

PARKVIEW ACADEMY

PSHE POLICY

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Contents	2
1. Context and Legal Framework	3
2. Whole-School Approach & Curriculum Delivery	3
3. Openness, Transparency, and Parental Engagement	4
4. The Six Core Curriculum Modules (Puzzles)	4
5. Curriculum Strands	5
Primary Focus Highlights	5
Secondary Focus Highlights	6
6. Sex Education and the Right to Request Withdrawal	6
7. Inclusion, SEND, and Equality Commitments	7

1. Context and Legal Framework

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, an effective Personal, Social, Health, and Economic (PSHE) education curriculum serves to promote the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, while preparing them fully for the opportunities, responsibilities, and experiences of later life. This policy is fully compliant with the Department for Education's (DfE) updated July 2025 Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education. It accounts for legal duties set out in the Children and Social Work Act 2017 and the Independent School Standards where applicable across our diverse provisions.

Our provision is closely informed by companion statutory frameworks including:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Guidance for schools and colleges on gender questioning children
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years

2. Whole-School Approach & Curriculum Delivery

At ALP Schools, we teach PSHE as a whole-school approach to underpin students' development as individuals and to optimise their overall learning capacity. We utilise Jigsaw, the mindful approach to PSHE, providing a progressive, spiral curriculum tailored explicitly to our learners' needs. This significantly contributes to Ofsted inspection criteria for "Personal Development" and "Behaviour and Attitude."

Lessons are timetabled for 45 minutes twice per week and delivered by class tutors or a

dedicated PSHE team. This explicit instruction is continually reinforced through our school ethos, Character Education curriculum, Assemblies, targeted Wellbeing Measures, and our positive reward frameworks.

3. Openness, Transparency, and Parental Engagement

In strict accordance with the updated statutory guidance, ALP Schools maintains an absolute commitment to transparency with parents and carers:

- **Material Access:** All curriculum materials, resources, and instructional texts used to deliver RSHE are fully accessible to parents for inspection upon request.
- **External Providers:** When working with external agencies or guest speakers, the school retains full safeguarding responsibility. ALP Schools will never enter into contractual restrictions or non-disclosure agreements that legally block parents from viewing instructional materials.
- **Proactive Notification:** Should the school shift away from the published curriculum framework to address localized safety or health trends, parents will be proactively informed in advance. Letters on curriculum coverage will be shared on an annual basis, including consultation on PSHE and further details will be included in termly curriculum Letters.

4. The Six Core Curriculum Modules (Puzzles)

The learning themes spiral, deepen, and broaden every year across the following units:

Term	Puzzle	Content Focus
Autumn 1	Being Me in My World	Personal identity, community roles, and creating a classroom Jigsaw Charter.

Term	Puzzle	Content Focus
Autumn 2	Celebrating Difference	Anti-bullying (including cyber, physical, and homophobic bullying) and understanding the Equality Act.
Spring 1	Dreams and Goals	Aspirations, resilience, goal-setting, personal achievements, and career options.
Spring 2	Healthy Me	Substance education, sleep, nutrition, physical activity, and mental resilience.
Summer 1	Relationships	Friendships, family structures, communication, consent boundaries, and handling loss/bereavement.
Summer 2	Changing Me	Puberty, adolescent body changes, human reproduction, and positive transitions.

5. Curriculum Strands

It should be noted that the curriculum delivered is based on students' abilities (cognitive skills and emotional readiness) rather than age.

Primary Focus Highlights

Primary relationships instruction includes healthy family dynamics, managing loneliness proactively, handling bullying, and setting personal spaces. Digital curriculum blocks explicitly mandate a minimum age requirement of 13 for social media and address AI-generated content or online profile spoofing. For safeguarding efficacy, children are taught the correct anatomical terms for their body parts at an early stage.

Secondary Focus Highlights

Secondary RSE builds on safety, contraception, legal ages of consent, the illegality of virginity testing and hymenoplasty, and navigating the risks of online subcultures or harmful influencers.

Health strands expand to address:

- **Sleep Hygiene:** Concrete steps like creating screen-free sleep times and removing phones from bedrooms.
- **Women's and Maternal Health:** Pelvic floor care, menopause, miscarriage, and pregnancy loss.
- **System Navigation:** Practical awareness of utilizing local healthcare channels (GPs, pharmacies, sexual health clinics, minor injury units vs. A&E).
- **Addictions & Protections:** Highlighting gambling-like mechanics in video games alongside addressing vaping and antimicrobial resistance.

Context-Appropriate Flexibility: The school can introduce complex or sensitive online safety/sexual content earlier than planned, if they have evidence that it is actively impacting their specific demographic.

6. Sex Education and the Right to Request Withdrawal

Sex education is clearly separated from statutory relationships or health topics to ensure clear boundaries for families:

- **Primary Phase:** Non-statutory. Parents possess an absolute right to withdraw their children from any primary sex education units outside the core science curriculum (including puberty and sexual reproduction), which the school will automatically grant.
- **Secondary Phase:** Headteachers hold discretion to decline withdrawal requests only under exceptional circumstances. If a request is granted, the student will receive

appropriate alternative provision.

- **The Three Terms Rule:** From three terms prior to turning 16, the young person holds the statutory legal right to opt back into sex education lessons against a parental withdrawal request. The school explicitly ensures secondary pupils are made aware of this right.

Handling Difficult Questions: Leaving children's complex or spontaneous questions unanswered can drive them to unverified, unsafe internet sources. When difficult questions arise outside curriculum boundaries, teachers use supportive frameworks, anonymous question boxes, signposting, or parent collaboration rather than providing a blunt dismissal.

7. Inclusion, SEND, and Equality Commitments

ALP Schools is deeply committed to fully differentiated, small-group or individualised delivery to assist neurodiverse learners in remembering core health and safety rules. Additional pathways include formal certifications like Towards Independence, and targeted Employability modules. We adhere strictly to the Equality Act 2010. Content focusing on LGBT parameters is fully integrated into existing learning units rather than isolated as a separate topic. In accordance with current statutory updates, the school does not teach the contested concept of gender identity as a factual norm and actively avoids resources that simplify complex social transitions or enforce harmful stereotypes.