



PSHCE & RSE Policy



Policy Statement: PSHCE & RSE Policy

This policy encompasses our approach to delivering the most effective provision of PSHCE and RSE for all students at Penistone Grammar School. This policy reflects the statutory guidance published by the Department for Education in July 2025, which becomes mandatory from September 2026. It is our vision to ensure all students at Penistone Grammar School develop into confident, resilient and independent citizens who are equipped to improve themselves and others by:

- Improving their health and wellbeing
- Increasing their understanding in how to build positive relationships
- Equipping them with the knowledge and skills to live in the wider world

This policy was produced by the Curriculum Area Leader for Religious and Citizenship Studies (RCS) in consultation with the Strategic Leadership Team, SEND Coordinator and Governing body. All stakeholders ensured that this document is consistent with policy and practice at Penistone Grammar School and have all played an active part in its production.

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This policy has been written in consultation with staff, students, parents and Governors. It has been approved for implementation by the full Governing Body.





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1. Legal Framework and Guidance

This document is informed by existing DfE guidance on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)
- Fundamental British Values as part of SMSC in schools (meeting the requirements of section 5 of the Education Act 2011, in the provision of SMSC).
- The PSHE Association Programme of Study for key stages 1-5 (DfE recommended).
- National curriculum in England: Citizenship programmes of study for key stages 3 and 4. (Non-statutory)
- Careers strategy: Making the most of everyone's skills and talents.
- Equality Act 2010: Advice for schools (Revised June 2014)
- Keeping Children Safe in Education (KCSIE) – September 2025
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)

2. Roles and Responsibilities

- The governing board has overall responsibility for the implementation of the school's PSHE Policy and an overall responsibility for ensuring that the RSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- The Headteacher has overall responsibility for reviewing the RSHE Policy annually.
- The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The Headteacher will be responsible for the day-to-day implementation and management of the PSHCE & RSE Policy.
- The RCS Curriculum Area Leader is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- Provision at post-16 is written and overseen by Luke Modiri (Assistant Head of Post 16).
- Heartspace provision is written and overseen by Charlie Schofield (Head of Heartspace).
- The school will consult with parents to ensure that the RSE and relationships education elements of the PSHCE curriculum reflect the needs and sensibilities of the wider school community.
- The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- The school ensures that pupils are also involved in the creation and developments of the curriculum.

3. Availability

- Parents and carers will be informed about the policy through the school newsletter system.
- This policy is published on the school website and printing is available free of charge to anyone





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who requests it, in line with statutory guidance. <https://penistone-gs.uk>

- To receive this policy in paper format, or for any information on translation and accessibility requirements, please contact our school reception team: enquiries@penistone-gs.uk

4. Aims and Objectives

- 4.1. Our school's ethos is embedded in the objectives for our students at Penistone Grammar School and is underpinned by the school values of:
 - **Aim High** – Students are consistently met with challenge in both academic outcomes and aims for the future. We work closely with the Careers team to embed these core values and give our students the best life chances. Students are encouraged to understand the challenges of living in the wider world financially, socially, academically and in employment.
 - **Be Determined** – Students are encouraged to work to develop their mind-sets to be resilient and determined. We encourage a safe environment where all students listen to one and other, and whereby failure is seen as an opportunity to grow. Students are encouraged to share their opinions and are provided with a platform to share what they are passionate about. The PHSCE curriculum ensures that all students, regardless of economic circumstance, will be inspired and have equal opportunities.
 - **Be Kind** – We champion the value of kindness and cultural understanding as essential components of our community ethos. We believe in fostering an environment where kindness extends beyond borders, embracing the rich diversity of our multicultural Britain. Students are encouraged to engage with and celebrate different cultures, languages and traditions, promoting mutual respect and appreciation.
 - **Be Supportive** – Students develop their moral capacity in the subject to care about themselves, others in school and the wider community. Students are encouraged to be active in their learning; to support those who are struggling socially, emotionally or physically. Students understand the imperative nature of relationships and can identify those which may have a negative impact on their health and self-esteem.
 - **Be Proud** – We encourage our students to be proud of their own achievements and those of others. We ensure all students take pride in their personal identity, community and wider society through our core commitment to British Values. We work to ensure our students show tolerance to and to be proud of their own and others' protected characteristics.
- 4.2. We aim for all students to grow to be tolerant and well-rounded individuals who treat others with respect and equality. The Equality Act 2010 is embedded in our core aims for PHSCE, whereby students are encouraged to challenge stereotypes and treat all people equally irrespective of race, ethnicity, religion, nationality, cultural background, gender, sexuality, disability, domestic circumstances, age, illness, employment status, or political beliefs. Students are taught the importance of overcoming such social injustices and how to recognise and respond to discrimination.

5. Creating a safe learning environment

- 5.1. We promote a safe environment, whereby students are encouraged to share their beliefs, values and experiences. All teaching staff are aware that disclosures may be made during lessons. In such cases, safeguarding procedures are followed immediately. Students are made aware during lessons such as RSE that personal names should not be used, and that





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any concerns can be discussed with the teacher with the view that this may be shared with other professionals. We will ensure that where students indicate that they may be vulnerable

- 5.2. If disclosures occur, the school's disclosure and/or confidentiality policy is followed:
[Safeguarding | Penistone Grammar School \(penistone-gs.uk\)](https://www.penistone-gs.uk/safeguarding)
- 5.3. We ensure time to explain suitable ground rules are embedded within lessons. We allow additional time for students to discuss their thoughts and feelings using suitably distanced language. We understand that some topics which have themes of neglect can be particularly sensitive for young people. Planned lessons on these subjects are discussed with the safeguarding and year teams to check for vulnerabilities and suitable approaches in lessons. We also ensure appropriate signposting before, during and after the lesson and prepare strategies to deal with any disclosures which may follow.
- 5.4. We further ensure that our RSE policy takes consideration of the range of religious and cultural views about sexual behaviour, whilst ensuring that students have access to the learning, they need to stay safe, healthy and understand their rights as individuals.

6. Entitlement and Equality

- 6.1. We promote the needs and interests of all students, irrespective of gender, culture, ability or personal circumstance by ensuring all students are represented, listened to and supported. Our curriculum map carefully takes into consideration the age, ability, readiness, and cultural backgrounds of children and those with English as an additional language to ensure that all can fully access PSHCE provision. We promote diversity and inclusion and strive to consider all students' needs by stretching and challenging, as well as making reasonable adjustments. We expect our students to consider others' needs by learning to develop the moral capacity to listen, reason, tolerate those with different views. Care and consideration are taken to ensure all subject content is sensitive and age appropriate. RSHE emphasises all protected characteristics (as defined in the Equality Act 2010), including sex, gender reassignment, sexual orientation, marriage and civil partnership and pregnancy and maternity.
- 6.2. We recognise the right for all students to have access to PSHCE learning which meets their needs and competencies. We ensure that students with SEND receive access to PSHCE in lessons with resources which are appropriate. We ensure all our students feel safe in lessons and are provided with opportunities to allow staff to know when they feel uncomfortable. We do not exclude access to PSHCE for any students, including those who are in alternative provision. Special arrangements are made with SEND coordinators to ensure our most vulnerable students, who are often not in mainstream lessons, have access to high quality teaching and learning. RSHE content will be adapted to meet the needs of pupils with SEND, recognising their increased vulnerability to abuse and exploitation. Resources and delivery will be tailored to ensure accessibility and emotional safety. Both resources and provision take into consideration the emotional and intellectual competencies of these students and aim to remove barriers, whilst enabling students grow and develop. Our programme of study for our Heartspace students is written and overseen by Charlie Schofield, Head of Heartspace.

7. Intended outcomes





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7.1 Our department Curriculum Intent Statement outlines our vision for PHSCE and RSE. Here we confirm that it is our shared vision to ensure that all students have access to high quality education in line with National Standards. Students will develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. We ensure our students' social, moral, spiritual and cultural development is central to our curriculum and is developed through our holistic curriculum of both Citizenship (PHSCE) and Religious Studies education.

7.2 Through active learning opportunities, students will develop core communication skills, learn to manage risk and take responsibility for themselves, their choices and behaviours. Students will develop an understanding of healthy relationships and how to manage new or difficult situations positively. Through this, we believe we can positively impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged.

7.3 We continue to develop our core experiences for our young people throughout KS4, by ensuring students are financially literate, well supported in their choice of careers and prepared for the world of further education and work. It is our vision at Penistone Grammar School to put equality at the heart of everything we do and ensuring our values of respect, diplomacy and inclusion are embedded within our curriculum.

8. Curriculum, teaching, learning and assessment

8.1. Methodology:

Our teaching methodology utilises a range of pedagogical techniques to encourage strong learning environments. Our department places high emphasis on retrieval activities and low stakes quizzing to develop our students' knowledge, skills and understanding.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by setting ground rules for all students and ensuring we instil an environment of respect and maturity. We also encourage all students to share their own ideas in the view that each classroom is a 'safe-place' whereby students foster confidence and develop knowledge in a respectful and knowledgeable manner. We will help students make connections between their learning and 'real life' behaviours by encouraging students to respond to case studies, sharing appropriate real-life accounts and informing students about the law and society. We will make links to other areas of the curriculum by ensuring students are provided with accurate and up to date scientific, legal, geographical and statistical information, whilst ensuring we develop students' literacy and oracy.

The new statutory guidance, effective from September 2026, introduces updates to curriculum content to strengthen safeguarding and promote student wellbeing. This includes teaching students to critically evaluate online content and understand risks such as deepfakes, sextortion, and harmful influencers, alongside strategies for reporting concerns. Students will be taught to critically evaluate online content, including misinformation, disinformation, and conspiracy theories, as part of their digital literacy and safeguarding education. Lessons will also cover topics like misogyny, sexual harassment, pornography, and ethical relationships, with a focus on kindness, care, and consent. Mental health education will expand to include grief, loss, loneliness, and suicide prevention. Students will also learn about financial exploitation and online fraud as safeguarding issues. Teaching gender identity will reflect legal definitions under the Equality Act 2010.

Our core Religious and Citizenship programme is allocated three hours fortnightly at key stage 3. Students receive between one and two hours RCS provision per fortnight dependent on their options pathway at key stage 4. Students also have access to RSHE provision at A-Level.





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8.2. Curriculum map and provision

The PHSCE Curriculum is mapped into three core themes:

- Health and Wellbeing
- Relationships
- Living in the wider world

8.3. Planning

Through our curriculum, we ensure the compulsory elements of RSHE are integrated within a broader education programme which includes coverage of economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing both negative and positive risk. We ensure our school is represented in the local PHSCE meetings run by Barnsley Council and relevant training courses to ensure our curriculum is enhanced by new developments and accurately reflects our local area. Our provision is further enriched by working closely alongside our school Careers team to develop students' financial literacy and understanding of employment and further education.

Our Relationships, Sex and Health curriculum is further developed through sessions delivered by Spectrum Sexual Health. Students also have the opportunity to develop careers and financial literacy through the external agency GamCare and the Money Charity. We firmly believe that working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. All content delivered by external agencies is thoroughly checked before any lesson delivery to ensure it is appropriate and meets the full range of students' needs, including those with special educational needs.

We continually monitor our provision and complete a rigorous consultation process yearly. This involves parents, staff, support teams, students and external agencies. For example, data from the NHS, the National Make Your Mark survey and Spectrum Sexual Health.

All information relating to our curriculum, assessment, content and delivery can be found on the RCS page on the school website. Here the curriculum overview and essential knowledge booklet highlights all aspects of key topic, vocabulary and information covered lesson by lesson. This is updated termly to reflect changes in content.

[Religious & Citizenship Studies \(penistone-gs.uk\)](https://penistone-gs.uk)

8.5 Assessment



Never Stop Flying

Achieving Excellence through a Values Driven Education



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Our curriculum is broad and reflects both statutory and non-statutory content which provides our students with a holistic education and prepares them for the challenges faced in school and beyond. We ensure our students are assessed appropriately to ensure their understanding of these core topics is clear and they are developing key knowledge and skills relative to academic success:

Whilst we maintain that our Citizenship programme of study is academically rigorous, we also recognise the difficulty in assessing students' confidence in these areas using a traditional academic process. We therefore use methods which aim to measure students' knowledge of key concepts and confidence when applying these to real life scenarios.

- Students are not provided with a grade or score in this area and are instead assessed by effort and resilience.
- Students complete a baseline assessment to gauge prior knowledge and understanding.
- Formative assessment is completed throughout the series of unit lessons using a variety of retrieval techniques.
- Students use 'I can' statements to holistically self-assess their ability to identify, link and explain key concepts to real life scenarios.
- Feedback (Green for Growth) lessons identify common misconceptions and make use of modelling and tailored support which are designed to aid student development.

8.6 Responsibility and Staff Training

The programme will be led by Curriculum Area Leader for Religious and Citizenship Studies (RCS). Details on teaching staff can be found on the school website: [Religious & Citizenship Studies \(penistone-gs.uk\)](https://www.penistone-gs.uk). Teachers responsible for PSHCE including RSE will be provided with resources which are created collaboratively and monitored by the CAL. Continued training, support and guidance is available to all staff. We encourage participation in external CPD sessions to ensure we keep up to date with new developments in the curriculum, particularly concerning issues surrounding Relationships, Sex and Health education. For aspects of the curriculum we feel require specialist knowledge, we use external agencies to ensure staff and students receive the best teaching and learning experience. For example, the use of Spectrum Sexual Health which are in partnership with the NHS.

Staff will be supported to understand emerging technologies, including generative AI and cybersecurity risks, in line with DfE guidance, to ensure students are safeguarded against evolving digital threats (KCSIE 2025)

9. Involving Parents and Carers

We are committed to working with parents and carers in order to share the responsibility of effective sex, relationships and health education. We will encourage discussion of topics at home by providing opportunities for student to develop learning outside the classroom through home-learning tasks. We also encourage parents to be vigilant and responsive to concerns relating to behaviour, either individually or online, and any concerns relating to sexual behaviours health and wellbeing. Planned coordination with Parent Voice enables parents and carers to be represented in their child's RSHE education. Our policy reflects parental consultation and we take on board feedback in making reasonable adjustments to our provision. We aim to develop our consultation process in the next academic year All RSHE materials will be made available to parents upon request. The school will not enter into agreements with external providers that restrict parental access to teaching materials.





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10. The right to withdraw

Parents have the right to request that their child be withdrawn from sex education delivered as part of statutory RSE. This right does not extend to relationships or health education. We firmly believe that all students should partake in all areas of the curriculum and welcome any concerns to be discussed with the curriculum area leader and the Principal to clarify the nature and purpose of the curriculum. Any such process will be documented to ensure a record is kept. The right to withdraw extends to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will aim to provide the child with sex education during one of those terms. This process extends to those with SEND, whereby a student's specific needs arising from their individual profile will be considered when making this decision.

11. Monitoring and Review

This policy will be reviewed annually and updated to reflect the statutory RSHE guidance effective from September 2026 by the Curriculum area leader for RCS and the Senior Leadership Team. We are committed to the consistent delivery of high-quality provision to all our students and work alongside staff, parents and students to ensure our curriculum is thorough, appropriate and responsive.





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