



Name of Policy	Relationships and Sex Education Policy
Document owner	H Bennett
	Mrs T Hamer
Document issued/last reviewed	September 2026
Date for review	September 2027

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.

Our pupils have often experienced interrupted education, trauma, poor relationships, adverse childhood experiences and unmet emotional needs. Our curriculum has therefore been deliberately designed to prioritise safety, relationships, emotional literacy, resilience and preparation for adulthood.

The curriculum is delivered to empower our pupils 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 pupils 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 pupils 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 pupils 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 pupils, 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 pupils 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.

We endeavour to support our pupils to gain skills that develop:

- Character
- Independence
- Civic responsibility
- Employability
- Resilience
- Decision making
- Leadership

1.1 Guiding Principles

Our delivery of PSHE/ RSE follows the statutory guiding principles:

- Pupil engagement
- Parental engagement and transparency
- Positive relationships
- Careful sequencing
- Skilled teaching
- Safeguarding
- Inclusivity
- Age appropriateness

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 pupils. It is delivered in a structured, inclusive, and supportive manner to ensure all pupils feel valued, empowered, and equipped to thrive both inside and outside of TRS.

PSHE/RSE will be delivered in the following ways:

Delivery Approach

- Discrete lessons are timetabled once a week for all year groups

- PSHE topics are delivered through breakfast club each morning

Leybourne:

Monday - BBU	Tuesday - ELE	Wednesday - CTR	Thursday – KHA & DPO	Friday – PFO/HBE/MHA
Health and Wellbeing	Rights Respecting	Online Safety	Relationships	Living in the Wider World

Canterbury:

Monday - DGO	Tuesday - MHA	Wednesday - KHS	Thursday - HBE	Friday - ELE
Health and Wellbeing	Living in the Wider World	Online Safety	Relationships	Rights Respecting

Breakfast club is a sophisticated, well-planned part of the curriculum with purpose. Specialist teachers lead on different days and model strong oracy and social skills to pupils. Breakfast club runs from 8:30 – 9am where all pupils are in the hall with staff to participate.

- 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.
- Pupils develop confidence through structured discussion, debate, questioning and respectful disagreement, enabling them to articulate informed opinions using appropriate vocabulary.
- 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 PO3 starter questions, diagnostic questions, verbal discussions, and reflective activities rather than traditional exams. Pupils will be surveyed for their feedback, as well as complete an end of topic quiz at the end of term.
- 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.
- This training consists of attendance to the PSHE association spring conference, regional seminars, local training from life lessons and through networking opportunities.
- Staff work with organisations to feedback about PSHE resources (Medway, Life lessons)
- Staff have had additional workshops with organisations such as 'We are with you' on substances.
- TRS recognises that effective personal development provision relies upon emotionally available, well-supported staff. Staff wellbeing, supervision, safeguarding support and professional development are prioritised to ensure consistent, relational practice across the school

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 our school setting

Key Areas of Impact

Improved Emotional and Mental Wellbeing:

- Pupils develop greater self-awareness, emotional regulation, and coping strategies to manage their mental health effectively.
- Safeguarding self-referrals, pupil voice surveys and therapeutic engagement data demonstrate increasing confidence in accessing support services."

Strengthened Relationships and Social Skills:

- Pupil's 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

- Pupils 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

- Pupils 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:

- Pupils 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

- Pupils 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
- **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.
- **Pupil interviews:** Structured interviews provide qualitative insights into pupils' understanding, attitudes, and lived experiences of PSHE/RSE learning.
- **Behaviour data:** Analysis of behaviour records highlights changes in conduct, relationships, and application of social and emotional skills.
- **Attendance data:** Tracking attendance patterns helps measure engagement and overall school connectedness.
- **Destination data:** Post-school destination tracking indicates long-term impact on aspirations, choices, and readiness for further education, employment, or training.

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 TRS 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 March 2024'
- DFE (2021) 'Teaching about relationships, sex and health'
- DFE (2025) 'Relationships and Sex Education (RSE) and Health Education (1st September 2026)
- DFE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- TRS SEND Policy 2026 - 2027
- TRS Behaviour policy 2026 - 2027
- TRS Online safety Policy 2026 – 2027
- TRS Mobile and Smart Technology and social media policy 2026 - 2027
- TRS Equality Policy 2024 - 2028
- TRS Anti-Bullying Policy 2026 - 2027
- TRS Safeguarding and Child Protection Policy 2026 - 2027
- TRS Staff Acceptable Use Policy 2025 - 2026

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, the curriculum prioritises the most relevant knowledge and safeguarding content based on pupils' starting points, length of placement and individual needs. RSE is recognised as a safeguarding curriculum. Lessons help pupils recognise abuse, coercive control, exploitation, harmful sexual behaviour, online grooming, image-based abuse, unhealthy relationships and where and how to seek help. Curriculum planning draws upon research from the PSHE Association, Life lesson, safeguarding guidance, public health priorities and local contextual safeguarding intelligence.

Delivery

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

Secondary relationships and sex education curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Families

Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.⁸
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.⁹
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

Curriculum content:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.¹⁰
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or

Intimate and sexual relationships, including sexual health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. 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.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Secondary health and wellbeing curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

Curriculum content:

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. 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 curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. 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.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.¹¹
3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

As our pupils are vulnerable, the topics below will be discussed through breakfast club and RSE frequently:

The impact of AI:

Due to the rapid increase in AI/image-based abuse, pupils will cover in discrete lessons and in breakfast club:

- AI-generated imagery,
- Deepfakes
- Image-based abuse,
- Sexually coerced imagery,
- Manipulated content
- Online misogyny/manosphere content.

Violence Against Women and Girls (VAWG)

- Misogyny
- Coercive control
- Sexual harassment
- Violence against women and girls
- Consent in all contexts
- Healthy masculinity

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 oneself, and for others.

Positive relationships skills

At TRS we emphasise the benefit of healthy relationships. We develop the knowledge, skills, attitudes and behaviours of the following:

- Healthy relationships
- Kindness
- Empathy
- Communication
- Trust
- Respectful disagreement
- Repairing relationships
- Negotiation
- Conflict resolution
- Recognising manipulation

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.

Termly PSHE newsletters are sent to parents and are being displayed to demonstrate what topics will be taught and that we make pupils aware of appropriate behaviour within the classroom setting. Staff will be trained in how to tackle and respond to inappropriate or difficult questions. In addition, if parents wish for further information, the following can be available:

- Curriculum maps available on request
- Lesson resources available for inspection
- Consultation process
- Annual review with parents

Key principles of effective RSE teaching

In the context of so many linked areas of learning, teachers should determine the needs of their pupils 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 pupil needs. However 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 pupils 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 pupils current circumstances and previous experiences into account
- Challenge unrealistic social norms
- Bear in mind the possible influence of pornography and shared sexual images on pupil attitudes
- Assess pupil progress and provide opportunities for them to evaluate their RSE provision

The curriculum actively teaches respect for all protected characteristics as defined by the Equality Act 2010. Teaching is factual, age appropriate and promotes dignity, respect and inclusion while challenging discrimination, prejudice and harmful stereotypes.

Roles and responsibilities

The management committee is responsible for:

- Ensure all pupils 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 pupils 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 Executive Head teacher

The Head teacher 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 pupils 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 pupils 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 Head teacher

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 pupils with SEND.
- Liaising with the Personal Development Leader about key topics, resources and support for individual students.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the Personal Development Leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils 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 pupil's individual needs.
- Advising staff on the use of TAs in order to meet pupil's 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 & PSHE lead
- E. Lewis – Citizenship Lead
- R Sharma – Head of Staplehurst

Pupils

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

Parent's 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 HOS in charge of Personal development will invite visitors from outside the school, such as school nurses or sexual health professionals if needed, to provide support and training to staff teaching RSE.

Monitoring arrangements

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

Termly Quality Assurance focusing on:

- Learning walks
 - Google classroom work scrutinies
 - Feedback through pupil voice
 - Resilience monitoring
 - PO3 Starter Questions
 - Diagnostic Questions (ABCD)
 - End of term topic quiz
 - Scenario based questions
 - Safeguarding decision making
 - Practical application
 - Annual curriculum review against statutory guidance
-
- 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: Spiral Curriculum 2025 - 2026

	Year 7	Year 8	Year 9	Year 10	Year 11			
Term 1 - Health and Wellbeing	Healthy friendships	Healthy friendships	Healthy friendships	Relationships & Intimacy online	Maintaining old and developing new friendships			
	Introduction to fire safety	Introduction to fire safety	Introduction to fire safety	Sexual behaviour online	Travel Safe			
	Making healthy choices - eating and sleep	Making healthy choices - eating and sleep	Making healthy choices - eating and sleep	Making healthy choices - preventing cancer and heart	Healthy Habits			
	Media Influence on body image	Media Influence on body image	Media Influence on body image	Body Image Dangers	Influence on body image			
	Alcohol and smoking/vaping	Alcohol and smoking/vaping	Alcohol and smoking/vaping	Alcohol and Drug Misuse	Smoking, Vaping and Snus			
	Drug (mis)use	Drug (mis)use	Drug (mis)use	Substance misuse	Substance misuse			
						CDI LEARNING AREA		
Term 2 - Careers	Unifrog	Unifrog	Unifrog	Unifrog	Kent Choices	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.		
	Green Careers	Green Careers	Green Careers	Green Careers	Unifrog	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.		
	What is an entrepreneur?	What is an entrepreneur?	What is an entrepreneur?	What is an entrepreneur?	Writing personal statements	Create opportunities Create opportunities by being proactive and building positive relationships with others.		
	Influencers & the Labour Market	Influencers & the Labour Market	Influencers & the Labour Market	Influencers & the Labour Market	Interview Skills	See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career.		
Term 3 - Relationships	Privacy & Consent	Privacy & Consent	Consent	Sexual Health - Consent	Sexual Health - Consent			
	Sexual Health and STIs	Sexual Health and STIs	Sexual Health and STIs	STIs and Protection	STIs and Protection			
	Media influence	Media influence	Media influence	Pornography	Pornography			
	Introduction to Relationships	Introduction to Relationships	Introduction to Relationships	Communication & vulnerability	Healthy relationships			
	Introduction to Family relationships	Introduction to Family relationships	Introduction to Family relationships	Family relationships and value conflicts	Family relationships and value conflicts			
	Dealing with change in life	Dealing with change in life	Becoming a parent	Becoming a parent	Parenthood and Fertility - Routes to parenthood, infertility and miscarriages			
Term 4 - Living in the Wider World	Identifying and understanding bullying	Identifying and understanding bullying	Discrimination and Prejudice	Online wellbeing - Bias and Extremism	Media Influence & radicalisation			
	Conspiracy theories	Conspiracy theories	Conspiracy theories	Conspiracy theories	Conspiracy theories			
	Media Influence and gangs	Media Influence and gangs	Media Influence and gangs	Media Influence and gangs	Media Influence and gangs			
	Managing peer pressure	Managing peer pressure	Peer Pressure, exploitation and knife crime	Peer Pressure, exploitation and knife crime	Peer Pressure, exploitation and knife crime			
	Online wellbeing - Online safety, grooming and self-esteem	Online wellbeing - Online safety, grooming and self-esteem	Online wellbeing - Online safety, grooming and self-esteem	Online wellbeing	Body image in media pornography			
Term 5 - Relationships	Developing sexuality	Developing sexuality	Developing readiness for sex	Making decisions about sex	Developing sexuality and readiness for sex			
	Unhealthy relationships, boundaries, and consent	Unhealthy relationships, boundaries, and consent	Unhealthy relationships, boundaries, and consent	Unhealthy relationships	Unhealthy relationships			
	Child Early and Forced Marriage	Child Early and Forced Marriage	Marriage and civil partnerships	Marriage and civil partnerships	Marriage			
	Body image	Body image	Media influence on body image	Body image - Beauty standards	Body Image Dangers			
	Introduction to contraception	Introduction to contraception	Contraceptive methods	Choosing and accessing contraception	Contraceptive methods			
Term 6 - Health and Wellbeing	Attitudes to mental health	Attitudes to mental health	Attitudes to mental health	Mental wellbeing	Common types of mental illness and how to recognise the signs			
	Making healthy choices - preventing cancer and heart disease	Making healthy choices - preventing cancer and heart disease	Making healthy choices - preventing cancer and heart disease	Making healthy choices - preventing cancer and heart disease	Tooth decay and cancer			
	Making healthy choices - personal hygiene	Making healthy choices - personal hygiene	Making healthy choices - personal hygiene	Making healthy choices - organ donation, vaccines and health clinics	Health and prevention - Personal hygiene, dental health and self examination			
	Challenging bullying - the bystander effect	Challenging bullying - the bystander effect	Challenging bullying - the bystander effect	Types of bullying (Equality Act 2010)	Types of bullying (Equality Act 2010)			
	Media Influence on body image	Media Influence on body image	Media Influence on body image	Making healthy choices - cosmetic and plastic surgery	Online and media			
	Basic first Aid	Basic first Aid	Basic first Aid	First Aid - CPR, AEDs, wounds and choking	Basic first Aid			

Parent Form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parents signature			

TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.		