

The **GALLERY TRUST**



A community of special schools



Bloxham Grove
ACADEMY

Personal, Social, Health and Economic Policy, including Relationships and Sex Education

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Signed: Head Teacher	_____
Chair of LAB	_____

Introduction

Bloxham Grove Academy is a special academy for children and young people, up to the age of 18, with complex special educational needs and disabilities. All of our students are individuals and we pride ourselves on taking a personalised approach to their provision. Students have Education, Health and Care Plans (EHCPs) and our area of expertise supports students with Moderate Cognition and Learning Difficulties, Autism and/or Social Emotional and Mental Health needs. All of our students have some form of cognition and learning needs.

Our students also have a wide range of secondary special educational needs including;

- Social Emotional and Mental Health needs
- Communication and Interaction needs
- Sensory and/or Physical needs

We are situated in Bloxham Village, approximately 3 miles outside Banbury and our vision is to support the needs of students who live in North Oxfordshire.

The Academy currently has 77 students on roll and we will gradually increase our student numbers over the coming years. When full, Bloxham Grove Academy will have approximately 120 students on roll between the ages of 7 to 18, with students in Key Stages 2, 3, 4 and 5.

All our students are encouraged to fulfil their academic potential through a creative and engaging curriculum. This ensures that all our students are encouraged, valued and respected.

We are a member of The Gallery Trust, a special multi-academy trust based in Oxfordshire. The Gallery Trust is dedicated to providing outstanding education and support for children and young people with SEND.

This policy covers Bloxham Grove Academy's whole school approach to Relationships and Sex Education (RSE) as part of the school's Personal, Social Health and Economic Education (PSHE).

Personal, Social, Health and Economic (PSHE) education, including Relationships and Sex Education (RSE)

Our PSHE education including statutory Relationships and Sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This framework promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping students to stay safe online, developing healthy and safe relationships, making

sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Bloxham Grove Academy's PSHE provision is pivotal in supporting the overarching aims of developing confident citizens and successful learners who are creative, resourceful and are able to identify and solve problems. Although social and emotional development of our students is central to the PSHE curriculum, it is also embedded throughout the entire school's curriculum and culture

Furthermore the structure of our Restore Model, with the use of restorative practice to ensure that every misjudgement is viewed and treated as an opportunity to reflect and learn, all contribute towards a culture that supports and promotes students' personal development.

What is our intention with the PSHE and RSE curriculum?

Our curriculum intent includes helping students to deal with critical issues they face every day, such as friendships, wider relationships, emotional wellbeing and change, giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. The curriculum offers all our students an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

We recognise that our students are growing up in an increasingly complex world and living their lives on and offline. Whilst this can present positive and exciting opportunities, there are also challenges and risks. We intend for our curriculum to inform students on how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, whilst giving them the knowledge and skills to understand, challenge and engage with democratic society, through politics, the media, civil society, the economy and the law.

Our curriculum is co-constructed with parents, students and staff and ensures that it is relevant and understood by all. In addition, parents and carers are invited to a yearly PSHE/RSE workshop to understand the curriculum offer and to work alongside the school leaders to help identify the provision at Bloxham Grove Academy.

We offer a combination of planned thematic PSHE and RSE programmes, built around a spiral curriculum of 3 core themes and delivered in twice-weekly timetabled lessons, revisiting the topics with increased complexity as the student moves through the school:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The core themes and focused areas

Core theme	Focused areas
<p>1. Health and Wellbeing</p>	<p>Physical Health Learning about physical health includes food choices, physical activity, balanced lifestyles, drugs and alcohol education, first aid, sleep and dental health.</p>
	<p>Mental Health Supporting our students to stay healthy and safe while equipping them to help others.</p>
	<p>Growing and Changing Helping our students to understand and manage the physical and emotional changes that may happen during puberty.</p>
	<p>Personal Safety Helping our students to stay safe off and online.</p>
<p>2. Relationships</p>	<p>Relationships and Sex Education Learning about healthy and respectful relationships, family and friendships (KS2) and developing further understanding of health, risk areas e.g. drugs and alcohol and introducing knowledge about intimate relationships and sex (KS3 and KS4/5).</p>
	<p>Bullying and Discrimination Addressing bullying and discrimination as part of a whole school approach. Understanding and valuing diversity.</p>
<p>3. Living in the Wider World</p>	<p>Media and Digital Literacy Helping our students to assess whether information is trustworthy and to recognise misleading narratives.</p>
	<p>Money and Careers Ensuring that our PSHE education fosters economic wellbeing and supports positive</p>

	career choices.
	<p>Community and Responsibility Learning about the importance of community and citizenship, and peoples' responsibilities. Understanding how society works and the laws, rights and responsibilities involved. Encouraging a caring attitude towards and responsibility for the environment.</p>

Example of a yearly overview of PSHE and RSE

Term	1	2	3	4	5	6
Online safety	This is revisited throughout the year, through a range of contexts and is both a proactive and reactive response to the contextual safeguarding needs of the students					
PSHE	Mental Health	Personal Safety	Community and Responsibility	Money and Careers	Media and Digital Literacy, including fake news, AI issues	Physical Health
RSE	Family and Friendships	Bullying and Discrimination	Growing and Changing	Healthy choices - relationships KS2 Intimate relationships KS3/4	Identity and preferences: acceptance and respect	Contextual - to address any issues that may arise throughout the year
<p>LIME Choices provides a dynamic and interactive learning approach to cultivate critical decision-making skills essential for social and emotional thriving. A programme in enhancing self-reflection, self-regulation, empathy, conflict resolution and confidence, and how this supports better decision-making, cooperation and listening. These skills are equally vital in safeguarding young people and in empowering them to manage risks, unlocking their true potential.</p>						
LIME		CHOICES KS3/4 - Relationships and Identity	CHOICES KS3/4 - Relationships and Identity	CHOICES KS3/4 - Relationships and Identity	CHOICES KS3/4 - Relationships and Identity	

How does Bloxham Grove Academy implement the PSHE/RSE curriculum?

Bloxham Grove Academy delivers high quality teaching that is adapted and personalised for all students. Our curriculum offer takes into account both our contextual safeguarding needs and the intersectional vulnerabilities of our school community. We reference Bloxham Grove Academy's Risk and Resilience data to help us identify the current key themes for the curriculum.

Where possible, PSHE and RSE lessons are taught by class teachers, where there is a climate of trust and strong relationships.

Quality First teaching in PSHE and RSE contains the following features:

- a safe learning environment is created, including appropriate, shared ground rules, distancing techniques (e.g. use of scenarios, case studies, stories, rather than the learning being about the students themselves); effective use and handling of questions when addressing sensitive issues
- teachers communicate high expectations, enthusiasm and passion for PSHE/RSE
- appropriate strategies are used to protect those students vulnerable to sensitive lesson contents. For example, discussing the content in advance with specific students, including the 'right to pass' in class ground rules, etc.
- lesson content is age and developmentally appropriate
- lesson content is comprehensive, accurate, unbiased and up to date
- teachers effectively use adaptive teaching strategies to support the individual needs of each student
- planning shows a clear understanding of the safeguarding context and is responsive to, the vulnerabilities of all students
- support and challenge is provided appropriately for students through activities, resources and questioning.

The school is a member of the PSHE Association and we use these resources as a starting point for our curriculum planning. We have strong links with LIME and the Youth Endowment Fund to support our planning resources for healthy adolescent development. We support the development of SEND resources for LIME and their Choices programme.

In addition, we welcome visiting speakers and outside agencies to support our curriculum offer and provide updated expertise across a range of areas.

The content from the dedicated PSHE and RSE lessons are reinforced and enhanced through:

- assemblies
- readiness and reflection time
- positive relationships
- restorative approaches
- enrichment days
- links with the local community, either through school visits, work experience opportunities or visits to our school by local community members

Relationships and Sex Education

This policy was produced in consultation with our staff, students, parents and carers and Local Authority Board (LAB). We have listened and responded to all views to help strengthen the policy, ensuring it meets the needs of all our students.

We will ensure that the policy is effectively communicated to staff, parents/carers, including through publishing it on our website. The policy will also be reviewed regularly to ensure that it is in line with Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students.

Statutory RSE and Health Education

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education and Relationship Education compulsory in Primary education. Health Education is also compulsory in all schools.

DfE guidance states,

'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like ... it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure), it should teach what is acceptable and unacceptable behaviour in relationships ...'

RSE is vital for the personal, social and emotional development of all our students. It equips young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and wellbeing.

All our students have the right to holistic, inclusive and needs-led RSE. Through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of diversity.

RSE is a vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in school. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

Inclusion and SEND

We are also committed to a RSE provision that makes every student feel valued and included and is relevant to them. This means that we are committed to LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual) inclusion and SEND inclusion and remain mindful of the SEND Code of Practice 2014 when planning for RSE. We also ensure that we consider the religious and cultural background of all students when teaching RSE. Relationship and Health Education will only use teaching materials which are appropriate to the age, development and religious background of the students receiving it. We take a positive, inclusive and affirmative approach that accepts young people's experiences and enables them to be explored sensitively and respectfully.

Inclusive RSE at Bloxham Grove Academy will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined in the Equality Act 2010.

At Bloxham Grove Academy we deliver the statutory Relationships and Sex Education as part of our PSHE curriculum. Biological aspects of RSE are taught within the science curriculum. There is a statutory duty upon schools to teach these aspects. The national curriculum for science includes content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

RSE curriculum coverage at Bloxham Grove Academy

Key Stage 2	Key Stages 3 - 5
Sex education is not compulsory in primary schools but Relationships Education is	Relationships and Sex Education is compulsory in secondary schools
Students learn about healthy and respectful relationships, family and caring friendships, online	Students learn about respectful relationships, families, being safe, intimate sexual relationships, including sexual health, the law.
RSE lessons teach main external parts of the body, changes to the human body from birth to old age, including puberty	RSE lessons teach about reproduction in humans, structure of male and female reproductive systems, menstrual cycle, fertilisation, gestation, birth and HIV/AIDS
<i>Parents may not withdraw their children from Relationships Education</i>	<i>Parents cannot withdraw their child from sex education taught in science but can ask to withdraw their child from parts or all of sex education taught in RSE</i>

Parents/carers' right to request their child be withdrawn from Sex Education

DfE guidance states that

*'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...
...except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms.'*

Should parents/carers wish to discuss withdrawing their child from Sex Education, they are advised to write to the Head Teacher stating their child's name and class teacher, identifying their child to be withdrawn from Sex Education lessons. Parents and carers will be informed by letter when the lessons for RSE will take place.

Safeguarding and Child Protection

DfE (2019, p.42) states,

'At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education ... Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.'

Bloxham Grove Academy recognises that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in the annual publication of Keeping Children Safe in Education.

RSE helps our students to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse or have experienced abuse. We recognise that when discussing some of the issues covered in RSE lessons, some students may disclose abuse or other harmful experiences. In cases of disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

At Bloxham Grove Academy members of the leadership team are involved in the planning and oversight of the PSHE and RSE curriculum content. This allows staff to be signposted to trusted, high-quality resources and support with planning and delivery of these resources.

We also recognise that some students may be vulnerable to some of the content delivered is RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For these students, additional support will be given to prevent them being distressed by the scenarios or topics. Additional support may be offered by the Pastoral Team who may attend the lesson or support the student through an intervention offered outside the classroom.

Again, the quality first teaching approaches outlined on page 6 will be implemented throughout the delivery of the RSE curriculum

Assessment of PSHE and RSE

Learning in PSHE and RSE is assessed for several reasons

- offering students the opportunity to reflect on their learning, especially when that learning relates directly to the individual student's identity; their personal qualities, attitudes, skills, attributes, achievements and influences
- allowing teachers the opportunity to address misconceptions, identify future learning needs and plan accordingly
- allowing school leaders to see the impact PSHE/RSE education is having for students and whole school outcomes, e.g. personal development, safeguarding, SMSC development and the promotion of fundamental British values.
- allowing teachers to demonstrate progress through the termly data capture on each student's Social and Emotional Growth grids

Accreditation

In Key Stages 4 and 5 our students follow the WJEC Personal Social Development qualification, which focuses on helping individuals acquire the social skills, knowledge, and emotional intelligence necessary for navigating personal and interpersonal challenges. It encompasses a broad range of topics, including self-awareness, responsibility, and community engagement, underpinning the core values of Personal, Social, Health and Economic Education.

Monitoring and Evaluation of PSHE/RSE

'Schools should have the same expectations of the quality of pupils' work in these subjects as for other curriculum areas.' (Department for Education, 2019, p.43)

Leaders regularly monitor our PSHE/RSE schemes of learning to ensure that the quality of teaching is consistent, that the curriculum is meeting the up-to-date national guidance and that learning outcomes are reflective of each student's need.

School Leaders monitor and evaluate the implementation of the PSHE/RSE curriculum and students' knowledge and understanding through:

- student voice, including student interviews, questionnaires, etc.
- student voice, evidenced through class floorbooks
- evidence from lesson observations, learning walks, deep dives, student work
- analysis of behaviour incident records e.g. prejudicial bullying
- teacher evaluation of lessons and the overall PSHE/RSE programme
- scrutiny of student data e.g. Social, Emotional and Growth grid, TOPs, etc.

Our PSHE and RSE policies are informed by the following DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool
- Equality Act 2010
- SEND Code of Practice: 0-25 (statutory guidance)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- The Gallery Trust Online Safety policy

and also by Bloxham Grove Academy's policies and documentation:

- Relationships and Behaviour Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Anti Bullying Policy
- Risk and Resilience data
- Individual Risk Assessments and Positive Support Plans
- Careers Policy
- Individual Social and Emotional Growth assessment grids