HCAT

Personal Development & RSHE Policy

EDUCATE. EMPOWER. INSPIRE.

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Our Vision

At HCAT, we are committed to ensuring that every pupil receives an education that enables them to succeed academically while also developing the knowledge, skills and character needed to flourish in modern society. Personal Development (PD) and Relationship Sex, Health Education (RSHE) are central to achieving this vision.

PD is far more than an additional element of the curriculum; it is a fundamental aspect of our pupils' learning. Through a high-quality and carefully planned programme, we empower pupils to become confident, healthy and responsible individuals who can build positive relationships, make informed choices and contribute positively to their communities.

Our PD curriculum is progressive and developmentally appropriate, providing pupils with the knowledge and understanding they need at each stage of their education. From the earliest years, pupils are supported to recognise and understand their emotions, develop self-awareness and learn how to communicate their feelings effectively. As they grow, this strong foundation enables them to build resilience, manage challenges, maintain positive mental wellbeing and make responsible decisions.

By embedding PD throughout school life, we create a culture rooted in respect, inclusion and responsibility. This ensures that all pupils feel valued, understand their role within society and are well prepared for the opportunities and challenges they will encounter both now and in the future. Through this approach, we equip our pupils not only for successful childhoods, but also for adulthood, employment and active citizenship.

Our Aims

- To deliver a relevant and ambitious curriculum that supports our pupils to understand the world around them.
- To provide an inclusive/safe environment that equips all pupils, including those with special educational needs and/or disabilities, to unlock their full potential.
- To foster inquisitive minds, providing opportunities for all pupils to question, choose, evaluate and argue rationally.
- To adequately prepare pupils for the next stage of their educational journey.
- To maintain high expectations of our pupils' behaviour and attitudes towards learning in school.
- To establish and maintain positive relationships between everybody in our school community including pupils, staff and parents.
- To maintain a culture of mutual respect and co-operation.

Statutory Requirements and Curriculum Framework

At HCAT, we recognise that Personal Development (PD), including Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE), is fundamental to providing a broad, balanced and ambitious education for all pupils.

In accordance with the Education Act 2002 and the Academies Act 2010, HCAT is committed to providing a curriculum that:

- Promotes the spiritual, moral, social, cultural, mental and physical development of pupils.
- Prepares pupils for the opportunities, responsibilities and experiences of later life.

All HCAT schools will meet their statutory responsibilities for Relationships, Sex and Health Education, having regard to the Department for Education's revised statutory guidance, effective from 1 September 2026.

These requirements include:

- **Primary education:** The statutory delivery of Relationships Education and Health Education, alongside relevant National Curriculum Science content.
- **Secondary education:** The statutory delivery of Relationships and Sex Education (RSE) and Health Education, ensuring pupils develop the knowledge and understanding required to navigate relationships, maintain their wellbeing and make informed, responsible decisions.

The HCAT PD and RSHE curriculum is informed by the Department for Education's statutory guidance, the PSHE Association Programme of Study and relevant legislation relating to safeguarding, equality, inclusion and curriculum provision.

In delivering this curriculum, all schools will fulfil their responsibilities under the Equality Act 2010, including the Public Sector Equality Duty, and ensure that teaching is inclusive, accessible, developmentally appropriate and responsive to the needs of all pupils, including those with special educational needs and/or disabilities.

Through a carefully planned and progressively sequenced curriculum, HCAT will ensure that pupils develop the knowledge, skills, understanding and attributes required to build positive and respectful relationships, maintain their physical and mental wellbeing, recognise and manage risk, keep themselves and others safe, and contribute positively to modern Britain.

Our approach ensures that statutory requirements are met consistently across the Trust, while allowing schools to deliver a curriculum that is appropriate to the age, stage of development and needs of their pupils and the communities they serve.

HCAT PD and RSHE Curriculum Framework

At HCAT we believe PD and RSHE are fundamental components of an outstanding education. We are committed to developing pupils who are healthy, safe, respectful, informed and responsible citizens who are equipped to contribute positively to society and flourish in an ever-changing world.

Through a carefully sequenced curriculum from Early Years to KS4, pupils develop the knowledge, understanding, attributes and skills required to successfully navigate adolescence and adulthood, maintain positive relationships, safeguard their wellbeing and make informed decisions throughout their lives.

Our curriculum is rooted in three interconnected themes drawn from national PSHE and RSHE guidance:

Health and Wellbeing

Supporting pupils to understand and manage their physical, emotional and mental health and wellbeing.

Relationships

Developing pupils' understanding of positive, respectful and healthy relationships across all aspects of life.

Living in the Wider World

Preparing pupils to become active citizens who contribute positively to their communities and understand their place in modern Britain and the wider world.

Each core theme has specified topic areas:

Health and Wellbeing	Relationships	Living in the wider world
• Mental Health • Keeping Safe	• Respecting Self and others • Friendships	• Shared Responsibilities • Communities

• Healthy Lifestyles • Ourselves, Growing and Changing • Drugs, Alcohol and Tobacco	• Managing Hurtful Behaviour and Bullying • Families and Close Positive Relationships • Safe Relationships	• Media Literacy and Digital Resilience • Economic Wellbeing: Aspirations, Work, Career • Economic Wellbeing: Money

Overarching concepts developed through the Programme of Study:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A Healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk of self and others) and safety (including behaviour and strategies to employ in different settings, including online and in an increasingly connected world)
5. Diversity and equality (in all it's forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviors' including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

These contexts provide meaningful opportunities for pupils to both broaden and deepen their understanding of key concepts while developing the essential skills needed for life. It is important that pupils recognise how the knowledge and skills gained through exploring one issue can be applied across a range of different situations and experiences.

As society continues to evolve, the world our pupils will enter is changing rapidly. While the content of Personal Development and RSHE remains vitally important, specific issues and information can quickly become outdated, and it is impossible to predict all the challenges, opportunities and responsibilities that young people will encounter in the future.

Therefore, our curriculum places equal emphasis on the development of overarching concepts and transferable skills. By fostering critical thinking, resilience, self-awareness, effective communication and informed decision-making, we equip pupils with the tools they need to navigate the complexities of modern life and to respond confidently to future challenges, opportunities and responsibilities.

Relationships, Sex and Health Education (RSHE): Statutory Content

At HCAT, Relationships, Sex and Health Education (RSHE) forms an integral part of our Personal Development curriculum. We are committed to ensuring that all pupils receive a high-quality, inclusive and progressively sequenced education that equips them with the knowledge, understanding and skills to develop positive relationships, maintain their physical and mental wellbeing, make informed decisions and remain safe.

Our approach reflects the statutory requirements for each phase of education, ensuring that learning is age-appropriate, developmentally sensitive and responsive to the needs of all pupils, including those with special educational needs and/or disabilities.

While our Trust-wide principles and expectations remain consistent, the content and delivery of RSHE are carefully adapted to reflect pupils' age, maturity and stage of development.

Primary Relationships and Health Education

Across our primary schools, including the Early Years Foundation Stage, pupils develop the foundations of positive relationships, physical health, emotional wellbeing and personal safety.

Through a carefully sequenced curriculum, pupils learn to recognise and manage emotions, develop respectful friendships, understand different family structures, establish personal boundaries and recognise the importance of kindness, equality and mutual respect.

As they progress through primary education, pupils develop an age-appropriate understanding of physical and emotional changes, including puberty, alongside healthy lifestyles, online safety, personal responsibility and how to recognise and respond to unsafe situations.

Our curriculum provides pupils with the knowledge, confidence and skills to seek help when needed, make positive choices and prepare successfully for the transition to secondary education.

Primary Sex Education

Any sex education provided by primary schools beyond the statutory requirements of the National Curriculum for Science will be carefully planned, age-appropriate and sensitive to pupils' developmental needs.

This provision will support pupils in developing an accurate and respectful understanding of human development and reproduction, building appropriately on their prior learning.

Parents and carers will be informed about the content and delivery of non-statutory sex education and their right to withdraw their child from these elements, in accordance with statutory guidance.

Secondary Relationships, Sex and Health Education

Across our secondary schools, pupils build upon the knowledge, understanding and skills developed during primary education through a comprehensive and progressively sequenced RSHE curriculum.

Teaching supports pupils to navigate the increasing complexities of adolescence and develop a secure understanding of healthy and respectful relationships, consent, personal boundaries, sexual health, physical and emotional wellbeing, and personal safety.

Pupils are equipped to recognise and respond to risks, including harmful relationships, coercion, exploitation, discrimination and online harms. They develop the knowledge and confidence to make informed decisions, challenge harmful behaviours and access appropriate advice and support.

Our curriculum promotes respect, responsibility and equality, preparing pupils to establish positive relationships, safeguard their wellbeing and navigate the opportunities and challenges of adult life.

Curriculum Implementation and Progression

Across all phases, HCAT schools will deliver a coherent, inclusive and progressively sequenced curriculum that meets statutory requirements and reflects the needs of their pupils and communities.

Each school will maintain and publish appropriate curriculum information and progression documentation, identifying the knowledge, understanding and skills taught at each stage of education.

This ensures that the Trust's shared vision and expectations are consistently implemented while allowing academies to respond appropriately to their individual contexts.

Through this approach, HCAT ensures that PD and RSHE provide a continuous and meaningful educational entitlement, preparing pupils not only for the next stage of their education but also for successful, healthy and responsible adult lives.

Managing Difficult Questions

As part of delivering a high-quality RSHE curriculum, staff may be asked questions that extend beyond the content being taught, are not age-appropriate for the pupil, or relate to aspects of sex education from which a pupil has been withdrawn. In all cases, questions will be handled with sensitivity, professionalism and an understanding of the individual needs of the child.

Teachers will provide factual, age-appropriate responses where appropriate and within the scope of the curriculum. Where a question falls outside the planned learning, requires a more personal response, or would be more suitably addressed by a parent or carer, pupils will be encouraged to discuss the matter with their parents, carers or another trusted adult. Where appropriate, pupils and families may also be signposted to relevant support services, healthcare professionals or trusted sources of information.

We recognise the importance of ensuring that children and young people receive accurate and reliable information. Therefore, staff will seek to support pupils appropriately while avoiding the provision of information that is not suitable for the age, maturity or circumstances of the individual pupil. Teachers will receive appropriate training and guidance to support them in responding confidently and professionally to sensitive questions.

Staff must remain alert to the possibility that questions raised by pupils may indicate a safeguarding concern or broader welfare issue. Where a question, comment or disclosure gives rise to concern, staff will follow the Trust's safeguarding and child protection procedures and report concerns in accordance with the school's safeguarding policy.

Parent Engagement and the Right to Withdraw from Sex Education

At HCAT, we recognise that parents and carers play a fundamental role in supporting their child's personal development, relationships education and understanding of health and wellbeing. We are committed to working in partnership with families, ensuring that parents and carers are fully informed about the content, purpose and delivery of Relationships, Sex and Health Education (RSHE).

In accordance with the Department for Education's statutory RSHE guidance, effective from 1 September 2026, parents and carers have the right to request that their child is withdrawn from certain elements of sex education. The arrangements for withdrawal differ between primary and secondary education and will be implemented consistently across HCAT schools.

Primary Education

In primary academies, parents and carers have the right to withdraw their child from any sex education delivered outside the statutory National Curriculum Science requirements.

Where a parent or carer requests withdrawal from these non-statutory elements of sex education, they will be encouraged to discuss their concerns with the school so that the curriculum content, educational purpose and benefits of participation can be explained. However, such discussions will not be a condition of granting the

withdrawal request. If the parent/carer still requests that their child is withdrawn he Head of Academy will automatically grant the request.

Secondary Education

In secondary academies, parents and carers have the right to request that their child is withdrawn from some or all of the sex education elements of statutory Relationships and Sex Education (RSE).

The principal will consider each request carefully, taking account of the pupil's age, maturity, individual circumstances and any relevant safeguarding or welfare considerations.

A request for withdrawal will normally be granted, except in exceptional circumstances where the Principal determines that withdrawal would not be in the pupil's best interests. Any such decision will be made in accordance with statutory guidance, following discussion with parents and carers and, where appropriate, the pupil.

From three terms before a pupil turns 16, the pupil may choose to receive sex education despite an earlier parental withdrawal request. Where this occurs, the academy will make appropriate arrangements to ensure that the pupil receives the relevant education.

Education from Which Pupils Cannot Be Withdrawn

Parents and carers do not have the right to withdraw their child from:

- Statutory Relationships Education in primary academies.
- Statutory Relationships and Health Education in secondary academies, excluding the sex education elements for which withdrawal arrangements apply.
- Statutory Health Education, including learning about physical health, mental wellbeing and puberty.
- Relevant National Curriculum Science content, including aspects of human development and reproduction.

Managing Requests for Withdrawal

HCAT is committed to ensuring that requests for withdrawal are managed sensitively, respectfully and transparently, with the wellbeing and best interests of the pupil remaining central to all decisions.

Where a parent or carer wishes to request withdrawal from sex education, they should contact the school and submit a written request in writing.

The school will:

- Offer parents and carers an opportunity to discuss their request with the Head of Academy/Principal or designated senior leader.
- Explain the curriculum content, its educational purpose and the potential benefits of participation, including its contribution to safeguarding and personal development.
- Provide access to relevant curriculum information and teaching materials, where appropriate.
- Consider the pupil's individual needs, circumstances and views, in accordance with statutory guidance.
- Confirm the outcome of the request in writing, clearly explaining the arrangements that will be put in place.
- Provide appropriate alternative educational activities and ensure that pupils who are withdrawn are supervised during the relevant lessons.

- Maintain accurate records of requests, discussions, decisions and any subsequent changes to withdrawal arrangements.

HCAT respects the rights of parents and carers while recognising its statutory responsibility to provide pupils with the knowledge and understanding they need to develop healthy relationships, make informed decisions and remain safe.

Through open communication and constructive partnership, we aim to ensure that all pupils receive a high-quality, inclusive and age-appropriate education that supports their wellbeing, personal development and preparation for adult life.

Contemporary Safeguarding, Relationships and Emerging Risks

At HCAT, we recognise that children and young people are growing up in an increasingly complex and rapidly changing society. Our PD and RSHE curriculum plays a vital role in equipping pupils with the knowledge, understanding and skills to recognise risk, make informed decisions, develop healthy relationships and keep themselves and others safe.

In accordance with the Department for Education's revised statutory RSHE guidance, effective from September 2026, our curriculum explicitly addresses contemporary safeguarding challenges and emerging risks through carefully planned, age-appropriate and progressively sequenced learning.

Across our schools, and particularly within secondary education, pupils develop an understanding of:

- **Healthy relationships, respect and equality:** Recognising and challenging harmful stereotypes, misogyny, sexual harassment, sexual violence, coercive and controlling behaviour, and attitudes that normalise discrimination, abuse or exploitation.
- **Online safety and digital influences:** Understanding the influence of social media, online communities, pornography and harmful online content, including misogynistic influencers and extremist ideologies, alongside the risks associated with artificial intelligence, deepfakes, image-based abuse and sextortion.
- **Consent, boundaries and personal safety:** Developing an age-appropriate understanding of consent, privacy, personal boundaries, respectful behaviour and the importance of recognising and responding to unhealthy, abusive or exploitative relationships.
- **Risk-taking, exploitation and harmful behaviours:** Recognising the risks associated with gambling, substance misuse, criminal and sexual exploitation, weapons-related harm, peer pressure and involvement in harmful or criminal activities.
- **Critical thinking and responsible decision-making:** Developing the confidence and skills to challenge misinformation, recognise manipulation, resist harmful influences and make informed, responsible choices both online and offline.

Teaching is carefully adapted to reflect pupils' age, maturity, developmental stage and individual needs, including those with special educational needs and/or disabilities. Sensitive content is delivered in a factual, balanced and safeguarding-informed manner, ensuring that pupils are supported without unnecessary exposure to inappropriate or distressing material.

HCAT schools will ensure that curriculum content remains responsive to emerging risks, developments in technology and changes in the experiences of children and young people. Curriculum leaders will work closely with safeguarding and pastoral teams to identify relevant local and national concerns and ensure that these are appropriately reflected in curriculum planning and delivery.

Through this approach, HCAT is committed to developing informed, respectful and resilient young people who can recognise harmful behaviours, understand their rights and responsibilities, seek support when needed and contribute positively to a safe and inclusive society.

Mental Health and Emotional Wellbeing

At HCAT, we recognise that promoting positive mental health and emotional wellbeing is fundamental to pupils' personal development, safeguarding and readiness for adult life. Through a carefully sequenced and age-appropriate curriculum, pupils develop an understanding of emotional wellbeing, resilience, healthy coping strategies and the importance of seeking support when experiencing difficulties.

Within secondary education, pupils are supported to develop an informed understanding of more complex mental health challenges, including self-harm, eating disorders and suicide prevention, where appropriate and in accordance with statutory guidance. Teaching of these sensitive topics will be carefully planned, developmentally appropriate and delivered by suitably trained staff using evidence-informed resources and approaches that minimise the risk of harm.

Where particularly sensitive content is addressed, schools will seek specialist advice and ensure that staff have received appropriate training, particularly in relation to suicide prevention. Teaching will avoid potentially triggering or instructional detail and will be underpinned by clear safeguarding procedures, appropriate pastoral support and access to specialist services where required.

Through this approach, HCAT is committed to creating a safe, supportive and inclusive environment in which pupils feel confident to discuss their wellbeing, recognise when they or others may need help, and understand how to access appropriate support.

Inclusive Practice and Equality

At HCAT, we are committed to providing an inclusive PD and RSHE curriculum that reflects and celebrates the diversity of our communities. We strive to ensure that all pupils feel valued, respected and represented within their learning, regardless of their background, identity, beliefs or family circumstances.

Equality, Diversity and Inclusion

The Trust is committed to meeting its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty. Through our curriculum and wider school culture, we seek to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of opportunity for all pupils.
- Foster respect, understanding and positive relationships within diverse communities.
- Celebrate difference and encourage pupils to value the experiences and perspectives of others.

Teaching is delivered in a way that is age-appropriate, inclusive and accessible to all learners, ensuring that pupils are supported to understand and respect the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Biological Sex, Gender Reassignment and Respectful Relationships

At HCAT, we are committed to ensuring that all pupils are treated with dignity, fairness and respect, regardless of their individual characteristics, identity or background. Our approach to teaching about biological sex, gender reassignment and related matters is informed by the Equality Act 2010 and the Department for Education's statutory Relationships, Sex and Health Education guidance.

Within secondary education, pupils will be taught accurate, age-appropriate information about biological sex, the law relating to gender reassignment and the rights and responsibilities of individuals under the Equality Act 2010.

Teaching will be factual, balanced and sensitive, ensuring that pupils understand the distinction between established scientific knowledge, legal requirements and differing or contested perspectives. Where issues are subject to differing interpretations or ongoing debate, these will not be presented as universally accepted or established fact.

All teaching will promote respect for others, recognising that individuals may hold different beliefs, values and perspectives. Pupils will be supported to engage in thoughtful and respectful discussion while understanding that discrimination, harassment and bullying are unacceptable.

HCAT schools will ensure that staff approach these matters with professionalism, sensitivity and appropriate regard for pupils' age, maturity and individual needs. Teaching will remain consistent with statutory guidance, safeguarding responsibilities and the Trust's commitment to equality, inclusion and the wellbeing of every pupil.

Families and Relationships

Our curriculum recognises and reflects the wide range of families and caring relationships that exist within modern society. Pupils learn that families may differ in structure, culture, faith, background and composition, and that all families should be treated with respect and dignity.

Teaching may include reference to:

- Single-parent families.
- Families with same-sex parents.
- Adoptive families.
- Foster families.
- Kinship care arrangements.
- Families headed by grandparents or other relatives.
- Blended and extended families.
- Families from a diverse range of cultural, ethnic and religious backgrounds.

We are committed to ensuring that no pupil feels excluded, marginalised or stigmatised because of their family circumstances. Throughout the curriculum, pupils are taught that what matters most is that relationships are characterised by love, care, stability, respect and support, and that every child has the right to feel safe, valued and included within their family and community.

Supporting Pupils with SEND

Pupils with special educational needs and/or disabilities receive a differentiated PSHE and RSHE curriculum that is tailored to their individual needs and stages of development. To ensure learning is accessible and meaningful, staff may use:

- Adapted language and visual supports.
- Concrete examples and practical activities.
- Pre-teaching and targeted small-group support.
- Additional processing and response time.
- Personalised resources and social stories where appropriate.

Where necessary, content may be adapted or delivered at a different pace to ensure understanding, safety and engagement. The SENDCO works closely with curriculum leaders and teaching staff to ensure appropriate provision for all pupils.

Respect for Religion and Belief

We respect the diverse religious beliefs, values and backgrounds represented within our school communities. Teaching is delivered in a factual, balanced and age-appropriate manner, ensuring pupils receive accurate information while recognising that individuals and communities may hold different beliefs and perspectives.

To support understanding and mutual respect, pupils may:

- Explore a range of religious and cultural viewpoints.
- Consider how beliefs can influence values and choices.
- Develop respect for differing opinions and worldviews.
- Understand the law, individual rights and responsibilities.
- Learn to discuss sensitive issues thoughtfully and respectfully.

This approach promotes inclusion, tolerance and respectful dialogue while ensuring compliance with statutory requirements and safeguarding pupils' rights.

Safeguarding and Support

PD and RSHE play a vital role in our safeguarding approach, equipping pupils with the knowledge, skills and confidence to keep themselves safe and seek help when needed. Through the curriculum, pupils learn to:

- Recognise unsafe situations and unhealthy relationships.
- Understand that abuse is never their fault.
- Identify trusted adults who can help.
- Communicate worries and concerns effectively.
- Understand their rights, boundaries and personal safety.
- Recognise different forms of abuse, including online abuse.
- Identify risks and know how to respond safely.
- Develop resilience and effective coping strategies.

Managing Disclosures and Concerns

Some PD, PSHE and RSHE topics may lead pupils to share personal experiences or concerns. All staff are trained to:

- Respond sensitively and appropriately to disclosures.
- Explain that confidentiality cannot be guaranteed where safeguarding concerns exist.
- Listen carefully without asking leading questions.
- Record concerns accurately and promptly.
- Report concerns immediately in line with safeguarding procedures.

At the beginning of learning sequences, pupils are reminded of classroom expectations and confidentiality boundaries, including that information may need to be shared if a child is at risk of harm.

All staff delivering the curriculum are familiar with the school's safeguarding and child protection procedures. External visitors contributing to learning are also briefed on safeguarding expectations before working with pupils.

Signposting to Support

We encourage pupils to seek support from parents and carers wherever possible and help them understand the importance of talking to trusted adults when they have worries or concerns. Through lessons, assemblies and wider school communications, pupils are made aware of:

- Trusted adults within school.
- Pastoral and wellbeing support services.
- Age-appropriate external support services and helplines.
- Emergency services and how to access assistance.

Our curriculum promotes the message that seeking help is a positive and responsible action, and that support is available both within school and beyond.

Working in Partnership with Parents and Carers

At HCAT, we recognise that parents and carers are their child's first and most influential educators, particularly in relation to relationships, health and wellbeing. We are committed to developing strong, respectful and transparent partnerships with families to ensure that PD and RSHE complement and support the learning, values and experiences developed at home.

Parental Consultation and Engagement

HCAT is committed to ensuring that parents and carers are actively involved in the development and review of Relationships and Sex Education (RSE) policies and are appropriately informed about curriculum provision.

In accordance with statutory guidance, schools will consult parents and carers when developing and reviewing their RSE policy and associated curriculum arrangements. Consultation will provide meaningful opportunities for families to understand the purpose, content and delivery of RSHE, express their views and contribute to the ongoing development of provision.

Schools will ensure that parental engagement is accessible and inclusive, recognising the diverse needs, backgrounds and circumstances of the families they serve.

Curriculum Transparency and Access to Resources

HCAT is committed to ensuring that parents and carers have clear and accessible information about what their children are taught and how learning is delivered.

All schools will:

- Publish accessible information about their RSHE curriculum, including the content taught at different stages of education.
- Make relevant curriculum overviews and progression documentation available to parents and carers.

- Provide opportunities for parents and carers to view representative samples of teaching resources and materials.
- Make curriculum materials available for parents and carers to view upon request, in accordance with statutory guidance.
- Communicate significant changes to RSHE provision and provide opportunities for parents and carers to raise questions or concerns.
- Ensure that information about parental rights, including the right to request withdrawal from certain elements of sex education, is clearly communicated.

Where teaching materials are provided by external organisations, academies will ensure that appropriate arrangements are in place to support parental transparency and access, in accordance with statutory expectations.

Communication and Ongoing Partnership

HCAT schools will maintain open and constructive communication with parents and carers through a range of approaches, including curriculum information sessions, consultation opportunities, school communications and direct engagement with staff.

We recognise that some aspects of RSHE may be sensitive or reflect differing personal, cultural or religious perspectives. Schools will respond to questions and concerns respectfully and professionally, ensuring that parental views are listened to while maintaining their statutory responsibilities and commitment to safeguarding, equality and inclusion.

Through meaningful consultation, clear communication and transparent curriculum provision, HCAT aims to strengthen parental confidence and ensure that families are well informed and supported in continuing important conversations with their children beyond the classroom.

Enrichment and Personal Development Entitlement

At HCAT, we believe that enrichment is a fundamental component of an ambitious and inclusive education. Through a broad range of high-quality experiences and opportunities, we aim to broaden pupils' horizons, raise aspirations, develop character, strengthen wellbeing and prepare young people for successful futures.

Our approach is informed by the Department for Education's 2026 Enrichment Framework and its eight Enrichment Benchmarks. While this framework is non-statutory, HCAT is committed to using its principles to strengthen the quality, accessibility and impact of enrichment provision across all schools.

Our Enrichment Entitlement

All HCAT schools will provide a broad, balanced and progressively planned enrichment offer that complements the taught curriculum and responds to the interests, needs and aspirations of pupils.

Our enrichment provision will offer opportunities across five key areas:

- **Civic Engagement:** Developing leadership, responsibility and active citizenship through pupil leadership, volunteering, democratic participation and community involvement.
- **Arts and Culture:** Broadening cultural experiences and creative expression through music, drama, dance, visual arts, performances and visits to cultural venues.
- **Nature, Outdoors and Adventure:** Developing confidence, resilience and environmental responsibility through outdoor learning, educational visits, residential experiences and sustainability initiatives.
- **Sport and Physical Activity:** Promoting physical wellbeing, teamwork and perseverance through inclusive sporting opportunities, clubs, competitions and leadership experiences.

- **Life Skills and Future Skills:** Preparing pupils for future education, employment and independent living through financial education, enterprise, digital literacy, careers experiences and the development of transferable skills.

Strategic Planning and Pupil Voice

Enrichment will be strategically planned and embedded within each academy's wider Personal Development offer, ensuring that opportunities are purposeful, progressive and responsive to the needs of the school community.

Pupil voice, parent feedback and community engagement will inform the development and evaluation of enrichment provision, ensuring that pupils have meaningful opportunities to influence the experiences available to them.

Schools will communicate their enrichment offer clearly to pupils and families and seek opportunities to work collaboratively with local organisations, employers, cultural providers and community partners.

Inclusion and Equitable Access

HCAT is committed to ensuring that enrichment opportunities are accessible to all pupils, regardless of background, disadvantage, disability or additional need.

Schools will actively identify and reduce barriers to participation, including financial, practical and accessibility barriers, and make reasonable adjustments where required.

Participation will be monitored, with particular attention to disadvantaged pupils, pupils with special educational needs and/or disabilities, and other vulnerable groups. This will enable academies to identify inequalities, target support and ensure that all pupils benefit from a rich and meaningful enrichment entitlement.

Monitoring, Evaluation and Continuous Improvement

Schools will regularly evaluate the quality, participation and impact of their enrichment provision, drawing upon pupil voice, participation data, staff feedback and wider school improvement priorities.

Findings will inform future planning and continuous improvement, ensuring that enrichment opportunities remain inclusive, relevant and ambitious.

Through this approach, HCAT is committed to ensuring that every pupil benefits from experiences that develop confidence, character, cultural awareness and essential life skills, preparing them to contribute positively to their communities and flourish in modern society.

Roles and Responsibilities

HCAT is committed to ensuring that Personal Development and RSHE are delivered consistently, effectively and in accordance with statutory requirements across all academies.

Responsibilities are defined as follows:

- **Trust Board / Relevant Governance Body:** Provides strategic oversight, ensuring that statutory duties are fulfilled and that the quality and effectiveness of provision are appropriately monitored.
- **CEO and Trust Executive Leadership:** Establish Trust-wide expectations, promote consistency and provide strategic support and challenge to ensure high-quality Personal Development and RSHE provision.
- **Head of Academy / Principal:** Holds overall responsibility for the implementation of the policy, ensuring that curriculum provision meets statutory requirements, reflects pupils' needs and is effectively monitored.

- **PD / RSHE Lead:** Oversees curriculum planning, progression, implementation and evaluation, supporting staff development and ensuring provision remains responsive to emerging needs and guidance.
- **Teachers and Other Staff:** Deliver age-appropriate, inclusive and sensitive learning, maintain a safe environment and follow safeguarding procedures when concerns arise.
- **SENDCO:** Works collaboratively with curriculum leaders and staff to ensure provision is accessible, appropriately adapted and responsive to the needs of pupils with SEND.

All staff and external providers involved in Personal Development and RSHE are expected to uphold HCAT's commitment to safeguarding, equality, inclusion and the wellbeing of every pupil.

Monitoring, Evaluation and Quality Assurance

HCAT is committed to ensuring that PD and RSHE provision is consistently high-quality, inclusive and effective across all academies.

The effectiveness of provision will be monitored and evaluated through curriculum monitoring, pupil and parent voice, staff feedback, safeguarding intelligence, academy self-evaluation and Trust-level quality assurance.

Schools will also monitor participation in enrichment opportunities, with particular attention to disadvantaged pupils, pupils with SEND and other vulnerable groups, ensuring equitable access and identifying barriers to engagement.

Findings will inform ongoing curriculum development, staff professional development and academy improvement priorities. Trust leaders will maintain oversight of provision, ensuring that statutory requirements are met and that all pupils benefit from a broad, ambitious and meaningful Personal Development entitlement.