



**ALDENHAM**  
— SCHOOL —

**Personal, Social, Health, Economic  
Education & Relationship and Sex  
Education Policy**

**September 2024**

**by Head of PSHE**

**Chair of Governors**

*Sarah Atkinson*

**Date 28.10.2024**



**PSHE (Personal, Social, Health Economic Education) Policy  
(including Relationships and Sex Education (RSE) and  
Health, Education, statutory from September 2020)**

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**Name of School: Aldenham School**

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**Date of policy: 21.09.24**

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**Member of staff responsible: Jade Silver (Head of PSHE)**

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**Review date: 21.09.25**

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### **Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all students. 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;
- Prepares students at the school for the opportunities, responsibilities, and experiences of later life.

### **PSHE**

At Aldenham School, we teach Personal, Social, Health Economic Education as a whole-school approach to underpin student's development as people and because we believe that this also supports their learning capacity. Both KS3 and KS4 (Years 7 – 11) are taught the Jigsaw programme. Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our student's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

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.

### **Year 12**

After consultation with staff and students, including Praes, we have collaboratively developed the following format to engage students:

All Year 12 students will attend a discussion group once per fortnight during their timetabled lessons. This will alternate with 'Skills' lessons. Like any other class at Aldenham, these groups will be comprised of both boys and girls.

Each session will focus on one topic, e.g. female safety. Teachers will start by presenting some basic factual information so that a well-informed discussion can take place.

The main part of the lesson will be a free and open discussion of the issue, with teachers using a set of prompt questions that have been prepared in advance. During the discussion, teachers will challenge statements of 'fact' which they know to be inaccurate, as well as sometimes asking follow-up questions which may provoke deeper consideration of the issues. Teachers will not act as 'devil's advocate,' i.e. they will not present controversial or wrong-headed views for the sake of provoking disagreement, since students could easily misinterpret this. Alternative topics may be introduced depending on current world events or if the cohort would benefit from a particular topic.

### **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 students' 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 students, 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 Aldenham School 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 use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, '11-16-mapping-to-dfe-statutory-rshe-outcomes Aldenham 2024-25' and the PSHE SOW 2024-25, shows exactly how Jigsaw and, therefore, our school, meet the statutory RSE and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that 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 students)
- 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 students' spiritual, moral, social, and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support students' spiritual, moral, social, and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)) 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 Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units), and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school, and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
<b>Spring 1:</b>	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem, and confidence as well as healthy lifestyle choices, sleep, nutrition, rest, and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement, and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Aldenham School, we allocate 1 period a fortnight to PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship,
- Praise and 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.
- Class tutors in Tutor time.
- The dedicated PSHE Team deliver the fortnightly lessons.

## **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.

Students 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 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...

We expect all students to 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*

## **What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?**

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. The way the Jigsaw Programme covers these is explained in the mapping document, 'Jigsaw 11-16 and Statutory RSE and Health Education'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. 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 enabling students to 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. The way the Jigsaw Programme covers these is explained in the mapping document, 'Jigsaw 11-16 and Statutory RSE and Health Education'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter.

Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

### **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 within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like; facts about reproductive health, 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 and consent and the law - *DfE Guidance page 29.*

At Aldenham School we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw PSHE Programme 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 mapping document, '11-16-mapping-to-dfe-statutory-rshe-outcomes Aldenham 2024-2025' and the PSHE SOW, shows exactly how Jigsaw and, therefore, our school, meet the statutory RSE and Health Education requirements.

### **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*.

Before granting such a request, the Deputy Head (Pastoral) & Designated Safeguarding Lead will meet with parents and, as appropriate, with the student to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

The School will respect the parents' request to withdraw the student up to and until 3 terms before the student turns 16. After that point, rather than be withdrawn, if the student wishes to receive sex education, the school will make the provision.

If a student is withdrawn from sex education, the school will ensure the student receives purposeful education during the period of withdrawal.

The School will keep a record of all such decisions.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact either the Head of PSHE Jade Silver [jsilver@aldenham.com](mailto:jsilver@aldenham.com) or the Deputy Head (Pastoral) & Designated Safeguarding Lead Lisa Lobo [llobo@aldenham.com](mailto:llobo@aldenham.com).

### **Intended Outcomes**

As a result of our PSHE and RSE programme, students will:

- Develop the knowledge, skills, and attributes they need to manage their lives now and, in the future.
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships, and future careers.
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions.
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn.
- Focus on the importance of building healthy and positive relationships.
- Develop skills such as teamwork, communication, and resilience.
- Be encouraged to make positive contributions to their families, schools, and communities.

- Explore differences and learn to value diversity in all its forms.
- Reflect on their own individual values and attitudes.
- Identify and articulate feelings and emotions and manage difficult situations positively.
- Learn about the world of work.
- Learn to manage their money and finances effectively.

### **Areas of Assessment**

Student's knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about student's progress. This may include presentations, written evidence, group work, observations.

Application of knowledge and skills in wider school participation, resolving conflict, making decisions, and forming positive relationships. Student voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

### **Counselling Services and Health Advice**

Students are made aware of counselling and information services both in and out of school and offered appropriate support. Students should be encouraged to seek advice from the School Health Centre or their own GP on any health-related issue. Teachers will also signpost to other appropriate and relevant sources of information.

### **Monitoring and Review**

The Education Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Aldenham School gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. The Head of PSHE will present to the Education Committee so that teaching materials can be scrutinized and ratified and to check that they are in accordance with the School's ethos.

### **Inclusion and SEND**

At Aldenham School, we pride ourselves on our inclusive policy and on how we make provision for all student's needs.

### **Equality**

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 Aldenham School, 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, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

## **Policy Review**

This policy is reviewed annually.

Jigsaw PSHE documents needed to explain this policy (attach as required):

The mapping document, '11-16-mapping-to-dfe-statutory-rshe-outcomes Aldenham 2024-25' and the "PSHE SOW 2024-25".