Excellence Growth Responsibility

This is our William Lovell Legacy

William Lovell
Church of England Academy
PSHE and RSE Policy

Policy owner(s)	Joanne Whittaker
Date of publication	January 2026
Date of review	Annually, January 2027
Details of changes	New policy
Approved	Emma Bennett, Headteacher

Table of contents

William Lovell Church of England Academy Vision and Values 2

Context 4

PSHE 4

How PSHE and RSE Link to Our Vision and Values 5

Statutory RSE and Health Education 6

What do we teach when, and who teaches it? 7

Whole-school approach 7

Year Group Plans 2025 to 2026 9

Relationships and Sex Education 13

Health Education 14

Sex Education 14

Parents' right to request their child be withdrawn from Sex Education 14

Monitoring and Review 15

Inclusion and SEND 15

Equality 15

Policy Review 15

William Lovell Church of England Academy Vision and Values

Everyone has the potential to flourish. Rooted in our Christian foundation, we are an inclusive school that nurtures academically, morally, and spiritually. We commit to offering rich opportunities that prepare our students for life's journey.

We pursue excellence by planting seeds of curiosity, inspiring a love of learning, and cultivating high expectations through challenge and support. We nourish strong roots of resilience, encouraging responsibility and empowering everyone to grow, confident and ready to make positive differences to society.

The light in our community helps us to grow, responsibility is the compass that guides us, and excellence is the path we walk to reach a brighter future.

This is our William Lovell Legacy.

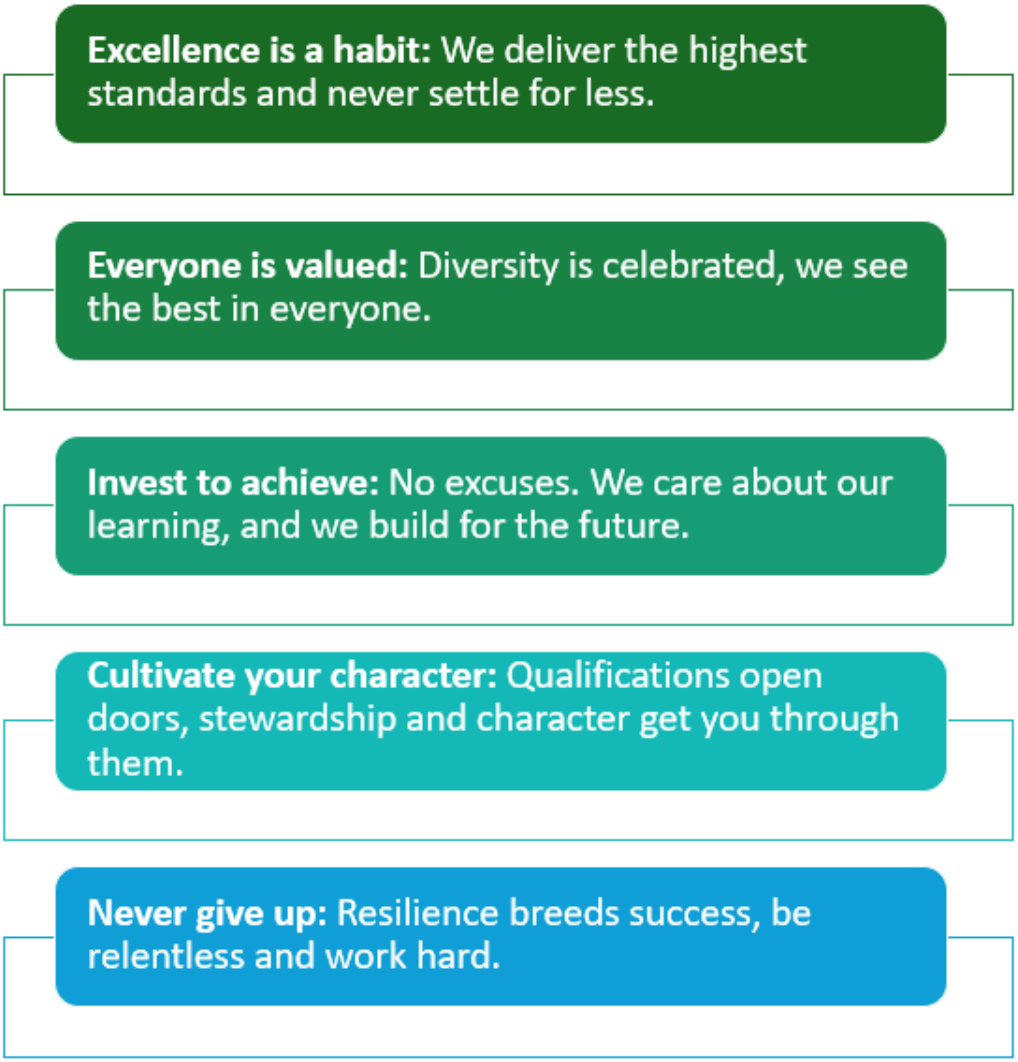
Our Values:

- **Excellence**
- **Growth**
- **Responsibility**

“The smallest of all seeds, when it has grown, is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches."

Matthew 13:32

Our Key Drivers



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 students at the school and of society, and
- Prepares students at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At William Lovell C of E Academy, we teach Personal, Social, Health and Economic Education as a whole- school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

PHSE stands for Personal, Social, Health and Economic education.

It is designed to help students develop the knowledge, skills, and attributes they need to manage their lives now and in the future. It typically covers areas like:

- Personal development (self-awareness, resilience, goal setting)
- Social skills (relationships, teamwork, communication)
- Health education (physical and mental health, wellbeing)
- Economic understanding (money management, careers, financial literacy)

We have adopted a mindful approach to PSHE, providing a programme which offers us a comprehensive, carefully thought through scheme of work bringing consistency and progression to our students' learning in this vital curriculum area.

This 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.

How PSHE and RSE Link to Our Vision and Values

Excellence: Striving for the highest standards in all we do

Our PSHE and RSE curriculum promotes excellence by:

- Delivering high-quality, evidence-based lessons that meet statutory requirements and go beyond minimum standards.
- Embedding a culture where students aspire to make informed, positive choices for their health, relationships, and wellbeing.
- Ensuring consistency and progression across year groups so that excellence becomes a habit in personal development.

Key Driver Connection:

Excellence is a habit – delivering the highest standards.

Through PSHE and RSE, students learn that striving for excellence in relationships, health, and decision-making is as important as academic success.

Responsibility: Owning our actions, learning, and behaviour

PSHE and RSE empower students to:

- Take responsibility for their physical and mental health.
- Understand the impact of their choices on themselves and others.
- Develop respect and empathy, fostering responsible behaviour in all relationships.

Key Driver Connection:

Invest to achieve – we pursue the outcomes you need and want.

By investing in their personal development, students learn that responsibility leads to positive outcomes in life and learning.

Growth: Developing character, resilience, knowledge and ambition

Our curriculum nurtures growth by:

- Building resilience through lessons on mental health, coping strategies, and managing challenges.
- Encouraging ambition by preparing students for future roles in society, careers, and relationships.
- Developing character traits such as kindness, respect, and perseverance.

Key Driver Connection:
Cultivate our character – determination and kindness open doors.
Never give up – perseverance brings success, be resilient.
PSHE and RSE lessons help students grow into confident, resilient individuals who can thrive in a complex world.

Statutory RSE and Health Education

"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 and Sex Education compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."
DfE Guidance p.8.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword, DfE Guidance 2019 p.4-5.

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 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 of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships and Sex Education."

DfE Guidance p.11.

Here, at William Lovell C of E Academy we value PSHE as a way to support students' development as human beings, 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 , Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we have tailored our learning programme and resources to meet our students needs. The curriculum mapping document shows how our school, meets the statutory RSE and Health Education requirements.

We are constantly updating our resources based on changes in the law and society. All our teachers are well-supported.

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).

We keep up to date with all updates and changes following the PSHE Association Programme of Study for PSHE please see below and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

What do we teach when and who teaches it?

Whole-school approach

The Curriculum covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. We follow the PHSE Association Programme of Study PSHE Association Programme of

Study for PSHE Education (Key stages 1–5), Jan 2020.pdf. We cover three main themes:

- CORE THEME 1: Health and Wellbeing
- CORE THEME 2: Relationships
- CORE THEME 3: Living in the wider world

These themes are then sub divided into key areas and these are taught across the school; the learning deepens and broadens every year:

Theme 1:

- Healthy relationships
- Mental health and emotional wellbeing
- Healthy lifestyles at KS3
- Health-related decisions at KS4
- Drugs, alcohol and tobacco
- Managing risk and personal safety
- Puberty and sexual health at KS3
- Sexual health and fertility at KS4

Theme 2:

- Positive relationships
- Relationship values
- Forming and maintaining respectful relationships
- Contraception and parenthood
- Bullying, abuse and discrimination
- Social influences

Theme 3:

- Learning skills
- Choices and pathways
- Work and career
- Employment rights and responsibilities
- Financial choices
- Media literacy and digital resilience

At William Lovell C of E Academy, we allocate one lesson each week to PSHE to enable form tutors to deliver knowledge and skills in a developmental and age-appropriate way. This core provision is enriched through visiting speakers and drop-down days and is complemented by reactive elements that allow us to respond to emerging needs and issues within the school, as well as local and national contexts and events. External speakers are vetted by senior leaders to ensure their resources and delivery is appropriate to our context, students and national guidelines. Curriculum resources are centrally planned to ensure teachers do not deliver their own content, resources or case studies. Tutors and aspirational leaders deliver PSHE lessons, having received bespoke PHSE association training.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies
- Our 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
- Form tutors delivering PHSE lessons in the weekly lessons (8-10)
- Full CIEAG programme supported through Unifrog
- Each lesson has a timetabled slot each week
- Study skills in Year 10
- Drop Down Days

Year Group Plans 2025 to 2026

Long term planning and medium-term planning is structured using guidance from the PSHE Association. Their programme of study can be found here; we tailor this to each year group and cohort:
PSHE Association Programme of Study for PSHE Education (Key stages 1–5), Jan 2020.pdf
Consultation will take place throughout the academic year in preparation for enacting the updated guidance from the DfE for RSE.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Year Group Maps:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Healthy relationships: • Making friends • Recognising and managing peer pressure Citizenship: • Protected characteristics and inclusion.	Mental Health: • Understanding and expressing feelings • Self-care including coping with stress and anxiety • Building resilience and self-esteem	The Internet and Online Safety: • Media influence: evaluating truth online • Reporting & support • Managing digital footprints and online reputation		Physical Health: • Hygiene • Healthy diet • Tobacco and vaping	Growing up: • Puberty & menstrual wellbeing
Year 8	Physical health: • Why stay active? • Drugs, Alcohol and Tobacco: the risks, the law, peer pressure. Citizenship: • Democracy, the rule of law and individual liberty.	Staying Safe and Healthy: • Minor Ailments • First aid	The Internet and Online Safety: • Safe and healthy online choices • Finding a balance • Body image and self-esteem • Online bullying		Careers and economic wellbeing: • Strengths, interests and values. • Financial literacy and budgeting.	Healthy Relationships: • Understanding consent and personal boundaries • Recognising exploitation and coercive control

Year 9	Healthy routines: • sleep importance • Taking responsibility and being organised Citizenship: • Respect and tolerance	Online safety: • Pornography • Online addiction • Gambling • Trolls and harassment	RSE: • Sexual and reproductive health. • Understanding sexual orientation and gender identity. • Recognising signs of abuse and how to help (including HBV/FGM and forced marriage)	Careers and economic wellbeing: • Options and post-16 routes • Work-life balance, community involvement • The job market, including the impact of AI and technology • Sustainability and ethical considerations
Year 10	Positive relationships: • Social influences Forming and maintaining successful relationships: • Relationship values • Consent	Living in the wider world: • Learning skills • Work and career • Employment rights and responsibilities • Media literacy and digital resilience (Year 10 have timetabled study skills lessons x1 per week)	Health and wellbeing: • Self concept • Drugs, alcohol and tobacco • Managing risk and personal safety	Relationships and Sex Education: • Bullying, abuse and discrimination • Media literacy and digital resilience Living in the wider world: • Work experience • World of work skills including applications, interviews and CV writing

Year 11	Consent: Positive relationships: • Relationship values PHSE and Study Skills programme in tutor time and drop downs.	Living in the wider world: • Learning skills • Choices and pathways • Financial choices Full futures CIEAG programme	Health and wellbeing • Mental health and emotional wellbeing • Health-related decisions Living in the wider world: • Learning skills	GCSE External examinations

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…

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

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

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect." *DfE Guidance page 25*

"In teaching Relationships Education and RSE, schools should ensure that the needs of allstudentsare appropriately met, and that allstudentsunderstand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

We expect allstudentsto have been taught LGBT content at a timely point as part of this area of the curriculum." *DfE Guidance page 15*

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

RSE in secondary schools will cover 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being safe' and 'Intimate sexual relationships, including sexual health'.

The expected outcomes for each of these elements can be found further on in this policy. It is important to explain that whilst the Relationships theme covers most of the statutory

Relationships Education theme covers much of the Sex Education and the Healthy covers much of the Health Education, some of the outcomes are also taught elsewhere. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

"It is important that the starting point for health and wellbeing education should be a focus on enablingstudentsto make well-informed, positive choices for themselves."

DfE Guidance page 35.

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.

It is important to explain that whilst the Healthy Me theme covers most of the statutory Health Education, some of the outcomes are taught elsewhere in the curriculum, e.g. emotional and mental health is nurtured every lesson.

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit withing 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 page29.

At William Lovell C of E Academy, we agree with the Sex Education Forum definition of Sex Education (as above).

The curriculum 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.

The grid below shows which lessons cover which aspects of the DfE outcomes…

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.

Except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to

receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms.

DfE Guidance pages 17/18.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact school in writing, for the attention of the PSHE lead.

Monitoring and Review

This policy is reviewed on an annual basis. Curriculum review, student voice and parental voice forms part of this review its findings and recommendations to the IEB, if necessary, the policy needs modification. Aspirational Lead's Senior Leadership Team and the IEB take serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments.

Inclusion and SEND

At William Lovell C of E Academy, we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

PSHE is differentiated and personalised using a curriculum that has considered the needs of our students. Within our resources and assessments students are given access to the statutory content through resources and tasks that are appropriate to them.

Equality

This policy will inform the school's Equalities Policy

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics."

At the point at which schools consider it appropriate to teach their students about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all students to have been taught LGBT content at a timely point as part of this area of the curriculum.

At William Lovell C of E Academy, 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. We encourage parents, carers and young people to share their views with us so that we can make appropriate steps to support young people.

Policy Review

This policy is reviewed annually.