



Curnow School PSHE, Relationships & Sex Education (RSE) & Health Education

This policy should be read in conjunction with the DfE Relationships Education, Relationships & Sex Education (RSE) & Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

This document contains a summary of requirements which needs to form part of the basic school curriculum, integrated within a broad & balanced curriculum (2019). The guidance applies to the following subject areas which inform/ drive our curriculum offer. In line with this guidance, our curriculum is adapted to be developmentally appropriate for pupils with complex needs.

1. Policy statement and scope

Our school is committed to high quality, inclusive relationships and sex education (RSE) that meets the diverse needs of pupils with a range of special educational needs and disabilities (SEND), and supports safeguarding, and prepares pupils for life and adulthood. RSE is a statutory requirement at secondary; relationships education is statutory at primary; Health Education is statutory across state funded schools. We teach RSE as part of a sequenced PSHE/ RSE and adapt content, resources, and pedagogy to pupils – developmental stage and individual needs.

2. Legal and Statutory framework

The Department for Education (DfE) published updated RSHE statutory guidance in July 2025. It became statutory from 1 September 2026.

- **Education Act 2002 / 1996** (sections cited in RSHE guidance); **statutory RSHE guidance** (2019 in force; 2025 update for 2026). Schools **must have regard** to this guidance.
- **Keeping Children Safe in Education (KCSIE) 2025**: safeguarding expectations, including online safety, child-on-child sexual violence/harassment, and DSL responsibilities.
- **SEND code of practice (0–25)**: reasonable adjustments, person-centred planning, preparing for adulthood.
- **Equality Act 2010** and the **Public Sector Equality Duty**: eliminating discrimination, advancing equality, and fostering good relations; schools must publish an RSE policy and engage parents.
- **Ofsted Education Inspection Framework (EIF)** and renewed framework (Nov 2025): RSE contributes to Personal Development and Well-being and safeguarding culture.

3. Aims of RSE in our school

- Develop pupils' knowledge, skills and values to build safe, healthy, respectful relationships on and offline; understand consent, boundaries, bodily autonomy, and seeking help.
- Provide accurate, accessible information about bodies, puberty, reproduction (KS3–4), sexual health (KS3–4), and staying safe online, adapted through communication systems used by pupils (e.g., symbols, objects of reference, AAC).
- Strengthen safeguarding by teaching pupils how to recognise, resist and report abuse, exploitation and online harms (including misinformation/disinformation, deepfakes), in line with KCSIE 2025.
- Promote inclusion and respect for diversity, including family diversity and LGBT people, delivered factually and in line with equality law.
- Support mental wellbeing, including managing feelings, grief and loss, and where to get support; reflect the strengthened focus in the 2025 RSHE update.

4. Guiding principles (including 2025 updates)

We design our curriculum with reference to the DfE guiding principles emphasising pupil engagement, parental transparency, positivity, relevance, and building skills as well as knowledge. From 2025, the guidance places stronger emphasis on: prevention of violence against women and girls (VAWG); digital risks (pornography, influencers); non endorsement of contested views; and suicide prevention content (secondary) taught safely. We will phase these in with staff training.

5. Curriculum overview (sequencing and SEND adaptation)

RSE is part of our PSHE/RSHE curriculum and delivered through timetabled lessons, targeted interventions (e.g., small groups, 1:1), and cross curricular links (science, computing). Content is age and stage appropriate, with overlearning, visuals, social stories, and communication scaffolds as per EHCP targets.

| DfE Relationships Education | DfE Relationships & Sex Education | DfE Health Education COMPULSORY Sept 2020 |
|---|--|---|
| Includes all schools providing primary education, including all-through schools & middle schools | Includes all schools providing secondary education, including all-through schools & middle schools | All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools & alternative provision, including pupil referral units |
| <p style="text-align: center;">The statutory guidance requires school to define: Relationships Education for all pupils receiving primary education Relationships and Sex Education for all pupils receiving secondary education •Health Education (physical health and mental wellbeing) for all primary and secondary pupils.</p> | | |
| <p style="text-align: center;">The breadth of study delivered at Curnow School will include:</p> | | |
| Primary provision: COMPULSORY | Secondary provision: COMPULSORY Sept 2020 | Primary & Secondary provision: |
| Families & people who care for me Caring friendships Respectful relationships Online relationships Being safe | Families Respectful relationships, including friendships Online & media Being safe Intimate & sexual relationships, including sexual health* | Physical health & mental wellbeing include identified within our Primary & Secondary provision: Mental wellbeing Internet safety & harms Physical health & fitness Healthy eating Drugs, alcohol & tobacco Health & prevention Basic first aid Changing adolescent body |
| In Curnow School, these areas are delivered through highly differentiated, multisensory and communication-focused teaching, and progress may not follow a typical age-related trajectory. | Content relating to intimate and sexual relationships and sexual health will be carefully adapted and may be selectively delivered according to pupils' cognitive, emotional and safeguarding needs. | These topics are introduced and revisited in a highly personalised way. For many pupils, the focus is on concrete, functional health learning (e.g. basic self-care, understanding who helps keep us healthy, simple rules about medicines and safety) rather than abstract knowledge. |
| <p style="text-align: center;">Curriculum links:</p> | | |
| <p>Our PSHE scheme of work incorporates relevant elements of the Computing, Science and SMSC curricula to ensure a holistic, developmentally appropriate offer for pupils with complex needs. Content is adapted to be accessible, experiential and communication-rich, in line with pupils' cognitive and sensory profiles.</p> <ul style="list-style-type: none"> • Computing - This area supports pupils to develop an early understanding of how to stay safe and behave appropriately online. Teaching focuses on the knowledge, behaviours and routines that help pupils navigate the online world safely and confidently, regardless of the device, platform or app used. Lessons are highly differentiated and tailored to the developmental stage of each pupil, using real objects, symbol-supported communication and modelling. Our approach is guided by the national | | |

Online Safety Curriculum source:

Education for a Connected World – A framework to equip children & young people for digital life (UKCIS, Feb 2018).

For many pupils, online-safety learning prioritises:

- recognising safe and unsafe digital situations
- identifying a trusted adult
- expressing preferences using AAC
- understanding basic cause and effect when using devices
- developing safe habits through consistent adult modelling

This ensures pupils receive statutory online-safety teaching in a developmentally appropriate way.

- **Science** - Statutory Science objectives from the National Curriculum are used as a foundation, with content carefully selected and adapted to meet the diverse needs of pupils. Objectives are primarily drawn from NC Year 2, 5 and 6, especially in relation to animals, humans, health and growth. These are woven into the PSHE/RSHE curriculum through sensory, practical and exploratory learning.
- Pupils are introduced to early scientific ideas through experiential activities such as:
 - observing growth and change
 - exploring how animals (including humans) grow and stay healthy
 - identifying basic needs for survival
 - recognising that humans change as they grow (aligned with Health Education requirements)

Where appropriate, pupils working within the National Curriculum may explore the processes of reproduction and growth in animals, taught in a factual and developmentally sensitive way. This supports statutory Health Education (changing adolescent bodies) and, in secondary phases, elements of RSE where appropriate to a pupil's developmental stage.

Content is always adapted to reduce abstraction, using concrete materials, repetition, sensory cues and communication support.

SMSC – Our PSHE provision contributes directly to SMSC by promoting social relationships, personal agency, emotional wellbeing and respect for self and others. Teaching focuses on:

- forming and maintaining positive relationships
- developing communication skills (AAC, symbols, gesture, vocalisations)
- recognising emotions and co-regulation strategies
- understanding difference and diversity at an accessible level
- learning to keep ourselves safe

Programming is delivered with regard to pupils' developmental levels and sensory needs, ensuring emotional safety, predictability and a trauma-informed approach.

Online safety Curriculum source:

Education for a Connected World – UKCIS (2018)

This framework underpins our whole-school approach to teaching safe and responsible digital behaviours across the curriculum, adapted for pupils with SEND.

*DfE guidance states that all primary schools should have a sex-education programme tailored to the age and the physical/emotional maturity of pupils; schools must also consider additional factors such as special educational needs. In line with this advice, our school has determined that formal sex-education teaching will be delivered in a way that is fully responsive to the diverse cognitive, sensory and developmental profiles of our pupils.

We draw on the PSHE Association SEND Framework, which has been adapted by the school to meet the complex learning, communication and sensory needs of our pupils. This framework enables us to identify each pupil's readiness for different elements of sex education through ongoing observation, professional judgement and individual learning profiles. In doing so, we ensure that the teaching of relationships, bodies, privacy, consent and sexual health remains meaningful, accessible and safeguarding-led for all pupils.

For some pupils, sex-education learning focuses on very early, concrete foundations such as sensory exploration of body parts, naming public and private body parts, and developing an early understanding of consent (e.g. recognising “stop”, “no”, or “my body”). For other pupils who are cognitively and developmentally ready, teaching may involve more explicit elements of sex education and relationships in line with secondary statutory RSE requirements. In all cases, teaching is adapted to ensure clarity, dignity and emotional safety, and aims to equip every pupil with the knowledge and communication tools needed to keep themselves safe.

To ensure our curriculum meets the requirements of the DfE and the needs of our pupils, which provides them with informed opportunities to make progress and embed the skills, knowledge and understanding acquired, we must secure the reason and relevance behind our bespoke scheme delivered from EYFS through to Post-16, outlining clearly what it intends to do and the organisation around this.

On-line safety – Education for a Connected World (UKCISS 2018):

Curnow School recognises the vital aspect of on-line safety outlined in this document which is fully incorporated throughout our scheme of work via the effective implementation of the Education for a connected world framework (recommended as good practice in the DfE on-line safety guidance 2019). The outcomes specified by the framework within each safeguarding aspect / key stage have been fully considered. As a result, outcomes have been slowed providing our pupils with a further depth & relevance to their on-line safety offer identified within our scheme of work (EYFS – Post 16) to secure outcomes continue to provide meaning/ relevance in what is taught/ learned.

<https://www.gov.uk/government/publications/education-for-a-connected-world>

ORGANISATION:

All pupils study PSHE/ Relationships Education as part of their academic entitlement which includes citizenship, as part of their basic pastoral & academic entitlement & is an essential part of our Curriculum. All staff at Curnow School are involved in the teaching of PSHE paying due regard to a pupils chronological age & their developmental stage (this is particularly relevant when teaching RSE & therefore guides our school offer). It therefore seeks to be flexible by being responsive to individual need, developmental need & learning style using pupil’s assessment outcomes.

We strive to provide all pupils regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation & opportunities for personal development that the teaching of PSHE can offer through our curricula subject delivery. Reasonable adjustments ensure full participation; no pupil is excluded due to disability or learning difficulty; materials are differentiated.

Our school has designed an ambitious foundation & framework which encourages pupils to continue to/ develop the skills to form meaningful relationships enabling them to become increasingly functioning/ active members of a community who are encouraged to develop autonomy around choice making. Pupil voice informs curriculum design (surveys and student councils) and aligns with the 2025 guidance emphasis on engagement with pupils.

All pupils (EYFS – Post 16) study PSHE through our whole-school offer, and it is of vital importance within our curriculum. As outlined, the offer is derived from the DfE statutory Primary & Secondary Relationships Education, RSE and Health Education framework (2020), which outlines the breadth of content informing our intent. To ensure this framework provides meaning and relevance for our pupils, we deliver it using the three broad themes identified by the **PSHE Association**, alongside personalised learning outcomes identified within pupils’ EHCPs and translated into IEPs.

| | | | |
|--|---|---|--|
| PSHE Association Themes (SEND Framework) | PSHE Association Themes / RSE (Secondary & Developmentally Appropriate Content) | Cross-Curricular Links National Curriculum (Science / SMSC) | Personalised Learning Addressing EHCP Outcomes |
|--|---|---|--|

| | | | |
|---|---|--|--|
| <p>1. Health & Wellbeing (including statutory Health Education)</p> <p>2. Relationships (including statutory Relationships Education)</p> <p>3. Living in the Wider World (including online safety)</p> | <p>1. Growing and Changing</p> <ul style="list-style-type: none"> - Puberty - Changing bodies - Body image - Healthy routines <p>2. Intimate and Sexual Relationships (only when developmentally appropriate)</p> <ul style="list-style-type: none"> - Romantic feelings and attraction - Consent - Public and private - Recognising unhealthy or unsafe situations <p>3. Sexual Health (Secondary only, and only when developmentally appropriate)</p> <ul style="list-style-type: none"> - Contraception - Pregnancy - STIs - Managing personal sexual health <p>4. Personal Safety and Autonomy</p> <ul style="list-style-type: none"> - Safe touch - Keeping safe online and offline - Understanding personal boundaries - Decision-making and seeking help | <p>Year 2:</p> <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow into adults <p>Years 5 & 6:</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe the process of reproduction in some plants and animals <p>SMSC:</p> <ul style="list-style-type: none"> - Social relationships, personal development, moral reasoning, community belonging | <p>Key Areas:</p> <ul style="list-style-type: none"> - Communication & Interaction - Social, Emotional & Mental Health (SEMH) - Cognition & Learning - Physical & Sensory needs <p>(Specific PSHE-related EHCP targets are translated into IEP outcomes)</p> |
|---|---|--|--|

PERSONALISED LEARNING PATHWAYS:

How PSHE/ RSE / Citizenship is studied is formally identified by the school through personalised learning pathways underpinned by the SPT offer which determines the curriculum delivered acknowledging that for some pupils there is a need to address their developing understanding of very early PSHE/ RSE concepts identified within the SEMH (Social & Emotional affection strands).

Engagement Pathway:

In order to establish these early concepts (pre-requisites to subject specific learning) requires teachers to examine pupil's skills of engagement using the main principles outlined within the Engagement Model (DfE 2020) & SPT observational framework. This curriculum policy therefore needs to be read in conjunction with the SPT offer which outlines learning for such pupils who we describe as Engagement pathway.

EHCPs:

To further reduce barriers to learning and participation for our pupils, we use outcomes identified within pupils' EHCPs, particularly within Communication & Interaction and SEMH, as a core part of our

planning for PSHE and RSE. These outcomes are explored in partnership with parents/carers and translated into personalised targets within each pupil's IEP.

We also implement recommendations from members of the multi-agency team supporting our pupils, such as Speech and Language Therapist, Occupational Therapist and other specialist practitioners. Where appropriate, the school draws upon external organisations with expertise in relationships, sexual health and wellbeing (for example, Brook), recognising the contribution these agencies can make in supporting safe, developmentally appropriate learning for young people.

In achieving this, we recognise the need to identify and fully differentiate PSHE/RSE targets for each learner within our Engagement, Discovery and Explore Pathways. This ensures that all pupils have opportunities to develop the interpersonal and relational skills, knowledge and attributes that will help them thrive as individuals and as members of their families and communities. Differentiation is guided by pupils' communication profiles, cognitive understanding, sensory needs and emotional readiness, ensuring that teaching remains appropriate, meaningful and safe.

The guiding principles informing our PSHE/RSE offer are based on the Quality of Education framework, judging both the intent and implementation of this curriculum area and its impact on our learners. Our offer reflects the detailed knowledge and skills pupils require for their next stage of education, employment or training. It is fully aligned with the PSHE Association SEND Framework and all statutory requirements, and incorporates relevant recommendations outlined within the framework themes.

CORE THEMES:

- Health & well-being (Health Education)
- Relationships (including citizenship)
- Living in a wider world

CURRICULUM INTENT:

Our breadth and depth of offer will enable pupils to develop, or further develop, their key skills and conceptual understanding of PSHE and Relationships, including where appropriate Relationships, Sex Education (RSE) and Citizenship. Our overarching intent will encourage pupils to develop their skills to:

- maintain good physical, mental and emotional health and wellbeing
- understand the roles of others, particularly health professionals
- develop ways of keeping physically and emotionally safe
- understand appropriate behaviour and personal safety issues, including those relating to online safety
- become confident in their ability to establish positive and respectful relationships
- identify and manage risks (linked to our online safety policy and provision)
- prepare for and manage changes to their body
- develop and maintain a variety of healthy, respectful relationships within a range of social and cultural contexts
- develop the skills to understand important decisions in the relationships they make
- respect equality and diversity in everyday life and within their personal relationships
- respect equality and contribute positively as a productive member of a diverse community
- learn about where money comes from, keeping it safe and the importance of managing it effectively
- make informed choices and be enterprising and ambitious

The three strands which inform our offer from KS1 to KS4 build upon the Early Years Foundation Stage Learning. Each strand is informed via a rationale (EYFS – KS2 and KS3 – Post 16) which ensures each area provides meaning and relevance for our school population. Securing each strand will enable pupils to continue to develop their skills, building upon previously acquired skills, knowledge and understanding at their own pace, and with opportunities for repetition and memory.

HEALTH & WELL-BEING:

INTENT – The area of health & well-being aims to provide pupils with the information they need to develop the skills and knowledge that will enable them to make good decisions about their own health & well-being, including mental and emotional well-being and ways to stay safe online. This aspect will also include providing pupils with information and guidance on how to seek support if needed. Our work will include teaching about drugs and alcohol in an appropriate and accessible way for each learner. Our scheme will provide pupils with opportunities to develop the key skills needed to work towards, achieve and apply important personal and health care routines and independence within these.

RELATIONSHIPS (including Citizenship):

INTENT - To provide pupils with the information they need in order to allow them to develop and form meaningful, respectful and positive relationships. Such relationships can take many forms and can widen and change over time (including behaviour associated with online relationships). Pupils will be encouraged to understand what forms a positive, safe relationship and to develop the attributes needed to uphold such relationships. Our scheme will encourage pupils to consider how relationships can change over time, particularly from childhood to adulthood, and how behaviours and attitudes formed can impact emotional and mental well-being. This aspect will encourage pupils to begin to identify and develop their skills while enabling them to respect the differences and similarities between themselves and others through understanding the core elements of the term 'relationships'.

LIVING IN A WIDER WORLD:

INTENT - To provide pupils with the information they need to be able to acquire further knowledge to promote the development & understanding of key skills relating to citizenship, examining aspects of personal safety/ responsibility, rules/ rights/ wrongs, & how they can make an active contribution leading to opportunities for further/ greater economic well-being. Through such study we will provide opportunities for pupils to make more informed decisions, building their self-efficacy, to further their resilience, to begin to understand/ know/ how/ when to ask for help which will include aspects of on-line safety/ use.

CROSS CURRICULAR LINKS:

We recognise **PSHE** education should not necessarily be planned in isolation as it is most effective within a 'health promoting school' culture where links are made with other relevant subjects to ensure consistency & continuity for pupils. As such, PSHE education at Curnow is identified throughout much of our curriculum offer (cross-curricula approach) & personalised learning routes designed for our pupils. These include but are not limited to direct links with science & computing (on-line safety), with additional important links identified within PE, Design Technology & SMSC. Many of our school policies additionally address the promotion of the development of interpersonal skills & skills of safety – e.g. behaviour policy, anti-bullying policy – alongside our statutory duty to safeguard pupils including when on-line & in promoting equality; such policies will always be duly considered by the school.

SAFEGUARDING:

Safeguarding, online safety and responding to concerns

RSE is a core part of our safeguarding offer. Staff follow KCSIE 2025, including Part 5 (child on child sexual violence/harassment) and local procedures. Lessons are used preventatively (e.g., if new risks emerge). We explicitly teach the four Cs of online risk (content, contact, conduct, commerce), with updated emphasis on misinformation, disinformation and conspiracy theories; we audit filtering/monitoring as per DfE references in KCSIE 2025.

- Disclosures are reported to the Designated Safeguarding Lead immediately.
- We use UKCIS materials and local police/health partners where appropriate.

All strands of our curriculum offer identified safeguarding outcomes which reinforce the content of the unit being addressed; these outcomes relate to the development of pupils' skills, knowledge and understanding in ways that help them learn to keep themselves safe (these are identified/published in

red). As with all learning outcomes, teachers delivering this curriculum to all cohorts of pupils will identify planned learning sequences which are personalised to encourage pupils to develop personal safety skills.

Content boundaries and factual accuracy

- We teach the facts and the law around biological sex and gender reassignment and ensure no particular contested viewpoint is endorsed; teaching remains respectful and aligned to equality law.
- We ensure balanced, factual, non stigmatising content on sexual health and relationships relevant to all pupils, including LGBT pupils and those who are gender questioning, and integrate this across the programme rather than as standalone.

IMPLEMENTATION:

The design and rationale of the curriculum informs the implementation of our offer at each key stage. Our Long-Term Planning framework identifies a clear overview of the three core areas which are delivered at each key stage (EYFS – Post 16) to ensure all learning remains sequenced and well-planned (pupils build upon their previously acquired skills). This structure provides the teaching staff with a clear focus upon the frequency of delivery.

PSHCE Long Term Planning:

PSHE LTP - KS1 &2

| | Autumn 1 | Autumn 1 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|--|--|---|
| Year 1 (2024-25) (2025-26) | Relationships (Families and people who care for me) | Living in the Wider World (Online relationships) | Health and Well-being (Mental Well-being) | Relationships (Caring Friendships) | Living in the Wider World | Health and Well-being (Being safe) |
| | Different types of Relationships (CG4) | Keeping Safe Online (SSS4) | Identifying and expressing feelings MF1 Plus Self-care Bullying Asking for Help | People who are special to us (SA4) Family and friends | Job People Do (WIL12) | Public and Private (SSS5) Dealing with Touch (CG3) |
| Year 2 (2024-5) (2025-6) | Relationships (Respectful Relationships) | Living in the Wider World (Internet Safety and Harms) | Health and Well-being (Changing Bodies) | Relationships (Being safe) | Living in the Wider World | Health and Well-being (Health Prevention) |
| | Kind and Unkind Behaviours (SA2) | Internet Safety | Changes in Puberty (CG2) Baby to Adult (CG1) | Trust (SSS3) Keeping Safe (SSS2) | Belonging to the Community (WIL15) | Taking Care of Ourselves (SSS1) + Basic First Aid |

PSHE LTP – KS3&4

| | Autumn 1 | Autumn 1 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|--|--|
| Year 1 (2024-25) (2025-26) | Relationships (Families) | Living in the Wider World (Online and Media) | Health and Well-being (Mental Well-being) | Relationships (Respectful relationships including friendships) | Living in the Wider World | Health and Well-being (Intimate and Sexual Health, Including Sexual Health) |
| | Different types of Relationships (CG4) or Long-Term Relationships and Parenthood (CG5) | Keeping Safe Online (SSS4) | Mental-Well-Being (HL1) Drugs, Alcohol and Tobacco (HL7) | Healthy and Unhealthy Relationship behaviours (CG3) | Diversity, Rights and Responsibilities (WILL1) | Public and Private (SSS6) Romantic Feelings and Sexual Attraction (MF3) |
| Year 2 (2024-5) (2025-6) | Relationships (Respectful Relationships) | Living in the Wider World (Internet Safety and Harms) | Health and Well-being (Changing Adolescent Bodies) | Relationships (Intimate and Sexual Health, including Sexual Health) | Living in the Wider World | Health and Well-being (Health Prevention) |
| | Kind and Unkind Behaviours (SA2) | Managing Online Information (WILL2) | Puberty (CG1) Body Image (HL5) | Intimate Relationships, Consent and Contraception (CG4) | Preparing for Adulthood (WILL4) | Feeling Unwell (SSS1) + First Aid |

UNITS OF WORK:

Units of work at each key stage are informed via 'end points' (WALT – We Are Learning To). These end points guide each teacher's understanding of what content needs to be delivered and how lessons will be structured. This approach ensures that all units of work remain outcome-led, carefully sequenced and aligned with the DfE Relationships, RSE and Health Education guidance. It also enables teachers to build upon previously delivered content in a manageable and developmentally sensitive way.

As a school, we recognise the need for a rolling programme which allows pupils to revisit key areas regularly, ensuring learning is reinforced, retained and deepened over time. This is especially important for pupils with complex learning needs who benefit from repetition, overlearning and opportunities to generalise skills across contexts.

While long-term plans outline the core areas to be taught, we also acknowledge that some themes need to be addressed more frequently, not always as discrete lessons but embedded across the curriculum and daily routines. For example, topics such as healthy eating, physical health, emotional regulation, social interaction, safety, equality and environmental awareness are often explored through cooking sessions, community learning, assemblies, leisure activities, personal care routines and supported social interactions throughout the school day.

Across KS1 and KS2, pupils will also encounter embedded developmental themes including:

- things we are good at
- playing and working together
- getting on with others
- healthy eating
- taking care of our physical health
- keeping well
- respecting differences
- rules and laws
- taking care of the environment
- early awareness of money and spending

Across KS3 and KS4, embedded themes include:

- personal strengths
- skills for learning
- prejudice and discrimination
- managing pressure
- feeling frightened or worried

- accidents and risk
- gambling awareness
- self-esteem and responding to unkind comments
- friendships and changing relationships
- elements of healthy lifestyles and physical activity
- body image
- environmental responsibility
- preparing for adulthood

Teachers are encouraged to use their professional judgement to identify when specific cohorts, groups or individual pupils may require additional or more explicit teaching of certain topics. Where this is the case, teachers may deliver supplementary lessons or interventions to ensure pupils develop the skills, knowledge and understanding they need. Individual pupils with identified needs may also receive 1:1 PSHE or RSE interventions provided by the class teacher with support from the PSHE Lead, or delivered directly by the PSHE Lead when appropriate.

Teachers will use the medium-term planning template identified within the SPT Teaching & Learning Policy to plan lessons and differentiate learning outcomes. This structure ensures consistency, clarity and responsiveness to pupils' developmental levels, communication needs and EHCP outcomes.

EYFS:

It is acknowledged the area of PSHE/ Relationships does not currently specify the development/ attributes for EYFS pupils; as such our delivery of this area focuses upon the areas of PSED & PD. Through our work we will promote the knowledge & understanding in the key areas outlined within the Development Matters documentation understanding that our pupils develop at their own rates, & in their own ways. Through our overview we have identified a rationale/ outcomes within the strands of health & well-being, relationships & living in the wider world which informs the teaching delivery in this area of the school which prepares our pupils for their next stage as they move into KS1.

POST 16:

At P16 we will promote students continued development of skills, knowledge & understanding within the area of relationships/ RSE to enable them to make choices which increases opportunities for them to lead healthy lifestyles, further develop their personal autonomy & independence in forming positive/ appropriate/ safe relationships & in making decisions which will impact upon their lives. Personalised delivery is achieved via the Post 16 curriculum & bespoke units of work, the Post 16 lead of the school has the responsibility for the effective implementation of the relationships/ RSE offer.

ASSESSMENT – Relationships & RSE:

Curnow School acknowledges the vital importance of pupil assessment to ensure that all pupils build upon what they already know and can do. Assessment will be used to plan personalised learning sequences and to monitor progress towards the 'end points' identified within each unit of work. Teachers will use the assessment principles outlined within the school's Teaching & Learning policy to track progress over time following each teaching session (formative assessment).

Pupils' progress (summative assessment) will be assessed using **individualised PSHE/RSE targets**, set for each topic and informed by pupils' developmental needs, communication profiles and learning pathways. While assessment tools such as the **Progression Steps** may be used to support teacher planning and target-setting, these tools are **not used as the formal assessment measure**. All assessment within PSHE/RSE is therefore personalised, needs-led and aligned to EHCP outcomes where appropriate.

As recognised in many areas of the PSHE/RSE curriculum, some strands will need to be addressed daily; as a result, progress may also be evidenced through pupils' day-to-day interactions, IEPs and teacher observations. Progress over time will be reported to parents and carers using the SPT criteria for emerging, expected or exceeded progress.

Pupils within Early Years will be assessed using the phases of development within the Prime areas of learning, particularly PSED and PD, as appropriate to their individual profiles.

Pupils working within the **Engagement Pathway** will be assessed across the five areas of engagement (exploration, realisation, anticipation, persistence and initiation), alongside progress within SEMH and Communication & Interaction as identified in their EHCPs.

KEY VOCABULARY:

Each unit of work within our relationships/ RSE curriculum areas depict the key vocabulary which staff are recommended to use in delivering this scheme of work; through the consistent use of such vocabulary we aim to promote a developing understanding of the key skills/ concepts outlined in pupil's developing understanding of relationships. The key vocabulary will also promote the social acceptance of vocabulary used particularly in relation to body parts & what pupils will begin to hear as they widen their social experiences/ environments. Pupils may well use different terminology in their current vocabulary, although this will not necessarily be discouraged staff will acknowledge the terminology used & offer the more conventional word – e.g. - willy/ penis.

RESOURCES:

Part of the roles/ responsibilities of the subject coordinator (middle leader) will be to support teachers in their effective delivery of the learning outcomes designed for each pupil through the identification of key resources within all curriculum areas – e.g. – teaching/ learning aids/ ICT programmes etc. The school recognises that many aspects of this scheme will be addressed via personalised learning outcomes identified from EHCPs (e.g. – IEPs); as such the class teacher will determine the appropriate resources required. When appropriate resources cannot be located by the class teacher they will liaise with the Relationships or appropriate agency – e.g. - school nurse/CAHMs case worker/ parents to discuss.

Additional resources may need to be obtained by the subject leaders responsible for Science, PE, DT & Computing to support the delivery of PSHCE, aspects of which have been identified through a cross curricula approach securing subject learning remains inter-connected.

If the school uses any visiting speakers it will adhere to the requirements outlined within the SPT visitors policy to ensure safeguarding remains effective.

ACCREDITATION:

The Curnow scheme of work identifies potential units of accreditation from KS4 within all three strands; all accreditation delivered will be informed via the SPT accreditation offer outlining the intent, implementation & impact of modules studied; all Accreditation awarded will therefore, add value to learning outcomes pursued.

RELIGION & BELIEF:

Our school has a good understanding of pupils' faith backgrounds via the information received from parents and social care colleagues; our teaching will therefore consider the religious backgrounds of all pupils when planning teaching, so that the themes and units of work are appropriately planned and delivered.

Curnow School will ensure it complies with the relevant provisions of the Equality Act 2010, under which religious beliefs are among the protected characteristics.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

If any member of staff is unsure of the content of units and the potential impact upon pupils' religious beliefs, they will discuss this with the HT / Middle Leader of the school before proceeding with any subject delivery, checking the teaching content of the unit accordingly.

IMPACT:

Through our Relationships Education, Relationships & Sex Education (RSE) & Health Education offer we anticipate pupils will:

- Make progress from their different starting points, embedding key skills, knowledge & understanding into long term memory
- Build upon prior knowledge & understanding (their current skills/ abilities)
- Enjoy their learning & engage well
- Develop a greater understanding of the importance of good emotional/ mental health & the contribution they can make in maintaining this
- Develop the knowledge required to make informed choices about how to live safe, active, healthy & fulfilling lifestyles
- Develop/ identify ways to seek help & guidance relating to their personal health, safety & well-being
- Develop/ extend their skills, knowledge & understanding of staying safe whilst **online**
- Develop a greater understanding of different types of relationships & their contribution to them
- Develop/ understand that some types of relationships involve choice-making/ consent
- Begin to/ apply skills learned using & generalising PSHE knowledge & understanding confidently within their day-to-day lives
- Extend their knowledge & understanding of economic well-being

REPORTING PUPIL PROGRESS:

Reporting of pupil progress achieved in this area of the curriculum (including RSE where appropriate), will be undertaken at the end of the academic year via the school's annual report to parents established by the school. Parents will also have the opportunity to discuss their child's progress in this area via the EHCP Annual Review when outcomes relate to the implementation of outcomes which have been designed into half-termly targets.

Parents are provided with the opportunity to contact the school via the RSE letters sent out by the class teacher before teaching any RSE unit commences; through such means there will be the opportunity to discuss potential progress in the area planned to be delivered.

RSE Rationale (bespoke School Offer)

We acknowledge that pupils with learning difficulties will experience all the normal biological and psychological changes associated with sexual development, and in this respect experience the same needs and desires as any other member of the population.

The area of Relationships and Sex Education (RSE) will provide *some* pupils with the information they need to understand the human life cycle and the processes involved in human reproduction. This will include preparing pupils for the physical changes to their bodies and how to manage these (e.g. personal care and self-help routines). It will also include a focus on emotional changes they may experience.

Additionally, pupils will be provided with developmentally appropriate information that will support them to form and experience meaningful relationships (which may, for some pupils, include discussion of sexual feelings or relationships). We also recognise that RSE can play an important role in preparing pupils for aspects of adulthood; some areas of learning are therefore aligned with the National Curriculum for Science (compulsory programmes of study at Key Stage 2).

Cross Curricula links

National Curriculum SCIENCE (Biology)

Year 2 - Notice that animals, including humans, have offspring which grow into adults

Year 5 & 6 - Describe the differences in the life cycles of a mammal, an amphibian, an insect & a bird

Describe the life process of reproduction in some plants & animals

SMSC

Social Skills (Social development): aimed at pupil's social development through the promotion of a sense of belonging. By providing an environment where pupils are empowered to take responsibility for themselves/ others encouraging them to further develop their initiative & independence through their communication. Our ultimate aim is to enable our pupils to care & act responsibly towards each other & respect others views & if necessary being able to resolve difficulties & differences.

Our aims of Social development will encourage the pupils to further develop their skills & abilities to:

- Understand the importance of core values & qualities which are valued in our society
- Value diversity & equality respecting social differences & similarities
- Understand citizenship & to experience being part of a caring community & consider the importance of rights & responsibilities
- Relate to others, show sensitivity to the needs & feelings of others
- Work successfully as a member of a team or group interacting purposefully with others
- Share views & opinions with others; resolve difficulties & differences
- Reflect upon their contribution to a team, group, community
- Show respect for people, living things, property & the environment
- Realise there are things each person can do well

Our school recognises that pupils must have an appropriate level of cognitive, emotional and communication understanding in order to meaningfully access the content of Relationship and Sex Education (RSE). For this reason, RSE is delivered only when pupils have been assessed as developmentally and emotionally ready to engage with the material in a safe and purposeful way.

To ensure this, the school uses the PSHE Association SEND Framework, alongside holistic assessment, teacher observation, communication profiles and multi-agency input, to determine a pupil's readiness. This developmental approach ensures that RSE is introduced at the right time for each learner, reflects their individual needs and supports safeguarding.

Our school has therefore determined that: The formal teaching of Relationship and Sex Education will be delivered to pupils who have been identified, through ongoing assessment, professional judgement and individual learning profiles, as being ready to access this content. This includes pupils who demonstrate the cognitive, emotional and communication capacities required to understand:

- body changes and puberty
- personal boundaries and consent
- healthy and unhealthy relationships
- private/public body parts and safe/unsafe touch
- the foundations of sexual health (secondary only, when appropriate)

This ensures that all formal RSE content is developmentally appropriate, safeguarding-led and responsive to the individual learning needs of our pupils.

ORGANISATION – DfE requirements:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The DfE statutory Relationships Education, Relationships & Sex Education (RSE) and Health Education guidance outlines:

- **All secondary schools must provide RSE** as part of the basic curriculum, and the elements relating to human reproduction are part of the **National Curriculum for Science**, which all schools must teach.
- In primary schools, governing bodies and head teachers must decide whether to provide **additional sex education** beyond the statutory science curriculum. Where a school chooses to do so, it must determine what this will include and how it will be organised.

- **RSE is compulsory for all pupils receiving secondary education.** Statutory content includes teaching about reproduction, sexuality and sexual health. Some aspects of this are compulsory because they form part of National Curriculum Science.
- Parents retain the right to withdraw their child from **sex education** elements of RSE (other than those included within the statutory science curriculum). Parents cannot withdraw their children from Relationships Education or Health Education.

Schools must have regard to the **DfE Relationships Education, RSE and Health Education (2019)** statutory guidance, which replaced the earlier Sex and Relationship Guidance (2000).

Parents' Rights to Withdraw a Child from Sex Education

The Department for Education's statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2020) states that parents have the right to request that their child be withdrawn from some or all of the sex-education components of statutory RSE.

Before granting any request, it is good practice for the head teacher to meet with parents—and, where appropriate, with the child—to ensure that their wishes are understood and to clarify the nature and purpose of the content being taught. Schools should document this discussion and keep an accurate record of the request and the outcome.

It is also good practice to discuss with parents the benefits for their child of receiving age-appropriate, developmentally appropriate sex education, as well as any possible negative effects of withdrawal. Such effects may include missing important learning, reduced opportunities for peer discussion, or the likelihood of receiving inaccurate second-hand information from peers. These risks may be reduced if parents choose to deliver this content at home.

Following this discussion, and except in exceptional circumstances, the school will respect the parents' request to withdraw their child from sex education up to and until three terms before the child turns 16. After this point, if the young person wishes to receive sex education, the school will make arrangements for this to be provided during one of those terms.

This withdrawal process applies equally to pupils with SEND. The statutory guidance recognises that SEND does not remove a parent's right to request withdrawal. However, in some cases the head teacher may take a child's specific needs into account when considering the most appropriate response, particularly where safeguarding, communication needs or emotional readiness are relevant factors.

Parents cannot withdraw their child from:

- Relationships Education (statutory in all primary schools)
- Health Education (statutory in all state-funded primary and secondary schools)
- The science curriculum, including biological aspects of human growth, reproduction and puberty

If a pupil is withdrawn from sex-education sessions, the school will ensure that they receive appropriate, purposeful education during this time.

LETTERS TO PARENTS – APPENDIX 1 - 3:

Curnow School has designed letters which all teachers who plan to deliver RSE will send to parents before teaching units of work commences. The letters outline the unit of work which enables parents the opportunity to contact the school before the teaching module commences to find out further information if/ as needed:

Please find attached a copy of the scheme of work that shows exactly what will be covered during each session. If you would like to ask any questions or have any concerns, please feel free to contact me before the session starts on (Date).

INTENT OF RSE CURRICULUM:

Our breadth and depth of offer enable pupils to develop, and further develop, their key skills and conceptual understanding of Relationships and Sex Education (RSE) as part of a fully integrated whole-school PSHE curriculum. Rather than being taught as a separate programme, RSE is woven throughout

our curriculum in developmentally appropriate ways, ensuring pupils build secure knowledge, understanding and skills over time.

Our overarching intent is to support pupils to:

- maintain good physical, mental and emotional health and wellbeing
- understand the roles of others, particularly trusted adults and health professionals
- develop ways of keeping physically and emotionally safe
- understand appropriate behaviour and personal safety issues, including risks related to online activity
- become increasingly confident in establishing and maintaining positive, respectful relationships
- identify and manage risks (linked with our online safety curriculum and safeguarding practice)
- prepare for and manage changes to their bodies
- develop and sustain a variety of healthy, respectful relationships across social and cultural contexts
- develop the skills to make safe, informed and appropriate decisions in their relationships
- respect equality and diversity in everyday life and within their personal relationships
- become a productive, valued member of a diverse community
- learn about money, including how to keep it safe and make informed financial choices
- understand how to make informed choices and develop ambition, confidence and independence

RSE content is delivered flexibly across the curriculum through PSHE Association SEND Framework themes, embedded within everyday school experiences, subject learning, personal care routines, online safety education and wider curriculum opportunities. This approach ensures that skills are taught, revisited and reinforced in meaningful, relevant contexts.

CORE THEMES:

The core elements of Relationships and Sex Education (RSE) are embedded throughout our PSHE curriculum and wider school offer. These elements include:

Curriculum Association Themes / RSE Concepts

- *Puberty and bodily changes*
- *Life cycles and personal development*
- *Personal autonomy, privacy and safety*
- *Respectful relationships*
- *Consent and healthy boundaries*
- *Emotional regulation and wellbeing*
- *Online safety and digital relationships*
- *Sexual health (for pupils who are developmentally ready and identified as appropriate to receive this content)*

These concepts are introduced, revisited and deepened through a rolling programme that ensures logical progression, repetition for consolidation, and opportunities for pupils to generalise skills across school, home and community settings.

SAFEGUARDING:

Safeguarding is embedded throughout our PSHE and RSE curriculum. All strands of the curriculum promote pupils' safety, wellbeing and ability to recognise unsafe situations, both online and offline. We explicitly teach the skills pupils need to keep themselves safe, including identifying trusted adults, understanding personal boundaries, recognising private and public behaviours, and knowing how to seek help.

We establish **ground rules**, use distancing techniques, and apply **trauma informed** approaches. Staff answer questions **factually** and **age/stage appropriately**, using agreed scripts when needed for safeguarding.

Teaching staff plan personalised learning sequences that reflect each pupil's communication style, developmental stage and EHCP outcomes, ensuring every pupil is supported to develop essential

personal safety skills. Our PSHE and RSE curriculum complements and reinforces the wider safeguarding work of the school and adheres to statutory Keeping Children Safe in Education (KCSIE) requirements.

RSE Delivery and Parental Information:

Parents/carers will be informed in advance of any planned teaching that includes the sex-education elements of RSE. They will be offered the opportunity to review relevant Medium-Term plans and resources before teaching takes place. Parents retain the right to request withdrawal from the sex-education components of RSE, as outlined in statutory guidance.

Our RSE content is now fully embedded within the wider PSHE curriculum and whole-school approach. Teaching focuses on developing pupils' safety, communication, body awareness and understanding of healthy, respectful relationships. Learning is developmental, responsive and aligned with the PSHE Association SEND Framework.

Because many aspects of RSE arise naturally through daily interactions, pupils' questions and communication, staff may address relevant safeguarding themes as they occur. This includes teaching about public and private behaviours, appropriate touch, personal space, consent-based communication, and managing relationships safely.

Where individual pupils require more explicit or personalised teaching, for example, due to specific safeguarding needs, misunderstandings, or emerging behaviours, staff may deliver additional targeted sessions. These may be provided by the class teacher with support from the PSHE Lead, or by the PSHE Lead directly.

HEALTH & SAFETY:

All staff will ensure the health & safety of all pupils & staff at all times undertaking any risk assessments/ additional control measures to ensure the safe delivery of PSHE across the school.

RESPONSIBILITIES FOR THE IMPLEMENTATION OF THIS POLICY - GUIDELINES:

Local Governing Body (LGB)

The LGB holds delegated responsibility from the Trustees for monitoring the effectiveness of the school's PSHE and RSE provision. This includes:

- Receiving reports from the Headteacher, Curriculum (Quality of Education) Lead and Subject Leader regarding curriculum intent, implementation and impact.
- Ensuring PSHE/RSE is well led, effectively managed and appropriately planned.
- Ensuring the school provides clear information to parents about the RSE curriculum and their right to request withdrawal from sex-education elements.
- Approving this policy and any subsequent updates.
- Ensuring the curriculum is adequately resourced and timetabled so the school can fulfil statutory requirements.

Headteacher

- Ensures that PSHE/RSE is delivered in line with statutory guidance. We will access RSHE CPD and planning support to prepare for 2026 implementation of updated guidance, including VAWG prevention and suicide prevention teaching for secondary.
- Oversees staff training and ensures the curriculum is consistent, inclusive and safeguarding-led.
- All staff receive annual safeguarding training (KCSIE Part 1/Annex A) including online safety and child on child abuse; DSL/PSHE staff receive enhanced updates (filtering/monitoring, emerging online harms, AI deepfakes).
- Approves requests for withdrawal from sex-education components in line with statutory expectations.

DSL/Deputies:

- safeguarding oversight
- staff briefings on emerging risks
- case management.

PSHE Lead

- Provides leadership, subject knowledge, and curriculum development for PSHE and RSE across the school.
- Supports staff in planning, differentiation and delivery to meet pupils' developmental, sensory and communication needs.
- Monitors teaching and learning, supports assessment and reviews provision to ensure it reflects current guidance and the needs of the school population.
- Offers guidance or 1:1 intervention where pupils require personalised RSE support.
- Supports parent engagement and sharing of information.

Class Teachers

- Deliver PSHE and RSE in line with the school's curriculum, adapting teaching to pupils' developmental readiness, EHCP outcomes and communication needs.
- Identify pupils or cohorts requiring additional or more explicit teaching and liaise with the PSHE Lead as needed.
- Provide feedback for monitoring and contribute to ongoing curriculum evaluation.

All Staff

- model respectful relationships
- follow safeguarding and reporting procedures.

MONITORING & REVIEW:

It will be the responsibility of all the teachers in the school to ensure the area of PHSE/ RSE is monitored & reviewed to make sure the delivery of this subject area supports pupils/ students personalised learning needs providing each with differentiated learning sequences towards identified 'end points'.

We audit provision against DfE guidance and KCSIE annually; review lesson sequencing and impact; and report to governors.

We consider Ofsted Inspection expectations (Personal Development & Well being under the renewed framework) when evaluating breadth, inclusivity and impact.

The Head Teacher will monitor this policy on an annual basis as part of the School Self Evaluation Policy & Guidelines alongside the subject coordinator.

| | |
|---|-------------------------------------|
| Responsibility cascaded to DT school LGB by Trustees | Local Governing Body & Head Teacher |
| Policy approved by the Local Governing Body | |
| Policy to be reviewed | Annually – February 2027 |

Statutory references and key sources

DfE RSHE Guidance (2019; updated 2025 for 2026 introduction) — status, requirements, policy/consultation expectations, curriculum content. [[gov.uk](#)]

DfE consultation outcome (Sept 2025) — confirms changes, no age-limits, approach to contested topics, suicide-prevention inclusion. [[gov.uk](#)], [[assets.pub...ice.gov.uk](#)]

Secretary of State statement (July 2025) — emphasis on VAWG prevention, digital harms, and age-appropriate sequencing. [[questions-...liament.uk](#)]

Sex Education Forum analysis (July 2025) — key shifts incl. parental transparency, skills emphasis, SEND tailoring gap. [[sexeducati...rum.org.uk](#)]

KCSIE 2025 — safeguarding duties, online safety updates (mis/disinformation), DSL role, Part 5 (child-on-child sexual violence/harassment). [[gov.uk](#)], [[assets.pub...ice.gov.uk](#)]

SEND Code of Practice (0–25) — personalisation, reasonable adjustments, preparing for adulthood. [[gov.uk](#)]

Equality Act 2010 (DfE & EHRC guidance) — PSED, protected characteristics, reasonable adjustments. [[gov.uk](#)], [[equalityhu...rights.com](#)]

UKCIS Education for a Connected World; ProjectEVOLVE — digital resilience framework and resources. [[gov.uk](#)], [[projectevolve.co.uk](#)]

PSHE Association — implementation support and CPD for the 2026 RSHE update. [[pshe-assoc...ion.org.uk](#)]

APPENDIX 1 – LETTER TO PARENTS:

Date:

Dear Parent/Carer,

As part of the school's Personal, Social & Health Education programme your child will soon receive lessons on Relationships & Sex Education (RSE) which will include study on XXXXXXXXXX (add content). This aims to help pupils to form/understand relationships in a responsible & healthy manner. We have planned this work as assessment outcomes have determined your child is ready to comprehend the programme of work which has been designed to further develop their skills, knowledge & understanding in this vital area. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body.

The key aims of our RSE are to

- 1 Provide accurate & relevant information about the physical & emotional changes that young people will experience through their formative years & into adulthood
- 2 Establish an awareness of the importance of stable family life & relationships
- 3 Foster self-awareness & self-esteem
- 4 Develop a sense of responsibility & respect for themselves & others
- 5 Reinforce the work of the science curriculum

The purpose of our Relationship & Sex Education lessons is to provide further knowledge & understanding of:

- **(Detail key skills to be pursued)**

All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned & the teachers will aim to present the programme in an objective, balanced & sensitive manner.

The areas that will be covered will include:

- **(Detail scheme content & learning outcomes – WALT/ differentiated learning outcomes – part of a planned sequence of learning)**

Please find attached a copy of the scheme of work that shows exactly what will be covered during each session. If you would like to ask any questions or have any concerns, please feel free to contact me before the session starts on (Date).

Progress over time will be reported in the Annual report to parents in the summer term. If you do not want your child to attend these highly structured SRE sessions can you, please contact me as soon as possible.

School telephone number:

Thank you

Yours Sincerely

(Class teacher)

Copy: School file

APPENDIX 2 - KEY STAGE 2 RELATIONSHIPS SEX EDUCATION – LETTER TO PARENTS:

Date:

Dear Parent/Carer,

As part of the school's Personal, Social, Health & Citizenship Education programme your child will soon receive structured lessons on Relationships & Sex Education (RSE) which will include study on XXXXXXXXXX (add content). We have planned this work as assessment outcomes have determined your child is ready to comprehend the programme of work which has been designed to further develop their skills, knowledge & understanding in this vital area. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body.

This programme of work aims to help our pupils form/ understand relationships in a responsible & healthy manner, as well as learning ways to stay safe/ seek help if/ as necessary.

The key aims/ intent of our RSE are to:

- 6 Provide accurate & relevant information about the physical & emotional changes that young people will experience through their formative years & into adulthood
- 7 Establish an awareness of the importance of stable family life & relationships
- 8 Foster self-awareness & self-esteem
- 9 Develop a sense of responsibility & respect for themselves & others
- 10 Reinforce the work of the science curriculum

The purpose of our Relationship & Sex Education lessons is to provide further knowledge & understanding of:

- **Puberty & Change**
- **Life Cycles & Changes**

All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned; all teachers will aim to present the programme in an objective, balanced & sensitive manner.

The areas that will be covered will include:

- Changes that happen to the body as humans' grow
- Recognise the changes that will/ are happening to their bodies
- Understand that females menstruate & what this means to them (female students)
- Provide pupils with a means to communicate any questions, ensuring they know who to ask & what language (appropriate vocabulary) to use
- Recognise the changes in other people as they change & grow
- Develop life skills to enable them to cater for their own personal hygiene needs within school & wider school settings
- To recognise we look different at different ages
- To identify how our lives are different at different ages
- Explore the concept of growing up, body changes & personal hygiene

Please find attached a copy of the scheme of work that shows exactly what will be covered during each session. If you would like to ask any questions or have any concerns, please feel free to contact me before the session starts on (add date).

Progress over time will be reported in the Annual report to parents in the summer term. If you do not want your child to attend these highly structured SRE sessions can you, please contact me as soon as possible.

School telephone number:

Thank you

Yours Sincerely

(Class teacher) - Copy: School file

APPENDIX 3 – LETTER TO PARENTS - KEY STAGES 3 & 4

Date:

Dear Parent/ Carer,

As part of the school's Personal, Social, Health & Citizenship Education programme your child will soon receive structured lessons on Relationships & Sex Education (RSE) which will include study on XXXXXXXXX (add content). We have planned this work as assessment outcomes have determined your child is ready to comprehend the programme of work which has been designed to further develop their skills, knowledge & understanding in this vital area. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body.

The key aims of our RSE are to

- 11 Provide accurate & relevant information about the physical & emotional changes that young people will experience through their formative years & into adulthood
- 12 Establish an awareness of the importance of stable family life & relationships
- 13 Foster self-awareness & self-esteem
- 14 Develop a sense of responsibility & respect for themselves & others
- 15 Reinforce the work of the science curriculum

The purpose of our Relationship & Sex Education lessons is to provide further knowledge & understanding of the following areas as well as learning ways to stay safe/ seek help if/ as necessary (please indicate area being studied):

- **Life Cycles & Changes**
- **Puberty**
- **Personal Autonomy & Safety**
- **Sexual Health including Contraception (The Role of the Health Professional)**

All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned & the teachers will aim to present the programme in an objective, balanced & sensitive manner.

The areas that will be covered will include:

- To be able to sequence the human lifecycle
- To know the names of the external sexual organs
- To know how their body will change
- To know how a baby is conceived
- How to manage changes/ emotions & express feelings/ emotions
- Seeks help from others if/ when personal safety is compromised
- Demonstrate ways to display empathy towards others
- Grow aware of appropriate & inappropriate expression of emotion & audience
- Understand changes in regard to feelings as puberty starts
- Express their feelings in an appropriate manner
- Manage the changes to their body as puberty starts/ occur
- Understand that masturbation is a private act
- Identify the appropriateness of time & place
- Identify the public & private areas of the home & of school
- Develop/ further develop personal safety beginning to identify ways to keep safe/ seek help from others
- Identify the changes that happen to the body as humans' grow
- Recognise the changes that will/ are happening to their bodies
- Understand that females menstruate (female students)

- Discuss experiences of periods & use vocabulary related to having periods (female students)
- Understand why we have periods
- Know that boys have wet dreams & that it is a natural occurrence (male students)
- Know what to do if a wet dream occurs (male students)
- Provide them with a means to communicate any questions, ensuring that they know who to ask & what language to use
- Know how to manage the changes in their bodies using & applying the self-help & personal hygiene skills needed
- Know how to maintain a healthy lifestyle & what to do when they are ill
- Know the names of different health professionals & their roles & how they can help them
- Know what an emergency is & who to contact in an emergency

Please find attached a copy of the scheme of work that shows exactly what will be covered during each session. If you would like to ask any questions or have any concerns, please feel free to contact me **before the session starts on (Date)**.

Progress over time will be reported in the Annual report to parents in the summer term. If you do not want your child to attend these highly structured SRE sessions can you, please contact me as soon as possible.

School telephone number:

Thank you

Yours Sincerely

(Class teacher)

Copy: School file

APPENDIX 4 – ROLES & RESPONSIBILITIES OF THE SUBJECT COORDINATOR (MIDDLE LEADER) – SPT TEACHING & LEARNING POLICY:

Roles and Responsibilities of subject coordinators

| INTENT - To ensure the curriculum/subject area/offer meets the needs of the school population the coordinator will: | IMPLEMENTATION - To ensure informed/effective subject delivery the coordinator will: | IMPACT - To ensure the impact can be measured the coordinator will: |
|---|---|--|
| <ul style="list-style-type: none"> - Ensure secure knowledge and understanding of the key skills required for subject area (National curriculum requirements); produce a rationale for each key skill area to inform effective teaching/learning across the school which enables all pupils to build upon previous learning (learning is sequenced) - Produce the curriculum offer for the school which provides breadth, depth and relevance for the pupils (3 x I's overview) which maintains a focus on the development of pupil's skills, knowledge and understanding in the key skills identified (preparing them well for next steps/stage) | <ul style="list-style-type: none"> - Ensure the school policy and associated planning documents focus upon the intent, implementation and impact of the subject area - Identify NC key skills across the school (long term planning) ensuring that all learning is informed/ sequenced with opportunities for repeated recall - Monitor delivery via timetable scrutiny and learning walks across the school - Attend effective training programmes for the subject area; research pedagogical studies which will impact upon practice - Audit training needs and provide professional leadership and management to the school work force via effective CPD; evaluate effectiveness/impact of CPD delivered - Work in partnership with other curricular coordinators across the Trust to ensure curriculum content secures equity of provision - Ensure all documents published (including the web site) provide accuracy within the information recorded which secures effectiveness within teacher planning (long term, medium term and key skills) - Ensure the subject offer reflects any changes to National documentation and the information is cascaded - Secure key vocabulary required in delivering the subject area which is linked to the key skills identified - Identify appropriate/relevant English and Maths areas of learning to secure all learning is linked/well-planned - Identify assessment streams; monitor the effective use of such assessment within teacher planning - Attend moderation meetings where appropriate - Undertake any risk assessments/additional control measures to secure safe, effective delivery - Plan/cascade information on whole school curriculum days, identifying resources required - Provide bids for the subject area submitting such bids to the Head of Upper School/Lower school | <ul style="list-style-type: none"> - Complete a subject audit with impact and subsequent development plan (every two years, one for core subjects) identifying the necessary actions to inform the implementation of the subject across the school - Provide information/outcomes/impact report to the LGB/HT/teachers to increase their knowledge and understanding in line with the school's self-evaluation policy - Undertake learning walks with Governors to increase their knowledge and understanding of the subject; assist Governors in recording/reporting information to the HT and the LGB (challenges) - Scrutinise/analyse pupil progress data sets (where relevant) measuring the impact of the subject offer; share information with teachers/HT and LGB - Undertake learning walks through the school to secure an overview of effective teaching/ learning /differentiation /assessment in line with the curriculum offer - Scrutinise work books (where relevant), progress files which evidences assessment overview (B2) sequential learning/impact of subject delivery - Scrutinise Medium Term plans to identify cross curricula links and key vocabulary to be used - Monitor pupil reports |
| <p>The subject coordinator will evidence impact of subject delivery through:</p> | | |
| <ul style="list-style-type: none"> - A curriculum folder which evidences subject offer and impact of subject delivered across the school - An access to learning folder evidencing school offer in action - Publication of school offer (including photographs/video * consider pupil permission) on the school's web site - Contribute to the PowerPoint presentations (front of school) where relevant | | |
| <p>Subject co-ordinators file contents:</p> | | |
| <ul style="list-style-type: none"> - Subject policy statement - Subject area overview – 3 x I's - Teacher job description - The role of the subject co-ordinator - Subject overview (Long Term Planning – key skills focus) - Subject audit and associated development plan (reported to the LGB; impact led) - Curriculum offer and assessment documents (key skills) - Training log (CPD) - Evaluating standards (data – if/as appropriate) | | |