

RSHE Education Policy

This policy has been written in line with the following legislation and statutory guidance, but not limited to: -

- Equality Act 2010
- Human Rights Act 1998
- Children Act 2004
- Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Department for Education (2025) *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance* (for implementation from September 2026)
- Department for Education (2025) (latest version) *Keeping Children Safe in Education* (KCSIE)
- Department for Education *National Curriculum in England: Science Programmes of Study*
- Department for Education *Teaching Online Safety in Schools*
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018

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1. Statement of Intent

At Sutherland House School, we recognise the importance of providing pupils with high-quality, age-appropriate and evidence-based Relationships, Sex and Health Education (RSHE) and Personal, Social, Health, Citizenship and Economic Education (PSHCE). These subjects support pupils to make informed, safe and responsible choices, both now and in preparation for adult life.

Through our curriculum, we aim to promote pupils' spiritual, moral, social, cultural, mental and physical development, enabling them to build positive relationships, understand personal safety, develop emotional wellbeing and participate confidently within school and the wider community.

As a specialist provision for pupils with Autism Spectrum Condition (ASC), all of whom have an Education, Health and Care Plan (EHCP), we recognise that pupils may require explicit, structured and differentiated teaching to support understanding of relationships, communication, boundaries, health and safety. Teaching is carefully adapted to meet individual learning needs, communication styles and developmental stages to ensure all pupils can access and benefit from the curriculum. Our RSHE curriculum:

- Promotes positive relationships, wellbeing, independence and self-advocacy
- Supports pupils to recognise and manage risk, both online and offline
- Encourages respect, inclusion and understanding of diversity
- Provides opportunities for pupils to develop confidence, emotional literacy and decision-making skills
- Helps pupils prepare for adulthood and life beyond school

The curriculum is delivered through a carefully sequenced, inclusive and safeguarding-informed approach. Learning is responsive to pupils' needs and taught in a safe, supportive environment by appropriately trained staff and, where appropriate, external professionals.

The school values partnership working with parents and carers and is committed to openness and transparency regarding curriculum content. Parents and carers are supported to engage with RSHE learning and are informed of their rights regarding withdrawal from non-statutory sex education.

This policy should be read alongside the following school policies:

- Keeping Children and Young People Safe In Education Policy
- Child Protection Policy
- E-Safety Policy
- Privacy and Data Protection Policy

2. Roles and Responsibilities

The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed, and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils considering their SEND strengths and needs and in line with their Education, Health, and Care Plans (EHCPs).
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed, and timetabled in a way that ensures the school can fulfil its legal obligations.

The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
- Discussing 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.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing body on the effectiveness of this policy and the curriculum.

The Deputy Head Teacher with responsibility for Quality of Education is responsible for:

- Overseeing the delivery of RSHE.
- Ensuring the curriculum is age-appropriate, of high-quality and meets the needs of pupils considering their Autism Spectrum Condition (ASC) and SEND.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression for each pupil, considering their starting point.
- 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 RSHE
- 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 pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher.

Teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSHE 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 RSHE.
- Liaising with the Deputy Head Teacher with responsibility for Quality of Education and the Clinical Team about identifying and responding to the individual needs of pupils considering their Autism Spectrum Condition (ASC) and SEND.

- Monitoring pupil progress in RSHE from their starting points.
- Reporting any concerns regarding the teaching of RSHE to the Deputy Head Teacher with responsibility for Quality of Education or any other member of the Senior Leadership Team.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

3. Organisation of the RSE and Health Education Curriculum

All schools providing secondary education are required to deliver statutory RSHE and all state-funded schools are required to deliver health education.

For this policy, '**Relationships, Sex and Health Education**' is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

Sutherland House School, Braithwell is an independent school offering education for pupils aged 5 to 19 years. In line with the statutory guidance, all pupils in secondary education receive "**relationships and sex education**". Most aspects of "**relationships and sex education**" are covered through the RSHE curriculum.

The school seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, Sex and Health Education (RSHE) is linked to the following subjects and supports the statutory RSHE guidance for implementation from September 2026:

- **PSHE Education and Citizenship** – RSHE is delivered primarily through age-appropriate Personal, Social, Health and Economic (PSHE) Education, enabling pupils to develop emotional literacy, resilience, healthy relationships, self-awareness and strategies to manage risk and seek help when needed. Pupils also develop the knowledge, skills and understanding needed to participate fully in modern society, including learning about democracy, equality, rights and responsibilities, the rule of law, consent, personal boundaries, respectful relationships, diversity, financial education and economic wellbeing, and how to make safe, informed and responsible decisions both offline and online.
- **Science** – pupils learn about the human body, reproduction, puberty, fertility, pregnancy and birth, as well as physical and mental health. Teaching supports pupils' understanding of how bodies change over time and promotes accurate, age-appropriate scientific knowledge.
- **Computing** – pupils are taught how to stay safe online, including understanding privacy, digital footprints, cyberbullying, online relationships, misinformation,

harmful content, and the risks associated with social media, pornography, exploitation and online abuse. Pupils also learn how to report concerns and access support.

- **Physical Education (PE)** – pupils are supported to develop healthy, active lifestyles and an understanding of physical and mental wellbeing. PE promotes teamwork, resilience, self-esteem, respect for others, body confidence and the importance of maintaining positive physical and emotional health.

The updated RSHE statutory guidance published by the Department for Education in 2025 places an increased emphasis on safeguarding, online safety, mental wellbeing, respectful relationships and preparing pupils for life in a digital society.

Teachers work closely together to ensure that the different subject areas complement each other and do not duplicate content.

The RSHE curriculum is developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

Parents receive a letter informing about the RSHE curriculum and are consulted regarding requests of withdrawal from some or all of sex education delivered as part of statutory RSE.

Where applicable and relevant, pupils will be involved in giving their views about the RSHE curriculum at their level of ability.

Teachers, teaching staff, therapists and other relevant professionals will contribute with their views during training opportunities and other relevant means.

The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school considers the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

The school considers the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

The RSHE curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

The school uses the PSHE Association framework for pupils with SEND. This resource can be downloaded for free on their website: www.pshe-association.org.

Sutherland House School, Braithwell also have access to Pol-Ed, a range of resources commissioned and developed by West Yorkshire Police to help keep young people safe. This resource bank has been designed to align with the PSHE Association Programs of Study.

4. Curriculum and Assessment

RSHE will be taught as a single topic and RSHE themes will be embedded throughout the yearly personal development plan, as appropriate.

Through effective organisation and delivery of the subject:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- The required content is appropriate and relevant to each pupil's specific needs considering their ASC and SEND.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that this can be used confidently in real-life situations.
- The 2026 RSHE statutory guidelines support pupils to recognise and respond safely to harmful behaviours, including sexual harassment, coercion, misogyny, exploitation, inappropriate image sharing and harmful online influences. This is in line with recent safeguarding focuses.

RSHE complements several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSHE Curriculum will be delivered by appropriately trained members of staff.

The curriculum proactively addresses issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

RSHE is delivered in a non-judgemental, age-appropriate, developmentally appropriate factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school integrates LGBTQ+ content into the RSHE Curriculum where appropriate and relevant to each pupil. This content is taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate, developmentally appropriate, and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

All teaching and resources are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet their ASC and SEND needs.

Classes may be split into various groupings dependent on their age, stage or other factors, to ensure that their learning experience is appropriate and meaningful.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities are used to assist learning.

Inappropriate images, videos, etc. are not used, and resources will be selected with sensitivity given to the age, level of ability and understanding and cultural background of pupils.

Pupils are prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

Teachers establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.

Teachers ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers answer questions sensitively and honestly.

The curriculum is designed to focus on all genders equally and activities are planned to ensure both are actively involved, matching their different level of ability, and understanding and learning styles.

Teachers focus on the importance of marriage and healthy relationships when teaching RSHE, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Teachers ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

In teaching the curriculum, teachers are aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers are aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of the curriculum, parents are consulted, and their views are valued. What will be taught and how, will be planned in conjunction with parents and other relevant stakeholders as part of the yearly review of EHCP outcomes.

Assessment plays an important part in helping the school to recognise each pupil's progress, understand their needs, plan activities, and assess the need for support.

Parents are kept up to date with their child's progress and development and play an important part in contributing to the yearly Education, Health, and Care Plan reviews.

The Deputy Head Teacher with responsibility for Quality of Education will discuss any cause for concern in pupils' progress from their starting point and in relation to the specific RSHE learning programme they are undertaking.

Formative assessments are used to assess how pupils are responding to the RSHE. Staff members will observe pupils to understand their level of progress and learning styles. This in turn will inform further planning.

This information is then used at summative assessment points to review progress towards Education, Health, and Care Plan (EHCP) outcomes which inform the setting of Individual Education Plan (IEP) targets and to shape learning experiences for each pupil.

The school has the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas.

Lessons are planned to provide suitable challenge to pupils of all abilities.

Assessments are used to identify where pupils need extra support or intervention.

There are no formal examinations for RSHE; however, to assess pupil outcomes, the school will capture progress through specific assessment frameworks as part of RSHE, such as using a RAG rating system against learning objectives on BSquared.

5. Safeguarding and Confidentiality

All pupils are taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

Confidentiality within the classroom is an important component of RSHE, and teachers are expected to respect the confidentiality of pupils as far as possible, providing that the information does not create a Safeguarding Concern.

Teachers must follow the Safeguarding Procedures if any information causes concern or, when in doubt, liaise with the Safeguarding Team for advice on how to proceed.

Teachers, however, understand that some aspects of RSHE may lead to a pupil raising a specific safeguarding concern and that if a disclosure is made the Designated Safeguarding Lead (DSL) must be alerted immediately.

Pupils are made aware of how to raise their concerns or make a complaint, and how their complaint will be handled. This includes the process for when they have a concern about a peer. Pupils might need support and guidance through trained staff in how to raise their concerns. This might involve support from Speech and Language and/or Psychology.

6. Staff Training

Training is provided to the relevant members of staff on a regular basis to ensure they are up to date with the RSHE curriculum.

Training is also scheduled around any updated guidance on the curriculum and any new developments which may need to be addressed in relation to the curriculum.

Where relevant, training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.

Where relevant, appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling, and treatment, as well as guidance on emergency contraception and their effectiveness.

7. Monitoring the Quality of Teaching and Learning

The Deputy Head Teacher with responsibility for Quality of Education is responsible for monitoring the quality of teaching and learning for the subject.

The Deputy Head Teacher with responsibility for Quality of Education will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Observations of Teaching and Learning
- Learning walks
- Teacher's self-Evaluation
- Moderation through teachers' workshops
- Review of planning and resources
- Review of evidence of progress (formative and summative)
- Supervision documents specifying areas of strength and areas for development with well-defined and time-bound actions.

The Deputy Head Teacher with responsibility for Quality of Education will provide agreed reports to the Head Teacher and the governing body on the quality of teaching and learning for RSHE.

8. Parents/carers right to withdraw

Parents/carers have the right to request that their child be withdrawn from some or all non-statutory sex education delivered as part of Relationships and Sex Education (RSE). There is no right to withdraw from Relationships Education or Health Education up to three terms before their child turns 16.

Primary aged pupils:

- Parents/carers do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents/carers do not have the right to withdraw their children from relationships education.
- Requests for withdrawal should be put in writing using the form in **Appendix 2** of this policy and addressed to the Headteacher.
- Alternative work will be provided for pupils who are withdrawn from sex education.

Secondary aged pupils:

- Parents/carers do have the right to withdraw their children from the non-statutory/non-science 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 should make arrangements to provide the child with sex education during one of those terms.
- Requests for withdrawal should be put in writing using the form in Appendix 2 of this policy and addressed to the Headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1: RSHE Long Term Curriculum Map

Long term overview RSHE 2026 KS1 3-year cycle

	Autumn 1 Healthy lifestyles	Autumn 2 The world I live in	Spring 1 Managing feelings	Spring 2 Changing and growing	Summer 1 Self-Awareness	Summer 2 Self-care, support and safety
Year 1	How do we keep well? (HL4)	Who is in our school? (WIL1)	How do I feel? (MF1)	How do we grow? (CG1)	Who is special to us? (SA4)	Who can we trust? (SSS3)
Summary	Keeping clean • Healthy eating • Exercise • Sleep • Medicines • Looking after my body	School community • People who help us • School rules • Respecting differences • Belonging •	Recognizing feelings • Happy, sad, worried • Regulation • Asking for help • Sharing feelings	Babies grow • Growing up • Families care for us • Looking after our bodies • Changes over time • Looking ahead	My family • Special people • My strengths • Helping others • Working together • Celebrating me	Trusted adults • (+Public vs <u>private</u>) • Asking for help • Emergencies • Staying <u>safe</u>
Year 2	What do we eat? (HL1)	What is a community? (WIL2)	How can we manage our feelings? (MF2)	What is safe touch? (CG3)	What can we do? (SA1)	Who looks after us? (SSS1)
Summary	Healthy foods • Food groups • Drinking water • Sugar • Hygiene • Making healthy choices	Home • School • Local community • Different jobs • Different cultures • Caring for our community	Big feelings • Self-regulation • Mindfulness • Breathing • Problem solving • Resilience	Safe and unsafe touch • Public vs Private • Personal space • Consent • Saying no • Trusted adults	Working together • Teamwork • Trying new things • Confidence • Goals • Success	Families • Carers • People who help us • Safety at home • Emergencies • Asking for help
Year 3	How can we be active? (HL2)	What are rules? (WIL7)	What are difficult feelings? (MF3)	When can we touch? (CG3)	How do we treat others? (SA2)	How can we be safe? (SSS2)
Summary	Being active • Different sports • Outdoor play • Exercise and feelings • Screen time • Healthy habits	Safety • Internet safety • Kind behaviors • Sharing • Trusted adults	Anger • Sadness • Worry • Jealousy • Coping strategies • Helping friends	Personal boundaries • Consent • Public vs private • Safe and unsafe touch • Keeping safe	Kindness • Friendship • Respect • Inclusion • Bullying • Being a good friend	Staying safe at home • Road safety • Water safety • Fire safety • Medicines and harmful substances • Who can help in an emergency

KS2 3-year cycle

	Autumn 1 Healthy lifestyles	Autumn 2 The world I live in	Spring 1 Managing feelings	Spring 2 Changing and growing	Summer 1 Self-Awareness	Summer 2 Self-care, support and safety
Year 1	How can we look after our bodies? (HL3)	How can we help? (WIL5)	What are these feelings? (MF1)	How are relationships different? (CG4)	How can we be friends? (SA5)	How can we be safe? (SSS2)
Summary	Personal hygiene • Dental care • Sleep • Healthy routines • Keeping clean • Looking after our bodies	Caring for plants • Looking after pets • Helping at home • Helping in school • Caring for the environment • Making a difference	Recognizing emotions • Mixed feelings • Emotional vocabulary • Coping strategies •	Different families • Friendships • Respect • Healthy relationships • Solving disagreements • Inclusion	Friendship skills • Listening • Teamwork • Solving problems • Respect • Being a good friend	Road safety • Water safety • Fire safety • Personal safety (+public vs private) Assessing risks • Emergencies
Year 2	Why should we be healthy? (HL1 & HL2)	How can we earn money? (WIL3 & WIL6)	How do we express emotions? (MF2 & MF3)	How am I changing? (CG2)	Who do I care about? (SA4)	What is private? (SSS5 & SSS3)
Summary	Healthy eating • Physical activity • Mental wellbeing • Healthy choices • Screen time • Healthy lifestyles	Jobs • Earning money • Saving • Spending • Needs and wants • Community roles	Expressing feelings • Anger • Anxiety • Self-regulation • Resilience • Supporting others	Puberty • Physical changes • Emotional changes • Hygiene • Privacy • Asking questions	Family • Friendships • Caring relationships • Gratitude • Respect • Appreciating others	Personal information • Public vs private • Boundaries • Trusted adults • Consent • Safe and unsafe secrets
Year 3	What can I do to be well? (HL3 & HL4)	How can we talk online? (WIL2 & WIL7)	What is mental health? (MF4)	How do I feel about others? (CG4 & CG2)	What have we achieved? (SA1 & SA5)	How can we be safe & online? (SSS4 & SSS1)
Summary	Physical wellbeing • Mental wellbeing • Healthy routines • Looking after myself • Managing illness • Healthy habits	Respectful communication • Digital footprints • Friendships • Cyberbullying • Reporting concerns • Being a responsible digital citizen	Understanding mental health • Looking after wellbeing • Stress • Worries • Where to get help • Supporting others	Respectful relationships • Attraction • Consent • Personal boundaries • Different relationships • Preparing for changes	Celebrating achievements • Reflecting on strengths • Setting goals • Building confidence • Aspirations	Online safety • Privacy settings • Fake information • Public vs <u>private</u> • Reporting concerns • Digital wellbeing

Spiraled curriculum yearly overview RSHE and PFA KS3/4 2026
KS3 3 year cycle

	Autumn 1 Healthy lifestyles	Autumn 2 The world I live in	Spring 1 Managing feelings	Spring 2 Changing and growing	Summer 1 Self-Awareness	Summer 2 Self-care, support and safety
Year 1	RSHE How can we keep healthy?	How can we care for our environment?	What is mental wellbeing?	Who are our friends?	How do we learn?	Puberty and keeping safe (What is public and private in school?)
	PFA Basic Food Hygiene (Unit 105612)	Basic Food Hygiene (Unit 105612)	Independent Living Skills Programme (Unit 119570)	Independent Living Skills Programme (Unit 119570)	Road Safety (Unit 105485)	Road Safety (Unit 105485)
Year 2	RSHE What is body image?	How can we buy things online?	How do I feel about myself?	What is puberty?	What makes us special?	Personal safety and managing risk (What is safe online contact?)
	PFA Healthy Eating: Making a Fruit Smoothie (Unit 108404)	Healthy Eating: Making a Fruit Smoothie (Unit 108404)	Independent Living: Personal Health, Hygiene and Safety (Unit 105559)	Independent Living: Personal Health, Hygiene and Safety (Unit 105559)	Shopping in the Community (Unit 108200)	Shopping in the Community (Unit 108200)
Year 3	RSHE What is a healthy lifestyle?	What is equality?	How do I feel about others?	What is a healthy relationship? (and puberty)	What is pressure?	What is gambling?
	PFA Making a Simple Meal (Unit 108558)	Making a Simple Meal (Unit 108558)	Budgeting Skills (Unit 105898)	Budgeting Skills (Unit 105898)	Using the Internet Safely (Unit 108731)	Using the Internet Safely (Unit 108731)

KS4 3 year cycle

	Autumn 1 Healthy lifestyles	Autumn 2 The world I live in	Spring 1 Managing feelings	Spring 2 Changing and growing	Summer 1 Self-Awareness	Summer 2 Self-care, support and safety
Year 1	RSHE What can harm our bodies?	What risks are there online?	How can I keep mentally well?	What is sexual intimacy?	What is prejudice?	Puberty and keeping safe (What is personal space?)
	PFA Independent Living Skills Programme (Unit 105144)	Independent Living Skills Programme (Unit 105144)	Budgeting Skills (Unit 105898) (decision making)	Budgeting Skills (Unit 105898) (decision making)	Introduction to First Aid	Introduction to First Aid
Year 2	RSHE Is it hard to stay healthy?	What is adulthood like?	What are romantic relationships like?	What makes a parent?	How can we respond to pressure?	How can I manage risk?
	PFA Life Skills: Living Independently (Unit 116476)	Life Skills: Living Independently (Unit 116476)	Introduction to Household Budgeting (Unit 72248)	Introduction to Household Budgeting (Unit 72248)	Independent Living (Unit 121304)	Independent Living (Unit 121304)
Year 3	RSHE What are the laws about drugs?	How can I live independently?	How can I manage my feelings towards others?	How can we look after our sexual health?	What are we proud of?	What does power mean?
	PFA Shopping in the Community (Unit 108200)	Shopping in the Community (Unit 108200)	Moving On: Independent Living Skills (Unit 112987)	Moving On: Independent Living Skills (Unit 112987)	Emergency First Aid	Emergency First Aid

KS5 3 year cycle

		Autumn 1 Healthy lifestyles	Autumn 2 The world I live in	Spring 1 Managing feelings	Spring 2 Changing and growing	Summer 1 Self-Awareness	Summer 2 Self-care, support and safety
Year 1	RSHE	Independent healthcare, nutrition and accessing services.	Citizenship, rights and community participation.	Stress, transitions and resilience.	Adult relationships and communication.	Identity, values and goals.	Travel safety, consent and support services.
	PFA	Moving On: Independent Living Skills (Unit 112987)	Moving On: Independent Living Skills (Unit 112987)	Independent Living (Unit 121304)	Independent Living (Unit 121304)	Applying for a Job (Unit 79235)	Applying for a Job (Unit 79235)
Year 2	RSHE	Alcohol, smoking, vaping, drugs and harm reduction.	Banking, taxation, renting and finance.	Loss, change and emotional wellbeing.	Sexual health and reproductive choices.	Values and ethical decisions.	Online identity and cyber safety.
	PFA	Budgeting Skills (Unit 105898)	Budgeting Skills (Unit 105898)	Independent Living: Personal Health, Hygiene and Safety (Unit 105559)	Independent Living: Personal Health, Hygiene and Safety (Unit 105559)	Independent Living (Unit 121304)	Independent Living (Unit 121304)
Year 3	RSHE	Long-term health and preventative healthcare.	Consumer rights, voting and housing.	Emotional intelligence and supporting others.	Parenthood and caring responsibilities.	Lifelong learning and future planning.	Safeguarding and healthy adult relationships.
	PFA	Independent Living Skills Programme (Unit 119570)	Independent Living Skills Programme (Unit 119570)	Introduction to Household Budgeting (Unit 72248)	Introduction to Household Budgeting (Unit 72248)	Applying for a Job (Unit 79235)	Applying for a Job (Unit 79235)

Appendix 2 – Right to Withdrawal Request Form

Withdrawal from Sex Education Request Form			
Name of Child:		Class:	
Name of Parent/carer:		Date:	
Reason for withdrawing from sex education:			
Any other information you would like the school to consider:			
Parent Signature:			

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