

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

PSHE and SMSC Policy

Aspire - Challenge – Achieve

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PSHE and SMSC POLICY

Policy Context and Rationale

This policy covers the South Lincolnshire Academy Trust's approach to PSHE and SMSC. The aim of PSHE (Personal, Social, Health and Economic Education) is to provide students with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential and keep them safe as individuals within the community and the modern world. This is done by teaching about – the three key themes: Health & Wellbeing, Relationships and Living in the Wider World. PSHE should promote SMSC (Social, Moral, Cultural, and Spiritual) development of our students and within society, prepare them for the opportunities, responsibilities and experiences of later life in the modern world. This policy explains the methods of delivery and how the Trust meets national regulatory guidelines and expectations regarding PSHE and SMSC.

The SLAT believes that PSHE and SMSC should be at the centre of the curriculum. It is important that our students are prepared for the wider world of learning before they leave SLAT. It is vital that our students have a broad and balanced curriculum which “promotes the spiritual, moral, cultural, mental and physical development of students at the school and society and prepares them for the opportunities, responsibilities and experiences of adult life” (Educational Reform Act 1988).

At SLAT we believe that PSHE and SMSC should be promoted by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, PSHE professionals/visitors and the local community.

This policy has been reviewed and updated to reflect the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025) for implementation from September 2026. The curriculum is designed to be age-appropriate, evidence-informed, inclusive and responsive to local and national safeguarding, health and wellbeing priorities.

Students will be taught about the Equality Act 2010 and all Protected Characteristics in an age-appropriate manner throughout the PSHE, SMSC and RSE curriculum. The Trust is committed to promoting equality, inclusion, respect and understanding, ensuring that all students are prepared to live and work positively in modern British society.

Policy development

The PSHE and SMSC policy will be reviewed annually in order to better serve and meet the needs of students in our community. The policy has been created through the Department for Education's statutory guidance for all schools and academies which was made compulsory in September 2020. This is inclusive of SMSC which all schools in England must show how well their students develop in SMSC. SMSC is referenced throughout Ofsted's School Inspection Handbook. British Values is integrated into the PSHE/SMSC scheme of work as stated by the Department of Education November 2014. As stated in the 2020 statutory guidance for PSHE The Trust actively promotes Protected Characteristics in an age-appropriate manner to help ‘eliminate, discrimination, harassment, victimisation and other conduct that is prohibited by or under the Equality Act 2010 (section 149 of

the Equality Act). From 1 July 2015, schools now have a legal duty to prevent students from becoming radicalised, which has been incorporated into the programme for PSHE and SMSC.

The development and review of this policy includes consultation with students, parents and carers, staff, governors and, where appropriate, external partners. Student voice, safeguarding trends, attendance data, public health information and emerging local and national concerns are used to inform curriculum development. The consultation process in the ongoing development and review of this policy has involved consultation with the following groups:

- PSHE and SMSC leads;
- Senior Leadership Team;
- Teaching and support staff;
- Pastoral Team;
- Chief Executive Officer
- Governors;

Documents that inform the Trust's PSHE/SMSC policy include:

- Education Act (1996);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2016);
- Children and Social Work Act (2017);
- SLAT Safeguarding Policy (appendix 16) – Reporting concerns linked to RSE;
- SLAT RSE policy;
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025);
- PSHE Association – PSHE Education Programme of Study (Key Stages 2 and 4);
- Good careers guidance: Reaching the Gatsby Benchmarks.
- OFSTED School Inspection Handbook

Policy aims and objectives

The aim of PSHE and SMSC is to provide students with the knowledge and skills that will prepare them for experiences and opportunities in later life within the modern world. We aim to promote cultural awareness, Protected Characteristics, British Values (Democracy, Respect, Tolerance, Liberty and the Rule of Law) and resilience to help students to be positive individuals in the community. At the centre of our curriculum is the promotion of positive mental wellbeing and we believe in providing the necessary information and support to help students in having a positive mental wellbeing.

The PSHE programme aims to:

- Develop a student's knowledge and understanding of what constitutes a healthy lifestyle;
- To promote positive, respectful and healthy relationships based on mutual respect, consent, equality and care.
- To develop students' understanding of the Equality Act 2010 and all Protected Characteristics in an age-appropriate manner, promoting respect, inclusion, equality and positive relationships within a diverse society;
- Encourage students and teachers to share and respect each other's views;
- Incorporate British Values into the curriculum;

- Encourage every student to be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, assisting students to make informed choices regarding personal and social issues;
- To promote strategies and support for positive wellbeing;
- To raise awareness of grief, bereavement and changing family circumstances;
- Communicate effectively;
- To provide students with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work;
- Develop good relationships with other members of the Trust and the wider community;
- Respond to challenge;
- To be resilient;
- Respond to local community needs;
- Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment;
- Enable students to be aware of risk of and online risks of both and online and offline;
- To develop understanding of gambling harms and the risks associated with gambling and gambling-like activities.
- To inform students about the risks and benefits of artificial intelligence (AI) and social media;
- To develop students' awareness of online harms including deepfakes, sextortion, online scams, misinformation, disinformation and AI-generated content;
- To increase awareness of exploitation, coercive control, domestic abuse and strategies for seeking support;
- To encourage appreciation of, and concern for, the environment;
- To provide the statutory elements required by the Department of Education regarding Relationships and Sex Education (RSE) and Physical Health and Wellbeing;
- To educate students about Violence Against Women and Girls (VAWG), misogyny, healthy masculinity, sexual harassment and harmful sexual behaviour;
- To develop students' understanding of consent, boundaries and healthy relationships both online and offline;
- To ensure that PSHE is inclusive, allowing all students to be provided a high quality PSHE programme designed to meet individual needs;
- To ensure that materials used in the delivering of the PSHE curriculum are age appropriate;
- To ensure that materials used in delivering the PSHE programme are free from racial and/or gender stereotypes and that they fully support the values of equal opportunities;
- To encourage students to make correct and safe choices in regards to their health and safety;
- To respond to local and national concerns;
- To ensure students have an awareness of safe relationships and how to spot the signs of domestic abuse;
- To make students aware of the signs and risks of child exploitation and sexual harassment;
- To ensure students understand personal safety, including travel safety, water safety, knife crime awareness and risk reduction strategies;
- To ensure that students know who to contact if they have concerns about their health and safety;
- To ensure students have an awareness of First Aid including CPR and defibrillators.

Curriculum Developments for September 2026

In line with updated statutory guidance, additional emphasis will be placed upon:

Relationships;

- Consent and boundaries

- Violence Against Women and Girls (VAWG)
- Healthy masculinity
- Misogyny
- Incel ideology
- Harmful sexual behaviour
- Sexual harassment and sexual violence
- Domestic abuse and coercive control
- Forced marriage
- FGM, virginity testing and hymenoplasty

Online Safety;

- Artificial Intelligence (AI)
- Deepfakes
- Sextortion
- Online scams
- Fake social media accounts
- Harmful online influencers
- Pornography awareness
- Personal data protection

Health and Wellbeing;

- Vaping and nicotine products
- Gambling harms
- Sleep and screen use
- Menstrual and reproductive health
- Fertility awareness
- Mental wellbeing and resilience
- Accessing healthcare services
- Gillick competence and medical consent

Personal Safety;

- Travel safety
- Water safety
- Knife crime awareness
- Criminal exploitation
- CPR and defibrillator awareness

These themes are delivered in an age-appropriate manner through a spiral curriculum model and revisited at increasing levels of complexity as students progress through the school.

BRITISH VALUES

The Department of Education has reinforced the need to “create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in July 2015.

Within the Trust all staff are expected to model approaches that build these values with students. At the Trust these values are reinforced regularly and in the following ways:

- Democracy - Students have the opportunity to have their voice heard through the School Council and online student surveys. The Councils meet regularly and representatives can bring issues raised during Tutor time for discussion. Councils are often asked to consider school wide issues such as the School Code of Conduct, Student Wellbeing Charter and the Anti-Bullying Policy. All responses are fed back to the SLT who adjust policies if appropriate and explain reasoning for non-action if necessary.
- Students are invited to put forward their views and give feedback about the Trust via Student voice. We are increasingly adopting a “You said, we listen” approach to ideas brought forward from students and observations. Students often act as tour guides and advocates for the Trust to involve them in the process of sharing and developing our ethos and sense of community. Head Students also contribute to Trust events and in doing so model our approach.
- The Rule of Law - The importance of laws (off and online), whether they be those that guide behaviour for learning in lessons and in school (our Code of Conduct), or those that govern the country, are consistently reinforced by the Trust. The Trust is in regular contact with PCSOs and local police to ensure that the Trust is aware of any local issues. Students are encouraged to understand the value and reasons behind laws and rules in that they govern and protect us and the responsibilities that this involves along with the consequences when laws or rules are broken. To support students understanding of the law the Trust regularly has visitors in for PSHE events. Students are encouraged to make positive choices about their behaviour in relation to our framework of expectations so that they can learn the importance and value of working positively with regard to laws and rules.
- Individual Liberty –Trust students are actively encouraged to make well informed choices, knowing that they are in a safe and supportive environment. As a Trust we educate and provide boundaries for young people and empower them to take responsibility for their decisions. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons which are reinforced through SMSC tutor group activities and assemblies. Students are made aware of their Protected Characteristics and their freedoms in the wider world in PSHE lessons as well as our annual Parliament Week activities.
- Mutual Respect - Mutual respect is at the heart of our values. Our Trust ethos and policies both in principle and practice revolve around demonstrating respect for the rights of others as well as appreciating alternative opinions, backgrounds and cultures. Students learn that their behaviours have an effect on their own rights and those of others.
- Tolerance of those of Different Faiths and Beliefs and backgrounds - This is achieved through enhancing students’ understanding of their place in a culturally diverse society nationally and by giving them opportunities to experience such diversity where they may not have the opportunity in the immediate locality. Whilst referring to the Protected Characteristics of The Equality Act assemblies are delivered discussing prejudice and prejudice-based bullying. Subjects are encouraged to discuss further across the curriculum wherever the opportunity presents itself.
- A significant part of the assembly rota has been allocated to support the PSHE, RSE and SMSC programme through a carefully structured 3-year programme of items linked to Mental Health, Protected Characteristics and British Values. The rota includes references to local on national issues.
- PSHE events reinforce resilience and British Values including; tolerance and respect for others and actively promote and celebrate diversity, supporting the Equality Act. Trust visits to places

of worship or places that are important to different faiths and cultures help in encouraging understanding and tolerance.

Learning and teaching

PSHE is delivered to year groups 7 and 8 in one hour lessons every week. Years 9-11 are timetabled to have PSHE for one hour every fortnight on a rotating timetable. Years 9-11 have three tutor periods per week on PSHE with their form tutor. The PSHE scheme of work is designed to develop students' concepts of Health and Wellbeing, relationships and living in the wider world.

- Students in Year 7 will explore the following topics: Transitions from primary to secondary school, Staying Safe, Being healthy, Diversity and Environmental issues;
- Students in Year 8 will explore the following topics: Staying safe online and on the streets, Mental health and wellbeing, Human rights, World Issues and careers;
- Students in Years 9-13 are taught SMSC three times a week in form time. SMSC form time have an extended form time that will run from 2:50-3:15pm;
- Students in Years 9-11 will explore the following topics: Substance abuse, Ethical issues, Spirituality, Careers guidance, Self-image, politics, RSE, Healthy body healthy mind, E-Safety, Financial management, inspirational stories, Law and Order, Diversity, Radicalisation, Equality, British Values, National concerns, mental health, issues in modern Britain, Global awareness, Parliament and democracy, revision skills and current affairs, spirituality, World Culture, Pride, life saving skills and water safety;
- The Key Stage 4 curriculum is further enhanced through learning about consent and healthy relationships; Violence Against Women and Girls (VAWG); misogyny and healthy masculinity; domestic abuse and coercive control; child criminal and sexual exploitation; pornography awareness; harmful online influencers and incel ideology; sextortion; deepfakes and artificial intelligence; reproductive health; gambling harms; personal safety; and the legal rights and responsibilities relevant to young people in modern Britain;
- Students in Year 12 will explore the following topics: Personal Finance, Health and Wellbeing, Equality and Safety, Drugs awareness, Risk Education, Positive Wellbeing and Careers;
- Students in Years 12 and 13 will further develop their understanding of healthy adult relationships, consent, reproductive health and fertility, financial wellbeing, independent living, employment rights and responsibilities, safeguarding in adulthood, accessing healthcare services, personal safety, and preparing for life beyond school, employment or higher education;
- Students in Year 13 will explore the following topics: Personal Finance, Drug awareness, Risk Education, Sexual Health, Exam preparation and Positive Wellbeing;
- The curriculum follows a spiral model, allowing students to revisit key themes throughout their school journey while increasing the depth, complexity and relevance of learning in response to their age, maturity and lived experiences.

The PSHE programme allows students in Years 7-13 to be involved in a series of events where they will receive a new timetable for the day and students cover a range of topics that support the PSHE/SMSC programme these include: RSE, First Aid, alcohol and drugs awareness, crime and consequences, fire

safety, road and rail safety, personal wellbeing, financial wellbeing, parliament and democracy, as well as careers. On the PSHE days the Trust will have a range of talks and activities arranged by specialist outside agencies and trained staff in school, including, but not limited to, PSCOs, Lincolnshire Fire and Rescue, Lincs Integrated Sexual Health Services (LISH), Lincolnshire Road Safety Partnership, Positive Health (Lincolnshire), Prison Me No Way, MAD agency, Stand Against Violence, Gamcare, Youth engagement co-ordinators from Crime Prevention and Safer Lincolnshire Partnerships.

During form time the students and the tutor will discuss a wide range of news stories to encourage students to have an awareness of current events. This also stimulates debate and discussion in tutor time.

Tutors aim to develop students' aspirations through the 'Job of the week'. The form will discuss a different profession each week and will look at the skills and qualifications required and how to gain entry to the profession.

Y12 students are encouraged to pursue their career aspirations through work experience in the Summer term.

Throughout the academic year events to encourage community fund raising and charity are organised e.g. Red Nose Day, House charity events, the Christmas Hamper Challenge, Children in Need.

Volunteering and Community based projects are encouraged through a wide range of activities e.g. The Duke of Edinburgh Award.

In addition to the teaching of PSHE/SMSC within the classroom, we also cover PSHE/SMSC through:

- Core and foundation subjects;
- Assemblies;
- House activities;
- Charities work;
- Theatre production;
- Student council;
- Invited visitors;
- Mentoring;
- Buddying;
- Interventions;
- Whole-school events;
- Educational visits and trips;
- Residential experiences;
- Sports teams;
- Rewards and recognition;
- The Duke of Edinburgh Award.
- National Weeks e.g. Parliament Week.
- LGBTQ+ club.

Elements of the PSHE and SMSC Curriculum are also delivered through other areas of the Trust curriculum e.g. Religious Studies, Science, English, PE, Drama, IT and Health and Social. A Trust audit has been carried out to identify areas that compliment and support the PSHE/SMSC curriculum in accordance to DfE guidance.

Teachers of subjects outside of PSHE are encouraged to highlight links to: Careers, British Values and Protected Characteristics.

Assessment

Assessment in PSHE focuses on learning, progress and understanding. Baseline activities, knowledge checks, retrieval practice, case studies, student reflections, discussions, student voice activities and end-point assessments are used to evaluate progress and inform future curriculum planning. The assessments in PSHE do not assess personal beliefs, attitudes or values, but focuses upon knowledge, understanding and application of learning. Assessment information will be used to review curriculum content and respond to emerging student needs.

We will determine students' prior knowledge for PSHE and SMSC by conducting a baseline of the students' learning at the beginning of the year. This is then reflected on at the end of each theme to assess the students understanding of the theme.

Students will have the opportunity to assess their own knowledge of future themes at the beginning of the academic year, then at the end of the theme the students will reflect on their own learning experiences. The process of self-assessment and evaluation has a positive impact on a student's self-awareness and self-esteem. There will be various opportunities in PSHE/SMSC to assess their progress such as; student self-assessment during sessions within specific units of PSHE/SMSC, peer assessment and staff feedback.

At the end of each PSHE theme students will be set a reflection quiz for homework on Show My Homework. The information gathered will be used to assess the students' confidence in the subject and will help the leads to adapt further lessons.

After PSHE events with professional PSHE visitors, students are giving a feedback survey to assess the usefulness and quality of the session, this guides the bookings for the following academic year.

Creating a safe and supportive learning environment

Safeguarding

The curriculum supports safeguarding by helping students recognise grooming, exploitation, coercive control, domestic abuse, harmful sexual behaviour, misogyny, extremism, radicalisation and online harms. Students will be consistently be made aware of how to report concerns and access support both within school and through external agencies.

Staff both involved and not involved in the teaching of PSHE/SMSC are aware of the procedures to be followed in the event of a concern for a student. They will follow the Trust's child protection code of practice and adhere to the Trust's Safeguarding Policy (appendix 16) regarding how to report concerns using My Concern.

Safe and Effective practice

We will ensure a safe learning environment by delivering lessons where students feel safe and encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking skills.

During the course of the PSHE/SMSC programme there will no doubt be occasions when PSHE teachers and students will be faced with handling difficult questions. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Where necessary staff will use distancing techniques, such as the use of an anonymous question box. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering or able to answer within the classroom, they have the right to decline to answer and provision would be made for another person or persons to meet the individual child's needs. This may

involve referring the child back to their parent/carer or appropriate advice service for an answer. Where a question gives rise to a safeguarding concern advice should be sought through My Concern.

Staff members will not discuss and will decline to answer questions relating to their own personal lives, mental health or sexual choices. Staff members will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE.

The PSHE/SMSC department will create a safe and supportive learning environment by:

- Ensuring that the pastoral team and year leads are aware of curriculum to ensure that students are correctly supported;
- Ensuring that where students indicate that they may be vulnerable and at risk, they will get appropriate support;
- Giving staff training to ensure that staff are aware of how to teach sensitive topics;
- Staff following the Trust's Safeguarding/Child Protection policy.

Entitlement and equality of opportunity

We promote inclusive teaching and learning. This includes recognising and responding to the needs and interests of all students, irrespective of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, personal circumstances or special educational needs and disabilities (SEND). We will not exclude access to PSHE for any student at any time. Teaching will take account of students' age, ability, readiness and SEND needs to ensure all learners can access the curriculum safely, successfully and in an age-appropriate manner.

Parental Right of Withdrawal from Religious Education

Aims and Principles

- This policy sets out the procedure for parents/carers to exercise their statutory right to withdraw their child from all or part of the Religious Education (RE) curriculum.
- South Lincolnshire Academies Trust respects the religious and philosophical beliefs of families and will handle all withdrawal requests sensitively.
- Parents/carers may withdraw their child from all or part of RE without providing a reason. This right applies to all schools.
- Students aged 18 or over have the right to withdraw themselves from RE.

Withdrawal Procedure

- Parents/carers must submit a written request to the Head of School, stating whether they wish to withdraw their child from all or part of the RE curriculum.
- Parents/carers will be invited to meet with a member of the Senior Leadership Team to discuss their request and to outline the practical arrangements.
- This meeting is intended to ensure that parents/carers have full information about the RE curriculum and the implications of withdrawal. It is not designed to challenge or change their decision.
- While parents/carers are not required to give reasons for withdrawal, sharing their rationale can help the school improve its RE provision.
- The school will respect the right to withdraw and will excuse the student from the relevant lessons.
- Withdrawal arrangements will be reviewed annually with parents/carers.

Supervision and Alternative Arrangements

- South Lincolnshire Academies Trust will provide appropriate supervision for students who are withdrawn from RE; however, the school is not responsible for providing alternative teaching or additional materials for another subject.
- Students who are withdrawn will remain on the school premises at all times

Partial Withdrawal and Curriculum Limits

- The right of withdrawal applies only to the Religious Education curriculum. Parents/carers cannot withdraw their child from other subjects that may include incidental or contextual references to religion or belief within isolated topics.

Roles and Responsibilities

PSHE/SMSC SLAT Leads

The PSHE/SMSC programme will be led, designed and reviewed by PSHE/ SMSC SLAT leads at all Trust schools.

They are responsible for ensuring that all statutory elements of the guidance from the Department of Education are applied appropriately. The PSHE/ SMSC leads are responsible for monitoring and evaluating the programme in the Trust's context. They are also responsible for liaising with visitors to the classroom whose expertise will be used to enrich learning and to address specific national and local health priorities.

Governor

John Stokes is the governor who is linked to PSHE/SMSC. The governor is to be kept up to date on legislation and the Trust's commitment to the PSHE/SMSC programme. They will meet with the SLAT PSHE/SMSC lead to discuss the progress of the programme.

Timetabled Classroom teacher

All timetabled classroom teachers are expected to deliver the PSHE programme to their allocated classes in line with the guidance from the PSHE/SMSC lead. They are to ensure that student work is kept in the work booklet/folder as provided and that the objectives for each lesson are met. All timetabled classroom teachers are expected to take part in the monitoring and evaluation of the PSHE/SMSC programme and to contribute to its contextual development.

All teaching staff delivering PSHE/SMSC will adhere to the OFSTED guidance that recommends that it is necessary for students to learn the correct language associated with body parts so that they are able to talk confidently with health professionals.

Every effort will be made by all staff to include all students in every lesson regardless of ability. Teachers will use a variety of techniques to include all students and every effort will be made to adapt each lesson to include students with differing learning styles.

Teachers responsible for teaching PSHE/SMSC will receive training in termly PSHE/SMSC meetings, allocated Continuing Professional Development time and training days.

Outside Agencies

The PSHE/SMSC programme will be supported by external agencies, health professionals and members of voluntary organisations through events held throughout the school year. However, care will always be taken to ensure that any sessions delivered by external providers are compliant with this policy and complement the Trust's planned PSHE/SMSC provision.

All external visitors will be quality assured and selected in accordance with the Trust's Visitor Policy. Resources, lesson plans and teaching materials will be reviewed in advance by the PSHE/SMSC Lead to ensure that content is evidence-based, age-appropriate, inclusive, aligned to the Trust curriculum and fully compliant with current statutory guidance. Visitors will be provided with relevant information relating to the school's Safeguarding Policy, Visitor Policy, safeguarding procedures and expectations regarding confidentiality and disclosures before working with students. They will be expected to deliver age-appropriate materials and operate within the values and principles outlined in this policy.

The PSHE/SMSC Lead will ensure that the visitor's contributions to lessons are in line with the learning outcomes of the Trust's PSHE/SMSC programme and a member of teaching staff will be present throughout all sessions delivered by external visitors to ensure continuity, safeguard students and support effective learning. All visitors will be expected to follow the school's safeguarding procedures and reporting processes should any safeguarding concern arise during their work with students.

After each visit or event, student and staff voice is gathered to ensure the quality of our visitor programme.

Parents

SLAT's PSHE/SMSC programme is part of a shared responsibility with parents. Students are encouraged to inform their parents of the issues which have been discussed to further their discussions.

Engaging stakeholders

The Trust is committed to openness and transparency with parents and carers. Parents and carers will be informed about the policy at the start of Year 7. Parents and carers may request to view curriculum materials and resources used within PSHE and RSHE. The policy is available to parents and carers through the Trust website. We will communicate with parents and carers by Parentmail and information on the website regarding PSHE events and updates. If parents or carers wish for more information, they are invited to contact the PSHE/SMSC lead.

Withdrawal from Sex Education

Parents and carers do not have the right to withdraw students from Relationships Education, Health Education or statutory National Curriculum Science content. Parents may request withdrawal from elements of Sex Education delivered outside of the Science curriculum. Requests will be managed in accordance with statutory guidance and will include consultation with the Headteacher or designated member of staff. Students may opt into sex education themselves from three terms before their sixteenth birthday. For more information regarding RSE please see the RSE policy on the website for more details.

Monitoring, reporting and evaluation

The PSHE/SMSC programme is overseen and evaluated by the Trust Associate Education Director of PSHE and SMSC. Within the schools of the Trust the programme is monitored and evaluated by those teaching it and the PSHE and SMSC Lead. The PSHE and SMSC lead will conduct scheduled workbook checks, collect student voice about PSHE events and the PSHE Scheme of Work and regularly meet with the pastoral team to update the programme regarding local issues. This will be influential in adapting and amending planned learning activities in the PSHE/SMSC programme. Any changes are discussed with the appropriate line managers and the Chief Executive Officer and any changes brought to the attention of the Governors.

Links to Other Policies

This policy can be used in isolation as a point of reference when considering the Trust's approach to personal and social development. It can also be viewed as part of a wider group of policies concerned with student welfare. These include:

- Relationships and Sex Education Policy (RSE);
- Safeguarding Policy;
- Anti-Bullying Policy;
- Behaviour and Rewards Policy;
- Health and Safety Policy;
- SEND Policy;
- Careers Policy
- Equality Policy and Statement;
- Inclusion and Diversity Policy;
- Social Networking Student Policy.

Review

This policy will be reviewed in July 2027. It will be reviewed by SLT and SLAT PSHE/SMSC leads. This will ensure that the curriculum and policy remain up to date and reflect local and national needs, safeguarding guidance or Department for Education requirements.