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1. Introduction

At Eaglewood School, we deliver Personal, Social, Health Education (PSHE) through a whole-school approach. We believe that PSHE underpins students' personal development and enhances their learning capacity.

Our curriculum aligns with the Department for Education's statutory guidance on PSHE, RSE, and MHAW. You can find this guidance [here](#).

We adopt a Multi-Agency approach in delivering a carefully planned, progressive scheme of work, ensuring consistency across year groups. The curriculum is student-centred and



structured to meet both statutory expectations and the developmental needs of our learners.

This programme supports the Personal Development and Behaviour and Attitudes strands of the Ofsted Inspection Framework, contributes to the school's Safeguarding and Equality Duties, promotes British Values, and enhances Spiritual, Moral, Social and Cultural (SMSC) education.

An overview of the PSHE programme is available on the school website and included in this document (see Appendix 1).

2. Statutory PSHE, RSE, and Mental Health and Wellbeing (MHAW)

We ensure a **spiral curriculum** that builds in depth and complexity each year. A Multi-Agency approach, external speakers, and workshops enhance learning experiences.

This policy reflects:

- **Keeping Children Safe in Education (statutory guidance)**
- **The Equality Act 2010**
- **SEND Code of Practice (0–25 years)**
- **Mental Health and Behaviour in Schools**
- **Sexual Violence and Sexual Harassment Guidance**
- **SMSC and British Values Guidance**
- **DfE RSE statutory guidance (2019)**



We follow:

The **PHSE Association Programme of Study (2020)**

The **Sex Education Forum's definitions of RSE**

Our curriculum allocates two sessions per week to PSHE/RSE/MHAW for KS3 groups and one session a week for KS4 groups.

Lessons are reinforced through:

Tutor Programme and tutor assemblies

Personal reward systems (ASPIRE points)

Positive relationships and interactions Integration into daily school life

3. Delivery of Relationships and Sex Education (RSE)

Our RSE programme equips students with the knowledge and skills to make healthy, informed decisions.

Aims of RSE:

Provide a safe space for open discussion

Prepare pupils for puberty and sexual development Promote self-respect, confidence, and empathy

Foster a positive culture around relationships and sexuality Teach correct terminology for body parts and relationships **RSE Definition:**

RSE addresses the **emotional, social, and cultural development** of pupils, including: Healthy relationships



Sexual health

Identity and diversity

RSE is delivered as part of PSHE:

This curriculum integrates **British Values, Wellbeing, SMSC**, and cross-curricular themes.

Topics Covered:

Families and family dynamics Respectful relationships and friendships Online safety and media awareness Consent and sexual health

Personal safety and support networks For full coverage, see **Appendix 2**.

Inclusive Approach:

All content is taught in the context of **diverse family structures**, ensuring sensitivity to pupils from varied backgrounds (e.g. LGBTQ+ families, foster care, young carers).

4. Roles and Responsibilities

Governing Body

Approves this policy

Holds the Headteacher accountable for implementation

Headteacher

Ensures consistent delivery of PSHE, RSE, and MHAW

Manages requests for withdrawal from non-statutory elements

Staff

Staff are expected to:

Deliver content

respectfully Model

positive attitudes

Monitor progress

Respond to individual needs

Staff **cannot opt out** of delivering RSE. Concerns must be raised with the Headteacher.

Pupils

Pupils are expected to:

Engage fully with the curriculum

Treat others with **respect** and **sensitivity**, especially during RSE sessions

5. Parents' Right to Withdraw

Parents may withdraw their child from **non-statutory components of sex education** within **RSE up to three terms before their child turns 16**.

After that, the student has the right to opt into sex education.

Withdrawal Process:

Submit a written request using the form in **Appendix 5**

Address the request to the Headteacher Requests will be recorded in the pupil's file A meeting with parents may be arranged

Pupils withdrawn from these lessons will receive **alternative work**.

6. Inclusion and SEND

We are committed to **inclusive education** and tailor our PSHE provision to meet the needs of all learners.

Lessons are differentiated and personalised The **SENCO** provides ongoing CPD for staff

7. Equality

As outlined in the **Equality Act 2010**, schools must meet the needs of all pupils.

Protected characteristics include **sexual orientation** and **gender reassignment**.

We ensure **LGBT+ content** is:

Integrated into the curriculum

Delivered **in context**, not as a stand-alone topic Taught at an age-appropriate, timely point

We uphold the values of **respect, inclusivity, and individual belief systems**.

Appendix 1: Figure 1

PSHE (PATHWAYS)– Yearly Overview – Key Stage 3 –Two lessons a week												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Pathways Introduction	Families			*Respectful relationships Including friendships				Assessment	Financial Decisions (£)	Healthy Lifestyles	
Spring	Being safe	Intimate and sexual relationships (including online activity)					Assessment	Careers Block/ Record of Achievements				
Summer	*Mental Health and Well-being (Resilience Programme)				Assessment	Drugs alcohol And tobacco			Health and prevention		Final Assessment	

- * Extended for social / emotional need of our students
- (£) Living to a budget

(Physical health and Fitness – covered in P.E)
 (Basic First Aid and Changing Adolescent Body – Covered in Science)
 (Healthy Eating – Covered in Food Tech)
 (Online Safety – Covered in ICT)

PSHE (PATHWAYS)– Yearly Overview – Key Stage 4 – One lesson a week												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Pathways Introduction	Families						Respectful relationships Including Friendships				
Spring		Respectful relationships Including Friendships... continued				Being Safe		Intimate and sexual relationships (recap)		Living to a budget		Final Assessment
Summer	*Well-being Stress and time Management				Gaps in Learning(+)							

• * Exam prep
 • (+) gaps in learning based on final Assessment

(Physical health and Fitness – Gym opportunity)
 (Basic First Aid – Covered in Science)
 (Independent living – Covered in Food Tech)
 (Online Safety – Assessed in ECDL)
 (Fertility, Development of a baby, Contraception, STIs – Covered in Science)

Appendix 2: Statutory Learning Outcomes by End of



Secondary School

Families

Types of stable relationships

Legal implications of marriage

Parenting roles and responsibilities

Identifying and seeking help for unsafe relationships

Respectful Relationship and Friendships

Qualities of healthy friendships

Respect and tolerance in diverse society

Recognising harmful stereotypes and bullying Consent, coercive control, harassment

Online and Media

Online behaviour and responsibility Risks and impacts of online content

Sexting, pornography, and data privacy

Being Safe

Laws around consent, grooming, abuse, FGM, etc. Recognising and communicating consent

Intimate and Sexual Relationships

Healthy intimate relationships



Effects of choices on physical and mental health Contraceptive options and STIs
Pregnancy choices and reproductive health Risks of drugs and alcohol in sexual contexts
Accessing confidential advice and services

Appendix 3: DfE Statutory RSE Guidance

For more details, visit:

[Relationships and Sex Education \(RSE\) Guidance – GOV.UK](https://www.gov.uk/guidance/relationships-and-sex-education-rse-guidance)

Appendix 4: Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Tutor Group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	