



Bexhill
Academy

Personal, Social and Health Education Policy

Approved by Trustees: In Process
Adopted: November 2025
Next Review: November 2026
Reviewed by: T Hillman

Date	Changes	Page number

1. **Aims**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education (Department for Education, 2020). At Bexhill Academy we have high expectations of our students and strive to ensure that every child achieves academically, socially and personally through academy ethos and values of Aspirational, Collective Responsibility and Firm But Fair. Our PSHE programme is rooted in our academy values and aims to equip each student with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.

The aims of personal, social, health and economic (PSHE) education in our school are to help students:

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic academy curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our current students at Bexhill Academy through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Cultural Capital - preparing them for the opportunities, responsibilities and experiences of later life. (Education Act 2002/ Academies Act 2010)
3. The use of student and parent/carers voice

2. **Statutory requirements**

Despite PSHE being a non-statutory subject, to support all our young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. Upon the most recent statutory guidance of September 2025[1] [2] (to be implemented by September 2026), and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies 'to promote the wellbeing of pupils at the school', we have revised the following curriculum subjects:

1. Relationships and sex education (RSE)
2. Health education

Both of these statutory elements fall under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. You can access our RSHE Policy on the Bexhill Academy website, which details a parent/carers' right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum.

This policy also complies with the terms of our funding agreement.

3. **What we teach**

Having hosted a student consultation twice a year - for all year groups - we have built a bespoke

curriculum tailored to the needs and lives of our students. This includes a reactive PSHE curriculum responding to local and national events.

The PSHE Association's suggested curriculum content has been used as a basis to design lessons and supporting materials for all students.

With this, the academic year is divided into 3 broad areas of PSHE focus, known as Big Ideas: 1.

Health and Wellbeing

2. Relationships

3. Living in the Wider World

All content is delivered at an age and developmentally appropriate level and builds on the three areas listed above, year on year, using a spiral curriculum. You can view our current curriculum on the Bexhill Academy website.

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance. Please refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

Please see 'Monitoring arrangements' below for how we aim to continue to use Student Voice to influence our planning and delivery of PSHE and RSE content in our PSHE lessons.

3.2 How we teach it

Students in Key Stage 3 are timetabled for a 1[3] [4] 00 minutes of teaching per fortnight and students in Key Stage 4 are timetabled for a PSHE lesson in tutor time every wee[5] [6] k (30 minutes). We are working with reputable external providers to supplement these timetabled lessons with Drop Down Workshops, assemblies and visits from external speakers and theatre companies, where children have the opportunity to explore key topics in depth over a longer period of teaching time through meaningful discussion[7] [8] .

We create a safe and supportive learning environment for teaching PSHE. We establish ground rules with all classes at the start of each topic. The teaching takes into account the age ability, readiness and cultural backgrounds of students to ensure they can fully access PSHE education provision. Bexhill Academy believes it is important that pupils should have opportunities to have their genuine questions answered in a sensitive and informative way. Pupils will not be directed to find out answers online unless through a carefully selected and pre-approved organisation or resource. Due to the nature of the topics, questions posed by students do not have to be answered by the teacher immediately. Teachers will use their professional judgement in deciding whether it is appropriate to answer a question, and whether it best answered immediately or at a later time. Teachers are required to refer to the Designated Safeguarding Team if a question or comment gives rise to a concern about a child's welfare.

We regularly engage our parents/carers in our curriculum offer, including half-termly updates on what the upcoming curriculum entails (via a letter and in the Academy Newsletter) that detail the content of Drop Down Workshops and lessons and we provide an annual forum for Q+A. Each PSHE lesson is planned and tailored to the needs of our students at Bexhill Academy. Lessons are created and delivered by the Head of Department alongside a committed and passionate team of existing teachers. All lessons are in line with our long-term PSHE scheme of work and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with 4 different faiths and beliefs, and for those without faith. All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us.

Fully funded membership (via East Sussex County Council) [9] [10] to the PSHE Association has provided us with access to government granted PSHE resources and materials that have informed us with a basis for planning.

To facilitate student's learning in PSHE lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;
- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in the class. Where necessary, the school's DSL and SENCO is consulted on best practice for delivery;
- Activities draw upon children's own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios;
- Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE and that lessons remain fully inclusive for all;

Bexhill Academy leads the programme, but, carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

4. **Assessment**

We demonstrate high expectations for our pupils through...

We determine pupils' prior knowledge/starting points by...

We assess pupils' learning and progression through... •

We evidence pupils' learning and progression by... •

We provide feedback by...

- **We record progress by...**

5. **Inclusive PSHE at Bexhill Academy**

Young people may have varying needs regarding RSE and PSHE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE and PSHE that is relevant to their particular needs. To achieve this, the school's approach to RSE and PSHE will take account of:

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to RSE and PSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Sexuality identity and sexual orientation: Bexhill Academy recognises that sexual orientation and gender

reassignment are protected characteristics under the Equality Act 2010. On average, about 5% of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or are questioning their sexuality (LGBTQ+, in which the + represents other gender minority identities). Pupils may also have LGBTQ+ parents/carers, family members and/or friends. All our pupils will meet and work with LGBTQ+ people. Our approach to RSE and PSHE will include sensitive, honest and balanced consideration of sexuality. LGBTQ+ matters are integrated throughout the RSE and PSHE curriculum. Furthermore, our pastoral support will take account of the needs of LGBTQ+ pupils. We will also actively tackle homophobic, biphobic and transphobic language and behaviour by increasing awareness and through on-going training and education within our rights respecting culture.

Mental health and wellbeing: Bexhill Academy recognise the importance of healthy relationships in maintaining positive mental health and wellbeing. RSE and PSHE will be taught within a mental health framework, equipping students with the understanding and skills to recognise healthy and unhealthy relationships in all forms and how healthy relationships can be maintained. PSHE lessons support students to promote and maintain positive mental health and wellbeing. Students will be regularly signposted to trusted adults, and pre-approved professional organisations where they can find further information, advice and support.

Special Educational Needs: The Head of PSHE and teaching staff, in consultation with the safeguarding and pastoral teams within school, will ensure that lessons are age appropriate and meet the needs of all students. Some pupils may have learning, emotional or behavioural needs or physical disabilities that require certain strategies or differentiation in order to access the curriculum. Teachers will engage with support and advice on adaptive teaching for individuals in their class to ensure that the curriculum is accessible to everyone, whilst maintaining high expectations for outcomes

6. Safeguarding at Bexhill Academy

Teachers at Bexhill Academy are aware that effective RSE and PSHE, which brings an understanding of what is and is not appropriate in a relationship, lifestyle or community, can lead to the disclosure of a child protection issue. All staff read the Keeping Children Safe in Education (KCSIE) document annually, attend regular safeguarding training and know to adhere to the school's safeguarding policy if a disclosure is made: not offering complete confidentiality and ensuring the Designated Safeguarding Team (DSL) is informed of any safeguarding concerns. Teachers delivering the RSE curriculum will ensure a safe learning environment is created through ensuring good behaviour and referring to PSHE ground rules regularly.

Organisations delivering sessions around RSE or PSHE will be pre-approved and will be made aware of our safeguarding procedures.

7. Roles and responsibilities

The **Trust Board** will approve the PSHE Policy, and hold the Headteacher to account for its implementation.

The **Headteacher:**

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

Staff are responsible for:

- Delivering PSHE lessons in a sensitive way

- Modelling positive attitudes to PSHE
- Monitoring progress of students in PSHE lessons, including quizzing, true/false and questioning techniques, and adapting teaching where necessary
- Responding to the needs of individual pupils in PSHE lessons

Teachers responsible for teaching PSHE receive training through in-school staff training, through updates from the PSHE Association and through the East Sussex School Health Needs Team

Lessons are created and delivered by the Subject Lead – Alicia Steward - alongside a committed team of existing teachers whom range from classroom teacher to members from the Senior Leadership Team.

We use visitors to deliver aspects of our PSHE Programme, as we believe their expertise and experiences enrich pupil's learning. Input from visitors is always part of a planned developmental programme. Bexhill Academy remain responsible for the content and teaching approaches of all external visitors and review materials for suitability. We monitor and evaluate our choice of visitors, including student voice feedback. All external visitors are accompanied by a member of Bexhill Academy staff at all times, and are briefed on the Safeguarding Policy via our Visitors Safeguarding leaflet.

Pupils are expected to engage fully in PSHE lessons and, when discussing issues related to PSHE, treat others with respect and sensitivity.

8. Engaging parents and other stakeholders

We are committed to working with parents and carers.

- Parents and carers are informed about the policy through the academy website, letters and the Parent/Carer Forum
- The policy is available to parents/carers via the Bexhill Academy website. A print version can be supplied on request
- We communicate with parents/carers through termly letters, the academy website, the weekly newsletter, social media and the Parent/Carer Forum
- If parents/carers have a question about our PSHE provision, they can contact Alicia Steward at alicia.steward@bexhillacademy.org
- To view PSHE curriculum materials, parents/carers can visit the Bexhill Academy website

Pupils have been involved in the creation of the PSHE curriculum through feedback from student surveys and student voice work. Key issues identified by pupils were information on Next Steps and Financial Education.

9. Monitoring arrangements

The delivery of PSHE is monitored by Dr Craig Neal as Headteacher, Dianne Lindsay as PSHE Department Line Manager and Alicia Steward as Head of PSHE.

Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?

- Does the planned programme reflect national guidance, local priorities and pupils' needs? • Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through department reviews, learning walks, stakeholder surveys, recording pupil attendance of PSHE and drop-down workshops, regular review of the PSHE & RSE Policies, gathering information school reports and sampling the quality and content of children's work.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each lesson [11] [12]
- Assessment for Learning during lessons
- Lesson observations
- Parent, staff and student surveys[13] [14] , as well as using data from the My School My Health Survey

10. **Parent Right to Withdraw**

Sex Education forms part of the RSE curriculum. Bexhill Academy defines Sex Education as learning about the physical and social aspects of human sexual behaviour. This includes contraception, pregnancy options and Sexually Transmitted Infections. As matters of sex and sexuality often arise in the context of relationships, Sex Education is approached in an integrated way in RSE.

In accordance with the Department for Education Statutory Guidance on RSE, there is no right to withdraw from Relationships Education or Health Education, including that content which forms part of the Science national curriculum. However, parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, this will be granted. If a parent wishes to withdraw their child from any element of sex education, delivered as part of statutory RSE, they should write to the Headteacher, Dr. Craig Neal, who will discuss their request with the parent.

11. **Links with other policies**

This policy links to the following policies and procedures:

Relationships and Sex Education (RSE) Policy

Safeguarding and Child Protection Policy

Friendship and Anti-Bullying Policy

Behaviour Policy

Online Safety Policy

This policy will be reviewed by SLT annually.