



NEWENT COMMUNITY SCHOOL AND SIXTH FORM CENTRE

PHSE POLICY

Committee Assigned: STANDARDS & STUDENT WELFARE

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SLT Author: LG (MS)

PHSE Policy

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are:

The PSHE curriculum aims to provide students with a platform to voice their own opinions and to learn to listen and respect the opinions of others. Throughout their time at Newent Community School and Sixth Form Centre students will develop essential communication skills; debating, reasoning, collaborating and motivating others. PSHE helps to develop students' confidence whilst embedding our core values of Honesty, Excellence, Accountability, Respect and Teamwork. Our students will be encouraged to think about personal values and develop their capacity to be active and effective future citizens who can make informed decisions about their life. It also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing. Our world is becoming increasingly complex with the greater use of technology and is providing new challenges, such as sexting and on-line fraud, which we will endeavour to prepare them for. It is therefore essential that all pupils are given all the tools and knowledge to navigate any situations they might face in school, outside of school or in the future. The PSHE curriculum aims to be a spiral and progressive curriculum allowing students to revisit topics or themes several times throughout KS3 and KS4. The complexity of the topic/theme should increase with each revisit. Most of the learning should have a relationship with previous learning to allow for reinforcement and solidification of concepts. It will also allow us to remain up to date with current events, e.g. the 2024 Summer Race Riots. The content will also be tailored to encompass any needs that arise for our students. For example, knife crime, bereavement, etc.

2. Statutory requirements

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance which can be found [here](#)

We must teach health education under the same statutory guidance.

The Equality Act 2010 states that

3. Content and delivery

What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This information is available on our website.

For other aspects of PSHE, including health education, see the attached curriculum map (Appendix 1) for more details about what we teach in each Key Stage and year group.

How we teach PSHE

- All students receive two lessons of PSHE per fortnight – each being 50 minutes long.
- We have a partnership with the Hollie Gazzard Trust who deliver assemblies and workshops on various topics such as coercion and knife crime, as well as links with other outside agencies who deliver key curriculum content.
- PSHE is taught by a team of teachers from across the curriculum as well as some content being taught by outside agencies.

- Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Teaching staff are responsible for:

- Delivering RSE and PSHE in a sensitive way
- Modelling positive attitudes to RSE and PSHE
- Monitoring progress through assessment for learning strategies, such as quizzing, true/false and questioning techniques, and adapting teaching where necessary responding to the needs of individual pupils
- Being respectful of parental choice to with pupils from the sex education components of RSE

How our young people are taught PSHE

Young people may have varying needs regarding RSE and PSHE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE and PSHE that is relevant to their particular needs. To achieve this, the school's approach to RSE and PSHE will take account of:

Ethnic and cultural diversity:

Different ethnic and cultural groups may have different attitudes to RSE and PSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Sexual identity and sexual orientation:

Newent Community School recognise that sexual orientation and gender reassignment are protected characteristics under the Equality Act 2010. On average, about 5% of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or are questioning their sexuality (LGBTQ+, in which the + represents other gender minority identities). Pupils may also have LGBTQ+ parents/carers, family members and/or friends. All our pupils will meet and work with LGBTQ+ people. Our approach to RSE and PSHE will include sensitive, honest and balanced consideration of sexuality. LGBTQ+ matters are integrated throughout the RSE and PSHE curriculum. Furthermore, our pastoral support will take account of the needs of LGBTQ+ pupils. We will also actively tackle homophobic, biphobic and transphobic language and behaviour by increasing awareness and through on-going training and education within our rights respecting culture.

Mental health and wellbeing:

Newent Community School recognise the importance of healthy relationships in maintaining positive mental health and wellbeing. RSE and PSHE will be taught within a mental health framework, equipping students with the understanding and skills to recognise healthy and unhealthy relationships in all forms and how healthy relationships can be maintained. PSHE lessons support students to promote and maintain positive mental health and wellbeing. Students will be regularly signposted to trusted adults, and pre-approved professional organisations where they can find further information, advice and support. Newent Community School actively endorses Trauma Informed practice.

Special Educational Needs (SEND):

The Head of PSHE and teaching staff, in consultation with the safeguarding and pastoral teams within school, will ensure that lessons are age appropriate and meet the needs of all students. Some pupils may have learning, emotional or behavioural needs or physical disabilities that require certain strategies or differentiation in order to access the curriculum. Teachers will engage with support and advice on adaptive teaching for individuals in their class to ensure that the curriculum is accessible to everyone, whilst maintaining high expectations for outcomes. Teachers are aware that some children are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important

subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

Students are taught in a safe and inclusive classroom environment where teachers are knowledgeable of the topics they are covering and are well-resourced. Teachers are open and honest with students when tackling controversial or sensitive issues, using age-appropriate language and resources and conducting follow-ups/check-ins when needed. If teachers are concerned or not confident about teaching areas of the curriculum they can be pointed in the direction of appropriate training, or lessons can be swapped with another teacher to ensure content is covered by someone more confident and experienced.

4. Roles and Responsibilities

4.1 The Trustee Board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

Delivering PSHE in a sensitive way

Modelling positive attitudes to PSHE

Monitoring progress

Responding to the needs of individual pupils

The teaching of PSHE is overseen by L. Gibbs whose link manager is L. Brown.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Parental Right to Withdraw

Sex Education forms part of the RSE curriculum. Newent Community School defines Sex Education as learning about the physical and social aspects of human sexual behaviour. This includes contraception, pregnancy options and Sexually Transmitted Infections. As matters of sex and sexuality often arise in the context of relationships, Sex Education is approached in an integrated way in RSE.

In accordance with the Department for Education Statutory Guidance on RSE, there is no right to withdraw from Relationships Education or Health Education, including that content which forms part of the Science national curriculum. However, parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, this will be granted.

If a parent wishes to withdraw their child from any element of sex education, delivered as part of statutory RSE, they should write to the Headteacher, Dawn Burke, via the form in Appendix 2, who will discuss the request with the parent.

5. Monitoring arrangements

The delivery of PSHE is monitored by L. Gibbs through:

Learning walks, work scrutinies and termly meetings, student voice.

This policy will be reviewed annually.

Appendix 1

PSHE EDUCATION OVERVIEW – 2024-2025

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
7	Topic 1: Resilience and Self-Esteem Personal identity, positive thinking, confidence, self-esteem and resilience. Diversity lesson – Black History Month (LB)	Topic 2: Diversity and Relationships Diversity, prejudice, and bullying Diversity lesson (LB)	Topic 3: Your Changing Body Puberty, body image, unwanted contact, and FGM Diversity lesson (LB) Term 3 Unifrog – Interests Profile Quiz	Topic 4: Building relationships Self-worth, romance and friendships (including online) and relationship Boundaries Diversity lesson (LB) Term 4 Unifrog – What is a career?	Topic 5: Political Systems Political system in the UK, Parliament, voting and elections, liberty. Diversity lesson (LB) Term 5 Unifrog – What is an entrepreneur?	Topic 6: Financial decision making Saving, borrowing, budgeting and making financial choices Diversity lesson (LB) Term 6 Unifrog – Career and the future
8	Topic 1: Drugs and Alcohol Alcohol and drug misuse and pressures relating to alcohol use Diversity lesson - Black History Month (LB) Term 1 Unifrog – Who am I? Interests Profile Quiz	Topic 2: Identity and relationships Gender identity, sexual orientation, consent and ‘sexting’. Diversity lesson (LB) Term 2 Unifrog – Job application: Superhero CVs Term 3 Unifrog – Challenges and Rewards of Work	Topic 3: Mental Health Influences on mental health, coping with bereavement, and digital resilience Diversity lesson (LB) Term 4 Unifrog – Creating the life you want: making a vision board	Topic 4: Equality and Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia, and visual differences. Diversity lesson (LB) Term 5 Unifrog, - What does success mean to me? Term 6 Unifrog – Careers and the Climate		
9	Topic 1: Peer influence and gangs Healthy and unhealthy social groups, assertiveness, and gang exploitation	Topic 2: Justice System Laws, justice systems, role of the police, courts and tribunals, public institutions and voluntary groups, the Equality and Protected Characteristics. Diversity lesson (LB)		Topic 3: Respectful and Intimate Relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes, consent, introduction to contraception, the risks of STIs, and attitudes to pornography. Diversity lesson (LB)		Topic 4: Healthy lifestyle Choices about diet and exercise, healthy sleep, dental health. Diversity lesson (LB)

	<div>Diversity lesson – Black History Month (LB)</div> <div>Term 1 Unifrog – What are my skills?</div>	<div>Term 2 Unifrog – What comes after school? The main learning pathways</div> <div>Term 3 Unifrog - Decision making: choosing what to study at KS4</div>	<div>Term 4 Unifrog – Taking control of your career journey</div> <div>Term 5 Unifrog – Working and earning: managing your money</div>	<div>Term 6 Unifrog – What is the labour market and why is it important?</div>		
10	<div>Topic 1: Financial decision making</div> <div>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.</div> <div>Diversity lesson – Black History Month (LB)</div> <div>Term 1 Unifrog – Reflecting on my career journey: past, present and future</div>	<div>Topic 2: Mental health</div> <div>Mental health stigma, common types of mental ill-health, strategies to promote wellbeing.</div> <div>Diversity lesson (LB)</div> <div>Term 2 Unifrog – Exploring employer profiles</div>	<div>Topic 3: Interactions</div> <div>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and revenge pornography.</div> <div>Diversity lesson (LB)</div> <div>Term 3 Unifrog – What type of career is best for me?</div>	<div>Topic 4: Exploring influence</div> <div>The influence and impact of drugs, and the media, drugs and the law, sources of support.</div> <div>Diversity lesson (LB)</div> <div>Term 4 Unifrog – Preparing to go on Work Experience</div>	<div>Topic 5: Addressing extremism and radicalisation</div> <div>Communities, belonging and challenging extremism.</div> <div>Diversity lesson (LB)</div> <div>Term 5 Unifrog – Wellbeing in the workplace</div>	<div>Topic 6: Power and Politics</div> <div>Parliamentary democracy, free press, electoral systems, forms of government, human rights, international law.</div> <div>Diversity lesson (LB)</div> <div>Term 6 Unifrog – In person, hybrid and remote: what works best?</div>
11	<div>Topic 1: Financial Decision Making</div> <div>Payslips, Tax and Mortgage.</div> <div>Diversity lesson – Black History Month (LB)</div> <div>Term 1 Unifrog – What are my employability skills</div>	<div>Topic 2: Health choices and Independence</div> <div>Responsible health choices, reproductive health, miscarriage, self-examination and screening.</div> <div>Diversity lesson (LB)</div> <div>Term 2 Unifrog – Choices, Choices</div>	<div>Topic 3: Families</div> <div>Different families and parental responsibilities, pregnancy, forced marriage and changing relationships.</div> <div>Diversity lesson (LB)</div> <div>Term 3 Unifrog – Decision making: Choosing your post-16 pathway</div>	<div>Topic 1: Communication in Relationships</div> <div>Personal Values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.</div> <div>Diversity lesson (LB)</div> <div>Term 4 Unifrog - Money Talks: apprenticeships V higher education</div>	<div>Key - Themes in PSHE</div> <div>Relationships</div> <div>Living in the Wider World</div> <div>Health and Wellbeing</div>	

Appendix 2

To be filled out by parents			
Name of child		Tutorial	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to know			
Parent signature			
To be filled out by the school			
Agreed action from discussion with parents	Include notes from discussion with parents and agreed actions taken		