



**Aston Community
Education Trust**

ACET RSHE Policy

DATE: October 2025

POLICY LEAD: Sarah Rhodes

APPROVED BY: LGB



Excellence



Equity



Empowerment



Esteem

DOCUMENT CONTROL		
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This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice		
Policy Lead/ Author	Sarah Rhodes	
VERSION NUMBER	DATE ISSUED	UPDATED INFORMATION
V2	October 2024	Changes to personnel throughout – C Wilson / J Graham and S Rhodes role change / Governor role change
		Taking out of KIND and adding Ready, Respectful and Safe agenda
		Updated references
V3	October 2025	Reviewed with no changes

Contributors

S Rhodes (Personal Development Lead, Swinton Academy)

References:

DfE – Relationships Education, Relationships and Sex Education and Health Education, Statutory guidance (2019)

PSHE Association – Programme of Study for PSHE Education (2020)

OFSTED – ‘Not yet good enough: personal, social, health and economic education in schools’ (2013)

DfE – PSHE Education guidance (2013)

DfE - Citizenship programmes of study (Statutory guidance) (2013)

DfE Guidance - Promoting Fundamental British Values through SMSC (2014)

DfE – Careers Guidance and access for education and training providers (2018)

CDI Framework for Careers, employability and Enterprise Education (2015)

D2N2 Employability Framework (2015)

DfE and ACPO drug advice for schools (2012)

OFSTED - Review of sexual abuse in schools and colleges 2021

DfE Teaching relationships education to prevent abuse – September 2024

Review Cycle

Annual

Statement of Intent:

We want our PSHE curriculum to give students the ability to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child. Every ACET member of teaching staff plays a vital role in ensuring our students not only leave school with the attributes and skills needed to manage their lives in the future, but also in promoting their immediate well-being. PSHE is central to the curriculum because healthy and happy students are much more likely to thrive in other areas of academy life.

Over time, we want our students to develop the interpersonal skills and confidence they will need to form positive relationships in a range of different social settings. We want them to be able to: recognise what is right and wrong, identify risks or warning signs, resist pressures, and make informed decisions based on objective, impartial information. We also want our students to know their rights and responsibilities as citizens of the UK, to respect people of different cultural and faith backgrounds, to value democracy and the rule of law and take part in all the opportunities society has to offer.

Students will be encouraged to develop their interests and talents and receive quality guidance, information, and support to enable them to fulfil their future aspirations. Our PSHE curriculum, therefore, has a vital role to play in the spiritual, moral, social, and cultural (SMSC) development of our students.

The teaching of PSHE provides an excellent opportunity to stimulate and engage students through creative learning activities. The progress our students make will be assessed every lesson using a range of strategies alongside teacher questioning, such as the completion of creative learning tasks and self evaluation starters and plenaries. The quality of our PSHE provision will also be monitored and evaluated via discussions with HOFs, student voice, evidence within schemes of work, learning walks to evaluate the effective implementation of the PSHE curriculum in the classroom. The results from the

annual Lifestyle Survey will also enable us to assess the impact of PSHE on student behaviours and habits, to inform future planning.

RSE Sexual harassment and abuse in schools including online

The Relationships Education, Relationships and Sex Education and Health Education (England) regulations 2019 make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools. (DfE) Following the guidance and review on sexual abuse in schools and colleges, we will ensure that the RSHE curriculum is carefully sequenced based on the statutory guidance. This includes the teaching about 'child on child' sexual harassment and sexual violence including online. We encourage students to discuss the topics, which include sexual harassment, abuse, consent, healthy and unhealthy relationships, domestic violence, pornography, and online safety (sexting and sending inappropriate images). It is also important that we keep in mind that children can also be victims of domestic abuse simply by being a witness. Children can also be victims in their own relationships, so this aspect of the curriculum is taught sensitively. We also explain to students where they can seek support from DSL (Designated Safeguarding Lead) and outside agencies such as NSPCC.

How we intend to respond / have responded to sexual harassment and abuse:

We are to assume that sexual harassment between students takes place in the academy and so the following steps are used to address this:

- Students should always report any circumstances where they do not feel safe. Where they are treated inappropriately by other students or made to feel uncomfortable in any way. We encourage students to report this to any member of staff.
- Once this has been reported students can be reassured that they will be listened to and treated with respect. Their report will be taken seriously.
- Student discussions will be logged and acted upon immediately - which may mean involvement of external support
- Students should understand that their safety in the academy is paramount
- Staff will be provided with high quality safeguarding training and regular CPD on sensitive sexual harassment topics
- Staff and leaders will challenge any inappropriate language, slurs or actions, if witnessed or reported in the academy and implement our behaviour policy fully
- Logs of sexual harassment will be monitored closely and renewed strategies to address any areas of concern will be implemented, with the support of external agencies if needed.
- Zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- The academy has developed 'Acceptance without Exception' to ensure that all students are treated equally and have a safe space to go to should they need support (LGBT student-led drop in and Engagement and Learning)

Introduction to PSHE Themes:

The PSHE curriculum is comprised of three key themes

- **Relationships and Sex Education (RSE)** Students can explain how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts. Students can evaluate my success at managing emotions in different contexts. Students can give advice about how to deal with negative relationships, including bullying, abuse, violence and online encounters and can justify my values on moral issues using mature and detailed argument which is backed up by evidence. Students can effectively demonstrate strategies to manage peer influence and can explain the importance of consent in all relevant contexts. Students can explain how to manage

loss related to bereavement and divorce and can critically assess the importance of equality in a diverse community and the ways in which society promote this. Students can express increased confidence ability to manage risk in relationships and demonstrate effective strategies in doing so and can evaluate the effectiveness of different sources of support

- **Health Education** Students can pre-empt and prepare for transitional phases in life, consistently demonstrating resilience and a positive mind-set in the face of change. Students can explain a range of techniques to promote physical, mental, and emotional health. Students can evaluate the safety of my health and wellbeing choices. Students confidently explain what it means to be a good parent and describe the health and wellbeing risks of unplanned pregnancy. Students can make regular, accurate assessments of risks to health. Students can evaluate the effectiveness of a range of different support available including on- and off-line services and demonstrate how to respond in emergency situations.
- **Living in the Wider World** Students can meaningfully debate rights and responsibilities in promoting diversity in a community and can demonstrate active citizenship and assess contributions to the local and national economy. Students can explain how to make informed career choices and explain the pathways leading to and from these choices. Students can demonstrate ambition and lead enterprise projects and can confidently demonstrate a range of employability skills. Students can reflect on their strengths and areas for development with precision and insight and respond constructively to feedback. And explain the economic and business environment locally, nationally and globally. Students can demonstrate a wide range of enterprise skills confidently and evaluate how personal financial choices affect them and others and confidently assess financial risk in relation to those choices. Students can explain examples of how to claim my rights and meet my responsibilities as a consume.

Relationships and Sex Education (RSE):

The RSE strand of our PSHE curriculum addresses the Department of Education objective: *'to give young people the information they need to help them develop healthy, nurturing relationships of all kinds'*

- The PSHE curriculum reflects the Department of Education's statutory RSE programme by setting out how the key topics of families, respectful relationships, online and the media, being safe and intimate and sexual relationships including sexual health, will be delivered.
- All statutory aspects of RSE strand are delivered by specialist teaching staff within the RE/PSCHE faculty through a sequence of drop-down sessions over the course of each key stage and discrete teaching within RE/PSHE lessons
- Our PSHE curriculum ensures that the RSE strand is implemented effectively by ensuring knowledge and skills are re-visited and learning is cumulative and age appropriate.

Roles and Responsibilities

- The governing body will hold the Principal to account for the implementation of the policy. The governor delegated to respond to PSHE/RSE is Dave Lennox.
- The Associate Principal, Chela Wilson is responsible for ensuring the RSE curriculum is taught consistently across the school.
- The Associate Principal is supported by the Personal Development Lead, Sarah Rhodes (Assistant Vice-Principal), who is responsible for overseeing the curriculum and responding to the needs of the students in the academy.

- The staff are responsible for: Delivering RSE in a sensitive way, modelling positive attitudes and responding to the individual needs of their students - all form tutors teach RSE

The Right to Withdraw from Sex Education:

- Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- Following any request for withdrawal, the Principal/Assistant Principal/Vice Principal will discuss the request with the parent/carer and, as appropriate, the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. They will also highlight the benefits of accessing this important education as well as any detrimental effects that withdrawal may have on the child. A full record will be kept of all such requests and subsequent discussions.
- Once these discussions have taken place, except in exceptional circumstances, the Academy will respect the parent/carer's request to withdraw their child, up to and until three terms before the child turns sixteen. After this point, if the child wishes to receive sex education rather than be withdrawn, the Academy will plan to provide the child with sex education during one of those terms.
- With regard to students with SEND, there may be exceptional circumstances where the Principal may need to take a student's specific needs into account when making the decision about withdrawal.
- If a student is withdrawn from sex education, the Academy will ensure that the student receives appropriate, purposeful education during the period of withdrawal.
- There is no right to withdraw from Relationships Education or Health Education

The RSE curriculum will be delivered as follows:

Health Education:

- The Health Education strand of our PSHE curriculum aims to help students recognise changes to their emotions and feelings, thereby supporting them to develop a level of emotional literacy so they learn, appropriately and accurately, to express their feelings, health, and emotions through language.
- Our PSHE curriculum reflects the Department of Education objective that students understand the steps that can be taken to support their own health and wellbeing, including the benefits of physical activity, online safety, sufficient sleep, healthy diet, and nutrition.
- The Health Education curriculum ensures full implementation of the statutory Health Education programme by including the key topics: mental well-being, internet safety and harms, physical health and fitness, healthy eating, drugs alcohol and tobacco, health, and prevention, basic first aid and changing adolescent body.

Living in the Wider World:

- This third strand is based on the PSHE Association's 'Programme of Study' and the 'Gatsby' benchmarks for careers provision. It includes a focus on personal development through topics such as: learning skills, choices and pathways, work and career, employment rights and responsibilities, financial choices and media literacy. The intent of this aspect of the PSHE curriculum is outlined in the bullet points below.

- To develop students' literacy and confidence when it comes to understanding the labour market and future study opportunities so they can make well-informed realistic decisions about learning and work.
- To help students to become skilled users of careers information helping them to manage subsequent transitions after they have left ACET.
- To assist young people so that they develop the knowledge and skills they need to make decisions, manage transitions in learning and move into work. The curriculum encourages students to reflect on their strengths, interests, qualities and values and make and implement plans.
- To develop an understanding of rights and responsibilities in the workplace and the advantages and disadvantages of different contractual terms.
- To ensure our young people understand the different criteria that form part of a successful application and enable them to develop skills in applying for posts including writing a CV and preparing for an interview.
- To provide our learners with the opportunity to speak to employers and employees
- To develop an understanding of successful ways to manage money, including the importance of budgeting, assessing the risks involved in financial decision-making and recognising external influence on the decisions we make with our money.

Employability skills

As part of the wider curriculum students in Year 7 and Year 8 will be focussing on key employability skills which will help them succeed in the workplace. It has never been more important to invest in building a set of essential skills that students will be able to use in the world of work: the ability to creatively solve problems, to manage situations effectively, to communicate effectively, or to work well with others; thus, building and supporting the 'character' of our students. Qualifications are important, students also need a set of skills which can be used and discussed during interviews. Employers now want to see young people 'ready' for work and able to communicate, problem solve, lead, and manage workload efficiently.

The demand for these skills from employers is well documented, but colleges and universities are just as eager to develop the importance of these skills for our students to thrive: Leadership, resilience and communication.

- The 'living in the wider world' theme also encompasses Citizenship education. The DfE states that Citizenship education '...[should] provide students with knowledge, skills and understanding to prepare them to play a full and active part in society'
- The PSHE curriculum fulfils the aims set out in the 2013 DfE statutory Citizenship programmes for Key Stage Three and Four. The areas included in the curriculum are outlined in the bullet points below.
- to help students to understand the context in which they live, at a local, national, and global level. This includes understanding of political systems and processes, environmental issues, and an appreciation of different cultures.
- to ensure students develop an understanding of 'British' values, human rights and their responsibilities as British and global citizens.
- to ensure students are aware of opportunities to participate in society, including voluntary work and political processes.

- to enable students to participate in Academy life as active citizens. ○ to equip students with the skills to participate in adult life as active citizens.
- to prepare students for life in a multi-cultural society.

Swinton Academy recognises that the spiritual, moral, social and cultural element of students' education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the values students are encouraged to hold, their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society and, students are helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop spiritual values and reasoned personal and moral values
- Consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Make personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of human achievements and aspirations
- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

At Swinton Academy SMSC (Spiritual, Moral, Social, Moral) permeates the life and work of the school. This is reflected in 'Ready, Respectful and Safe' agenda promoted throughout the school. Through SMSC we seek to develop attitudes and values that will enable students to become responsible and caring members of society. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. We provide students with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of acceptance and value towards those from a culture and background different from their own. They are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements which reflect universal human principles. Through perception and sensitivity, acceptance, and respect for others as individuals and in groups we would also expect students to develop questioning, enquiring minds and learn how to express their ideas appropriately. Staff are expected to provide a role model based on courtesy, mutual respect, positive intent and be prepared to listen to students' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop students' skills, attitudes and understanding.

Curriculum planning

The content of the ACET PSHE curriculum is based on national frameworks (National Curriculum for citizenship, DfE PSHE statutory guidance (2020), PSHE Association programme of study (2020), and Gatsby benchmarks for careers provision. It is also responsive to local circumstances by using research carried out in school such as student voice and lifestyle surveys and data from partner agencies (for example local trends in anti-social behaviour reported by the police).

A cross-curricular audit identifies opportunities for PSHE themes to be covered across faculty areas (for example drugs education through science, first aid in PE and so on)

A schedule of 'drop-down' sessions complements the PSHE themes introduced to students from Y7-Y11 across their timetabled curriculum, including tutor time. The schemes of work and PSHE programmes are reviewed annually and takes account of local trends, staff and student feedback.

Sex education should seek to challenge harmful gender stereotypes among children and address contexts of normalisation of aggressive behaviours and harassment. There is promising evidence on the importance of sex and relationships education in promoting active bystander behaviours, both among pupils and teachers, to stand up against negative behaviours they may witness.

Sex education should support children to develop emotional skills from an early age for them to understand the role of emotions in their relationships. School environments that promote empathy and emotional literacy contribute to creating more supportive spaces for students, and this will also contribute to healthier and more satisfying relationships.

The curriculum should include teaching on how to critically approach pornographic content and encourage a holistic view on the industry, including understanding the industry and the behaviours it encourages.

RSE should promote understanding of a diverse range of identities and characteristics, promote sensitive behaviour towards others, and develop a shared understanding of respect. All aspects of diversity are important here, but one to highlight is LGBTQ+ inclusivity. RSE that is LGBTQ+ inclusive can motivate students and staff to be ready to intervene if they witness discrimination or violence, making the whole environment safer and more comfortable for everyone. It is important to go beyond diversity based on protected characteristics to also include other aspects of diversity, particularly body diversity.

Teachers may explicitly mention violence or abuse as interventions may include watching informative films or useful resources, but teaching approaches should be based on exploration and development, and avoid practices based on fear or self-blame. Culturally responsive teaching should acknowledge the circumstances of pupils and peers and how children and young people grow as active members of the community.

Policy development

This policy has been developed in consultation with staff, students and parents. The process involved the following steps:

- Review - relevant information supplied by national and local guidance and surveys
- Staff consultation - all staff were given opportunity to look at the policy and suggest recommendations.
- This included a bespoke consultation with governor in charge of personal development.
- The policy was shared with parents/ carers and interested parties who were invited to make suggestions about the policy
- Students were consulted about the content and how it should be delivered - the Student Leadership Team played were consulted and were given opportunity to offer feedback
- Ratification - the policy was shared with the governing body
- The impact of the curriculum will be evaluated each year
- Any changes to the policy will be highlighted and shared with governors and parents /carers
- If necessary, clear effective plans will be implemented to address gaps

Methods of delivery

Students access the PSHE curriculum as follows:

- Tutor time will be the main platform for the delivery of all PSHE/RSHE lessons. Each year group will have bespoke resources and are a mixture of discussion, questioning and written work. PSHE is assessed using a booklet which shows progression in learning.
- Students and parents/ carers will also feed into the PSHE curriculum using parent forum evenings and surveys / student voice activities.
- Assemblies and extra activities such as trips and theatre performances also form an integral part of the PSHE programme.
- PSHE themes are explored within different timetabled subjects such as online safety in computing and languages, relationships education in RE, drugs and hygiene education in science and Citizenship themes in humanities.
- Drop-down sessions exploring key aspects of RSE, mental health, drugs education, careers and first aid

Principles of delivery

The PSHE programme should be accessible and relevant to all students and take an inclusive approach in relation to religious beliefs, sexuality, gender, disability and race. Under the Equality Act 2010, Human Rights Act 1998, racism, sexism, misogyny, homophobia will not be tolerated anywhere in the Academy, and the PSHE programme supports students to conduct themselves positively and respectfully.

All PSHE topics are delivered by form tutors across the year groups. Staff receive bespoke training on how to deliver more sensitive issues and support is offered to all staff who will be delivering sex education.

Form group tutors are well placed to understand the needs of the students in their group, be sensitive to any issues that may be linked to personal development topics and to follow up any concerns raised. Tutors have a knowledge of the academic attainment of their tutees, their attendance and behaviour records, and can tailor their delivery of topics that focus on PSHE education appropriately. Tutors can refer any questions they are unable to answer to the Personal Development Lead.

The Academy careers advisor works on organising events such as employment fayres, HE workshops and visits to training providers and further/higher education fayres. She also encourages students to book sessions with her to discuss future pathways and aspirations, to provide them with professional expertise and support. This work complements the 'living in the wider world' schemes of work delivered in tutor time.

Parental/Carer involvement

We recognise that parental influence and support is key in helping students to prepare for adult life and achieve their potential. Good communication with parents/carers is also vital in gaining their confidence in the PSHE curriculum. This is achieved by ensuring they understand the content and purpose of the curriculum. Information is therefore, provided to parents/carers before aspects of the PSHE programme are delivered which outlines the topics that will be covered and provides them with the opportunity to ask questions before teaching begins.

Management and evaluation

Student voice surveys are carried out on a regular basis to check learning outcomes and inform the development of the PSHE programme. Research conducted by external agencies such as the 'lifestyle survey' by Rotherham council is discussed and the findings shared with school leaders to inform the planning and adaption of the PSHE curriculum.



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Delivery of the PSHE curriculum is monitored and evaluated by PSHE specialist leaders who are responsible for ensuring that different faculties are effectively planning and delivering the curriculum.

Students are integral to the planning of the curriculum and their views are important when deciding on the topics we deliver.

Differentiation

The taught PD programme is designed to ensure all students have a broad and balanced education to prepare them for adult life. It is recognised that some groups of students have needs for additional input, or early intervention. Such students may be identified as individuals or groups to receive targeted intervention, to be delivered by school staff or outside agencies.

For SEND learners, teaching of RSE and Health Education will be differentiated but the content will remain the same. If learners with SEND are struggling to access the learning, additional support will be provided through targeted intervention, small group work or one to one provision with support staff. Provision is made for all students to access the PSHE curriculum where they are unable to do so via lessons or drop-down session days.

Age-appropriate curriculum – Relationships and Health

Year group	Topics covered
Year 7	Transition to secondary school Diet, exercise and how to make healthy choices Diversity, prejudice and bullying including cyber bullying Managing on- and off-line friendships The risks of alcohol, tobacco and other substances Managing puberty and the issues of unwanted contact and FGM Self-esteem, romance and friendships Exploring family life
Year 8	First aid and personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence Tackling racism and religious discrimination, promoting human rights Online safety and digital literacy Mental health and emotional wellbeing, including body image Managing change and loss Introduction to sexuality and consent Introduction to contraception including condom and the pill
Year 9	Peer pressure, assertiveness and risk, gang crime Dieting, lifestyle balance and unhealthy coping strategies Managing conflict at home and the dangers of running away from home Tackling homophobia, transphobia and sexism Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction Relationships and sex education including healthy relationships and consent The risks of STIs, sexting and pornography

Year 10	<p>Transition to key stage 4 and developing study habits Mental health and ill health the stigma</p> <p>Tackling relationship myths and expectations Managing romantic relationship challenges including break ups</p> <p>Exploring the influence of role models Evaluating the social and emotional risks of drug use</p> <p>Understanding different families and learning parenting skills Managing change, grief and bereavement</p>
Year 11	<p>Promoting self-esteem and coping with stress Learning and revision skills to maximise potential</p> <p>Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage</p> <p>Health and safety in independent contexts Taking responsibility for health choices</p>

RSE Appendix from parental collaboration