



Iffley Academy
PSHE and RSE Policy

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Introduction

At The Iffley Academy, we are committed to delivering a high-quality PSHE and RSE curriculum that empowers our students to become confident, independent individuals who are active citizens, resilient learners, and valued members of society. The Iffley Academy caters to students Moderate Cognition and Learning Needs (MLD) and associated needs such as Autistic Spectrum Condition (ASC) and Social, Emotional and Mental Health (SEMH) needs. All our students have an Education, Health and Care Plan (EHCP), and our child-centred approach ensures that each student has access to the resources and support they need to succeed.

PSHE and RSE plays a crucial role in enhancing students' self-esteem, social communication, and life skills, reinforcing the academy's ethos of restorative practice and holistic development. Our curriculum is designed to meet the diverse needs of our students through a differentiated, engaging, and structured approach, ensuring that they develop the knowledge, skills, and attributes necessary to navigate the complexities of adulthood successfully.

The Iffley Academy's Curriculum outlines four core pillars that underpin our educational provision: Community, Employment, Personal Development and Communication, and Education for Life. The PSHE and RSE curriculum is integral to the Personal Development and Communication pillar, ensuring that students develop essential life skills, resilience, and confidence to transition successfully into adulthood. Our unique curriculum includes a strong emphasis on the arts, independence, social development, and skills for life, delivered through a spiral, thematic, and cyclical approach. Additionally, we provide access to specialist therapeutic interventions such as Art and Music therapy, animal-assisted learning, and a dedicated pastoral support team to address students' emotional regulation and well-being needs. By embedding PSHE and RSE across the curriculum and aligning it with our Admissions Policy, we ensure that all students at The Iffley Academy receive a well-rounded, inclusive, and tailored education that prepares them for life beyond school.

PSHE

Aims

- Develop students' confidence, self-awareness, and emotional resilience.
- Teach social interaction skills and healthy relationships
- Equip students with life skills, including financial awareness and decision-making.
- Promote physical and mental health, personal safety, and hygiene.
- Prepare students for employment, independent living, and active citizenship.

This aligns with our school's commitment to community, independence, communication, employment, education for life, and behaviours for learning, as outlined in our Curriculum Intent Document.

Restorative Approaches

Restorative Approaches Restorative practice is at the heart of The Iffley Academy's ethos and underpins our approach to PSHE. We believe that fostering positive relationships, mutual respect, and responsibility is essential to creating a safe and supportive school environment.

Our restorative approach ensures that students:

- Develop empathy, emotional literacy, and conflict resolution skills.
- Understand the impact of their actions on others and take responsibility for their behaviour.
- Engage in restorative conversations to repair relationships and resolve conflicts.
- Feel supported in managing emotions and building self-regulation strategies.

This approach is embedded within PSHE lessons, where students explore themes such as empathy, respect, resilience, and emotional well-being. Staff are trained in restorative techniques, facilitating mend-it meetings and using restorative language to support students in managing social interactions positively. By integrating restorative approaches within our PSHE curriculum, we ensure that students develop the necessary skills to build healthy relationships, communicate effectively, and become active, responsible members of their community.



Curriculum

The PSHE curriculum is structured, flexible, and differentiated to meet diverse learning needs. It includes:

a) Health & Well-being

- Understanding emotions and mental health
- Healthy eating and hygiene
- Physical activity and maintaining a healthy lifestyle
- Substance awareness (age-appropriate)
- Self-care and medical independence

b) Relationships & Social Skills

- Developing friendships and social interactions
- Understanding appropriate and inappropriate touch (consent)
- Bullying and cyber safety
- Diversity and respecting differences
- Family and relationships, including age-appropriate RSE (Please see Relationship and Sex Education policy)

c) Living in the Wider World

- Money management and budgeting
- Careers education and work preparation
- Independent living skills (cooking, shopping, travel)
- Online safety and media awareness
- Rights and responsibilities as citizens

This content is fully embedded within our Curriculum, ensuring a spiralled and sequential structure that supports our students' progression from early years to adulthood.

Jigsaw

At The Iffley Academy, we have adopted the Jigsaw PSHE Programme to enhance our Personal, Social, Health, and Economic education curriculum. Jigsaw provides a comprehensive, structured scheme of learning that aligns with national statutory expectations and reflects current best practices in PSHE education.

The Jigsaw programme is designed as a whole-school approach, ensuring consistency and progression across all year groups. It encompasses six thematic units, known as "Puzzles," which are revisited throughout the year to deepen students' understanding and skills. These Puzzles cover key aspects of PSHE, including:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

By implementing Jigsaw, we aim to provide our students with engaging, mindful, and age-appropriate lessons that support their personal development, emotional well-being, and preparation for life beyond school. The programme's emphasis on mindfulness and emotional literacy complements our school's restorative practices and commitment to holistic education.

Safeguarding and Pastoral Support

- Safeguarding procedures are embedded into PSHE lessons.
- Staff receive regular training to ensure sensitive delivery.
- A safe, supportive environment encourages students to voice concerns.



Parental and Community Involvement

- Parents/carers are engaged to support PSHE learning at home.
- Transparent communication on sensitive topics (e.g., RSE).

British Values

At The Iffley Academy, we actively promote British Values, ensuring that students develop a strong understanding of democracy, the rule of law, individual liberty, mutual respect, and tolerance. PSHE lessons incorporate these principles by:

- Encouraging student voice and participation in school decision-making.
- Teaching the importance of laws, rights, and responsibilities.
- Promoting respect for diversity and different beliefs.
- Supporting students to develop an understanding of freedom, responsibility, and fairness.



Relationship and Sex Education

The Iffley Academy is committed to providing high quality Relationship and Sex Education (RSE) and guidance as an integral part of the Personal, Social and Health Education curriculum. It will seek to ensure that the provision is appropriate to the age, ability, and the special educational need of the individual students and is underpinned by equality of opportunity and latest research recommendation, including the Equality Act 2010 and the DfE Relationship and Sex Education statutory guidance, 2020.

RSE is part of the curriculum for modern life and should provide young people with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. The RSE provision and programme of study at The Iffley Academy will aim to provide young people with opportunities to develop skills and qualities such as resilience, communication, empathy and perseverance. We know that these are key skills, which our students require to lead successful safe and healthy lives.

We will provide high quality RSE teaching across The Iffley Academy as this is essential in keeping our students safe and healthy, inside and outside of school. Young people today face unprecedented pressures posed by modern technology so our quality RSE programme will provide them with the information they need to stay safe and build resilience against potential risks. We know that good RSE supports young people to make informed choices.

We embrace many different cultures, religions and social backgrounds and all needs will be acknowledged and understood in the delivery of this subject. RSE and guidance is the responsibility of all staff within the school. We aim to help our students enhance their self-esteem and awareness so that they can make appropriate choices and transitions, which maximise their potential and enable them to gain satisfaction from their adult lives.

Relationship and Sex Education is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health.

We fully support and embrace the recommendations that RSE is approached in partnership with families and understand that for our students to make the most of understanding this aspect of their lives and society, that communication and sharing of knowledge between school and families is key. It is important to aid families to support their child through to adulthood, developing knowledge of puberty and the understanding of different types of relationships

RSE intent:

- Ensure that all individuals, regardless of special educational needs, have access to relevant knowledge about their sexuality.
- Challenge myths and misconceptions about the sexuality of individuals with learning disabilities.
- Provide sex education through a flexible, inclusive approach led by class teachers, with support from classroom staff and specialists. Teaching arrangements will be adapted sensitively, considering factors such as group dynamics, gender, and personal comfort. Notably, TIA research (2016-2017) indicated that students prefer mixed-gender groups, a preference aligned with the Equality Act.
- Offer a curriculum that adapts to each pupil's age, maturity, and understanding, rather than being artificially divided into primary and secondary stages.



Parental Rights & Withdrawal Policy:

In accordance with DfE statutory guidance, parents and guardians have the right to request their child's withdrawal from some or all sex education elements within Relationships and Sex Education (RSE). However, they cannot withdraw their child from the RSE curriculum as a whole.

If a withdrawal request is made, class teachers or a member of the Senior Leadership Team (SLT) will discuss the content and potential impacts of withdrawal with the parent. Parents may exercise this right until three terms before their child turns 16. After this point, if the student wishes to participate, the school will ensure access to sex education.

Teachers and SLT members cannot exempt students from sex education delivered as part of the Science curriculum.

Tailored Support & Individual Learning Needs:

- For students with cognitive disabilities, sex education may initially focus on behavioural guidance, discouraging inappropriate behavior even if a full conceptual understanding is not yet possible. As cognition develops, the student will be introduced to RSE at an appropriate level.
- Beyond explicit teaching, implicit learning is embedded throughout the curriculum, aligning with Core Themes and British Values within the Scheme of Work.
- Students requiring individualized support will receive tailored instruction linked to their Termly Outcome Plans and Education, Health, and Care Plans (EHCPs). This may involve collaboration with the pastoral team, class staff, Gallery support, and targeted interventions.

Equal Opportunities

Relationships and Sex Education (RSE) will be delivered to all students within their classes. However, certain topics may be taught in needs-based groups to ensure content is accessible and appropriate for all learners.

In accordance with the Equality Act 2010, RSE is taught with full consideration of Protected Characteristics, which prohibit unlawful discrimination based on age, sex, race, disability, religion or belief, gender reassignment, gender alignment, and sexual orientation.

At The Iffley Academy, we actively promote a culture of acceptance, placing students at the heart of the RSE curriculum. We strive to educate students on issues such as everyday sexism, misogyny, homophobia, and gender stereotypes, fostering an environment of awareness and inclusivity.

Teaching about Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) relationships and identities is fully integrated into the curriculum, as outlined in the Equality Act 2010 and the Statutory RSE Guidance (2020). Please also see our Equal Opportunities Policy.

Assessment

PSHE and RSE outcomes can be assessed in any curriculum area, also through the monitoring of Termly Outcome Plans and through the evaluations of interventions. Arrangements should be a matter for the professional judgment of teachers, who should involve, wherever possible, the pupils through discussion, review and target setting. Each student's Termly Outcome Plan will have an appropriate Friendship, Relationship, Community or Safety and Transport target which are reviewed. For more information, please refer to the Assessment Policy.



Policy Review and Evaluation

- The policy is reviewed biennially to remain responsive to student needs.
- Input from students, staff, and parents informs updates.
- Adjustments align with statutory guidance and best practices.

This PSHE and RSE policy is an essential component of our Curriculum Intent, ensuring that all students receive a well-rounded education that prepares them for life beyond school. The integration of PSHE across the Personal Development and Communication pillar reinforces our school's vision of educating, inspiring, and celebrating our students, ensuring they reach their full potential as independent, confident, and engaged members of society.

Policies which link and support the PSHE policy

- Relationship and Sex Policy
- Assessment Policy
- Teaching and Learning Policy
- Equality Opportunities Policy
- SEN Policy
- Safeguarding Policy
- E-Safety Policy
- Behaviour Policy

Documents used to support the writing of this policy

- <https://www.pshe-association.org.uk>
- PSHE Guidance (DfE 2020)
- PSHE Education in schools: strengths and weaknesses (Ofsted 2015)
- PSHE and SRE in schools: government response (DfE 2016)
- Relationships and Sex Education (RSE) and Health Education: Statutory Guidance (DfE 2019) and Draft version, 2024)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)• Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))