



Name of Policy	Relationships and Sex Education Policy
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1. PSHE/RSE Intent

Personal Social Health Education (PSHE) including Relationships Sex Education (RSE) is at the heart of the Rosewood School's values and ethos and runs throughout all that we do.

The curriculum is delivered to empower our students to thrive both personally and academically despite the challenges they face. We aim to support their holistic development by fostering resilience, confidence, and a sense of belonging in a safe and nurturing environment.

Our PSHE curriculum is designed to:

- **Promote Wellbeing:** Equip students with the knowledge, skills, and strategies needed to manage their physical and mental health effectively. This includes an emphasis on emotional literacy, stress management, and healthy lifestyle choices.
- **Build Relationships:** Develop interpersonal skills, empathy, and communication to support positive relationships with peers, staff, and the wider community.
- **Encourage Personal Responsibility:** Help students to understand their rights and responsibilities, empowering them to make informed, safe, and responsible decisions about their own lives and futures.
- **Support Social and Emotional Learning (SEL):** Provide opportunities to explore and express emotions, build self-awareness, and cultivate coping mechanisms for adversity.
- **Prepare for Life Beyond School:** Equip students with practical life skills, such as financial literacy, career planning, and understanding societal structures, to ensure they can navigate adulthood successfully.
- **Celebrate Diversity and Inclusion:** Foster an environment of acceptance and mutual respect by exploring themes of equality, diversity, and global citizenship.

Our curriculum is tailored to meet the unique needs of each pupil, recognising that their journeys are individual. Through engaging and accessible learning experiences, we aim to inspire hope, ambition, and a sense of purpose, preparing our pupils to re-engage with education, society, and their futures with confidence.

Through linking with Citizenship, delivering British Values through the PSHE curriculum is crucial for supporting pupils' personal development and preparing them for life in modern Britain. The values of democracy, rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs align closely with the needs of our students, particularly as they navigate challenges relating to physical and mental health.

Here's why integrating these values is essential:

- **Fostering a Sense of Belonging:** We have feedback from our students that they often experience social isolation or disconnection from mainstream settings. Teaching British Values helps them feel part of a shared national identity while respecting their unique experiences. This promotes inclusivity and a sense of belonging, which are critical for mental wellbeing.
- **Promoting Equality and Respect:** By embedding mutual respect and tolerance, the PSHE curriculum helps pupils appreciate diversity in all its forms—cultural, religious, and personal. This supports them in building positive relationships and reduces prejudice, helping them navigate diverse communities with confidence and compassion.
- **Encouraging Active Participation:** Teaching about democracy encourages pupils to express their views and understand their role in society. This empowers them to have a voice, make informed decisions, and participate actively in their communities, fostering self-worth and resilience.
- **Supporting Emotional Regulation and Boundaries:** Understanding the rule of law helps pupils grasp the importance of structure and boundaries. This is especially valuable for those whose experiences might involve instability, as it provides a framework for making safe and responsible choices

- **Empowering Personal Freedom:** Individual liberty, delivered through lessons on personal rights and responsibilities, helps pupils explore their own identities while respecting others. This supports their autonomy and self-confidence, particularly for those managing mental and physical health challenges.
- **Preparing for Life Beyond TRS:** A strong foundation in British Values equips pupils with the skills and attitudes needed to thrive in society. It prepares them to transition successfully into further education, work, or training, and to navigate complex societal issues with maturity and understanding.

By embedding British Values linking to breakfast club and the PSHE curriculum, TRS can provide a supportive framework that nurtures pupils' development as empathetic, responsible, and resilient individuals ready to engage positively with the wider world.

2. PSHE/RSE Implementation

Our PSHE (Personal, Social, Health, and Economic education) and RSE (Relationships and Sex Education) curriculum is designed to meet the diverse needs of our students. It is delivered in a structured, inclusive, and supportive manner to ensure all students feel valued, empowered, and equipped to thrive both inside and outside of TRS.

PSHE/RSE will be delivered in the following ways:

Delivery Approach

- Lessons are timetabled once a week for all year groups
- Topics are weaved through breakfast club each morning
- Topics are delivered in line with statutory guidance and are carefully sequenced to build knowledge progressively.
- Lessons are conducted in a trauma-informed, judgment-free space where pupils feel comfortable discussing sensitive topics.
- Ground rules are established collaboratively to create an atmosphere of mutual respect and trust.
- Staff regularly assess the evolving needs of pupils, ensuring that lessons address their current experiences and challenges.
- Emerging issues such as online safety, mental health crises, or local community concerns are integrated into the curriculum dynamically.
- PSHE and RSE delivery is supported by collaboration with other professionals, such as school counsellors, healthcare providers, and external specialists, to provide expert insights and reinforcement of key messages.
- External agencies and workshops are used to enrich learning, providing real-world context and diverse perspectives.

Key Themes and Focus Areas

Relationships and Communication

- Understanding healthy relationships, consent, and effective communication.
- Developing empathy, respect, and tolerance to build positive connections with others.

Physical and Mental Wellbeing

- Exploring strategies for managing mental health, emotional resilience, and physical health, including healthy eating, exercise, and self-care.
- Tackling stigma and promoting access to support networks.

Identity and Self-Confidence

- Encouraging self-awareness, self-esteem, and acceptance of individuality.
- Exploring topics such as gender identity, cultural diversity, and personal values.

Risk Management and Safety

- Equipping pupils to identify and manage risks, including online safety, substance misuse, and peer pressure.
- Teaching practical skills to maintain personal safety and seek help when needed.

Preparation for Adulthood

- Supporting pupils in understanding financial literacy, career planning, and life skills.
- Providing guidance on relationships, family planning, and personal responsibilities as they transition into adulthood.

The curriculum is split into three themes

- Relationships
- Health and wellbeing
- Living in the wider world

Assessment and Evaluation

- Pupil progress is monitored through self-assessments, multiple choice low stakes quizzes, diagnostic questions, discussions, and reflective activities rather than traditional exams, and ensuring assessment methods are inclusive and supportive. Due students lack of attendance This is to assess prior learning and gaps in knowledge
- Regular feedback from pupils and staff informs curriculum adjustments, ensuring relevance and effectiveness.

Staff Training and Development

- All staff involved in delivering PSHE and RSE receive ongoing training to ensure they are equipped with the knowledge, skills, and confidence to address sensitive issues appropriately.

PSHE/ RSE Impact

The Rosewood School aims to create meaningful, transformative, and measurable outcomes for our pupils. These outcomes reflect not only academic progress but also personal growth, resilience, and preparedness for life beyond the our school setting

Key Areas of Impact

Improved Emotional and Mental Wellbeing:

- Students develop greater self-awareness, emotional regulation, and coping strategies to manage their mental health effectively.
- There is a noticeable increase in student's confidence to seek support, reducing stigma around mental health and fostering a culture of openness.
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Strengthened Relationships and Social Skills:

- Students build healthy and respectful relationships with peers, staff, and their wider communities, supported by improved communication and conflict resolution skills.
- They demonstrate a better understanding of consent, boundaries, and mutual respect in personal and social interactions.

Increased Knowledge and Understanding

- Students gain essential knowledge about physical and mental health, relationships, safety, and life skills, enabling informed decision-making in their daily lives.
- They are more aware of risks, including online safety, substance misuse, and unhealthy relationships, and are better equipped to navigate these challenges.

Personal Responsibility and Independence

- Students demonstrate a growing sense of responsibility for their own actions, choices, and wellbeing.
- They acquire practical skills, such as financial literacy, time management, and self-care, preparing them for adulthood and future opportunities.

Fostering Respect, Tolerance, and Diversity:

- Students display greater acceptance of differences, including cultural, religious, and personal identities, contributing to a positive and inclusive environment.
- They develop empathy and understanding of others' perspectives, supporting harmonious relationships within diverse communities.

Positive Transitions and Future Aspirations

- Students leave TRS with improved resilience, ambition, and a clearer sense of purpose, enabling them to transition successfully to further education, training, or employment.
- They are better prepared to navigate the complexities of adult life, including forming healthy relationships and making informed choices about their health and wellbeing.

Measuring Impact

- **Pupil Voice:** Regular feedback through surveys, discussions, and reflections demonstrates improved understanding, confidence, and engagement with PSHE/RSE topics.
- **Staff Observations:** Teachers and staff report improved attitudes, behaviour, and interactions among pupils, reflecting the practical application of skills learned.
- **Quality of lessons:** Triangulation of lesson observations and work scrutiny
- **CPOM entries:** Pupils will sometimes disclose or become emotional after the delivery of PSHE topics; when this happens members of staff at TRS will make an entry on our safeguarding system (CPOMs) which will then be monitored for potential further signposting.
- **Wellbeing Metrics:** Monitoring attendance, engagement, and referral rates to support services shows enhanced mental and emotional wellbeing.
- **Progress Reviews:** Individual progress in understanding and applying PSHE/RSE concepts is assessed through activities, journals, and participation in discussions.

Through our PSHE and RSE curriculum, pupils are empowered to build healthier, more fulfilling lives while navigating the complexities of their physical and mental health challenges. The impact is evident not only in their personal growth during their time at the PRU but also in their long-term ability to contribute positively to society.

Statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2021
- Children and Social Work Act 2017

- DFE (2024) 'Keeping children safe in education'
- DFE (2021) 'Teaching about relationships, sex and health'
- DFE (2024) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DFE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- TRS SEND Policy 2024 - 2025
- TRS Behaviour policy 2024 - 2025
- TRS Online safety Policy 2024 – 2025
- TRS Mobile and Smart Technology and social media policy 2024 - 2025
- TRS Equality Policy 2024 - 2025
- TRS Anti-Bullying Policy 2024 - 2025
- TRS Safeguarding and Child Protection Policy 2024 - 2025
- TRS Staff Acceptable Use Policy 2024 - 2025

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Due to the short term nature of the service we cannot aim to deliver all of the outcomes within the curriculum; for both primary and secondary pupils, we will focus on teaching key principles and misconceptions.

Delivery

TRS will continue to develop knowledge on topics and cover additional content in the following areas:

<p>Families</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. <p>This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
<p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

	<ul style="list-style-type: none"> • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Physical health and mental wellbeing

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may create a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • About the science relating to blood, organ and stem cell donation
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks.

	<ul style="list-style-type: none"> • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (Late secondary) the benefits of regular self-examination and screening. • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR.15 • The purpose of defibrillators and when one might be needed
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.

The Sex and Relationship education programme as part of PSHE/Enrichment contributes to the positive school ethos; supporting and facilitating the development of young people.

- To promote development of a keen sense of personal identity.
- To encourage pupils to value themselves, and others.
- To allow young people to move with confidence from childhood through adolescence, and into adulthood.
- To encourage pupils to develop appropriate social, and communication skills around the area of building and maintaining relationships.
- To encourage a sense of respect and responsibility for one's self, and for others.

The nature of certain issues with the sex and relationship education curriculum are sensitive, and thus parents may require assurance that all teaching is in accordance with the services' values and ethos.

Pupils will be made aware of appropriate behaviour within the classroom setting. Staff will be trained in how to tackle and respond to inappropriate or difficult questions.

Key principles of effective RSE teaching

In the context of so many linked areas of learning, teachers should determine the needs of their students and tailor the lessons accordingly. It is important to build on and complement existing knowledge, understanding and skills. The lessons can be adapted to fit specific programmes and differentiated to meet student needs. Howsoever the material is used, all RSE lessons should:

- Be taught within the context of a broader PSHE education programme
- Be taught in a safe classroom environment

- Start from where students are in terms of their existing knowledge, understanding, skills, beliefs and attitudes
- Be taught in a non-judgmental way
- Support gender and LGBT+ equality and challenge all forms of discrimination
- Be grounded in realistic scenarios but not personal experiences
- Provide reliable, accurate information, distinguishing between fact and opinion
- Be taught by teachers who have adequate training and support from colleagues
- Take students' current circumstances and previous experiences into account
- Challenge unrealistic social norms
- Bear in mind the possible influence of pornography and shared sexual images on students' attitudes
- Assess student progress and provide opportunities for them to evaluate their RSE provision

Supporting students with Physical and mental health needs

At TRS, we focus on supporting a SEND student's access and understand new vocabulary and terminology. Learning activities are designed to improve skills in communication such as speaking, listening, reading, and writing.

Students are encouraged to use a variety of resources to help them learn new words and understand their meaning. Lessons include a variety of activities, such as videos, audio, handouts, and interactive tasks, to make learning accessible for everyone.

Teaching is personalised and adapted to meet individual needs. If students face barriers to learning, we work with them to find the best solutions. Lessons are carefully planned to ensure every student can take part and succeed.

For Relationship and Sex Education (RSE), we make sure the lessons meet the needs of all students, including those with SEND. We focus on reviewing and building on what students already know, as students may have had little or no RSE education before due to absence linked to their physical or mental health need. This helps ensure everyone understands and feels confident in their learning.

Roles and responsibilities

The management committee is responsible for:

- Ensure all students make progress in achieving the expected educational outcomes.
- Ensure the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluate the quality of provision through regular and effective self-evaluation.
- Ensure that teaching is delivered in ways that is accessible to all students with SEND.
- Provide clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensure RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Create and keep up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the service, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

- Ensure all staff are suitably trained to deliver the subjects.
- Ensure parents are fully informed of this policy.
- Review all requests to withdraw students from non-statutory elements of the RSE and health education curriculum.

- Discuss withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensure withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encourage parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Review this policy on an annual basis.
- Report to the Management committee on the effectiveness of this policy and the curriculum.

The Personal Development Leader is responsible for:

Overseeing the delivery of RSE and health education and ensuring that RSE is taught in a way that promotes outstanding practice

- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health Education
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher

Curriculum Leaders are responsible for:

- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of students with SEND.
- Liaising with the Personal Development Leader about key topics, resources and support for individual students.
- Monitoring student progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the SLT member responsible for Personal Development
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' individual needs.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Staff responsible for teaching RSE:

- H Bennett – Head of School Curriculum (SLT)
- E. Lewis – Citizenship Lead
- R Sharma – Head of Staplehurst (SLT)

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive head teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Executive head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff joining the Rosewood School will have the opportunity to attend bespoke CPD to support knowledge on the delivery of the PSHE curriculum.

The senior leader responsible for Personal development will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

The senior leader responsible for RSE regularly attends the following to keep up with the latest topics and trends across the county:

- DSL North and West Kent catch up meetings for safeguarding every term
 - Regular DSL safeguarding meetings to discuss local trends and support across the county
 - Meets with RSE staff once a term to cascade information and supportive resources
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- Cascades information about PSHE topics linked to safeguarding in weekly briefings
- Affiliated to Life Lessons and PSHE Association where regular meetings happen to feedback on trends and content
- Attendance to yearly PSHE Conference in London where information is cascaded

Monitoring arrangements

The delivery of RSE is monitored by the Head of School curriculum through:

- Termly Quality Assurance focusing on learning walks, book scrutinies and planning scrutinies.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- The policy will be approved by the Management Committee.

PSHE: Long term Plan 2024 - 2025

	Autumn 1 Relationships	Autumn 2 Health and Wellbeing	Autumn 3 Living in the wider world	Spring 4 Relationships	Summer 5 Health & wellbeing	Summer 6 Living in the wider world
Year 7 & 8	The Olympics Introduction to relationships Relationships and Intimacy online Maintaining healthy family relationships Unhealthy relationships, boundaries and consent Romantic Relationships	Making health food and sleep choices Making personal choices – personal hygiene Body image and self-care Mental Health and masculinity Online wellbeing Fake news and echo chambers	Becoming independent at school Respectful behaviours Identifying and understanding bullying What is a community? Child early and forced marriage Female Genital Mutilation	Healthy friendships Healthy family relationships Contraception Loneliness	Healthy phone use and communication online Challenging bullying – Bystander	Media influence and gangs Peer pressure, exploitation and knife crime Media Influence, radicalisation and extremism
Year 9	Depictions of relationships Cultivating a positive relationship Body image and Beauty standards Body change through puberty Consent	Dental Hygiene Resilience Dealing with change Managing Peer pressure Prevention of disease Fire Safety Managing Mental Health	Artificial Intelligence Understanding racism Forms of discrimination and allyship Online Safety – Scams and Gambling Extremism and conspiracy theories	Loneliness Contraceptive methods Sexual Health and STIs	Personal Safety – Alcohol Dealing with change in life Study Skills Mental Wellbeing	Media influence and gangs Peer pressure, exploitation and knife crime Media Influence, radicalisation and extremism
Year 10	The Olympic Games Communication & Vulnerability Family relationship and Conflict Marriage and Civil Partnership Becoming a Parent Foetal stages of pregnancy	First Aid Making healthy choices Cosmetic & Plastic Know your rights Online Wellbeing Christmas	Artificial Intelligence Understanding racism Forms of discrimination and allyship Online Safety – Scams and Gambling	Sexual Violence – Gender Stereotypes Abusive relationships Making decisions about sex	Mental Wellbeing Preventing cancer and heart disease	Media influence and gangs Peer pressure, exploitation and knife crime

			Extremism and conspiracy theories			Media Influence, radicalisation and extremism
Year 11	The Olympic Games Maintaining old and new friends Ending and Improving relationships Sharing with others Managing intimate relationships	Grief Adulting, Self-worth Healthy Choices Safety travelling abroad Wellbeing and mental Christmas	Exam Stress Artificial Intelligence Valentine's Day Careers education	Managing decisions about sex Unhealthy Relationships Sexual Violence Consent Parenting	Exam Revision	Exam Revision