

PSHE & RSE policy

Frederick Gough School



Date: 1/9/2025

Last reviewed : September 2025

Next review due by: September 2027

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1. Aims

The aims of personal, social, health and economic (PSHE) education at Frederick Gough are to ensure that all students leave the school equipped with an understanding of the wider world and are equipped with the skills to speak their opinion, be able to make healthy choices, know how to keep themselves safe and know where to turn to for support and guidance.

PSHE is given a central importance to the school ethos at Frederick Gough. It is treated equally with other subjects in that it has a curriculum leader and specialist teachers who teach regular timetabled discrete lessons. Rather than being 'delivered' via assemblies, tutor time and guest speakers, the subject is complimented by these and all the other emotional wellbeing opportunities for children at Frederick Gough.

The aims of PSHE education at Frederick Gough are reflected in detail within the curriculum intent document for the PSHE department. These aims evolve constantly based on the findings of our own internal surveys, the triennial adolescent lifestyle survey conducted by North Lincolnshire Council, conversations with other stakeholders including the police as well as in consultation with learning coordinators and the DSL as well the information gathered via CPOMS which all feed in to informing what curriculum is necessary. The curriculum is flexible enough to be reactive as acute issues may occur in school, but is also formally reviewed annually by the curriculum leader to reflect the upcoming year.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach by law.

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance from 2020 (updated in 2025)
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

By law we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). This has been mapped against our curriculum to ensure that we are covering all the statutory areas and this is reviewed annually by the curriculum leader in the Summer Term. PSHE education at Frederick Gough goes much further than the statutory requirements. The reason we teach the bespoke curriculum that we do is not simply because we are required to by law, but because this is the right thing to do for our children - to equip them with the skills and knowledge they will need about how to navigate life outside school.

Our curriculum is designed by the curriculum leader who has an overview of the needs of pupils from all the sources mentioned in sections 1. How this works in practice is, for example in the CYPLS we can see themes locally that emerge that are very different for North Lincs than other places in the country. As such we can tailor our bespoke curriculum around local issues such as CCE and domestic abuse, compared to other issues such as gang violence and knife crime which whilst they may be massive national issues of concern they impact fewer of our students. This ensures that our curriculum has the greatest impact.

For other aspects of PSHE, including health education, see the attached overview (appendix one) for more details about what we teach in each year group.

3.2 How we teach it

PSHE is delivered to all classes in Key Stage 3 for one hour a week and in Key Stage 4 for one hour a fortnight. It is delivered as discrete timetabled lessons.

Whilst the curriculum is covered within the taught lessons, the programme of PSHE is complimented by the large range of other areas in school that feed in to the curriculum such as the careers education programme, guest speakers, assemblies, Noesis lessons, the optimum curriculum and challenge days.

The PSHE department runs an LGBT club – this is lunch time support that is offered for any student who wants a space where they can talk with peers around LGBT specific issues. The club is overseen by a teacher who can then access further support for students via the safeguarding team in school if required. Research often shows that LGBT young people are disproportionately affected by issues such as bullying and self harm so the purpose of the club is to ensure that students are recognised, valued and know they have a dedicated safe space they can come to for support in school.

The department has organised extra curricular trips in the past including a cinema night and a trip to the theatre. Other extra curricular activities include the celebration of 'diversity week' to promote inclusion and celebrate diversity within school. The department also offers termly house events to allow students to contribute to the house system in ways, which are not sports- related. In the past these events have been competitions such as design a British Values Poster and design an anti-bullying badge.

The PSHE department oversees the CHOICES clinic in school, in conjunction with the head of Inclusion and the DSL. The clinic is run by an in house member of staff and allows students in Key Stage 4 to access sexual health services and advice. The training and resources for this clinic are provided by GLISH and is a continuation of the service that was formerly provided by externally by VANL.

Occasionally guest speakers are invited in to PSHE lessons to deliver certain sessions. In all cases the guest speakers run their lesson plan via the curriculum leader beforehand and the teacher remains with the class at all times. None of these guest speakers deliver the RSE content, this is exclusively taught by our in house specialist teachers. List of guest speakers currently that are provisionally booked in for 2025/2026

Year 7 – Money Charity & Humberside Fire and Rescue (Firework Safety)

Year 8 - Humberside Road Safety Team (Pedestrian Safety)

Year 9 – Humberside Road Safety Team (Road Safety), HOP team (Options & Pathways)

Year 10 - Humberside Road Safety Team (Passenger Safety), HOP team (CVs)

Year 11 – HOP team (university aspirations), North Lindsey College & John Leggott College – transition sessions

It is important that PSHE students follow ground rules and at Frederick Gough we have our own set of ground rules that students learn in the first lesson of year 7 and follow every lesson through until year 11. These are:

We listen to each other

We respect what others have to say

There is no such thing as a silly question

We don't ask personal questions / share personal stories

Teachers may not be able to keep confidentiality

Where possible in PSHE we tackle controversial topics and difficult questions with sensitive and straightforward discussions. One of our ground rules in PSHE is 'there is no such thing as a silly question' – because we don't want students to feel there is anything they could not discuss in PSHE lessons as being curious about the world around you and asking lots of questions is a great way to learn. The specialist teachers are experienced and confident in covering a range of controversial topics such as racism and child sexual exploitation. Working closely with the pastoral and safeguarding team we would make a referral for any child we have concerns about during a lesson. Lessons are planned together in departmental time to ensure that teachers own personal beliefs and attitudes are unlikely to influence the teaching. This is especially important for topic such as politics. Distancing techniques are also used in more controversial topics as standard so that students feel they can approach these in a safe and gradual way.

Teachers of PSHE have to be completely comfortable teaching a range of sensitive topics – e.g. fertility and abortion, racism and prejudice, sex education etc. As specialist teachers the core teachers of PSHE are all confident and experienced in these areas and anything that the staff identify as a weakness we seek out relevant CPD. As PSHE is such a fast moving topic there is a lot of investment in the training of staff – as a department all staff are members of the PSHE association and the staff attend the annual conference on a rotational basis to ensure that we are fully up to date with best practices. If any teacher of PSHE feels that for a personal reason they would not be comfortable or able to teach an element of the PSHE curriculum they would discuss this with the curriculum leader who would then arrange for those lessons to be taught by another teacher.

Lessons are fully resourced (usually in the form of a powerpoint or similar) and are provided for all staff members for all lessons. If the staff member wishes to amend or adapt the lesson they are free to do so – these would just be run by the curriculum leader before teaching to ensure that the lesson still fulfils the aims of the statutory content.

Assessment in PSHE is ipsative. (Ipsative assessment is where students assess their own starting point and then self-assess their progress against this at the end of lesson or unit of work). In line with best practice guidance from the PHSE association the assessment is completed at the start and the end of the unit of work. It is important that students have opportunities to reflect on their own learning and equally for teachers to feel confident that learning has taken place and show progress. It would be inappropriate for assessment in PSHE to be about 'grades' or 'passing / failing' so as a department we have decided on the model of ipsative assessment to be far more meaningful. In order to support this model of assessment we have developed continuum statement models which link in to the assessment objectives of each termly theme. Students assess their starting points and then re-visit the objectives at the end of the term and self-assess their progress. Reports to parents are sent out termly in line with whole school reporting procedures and in PSHE cover commentary on the student's effort and behavior in class and their organisation.. (Further detail on assessment is available in appendix 2 – the department assessment policy).

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation. There is a named governor for PSHE – Sgt James Main who will be the link governor for this subject.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

PSHE is delivered by a small team of subject specialist teachers and the class has the same teacher for the full academic year in order to build those relationships that allow for the best discussions to take place. PSHE is the only subject that it is not possible to complete initial teacher training in and as such we define a 'specialist teacher' as one who is employed to solely or mainly teach the subject, they are offered in house CPD and access to external CPD to fill any gaps in their subject knowledge. As a school we also subscribe to the PSHE association and this benefits the staff with regular updates and access to CPD and lesson resources.

Charlotte Shaw, Cathryn Mumby and Ruth Eyre are the specialist teachers of PSHE at Frederick Gough School and usually deliver all lessons. Occasionally owing to timetabling issues it may be that a class has to be picked up by another member of staff. This is always in consultation with the curriculum leader and that staff member will always be someone who is a willing and enthusiastic volunteer. PSHE is also taught in nurture by the specialist nurture teachers who follow the guidance of the PSHE association for special needs teaching under the supervision of the head of Inclusion – Ruth Eyre who is a specialist PSHE teacher.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. Pupils must follow the ground rules at all times in PSHE lessons. Those who break the ground rules are sanctioned according to the school behavior system. There is no expectation for pupils to complete prep – only that they engage in the lessons to the best of their ability.

5. Monitoring arrangements

The delivery of PSHE is monitored by the curriculum leader Charlotte Shaw, through lesson observations. In addition to this our named governor conducts an annual monitoring visit and sends a report to the governing board.

There will be an annual pupil survey in the summer term to allow pupils to give their feedback and this will help inform the teaching of the non-statutory elements of PSHE the following year. (See Appendix 3 for link to the pupil survey)

This policy will be reviewed by Charlotte Shaw every two years. At every review, the policy will be approved by the governing board.

6. Parental Engagement

Under the RSE statutory framework it is a requirement that parental consultation is conducted around the school's programme of study. At Frederick Gough this will take the form of an online parental survey that parents will be invited to complete annually. Parents will be sent the thematic overview and some information about the teaching of RSE and will be invited to send their comments via the google form. (see appendix 4 for the link to the parental consultation). It is important to note that at Frederick Gough we have always been reflective and engaged with parents, this is simply to formalise that procedure in line with the new statutory requirements.

Parents have the right under the framework to request that their child be withdrawn from the 'Sex' part of the RSE programme up until the term before the child's 16th birthday. If such a request were to arise in the first instance, the parent would be invited to an informal discussion with the curriculum leader about further details of what these lessons entails. These requests usually are made because of a lack of understanding around the subject. If after this discussion the parents still want to formally exercise their right to withdraw the pupil then they would write to the head teacher to request this and alternative arrangements would be made for the pupil. In all cases it would be explained to the parents that we would rather the children get the information in the controlled environment of the classroom, rather than second hand from their peers and this would be why we strongly recommend that all children have equal access to these lessons.

In line with the requirements from the Secretary of State for Education on 31/3/23 – all lesson materials that are taught to students are fully accessible to parents should they wish to view any teaching materials from the department. The request would need to be put in writing to the curriculum leader and this would be arranged promptly.

7. Links with other policies

This policy links to the following policies and procedures:

Safeguarding Policy

Anti-Bullying Policy

Equality Policy

Behaviour Policy

8. Appendices

1. Thematic Overview
2. Department Assessment Policy
3. Link to the pupil survey
4. Link to the parental consultation