



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 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.

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.
- 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 the 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:

- Pupils 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
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- **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 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 (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 2025 - 2026
- TRS Behaviour policy 2025 - 2026
- TRS Online safety Policy 2024 – 2025
- TRS Mobile and Smart Technology and social media policy 2024 - 2025
- TRS Equality Policy 2024 - 2028
- TRS Anti-Bullying Policy 2025 - 2026
- 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, the curriculum prioritises the most relevant knowledge and safeguarding content based on pupils' starting points, length of placement and individual needs.

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. • 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.

	<ul style="list-style-type: none"> • 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. • 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.

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.

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.

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.

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

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
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- 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			GATSBY
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.			2 3 8
	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.			2 7
	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.			2 6 7
	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.			2 3 6
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.		