

HENDON SCHOOL



Learning Together Across the World

Personal, Social, Health and Economic Education (PSHE) Policy

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Contents

1. Aims.....	4
2. Purpose of PSHE Policy.....	5
3. PSHE Policy Development.....	5
4. Legislation and Guidance.....	5
5. Definitions for Relationships and Sex Education (RSE) and Health Education.....	5
6. Implementation of PSHE.....	6
7. Issues Specific to Sex Education.....	8
8. Principles for the Safe and Effective Delivery of PSHE.....	9
9. Equality, Diversity and Inclusion.....	10
10. Impact: Monitoring, Evaluating and Assessing PSHE.....	11
Appendix 1: RSE curriculum 2025-2026.....	12
Appendix 2: Parent/Carer Form: withdrawal from sex education within RSE.....	15

PSHE (Personal, Social, Health and Economic Education) Policy

Including Statutory Relationships and Sex Education (RSE) and Health Education

At Hendon School our PSHE/ RSHE/ Citizenship curriculum is delivered through our planned SMART Futures curriculum

1. Aims of PSHE/RSE Policy

With our children and young people living in an ever changing online and offline world, it is important for us to equip our students with a strong foundation of the knowledge, attitudes and skills needed to manage their lives as engaged, respectful, healthy, happy, responsible and successful members of society.

We will achieve this through our PSHE aims to support our young people to:

- become confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- nurture mutual respect, treating others equally through an appreciation for diversity and respect of others.
- learn how to build and maintain safe, positive, respectful, kind and healthy relationships including being able to identify risks and harms, within friendships and intimate and non-intimate relationships both in person and online.
- understand the importance of taking responsibility for one's own health and wellbeing, including financial wellbeing, knowing links and differences between mental and physical health, and using self-care strategies for both
- gain accurate knowledge and understanding about the facts and law about a range of issues including, for example sexuality, sexual health including contraception, biological sex and gender reassignment, online safety, domestic abuse, carrying knives and weapons, in an age-appropriate and inclusive way
- understand about consent in all relationships, including when developing intimate relationships, and resisting pressure and/or not applying pressure to have sex through respect for others' boundaries
- use critical thinking skills to understand and analyse complex information – to keep themselves safer in digital and physical spaces
- develop confidence in decision making, understanding consequences, acting on informed choices
- address concerns, including protecting themselves by asking for help and knowing where and how to get confidential advice and support
- develop financial capabilities and money management skills, including managing financial harms and risks, to achieve economic wellbeing
- understand about becoming responsible citizens who have rights and responsibilities that help them make a positive contribution to society, including in their careers and other future opportunities;

2. Purpose of PSHE Policy

This policy has been written to give clear guidance to staff, outside visitors, parent and carers, and students about our SMART Futures (PSHE programme) including:

- our overall intention and aims for delivering PSHE, including Relationships, Sex and Health Education
- our definitions for Relationships Education, Sex Education and Health Education
- guidance for staff and outside visitors about the implementation of PSHE, including content, organisation and principles that guide safe and effective delivery
- information for parents/carers about our full PSHE programme, including specific information on Sex Education, our parental engagement procedures and parents' right to withdraw their child from sex education
- our commitment to supporting a skilled delivery team through CPD opportunities
- how we monitor, evaluate and assess PSHE including arrangements for policy review

3. PSHE Policy Development

This policy has been developed by school governors, senior leadership team and SMART Futures Subject Lead, in line with the latest DfE statutory and non-statutory guidance. It has been informed by feedback gathered from school and community stakeholders, including students and parents/carers (*see sections 7.4 and 8.1*).

4. Legislation and Guidance

From September 2026 it will be mandatory for all schools to follow the updated DfE Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, July 2025), made under sections 34 and 35 of the Children and Social Work Act 2017.

This guidance makes RSE and Health Education compulsory for all secondary students.

Our PSHE policy complies with these requirements and recommendations to deliver statutory RSE and Health Education, as outlined and delivered through our SMART Futures curriculum.

5. Definitions for Relationships and Sex Education (RSE) and Health Education

Relationships and Sex Education (RSE)

"RSE enables the physical, cultural, social and emotional development of students. It provides young people with the knowledge, skills, attitudes and positive values to have happy, healthy and safe relationships, both intimate and non-intimate, understand the legal aspects of human relationships, to enjoy their sexuality, to take responsibility for their sexual health and well-being, and to develop an understanding of tolerance and diversity, now and in the future."

Health Education

"Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to understand about health-related choices and behaviours, both mentally and physically, and take responsibility for their own in order to be happy, healthy and safe, now and in the future"

6. Implementation of PSHE

6.1 Organisation of PSHE

Our dedicated and trained team of staff within the SMART Futures department teach weekly one-hour timetabled lessons to Year 7 and 12, and fortnightly lessons in Year 8 and 9. Alongside these timetabled lessons, all year groups receive additional sessions within mentoring, enrichment opportunities and drop-down days.

Where appropriate, external professionals and health specialists support the delivery of sessions, including organisations such as Brook.

For the majority of our SMART Futures programme, we deliver whole class lessons, within which we may have smaller, targeted groups or occasional 1:1 sessions, in response to identified needs of specific students. We occasionally may deliver in same sex groups, for example when exploring specific or sensitive issues such as puberty, although this is followed up with whole class learning, to ensure that students have the opportunity to engage with everybody's ideas, experiences and understanding.

We organise our SMART Futures PSHE programme under 3 headings:

- Relationships and Sex Education
- Health and Wellbeing Education
- Living in the Wider World

See our website for our SMART Futures (PSHE>Citizenship and Careers) Overviews.

(Appendix 1 for RSE content)

6.2 Content of PSHE

Relationships and Sex Education (RSE) (KS 3 & 4: Age 11-16 years)

- Families
- Respectful Relationships
- Online Safety and Awareness
- Being Safe
- Intimate and Sexual Relationships, including Sexual Health

Science Curriculum contributing to Sex Education alongside RSE

Key Stage 3 (age 11-14 years)

Students should be taught about:

- Reproduction
- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

Key Stage 4 (age 14-16 years)

Students should be taught about:

- Health, disease and the development of medicines;
- the relationship between health and disease

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.
- Coordination and control;
 - principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception
 - Evolution, inheritance and variation
 - sex determination in humans

Health and Wellbeing Education (KS 3 & 4: Age 11-16 years)

- Mental Wellbeing
- Wellbeing online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention, and Understanding the Healthcare System
- Personal Safety
- Basic First Aid
- Developing Bodies (including Puberty)

Living in the Wider World (KS 3 & 4: age 11-16 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

6.3 Cross Curricular Links

The SMART Futures curriculum is planned through consideration of identified cross curricular links with relevant subjects, including:

- Biological aspects of RSE are taught within the Science curriculum.
- Content within IT raise awareness of personal reputation, on-line safety and the law.
- Aspects such as families and intimate relationships are included in the Religious Education (RE) curriculum.

6.4 Adaptations to the PSHE Curriculum

The organisation of our SMART Futures curriculum is flexible where needed, allowing us to respond to the feedback gathered by school and community stakeholders, alongside emerging concerns, relevant local health information, community issues, and/or news related events.

We engage our students, parents/carers and wider stakeholders in the review and development of our PSHE curriculum, as follows:

- Student engagement – annual surveys, subject reviews, student discussions
- Parental engagement – policy consultation via our newsletter and an opportunity to ask questions to dedicated staff
- Community partners – external training content, working in partnership with Barnet Health Education Partnership (HEP).

7. Issues Specific to Sex Education

7.1 Engaging with Parents/Carers

On entry to the school, parents/carers are invited to read our PSHE policy available on the school website, including our approach to RSE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. Parents/carers can request to see planning and curriculum resources used in the teaching of sex education at any time.

We do our best to find out any religious or cultural views parents/carers may have, which may affect the Sex Education they wish to be given to their children, and we always carefully consider any request that compromises our statutory duty to teach the curriculum

7.2 Parental Right to Withdraw from Sex Education

Parents/carers have the right to withdraw their child from all or some of Sex Education. As such, parents/carers are specifically made aware of their right to request that their child be withdrawn from some or all of the sex education lessons that we deliver within statutory RSE, but not from those lessons which fall under the statutory science, relationships or health education curriculum.

The parental right to withdraw your child applies up until three terms before your child turns 16. After that point, if the young person wishes to receive sex education rather than be withdrawn, they have the statutory right to request to do so without their parents/carers being notified or seeking their permission. At these times, the school will make arrangements to provide the child with sex education during one of those three terms.

Parents/carers do not have the right to withdraw their child from any lessons on Relationships or Health Education until three terms before their child's 16th birthday. At this time, it is the child who has the right to withdraw.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher, and with the young person if appropriate. They should complete a 'Request for Withdrawal from Sex Education Lessons' form (Appendix 2). Alternative work will be given to students who are withdrawn from sex education.

To confirm, statutory Relationships Education does not involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence, to keep young people safe.

7.3 Supporting Students withdrawn from Sex Education

Alternative work will be given to students who are withdrawn from sex education. We encourage curiosity in young people as it is an important part of their learning and we recognise that students who have been withdrawn from these lessons may ask questions outside of the lesson time related to sex education. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that young people who don't have their questions answered may look to other sources for information, such as other students, the internet or social media, which might provide inaccurate information.

8. Principles for the Safe and Effective Delivery of PSHE

8.1 Creating a Safe and Supportive Learning Environment

PSHE often works within students' real-life experiences, addressing a wide range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all students in each learning group across the school. These ground rules are referred to during SMART Futures lessons. This helps secure an atmosphere within which students feel able to discuss ideas, share feelings, raise concerns, explore sensitive or challenging issues.

8.2 Safeguarding and Confidentiality

Discussions about a wide range of PSHE issues, including sensitive areas, may lead to personal disclosures and increased safeguarding reports, for example students may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the school's Safeguarding/Child Protection policy and procedures, in line with the current DfE guidance 'Keeping Children Safe in Education' 2025 to ensure that they are clear about what is required in such circumstances. Staff will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

The school will ensure that staff and students understand that they cannot be offered unconditional confidentiality whilst always being reassured that their best interests will be maintained. The students will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

8.3 A skilled PSHE Delivery Team

To maintain the high quality, effective delivery of our programme, we provide a range of Continuing Professional Development (CPD)s opportunities for our staff to develop the level of knowledge, skills and confidence needed to teach PSHE effectively, particularly the more complex, sensitive and challenging areas. This is achieved through a range of CPD activities, including on-site staff training, online courses and support from the PSHE lead. We ensure to draw on the expertise and specialism of relevant local and national organisations where possible to support our training and development programmes.

8.4 Participative and Interactive Learning Approaches

Active, interactive and participative learning approaches are particularly effective for engaging students with PSHE related issues. Our staff, along with our external partners, use a wide range of teaching and learning activities, to effectively engage students, for example through structured or open discussion, games, role-play, debates, online games, alongside pupil presentations and visits by theatre groups.

8.5 Choosing Resources

Resources used in PSHE, including those used by our external partners, are regularly reviewed to ensure that they are up to date, relevant, age and stage appropriate, and accessible for all students. We take into account how the language, cultural attitudes and images within our resources and case studies are inclusive and unbiased, avoiding any form of discrimination, misinformation, or promotion of harmful content in any way.

8.6 External Organisations and Partners

We work with a range of various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging our young people. Our partnership approach ensures that the activities and resources used by external organisations are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributions complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

All external contributors are made aware of our confidentiality and safeguarding policies to ensure any safeguarding issues that arise, are dealt with in line with school policy and procedure.

8.7 Responding to All Students' Questions

We will ensure to respond to all students' questions in the most appropriate and timely manner, with an emphasis on supporting the child. We recognise that if children's questions go unanswered, particularly in relation to content not covered in our curriculum or from those students who have been withdrawn (see 8.2) they are likely to turn to other sources of support which may be unreliable. We will encourage children to talk to their own parents/carers or a trusted adult, or signpost them to organisations, for further information/support.

8.8 Meeting the Needs of SEND Learners

PSHE lessons need to be accessible to all students including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These students can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. Our HARP (Hendon Autistic Spectrum Provision) and REACH provisions provide adapted teaching and resources to suit the needs of their students who do not attend mainstream lessons. We will ensure that our curriculum is accessible to all students by adapting content and pace of learning where needed, using varying appropriate resources, adapting small group work, providing 1:1 support, and delivering relevant CPD for staff.

9. Equality, Diversity and Inclusion

As an inclusive school we value the difference and diversity of our community and the wider world. Within our PSHE programme we teach and promote equality, tolerance, respect and the prevention of discrimination, in line with the Equality Act 2010 and the Equalities Act and Schools Guidance 2010.

Within this duty to foster an understanding of equality and respect, we ensure that all students grasp the concept of protected characteristics as directed under British law, in an age appropriate way, and to avoid discrimination based on any of these characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We also promote British values within our whole school aims and values. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.

Within the RSE elements of our programme, young people are supported and guided about emotions, the human biology of sex, sexuality and sexual health. Along with parents/carers, we aim to help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life, and to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

10. Impact: Monitoring, Evaluating and Assessing PSHE

The PSHE Lead will be responsible for ensuring the quality and effectiveness of the teaching and learning in PSHE and measuring the progress and outcomes of pupils within PSHE as follows:

- ensuring the policy and programmes are implemented as agreed
- monitoring and evaluating the teaching of PSHE through lesson observations, learning walks and student work
- ensuring assessment is built into the PSHE teaching and learning programme in all year groups, including baseline and endline assessments, and ongoing formative assessment, to measure student progress

The use of annual surveys and consultation processes to gather the views of students, staff and parents/carers and inform the continuing development of our PSHE programme.

Appendix 1:

RSE curriculum 2025-2026

The curriculum will be reviewed annually to ensure that we are meeting the needs of all our students. We use a spiral curriculum, revisiting and developing on topics so that they are delivered in an age-appropriate way.

Year 7 – RSE Curriculum

Positive relationships
Qualities of a friend
Anti-bullying
Bullying or banter?
Human Rights – what makes a human?
Kindness and Respect
Social media and impact on health
Personal hygiene
Puberty – physical and emotional
Menstruation and wellbeing
On-line safety; FOMO and screen time
Cyberbullying – where to go for support; how to report this
Just friends (changing emotions)
Healthy and unhealthy relationships
Alright Charlie – grooming
FGM (Female Genital Mutilation)/breast ironing
Changing emotions linked to growing up

Year 8 – RSE Curriculum

Types of relationships
Healthy and unhealthy relationships
LGBT+ Looking at types of relationships, exploring gender and sexuality
LGBT+ Equality, looking at the law, rights and respect
Sexting and consent
Body image and eating disorders

Year 9 – RSE Curriculum

Conformity, peer pressure and being assertive
Peer approval and risk-taking behaviour
Factors that influence people to join gangs
County lines, chicken shop grooming and CSE
Expectations in relationships
Unrealistic media including pornography
Being ready for sex, other ways to show affection
Contraception
STI's
Parenting

Year 10 and Year 11 – RSE Curriculum

The curriculum is delivered through drop-down day, held in the Spring Term. Topics are based on Relationships, sexual health, mental health, risky behaviours.

Year 12 – RSE Curriculum

Self-esteem and body image
Pornography and impact on attitudes and beliefs towards sex, relationships and self-esteem
Communication, consent, and the law
Is this rape?
STIs' and the GUM clinic
Abuse including coercive control, honour based and forced marriage
Changing fertility including the menopause and infertility
Pregnancy, abortion, miscarriage and alternative types of family e.g. adoption

Year 13

Currently receive no RSE lessons as part of their curriculum

Appendix 2:

Parent/Carer Form: withdrawal from sex education within RSE

To be completed by Parents/Carer			
Name of child		Class	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature		Date	

To be completed by the school	
Agreed actions from discussion with parents/ carers (including what the student will do instead)	