



## **PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION POLICY (PSHE) INCORPORATING RELATIONSHIPS AND SEX EDUCATION (RSE)**

**Adopted by the Governors of Teignmouth  
Community School**

**8 July 2026**

**Review date:**

**As required and no later than July 2028**

**Amendment Record**

| Version # | Date       | Amended By    | Nature of Change                                              | Date of Next Review |
|-----------|------------|---------------|---------------------------------------------------------------|---------------------|
| 1         | 17.9.20    | Kelly Maloney | New policy                                                    |                     |
| 2         | 17/11/23   | Kelly Moloney | Scheme of work                                                |                     |
| 3         | 17.09.2025 | Sarah Alecock | Annual Review including a change to Scheme of Learning        |                     |
| 4         | 18.06.2026 | Sarah Alecock | To reflect changes to statutory guidance from September 2026. | July 2028           |

## PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION POLICY (PSHE) INCORPORATING RELATIONSHIPS AND SEX EDUCATION (RSE)

This policy has been created in line with the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education' July 2025 statutory guidance.

**Statement of Intent**

Our intent at Teignmouth Community School is to deliver a PSHE curriculum that equips students with the essential knowledge, skills and attitudes to navigate the complexities of modern life with confidence and resilience. We intend to foster personal development, emotional well-being and social responsibility, empowering young people to make informed decisions, build positive relationships and understand their rights and responsibilities as active citizens.

Through a broad and balanced program, students will explore topics related to health and well-being, diversity and inclusion, careers, relationships and sex education, financial literacy, and staying safe in the online world. We are committed to providing a safe and inclusive learning environment where all students feel valued and supported.

Our intent is to prepare students not only for current challenges but also for lifelong learning and participation in society, promoting respect, empathy and ethical behaviour.

This policy outlines how the school's PSHE curriculum, which includes RSE, will be organised and delivered to ensure it meets the needs of all pupils.

Signed by: Rachel Wickham, Headteacher

## **PSHE Education Leadership**

### **1. Definitions, Aims and Rationale**

1.1 This policy covers TCS's approach to PSHE Education. At TCS, Personal Social Health and Economic education (which includes Relationships and Sex education) is delivered in regular timetabled lessons (one per fortnight) by a confident team that have received specialist training in delivering PSHE. Lessons have been adapted from those endorsed (and quality assured) by The PSHE Association. Lessons are delivered in accordance with the whole school approach as detailed in TCS – A guide to the TCS Way. These lessons are supported by visits from external speakers and performers. The aim of PSHE is to prepare all students for life in modern Britain by equipping students with the knowledge and skills they need to make informed decisions about their own career, finances, relationships, health and wellbeing. The curriculum is designed to meet the requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers issued in July 2025 for implementation in September 2026.

### **2. Roles, Responsibilities and Staff Training**

2.1 This policy was produced by the PSHE Lead in consultation with the Headteacher, Deputy Head (Quality of Education), Deputy Head (Behaviour and Culture), Assistant Head (Personal Development), Safeguarding Lead, Heads of Year and PSHE Teachers. Students were also consulted via online student survey and student voice. Parents were consulted as part of a survey conducted by the school and received a draft copy of this document for comment.

2.2 PSHE education is led by the PSHE Lead, who reports to Deputy Head (Quality of Education).

2.3 This policy is endorsed by the Headteacher and The Governing Body at least biennially.

2.4 Teachers responsible for teaching PSHE receive initial induction training from the PSHE lead. Further training is then identified collaboratively and may be delivered by the PSHE Lead, by pairing with a more experienced mentor, through written guidance from the PSHE Association, or on demand courses from the PSHE Association.

2.5 TCS uses external providers to enrich the PSHE curriculum and provide education in more specialist areas. For example, we use drama production companies to encourage students to reflect on healthy and unhealthy relationships. We may also use external providers, such as Odd balls or CoppaFeel (they deliver sessions on breast and testicular cancer). We embed this learning into the curriculum by conducting follow up work in the classroom. We assess the effectiveness of external visitors using student voice or survey.

2.6 TCS selects visitors using credible sources of recommendation such as other schools, links the safeguarding team have made or established theatre groups. Materials are reviewed by the PSHE Lead prior to session delivery to ensure they are age and stage appropriate. Parents are informed a week in advance of any external visitors in order to allow meaningful conversations at home. As with all PSHE materials parents are free to request copies of materials used. We monitor and evaluate our choice of visitors through student voice (small group sampling or survey). All external visitors are briefed on our school safeguarding policy at reception upon booking in.

### **3. Engaging Parents and Other Stakeholders**

3.1 Parents and carers are informed about this policy through an initial parental consultation and then by this policy being made available via the TCS website. The long-term overview is also available on the TCS website. In addition, families are briefed at half termly intervals as to what students are being taught in all subjects (including PSHE) through a curriculum overview. TCS encourages discussion of topics at home and will (starting in September 2026) send home newsletters at appropriate intervals to share reliable sources of information should they wish to engage further in the topics. If a family member has questions about our PSHE provision, they are encouraged to contact the PSHE lead via [sarah.alecock@teignmouthschool.co.uk](mailto:sarah.alecock@teignmouthschool.co.uk). To view the materials used in lessons, parents should also contact the PSHE Lead.

3.2 Students have been involved in the creation of the PSHE curriculum through student survey and student voice. Key needs identified by students was how to protect themselves online, promoting understanding of inclusion and protected characteristics, relationships (focusing on consent) and managing finances. Student voice will continue to play a role in reviewing the PSHE curriculum annually to ensure it continues to meet need.

3.3 The safeguarding lead has been a major stakeholder. The PSHE lead and Safeguarding Lead meet at least annually to discuss emerging trends nationally and locally.

#### 4. Policy Links and Review Dates

4.1 This policy links to / complements the following policies:

- a) Child Protection and Safeguarding Policy ( <https://teignmouthsecondary.co.uk/wp-content/uploads/2026/02/Child-Protection-and-Safeguarding-Policy-2025.pdf> )
- b) Careers Education, Information and Guidance (CEIG) Policy and Work Experience Policy <https://teignmouthsecondary.co.uk/wp-content/uploads/2025/09/CEIG-Work-Experience-Policy-Sept-2025.pdf>
- c) Conduct and Expectations Policy Incorporating the Anti-Bullying Strategy. (<https://teignmouthsecondary.co.uk/wp-content/uploads/2026/03/Conduct-Expectations-Policy-inc.-anti-bullying-strategy-2026.pdf> )

4.2 A curriculum audit was carried out in the Autumn Term 2025 to establish existing links across the curriculum offer here at TCS.

4.3 This policy will be reviewed by the TCS Lead biennially or as and when the curriculum offer is amended.

#### PSHE Education Curriculum design

#### 5. Curriculum Planning

5.1 The long-term curriculum overview is available at Annex A and B to this document. The aim of the curriculum is to prepare students for life in modern Britain. The curriculum is adapted from the PSHE Association Model Curriculum. It has been adapted to best suit the needs of TCS students. Stakeholders have been engaged as described in paragraph 3. The curriculum has been audited to ensure that the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for Governing Bodies, Proprietors, Head Teachers, Principals, Senior Leadership Teams, and Teachers July 2025 are met. This can be found at ([https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_RSE\\_and\\_health\\_education\\_for\\_intro\\_1\\_September\\_2026\\_.pdf](https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf) ). The curriculum has also been informed by the Devon Health and Wellbeing Secondary Survey Report 2024. This can be found at <https://www.devonschoolswellbeing.org.uk/pupil-wellbeing-survey/>

#### 6. Timetabling

6.1 At TCS, students receive one hour of regular PSHE lessons per fortnight, delivered by a team of trained teachers. This is then supplemented by presentations and performances from external visitors and by scheduled assemblies dedicated to a specific PSHE topics or themes.

#### 7. Assessment and Evaluation

7.1 The PSHE lead has implemented the strategies promoted by the PSHE Association. They promote that the best assessment for PSHE is often conducted live throughout a lesson. In line with whole school policy, students complete Do Nows at the start of the lesson to assess any areas that need to be retaught during the lesson. In addition, where indicated in the PSHE Association model lessons, baseline assessments are conducted at the start of lessons, which teachers can use to adapt their teaching during the lesson. At the end of the lesson, students can revisit and add to baseline assessments to show progress. Teachers are encouraged to then use this endpoint assessment to inform their own planning and potential actions for the PSHE Lead. Teachers are encouraged to share (via e-mail or in departmental meetings) where their assessment indicates that a review of the curriculum is needed. Where in class assessment identifies a safeguarding concern, teachers are required to log those incidents on CPOMS.

7.2 The PSHE Lead conducts regular student voice to obtain feedback directly from students on their progress in PSHE. Progress may also be monitored through online surveys or looking through PSHE workbooks.

7.3 The results of these activities are either:

i) acted on immediately by changing a future lesson, using assembly time to close an emerging need or requesting visits from external speakers.

ii) acted on when the curriculum is next reviewed.

## **8. Teaching and Learning**

8.1 PSHE is taught using a range of teaching methods in line with Teignmouth Community School: A guide to the TCS way. This includes the use of our foundations of excellence; Routines, silence as default, visualiser, explicit literacy, checking for understanding and hunting not fishing.

8.2 Lessons impart knowledge through direct instruction and the development of skills and attributes through deliberate practise activities. We use distancing techniques, such as the use of scenarios, so that teachers and students are safeguarded. This is particularly important in protecting vulnerable pupils from re-traumatization, preventing public disclosure of personal safeguarding issues, and to encourage open discussion without fear of judgment.

8.3 Lessons avoid inducing shock or shame by using distancing techniques, creating a safe learning environment and allowing students to submit anonymous questions through an online system accessed via a QR Code. Lessons remain positive in tone by ensuring that teachers have access to the latest advice and guidance from the PSHE Association. The information provided in PSHE lessons is kept up to date by closely monitoring the local picture and following updated guidance from the PSHE Association as it is published.

8.4 We help pupils make connections between their learning and real-life behaviours through reflection of in lesson scenarios and the use of external visitors. We promote help seeking through providing information on both internal support available and external support specific to topics in each workbook.

8.5 The scheme of learning is attached at Annex A and B to this policy. Should parents wish to view any of the materials used in PSHE they should request copies from the PSHE Lead at [sarah.alecock@teignmouthschool.co.uk](mailto:sarah.alecock@teignmouthschool.co.uk)

## **9. Establishing a Safe Learning Environment**

9.1 A safe and supportive learning environment is created by following the whole school behaviour policy. Ground rules specific to PSHE, including the requirement for distancing and the purpose of scenarios, is explained at the start of each year and the class is reminded of those ground rules at the discretion of the teacher. We ensure that where pupils indicate they may be vulnerable and at risk, they have a member of staff they can approach who can ensure they get appropriate support by logging the concern on CPOMS.

9.2 Teaching is age and stage appropriate as it follows the recommendations of the PSHE Association and is adapted appropriately by teachers. Where there is a concern that ability or cultural background impacts a student's access to the curriculum (beyond the usual methods of adaptive practice), advice should be sought from the PSHE Lead, Head of Year, SENDCO or Safeguarding Lead as appropriate.

## **10. Responding to Questions and Disclosures**

10.1 Pupils are encouraged to ask questions during the lesson by raising their hand during whole class discussion or by asking discretely for help during deliberate practice. Anonymous questions can be raised online using the QR code. These will be seen by the PSHE Lead who will then direct them to the appropriate year group teachers. If a safeguarding issue is raised by an anonymous question, advice will be sought from the Safeguarding Lead. Teachers do not ask or answer personal questions in front of the class. Teachers are to encourage students with personal questions to raise those privately, either at a suitable point during the lesson or via the PSHE On Line Question forum. Teachers are encouraged to 'park' questions they cannot answer in order to seek guidance from the PSHE Lead.

## **11. Right to Withdraw from Sex Education**

11.1 Parents and carers have the right to request that their child be withdrawn from some or all of sex education that is delivered as part of the statutory Relationships and Sex Education (RSE) elements of PSHE. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. Should a parent wish to exercise the right to withdraw their child from sex education, they should e-mail the PSHE Lead at [sarah.alecock@teignmouthschool.co.uk](mailto:sarah.alecock@teignmouthschool.co.uk) who will then arrange a meeting with the Headteacher to discuss the request. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be

withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

11.2 From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. If a pupil is withdrawn from sex education, TCS will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## Annex A: Curriculum Overview KS3 and KS4

|         | Autumn 1                                             | Autumn 2                                             | Spring 1                                        | Spring 2                                  | Summer 1                                 | Summer 2                                   |
|---------|------------------------------------------------------|------------------------------------------------------|-------------------------------------------------|-------------------------------------------|------------------------------------------|--------------------------------------------|
| Year 7  | Emotional Wellbeing: Managing Change and Transition  | Friendships and Bullying                             | Puberty and Keeping Safe                        | Families and Changing Relationships       | Influence on Relationships               | Financial Decisions                        |
| Year 8  | Mental Health and Wellbeing                          | Thinking about Careers                               | Personal Safety and managing Risks: Drugs       | Belonging and Community                   | The Online World: Online Financial harms | Healthy and Unhealthy Relationships Online |
| Year 9  | Building the Foundations for Great Preferences       | Building the Foundations for a Successful Career     | Personal Safety and Managing Risks: Drugs       | Managing Risk in Relation to the Law      | Intimate Sexual Relationships Part 1     | Intimate Sexual Relationships Part 2       |
| Year 10 | Continuing to prepare for a successful career Part 1 | Continuing to prepare for a successful career Part 2 | Friendship, Diversity and Challenging Extremism | Managing Influence: Misogyny and Gambling | Exploring Consent and Recognizing Abuse  | Navigating the Online World                |
| Year 11 | Lifelong Wellbeing                                   | Preparing for Next Steps                             | Families Fertility and Pregnancy                | Safe Relationships                        | Online Financial Harms                   | Deliberately blank                         |

### Annex B: Curriculum Overview Year 13

| <b>Half Term 1</b><br>Work hard and never give up | <b>Half Term 2</b><br>Be Kind and care for each other           | <b>Half Term 3</b><br>Join in and develop & grow | <b>Half Term 4</b><br>Work hard and never give up | <b>Half Term 5</b><br>Be Kind and care for each other | <b>Half Term 6</b><br>Join in and develop & grow |
|---------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------|-------------------------------------------------------|--------------------------------------------------|
| Prepare for Personal 1:1 Guidance                 | Preparing for an Employer Assessment Day                        | Finances and the World of Work                   | Testicular Health                                 |                                                       |                                                  |
| Post 18 Choices                                   | Being Self Employed and Working Freelance                       | Financial Survival Skills                        | Breast Cancer Awareness                           |                                                       |                                                  |
| Confidently manage Transitions                    | The Big Picture: Should Employers adopt a <u>four day</u> week? | Finances Planning for the Future                 | Sexual Health: Latest Updates                     |                                                       |                                                  |