coordinated by the Pastoral Lead. It is designed to:

- Promote morality and good citizenship within a diverse and multi-cultural society

- Encourage pupils to explore and shape their own beliefs and attitudes

- Allow students to form their own opinions and overcome prejudice.

The involvement of visitors and external groups

Where possible visitors and external groups are invited into school to run key sessions, assemblies and occasionally deliver lessons. These maybe run by local authority services or charities. The school remains responsible for content, checks provider credentials/resources in advance, ensures materials are age/stage appropriate and unbiased, and agrees safeguarding arrangements before delivery.

The role of pupils in community involvement

- House captains/ vice house captains organize and suggest ideas for various charity projects e.g. British Heart Foundation, RSPCA, Darlington memorial fundraising, Cancer Research etc.
- Pupil voice groups help improve the school community, offering suggestions and ideas on how improvements can be made in all aspects of school life.

Social, Moral, Spiritual and Cultural Education

The Rydal Academy is committed to the promotion of pupils' spiritual, moral, social and cultural development and their physical well-being through a wide range of activities and experiences. The school believes that the promotion of SMSC is of vital importance to our pupils as it equips them to be thoughtful, caring and active citizens in school and in wider society.

We aim to provide an education that provides children with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures

Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are embedded across the curriculum and not just developed in PSHRE lessons and all curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

Parent/carer engagement

The school recognises the important role that parents and carers play in supporting their children's personal, social, health and relationships education. We aim to maintain open and positive communication with families and encourage parents and carers to engage with the PSHRE curriculum.

Information about the PSHRE curriculum, including curriculum overviews, relevant policies and information about the content pupils will be taught, is available on the school website. Parents and carers are encouraged to familiarise themselves with this information and to contact the school if they have any questions.

Any questions, concerns or queries regarding the PSHRE curriculum can be raised with the PSHRE Lead or a member of the Senior Leadership Team (SLT). The school will respond to concerns sensitively and appropriately and, where necessary, provide further information or arrange a meeting with parents or carers.

Parents can view all RSHE curriculum materials on request, including materials from external providers.

Where sensitive or potentially concerning issues arise from PSHRE learning, the school will use its established school communication platforms to communicate appropriately with parents and carers. Communication will be handled sensitively and in accordance with the school's safeguarding, confidentiality and data protection procedures.

Parents and carers will be informed where appropriate when sensitive content is due to be taught, particularly where this supports families in discussing and reinforcing learning at home. The school will ensure that communication is clear, respectful and appropriate to the age and developmental stage of the pupils.