

GP34 – PSHCEE and RSE Policy (Personal, Social, Health, Citizenship and Economic Education)	
Responsible Governing Body Committee:	Curriculum Committee
Policy type:	Statutory
Date of Origin:	June 2009
Adopted by:	Full GB
Author:	Nikki Golds
Location:	
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Review Due Date	Review Completed	Amendments Y/N
November 2015	December 2016	Y
December 2016	November 2016	Y
November 2017	January 2018	Y
January 2019	May 2021	Y
May 2022	October 2022	Y
October 2023	October 2023	Y
October 2024	October 2024	N
October 2025	November 2025	Y
November 2026		

Other policies/procedures linked to this policy:

- Acceptable Use of AI Policy
- Anti Bullying Policy GP15
- Assessment, Recording and Reporting Policy GP18
- Behaviour Policy GP23
- Careers Education Policy GP31
- Child Protection and Safeguarding Policy GP11
- Collective Act of Reflection Policy GP01
- Curriculum Policy GP02
- Drug Education Policy GP12
- Equality Policy GP09
- Health and Safety Policy GP10
- Provider Access Policy Statement
- Religious Education GP04
- Remote Learning Policy
- Social Media Policy GP63
- Teaching and Learning Policy GP38

Purpose:

The Marlborough Science Academy will meet the statutory requirements for Relationship and Sex Education and Citizenship and Health Education, and follow the programmes of study for PSHE, known to the school as Personal, Social, Health, Citizenship and Economic Education (PSHCEE). The Marlborough Science Academy will provide a broad and balanced framework of studies that promotes students' spiritual, moral, social and cultural development and ensures they actively uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This work contributes directly to the school's responsibilities under the Prevent Duty, including educating students about the risks of extremism and supporting them to challenge extremist views, and encourages meaningful democratic participation through activities such as student voice and leadership opportunities. It also explicitly promotes respect for difference and the protection of all protected characteristics under the Equality Act 2010, so that no individual or group is discriminated against, all within a culture underpinned by Marlborough's key values of dignity, kindness, compassion, courage and endeavour.

We will help prepare students and provide them with the knowledge and understanding to allow them to make informed decisions about their wellbeing, health and help them develop healthy, nurturing relationships of all kinds. Keeping them abreast of issues they encounter including online or through social media platforms and how to respond to these and engage the parents in the process.

Our young people should understand the importance of respect and leave school fully prepared for life in modern Britain.

Implementation:

- The programmes of study for PSHCEE and RSE are mapped and developed by the PSHCEE Coordinator in conjunction with the Personnel Development Lead and DSL.
- Biological aspects of RSE are taught within the Science curriculum and some aspects are included in Religious Education, known to the school as Philosophy and Ethics.
- Most learning about sex and relationships takes place within the family, and the school's RSHE programme is designed to complement and build on this in close partnership with parents and carers. Parents and carers have the right to request that their child is withdrawn from the non-statutory, non-science components of sex education within RSHE up to and until three terms before their child turns 16, **but this right does not extend to** Relationships Education, Health Education or sex education delivered through the statutory Science curriculum. Any parent or carer wishing to request withdrawal should write to the headteacher, after which appropriate alternative work and supervised provision will be arranged for the student during those lessons.
- The PSHCEE programme is delivered through discrete lessons at all key stages. PSHCEE events and activities are organised to complement the delivery throughout the curriculum.
- Each week the school follows a Collective Reflection Theme through assemblies and form times which also contributes towards the programme.
- The PSHCEE/RSE curriculum is explicitly mapped to support the Gatsby Benchmarks, particularly Benchmark 3 (addressing the needs of each student), Benchmark 7 (encounters with further and higher education), and Benchmark 8 (personal guidance), thereby enhancing personal development, careers readiness, and post-16 awareness as expected by Ofsted and Careers Guidance regulations.

- During periods of remote learning the curriculum as far as possible will continue to be delivered according to the planned schemes of work. Some adjustments have had to be made due to the sensitive nature of some aspects of the curriculum, and to ensure safeguarding is in place.

Delivery of RSE

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Consent
- Harmful sexual behaviours (HSB)
- Sexual harassment (including online)
- Peer-on-peer abuse
- Gender-based violence
- Upskirting (a criminal offence)

Inclusion

The school is committed to making PSHCEE and RSE accessible and relevant to all learners, including those with SEND. Teaching is adapted and personalised to reflect pupils' EHCP outcomes, neurodiversity and levels of cognitive and emotional maturity, with careful attention to language, pace and reinforcement of key concepts. Curriculum materials and activities are adjusted so that all students can access and participate in lessons, using differentiated resources, visual supports and additional adult guidance where appropriate. In recognition of the higher vulnerability of many SEND learners to exploitation, bullying and abuse, safeguarding messages around consent, boundaries, safe relationships and online safety are explicitly taught, frequently revisited and closely aligned with whole-school safeguarding procedures.

Confidentiality, Advice and Child Protection

- The DSL and Safeguarding Team are involved in the planning and supporting the delivery of our RSE curriculum.
- Students will be made aware that some information cannot be kept confidential and that, if certain disclosures are made, staff are required to take specific safeguarding actions. This includes immediately reporting concerns to the Designated Safeguarding Lead (DSL) or a deputy, who will decide on appropriate next steps, including liaison with external agencies where necessary. The school operates a zero-tolerance approach to sexual harassment, sexual violence and harmful sexual behaviours, and any such concerns will be acted on without delay in line with KCSIE and the school's child protection policy. At the same time, students will be offered sensitive and appropriate support, and will be reminded that the school's filtering and monitoring systems are in place to help keep them safe online. The following procedures will be adhered to by all adults:
 - In the event of disclosure or suspicion of possible abuse - the school's Child Protection Policy & Safeguarding procedures will be invoked

- Pregnancy – students who disclose that they are or have made someone else pregnant should be asked whether they can tell their parent/carer(s) and whether they want help in doing so. Support may be given in setting up a meeting between student and parent/carer(s), with a member of staff. Further support may then be needed to arrange meetings with a health professional. Subsequent responsibility will then lie with the parent/carer(s). Where a student refuses to inform their parent/carer(s) the school will inform them. Support will be offered as outlined above. Any member of staff to whom a student makes such a disclosure should report this to the designated Child Safeguarding Lead or member of the Safeguarding Team.
- Sexual orientation – Adults will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support

Online Safety (statutory requirement)

The PSHE curriculum explicitly addresses how students can stay safe, make responsible choices and build healthy relationships in the online world. Teaching is age-appropriate, rooted in safeguarding guidance, and designed to build pupils' confidence, critical thinking and help-seeking skills.

- Online relationships: Understanding how people may behave differently online, applying the same expectations of respect and consent as offline, and recognising unhealthy or exploitative interactions.
- Pornography: Exploring how sexually explicit material can misrepresent sex and relationships, affect body image and consent, and where to seek help if pupils feel worried or pressured.
- Digital resilience: Developing the skills to evaluate online content critically, manage screen time and peer pressure, and cope with online challenges in a healthy way.
- Sexting / sharing of sexual images: Learning about the legal, emotional and social consequences of creating or sharing sexual images, and knowing how to get support or report concerns.
- Online harm and grooming (linked to KCSIE): Recognising grooming behaviours and other forms of online abuse, understanding how to report concerns, and reinforcing that safeguarding procedures will always be followed.
- AI-based risks (DfE 2024 addition): Raising awareness of risks linked to artificial intelligence, such as deepfakes, algorithmic bias and misuse of AI tools, and teaching pupils how to check reliability, protect their data and seek trusted adult support.

Forced Marriage (FM):

- A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.
- The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This is a separate issue from arranged marriage.
- Young men and women can be at risk in affected ethnic groups.
- Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.
- This issue is taught explicitly in both a cultural and religious context.
- The value of marriage is explored through discussion in PSHCEE.

- RSE will be delivered in a way that is sensitive to and respectful of pupils' and families' faith perspectives, while still meeting all statutory requirements, complying fully with the Equality Act 2010, teaching all required content regardless of belief, and avoiding any language or materials that stigmatise or undermine any protected characteristic.

Female Genital Mutilation (FGM):

- FGM involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons.
- FGM is internationally recognised as a violation of human rights of girls and women.
- FGM is illegal in the UK. It is also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.
- FGM is explicitly taught to Year 8s and its illegal status is emphasised.

Organisation of RSE programme (through PSHCEE)

- KS3 - puberty, personal safety, friendships, love, family life, relationships, gender, conception and birth, contraception, HIV/AIDS, sex and the law, stereotyping, prejudice, feelings, peer pressure, self-esteem, decision making, awareness of outside agencies.
- KS4 - abortion, teenage parenting, sexually transmitted infections, sexuality, breast, cervical and testicular cancer, marriage and relationships, awareness of outside agencies, prejudice, different faiths and cultures, risk, divorce.
- KS5 - sexuality, marriage, cohabitation, contraception, HIV/AIDS, sexually transmitted infections.

This is complemented by the National Curriculum for Science. Within the National Curriculum for Science, students should be taught:

- At Key Stage 3 (11-14):
 - That living things have structures that enable life processes to take place
 - The ways in which some cell types, including sperm and ovum are adapted to their functions
 - The human reproductive system, menstrual cycle, fertilisation, and the role of the placenta
 - How the foetus develops in the uterus
 - The physical and emotional changes that take place during adolescence
 - That bacteria and viruses can affect health
- At Key Stage 4 (14-16):
 - That the nucleus contains chromosomes that carry the genes
 - The way in which hormonal control occurs, including the effects of insulin and sex hormones
 - The medical use of hormones, including the control and promotion of fertility and the treatment of diabetes
 - How variation may arise from both genetic and environmental causes
 - That sexual reproduction is a source of genetic variation while asexual reproduction produces clones
 - How gender is determined in humans
 - The basic principles of genetic engineering, cloning and selective breeding

Time Available

- RSE forms some part of the curriculum in every year group (see relevant schemes of work). All year groups receive a 1 hour PSHCEE lesson which incorporates RSE themes

Parental Engagement

Parents and carers are informed about the PSHCEE/RSE curriculum through Edulink messages, formal letters and a dedicated PSHCEE/RSE section of the school website, where learning journeys and subject timelines set out every lesson taught across the year. They can view curriculum plans and teaching resources via the website and on request, with all RSE lesson materials sourced from and quality-assured by the PSHE Association. The school consults parents and carers on the PSHCEE/RSE curriculum and associated policies, and will use Edulink, letters and the school website to notify families in advance of any significant changes, explaining that all content is drawn from statutory DfE guidance and endorsed PSHE Association materials.

Who/What was Consulted

- RSE, PSHEE and Citizenship Frameworks and Programmes of Study
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2021)
- Counter Terrorism and Security Act 2015
- PSHE Association
- Senior Leadership Team
- Keeping Children Safe in Education
- Children and Social Work Act 2017
- Education Act 1996
- Ongoing consultation with staff, students and parents/carers Relationships, Sex and Health Education Statutory Guidance (DfE, 2023–updated clarifications 2024)
- Keeping Children Safe in Education 2024/25
- Sexual Violence and Sexual Harassment guidance now integrated into KCSIE
- Prevent Duty guidance (2023 updated version)

Arrangements for Monitoring and Evaluation

- A record is kept of students' progress using the school's systems which provide evidence of progress towards the attainment target. Students are encouraged to review and record their own progress. Teachers complete grade cards which measure attainment regularly. Assessment will be ongoing.
- Assessments within PSHCEE/RSE are reflective and formative in nature, prioritising self-assessment and personal reflection to help students understand their growth, identify areas for development, and actively engage in their own learning journey.
- The PSHCEE Coordinator, Directors of Learning, Senior Learning Managers and the teaching staff carry out an evaluation of the PSHCEE programmes including any visiting speakers following each PSHCEE activity.
- Staff who teach RSE are trained on how to deliver this.
- Monitoring and evaluation of the PSHCEE/RSE programme align with the Ofsted Education Inspection Framework (EIF) through student voice, work scrutiny and learning

walks. Safeguarding is closely reviewed via DSL quality checks, visitor and speaker vetting, and an annual safeguarding audit to ensure ongoing compliance and effectiveness.

- Tutor times are observed to monitor the delivery of the reflection themes.

Performance Indicators

- Attendance to lessons, our target is 96% and above for all students.
- Grade cards.
- Positive attitudes re self -image and emotional issues associated with teenage life in reduced number of MyConcern referral.
- Positive evaluations following guest speakers and events.
- Shared understanding of our values and code as reflected in reduced incidents of poor behaviour or anti -social behaviour in our behaviour records.
- Positive Progress 8.
- Parental and student engagement.