



## **PSHE and RSE Overview**

### **Statutory Requirements and Legal Framework**

This curriculum statement is informed by the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, which make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education and Health Education compulsory in all schools. The duties on schools require that we provide a curriculum which promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students for the opportunities, responsibilities and experiences of adult life.

Our PSHE and RSE provision is designed to be accessible for all students, particularly those with special educational needs and disabilities (SEND). High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Relationships Education, Relationships and Sex Education and Health Education In teaching Relationships Education and RSE, schools should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010. Relationships Education, Relationships and Sex Education and Health Education

This guidance is read in conjunction with Keeping Children Safe in Education (statutory guidance), the SEND Code of Practice 0 to 25 years (statutory guidance), and relevant legislation including the Equality Act 2010.

### **Inclusive Approach**

Schools should be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some students; for example those with Social, Emotional and Mental Health needs or learning disabilities. Relationships Education, Relationships and Sex Education and Health Education We tailor content and teaching to meet the specific needs of students at different developmental stages, ensuring that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

### **Intent**



Our PSHE and RSE curriculum aims to:

- Prepare students for adulthood by equipping them with the knowledge, skills and understanding they need to lead healthy, safe and fulfilling lives
- Promote independence and self-advocacy appropriate to each student's developmental level
- Keep students safe by teaching them to recognise risks, understand boundaries and know how to seek help
- Develop positive relationships and understanding of healthy interactions with others
- Support wellbeing through teaching about physical health, mental health, and emotional regulation
- Enable participation in society by teaching about rights, responsibilities and British values

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare students for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Preparing for Adulthood (PfA)

Our curriculum is explicitly designed with the preparing for adulthood outcomes in mind, as set out in the SEND code of practice.

We focus on the four key areas:

- Employment - developing skills for work and independence
- Independent living - building life skills appropriate to each student's needs
- Community inclusion - understanding how to participate in and contribute to society
- Health - maintaining physical and mental wellbeing

Students with SEND develop independence, contribute to their community, make positive friendships and are supported to be as healthy as possible.

**Implementation**



## Curriculum Design and Structure

Our PSHE and RSE curriculum is delivered through one dedicated lesson per week across all KS3-KS5 classes, with content differentiated for pre-formal, semi-formal, and formal learners within each class.

### **3-Year Rolling Curriculum (KS3-KS5)**

We operate a 3-year rolling curriculum across Key Stages 3, 4 and 5, structured around six half-termly themes that repeat annually with increasing depth and sophistication.

Skills regression - Students with SEND, particularly those with PMLD and complex needs, may experience regression in skills during school holidays or due to health issues. The annual revisiting of themes ensures skills are maintained and consolidated.

Repetition for skills acquisition - Research shows that students with SEND require frequent opportunities to practise and consolidate their learning. Staff provide enough teaching and practice for all students to become fluent in word reading, spelling and handwriting and number facts. Staff ensure that students have sufficient foundational knowledge to complete tasks; they provide additional teaching and practice for those who need it. Ofsted State-Funded School Inspection Toolkit The rolling programme ensures students encounter key concepts multiple times across their secondary education journey.

Developmental appropriateness - Students may be ready to access different aspects of the same content at different points in their development. The rolling curriculum allows for differentiated access to the same themes as students mature from age 11 to 19, with content becoming progressively more sophisticated each year.

Consistency and security - The predictable structure provides security for students who benefit from routine while allowing for progression within familiar topics across the extended age range.

Age-appropriate progression - The same themes are revisited with increasing sophistication appropriate to secondary-age students, building from early adolescence through to preparation for adult life.

Developing understanding of relationships and social situations appropriate to their age

Learning about keeping safe in different contexts including online safety and recognising exploitation

Understanding body changes, puberty, reproductive health, and consent



Building skills for greater independence and preparing for adulthood

Accessing full secondary RSE curriculum with appropriate support (e.g., understanding identity and diversity, managing stress, sexual health basics, active citizenship)

Progress in PSHE and RSE is evidenced through:

Baseline and ongoing assessment - Using tools appropriate to each student's level (e.g., MAPP)

Evidence for Learning/learning journals - Photographic and video evidence showing:

- Student engagement and participation in weekly PSHE lessons
- Application of skills in different contexts across the school day
- Progress over time through comparison across the 3-year cycle
- Communication records - Documenting:
- Development of vocabulary and understanding related to emotions, relationships, and safety
- Use of communication to express needs, preferences, and concerns
- Ability to make choices and express opinions about personal matters

Personal care showing:

- Increasing independence in self-care and hygiene routines
- Understanding of personal hygiene, puberty changes, and menstrual health
- Development of appropriate behaviours and boundaries
- Behaviour and relationship observations - Recording:

Quality of interactions with peers and adults

- Understanding and application of social rules, consent, and respect
- Ability to manage emotions and relationships
- Application of safety awareness in real situations
- Annual reviews and PfA planning - Demonstrating:

Progress towards preparing for adulthood outcomes across all four areas

- Achievement of personalised targets linked to PSHE and RSE objectives



- Development of independence skills across KS3-KS5
- Readiness for post-19 provision
- Parent/carer feedback - Capturing:

#### Transfer of skills to home environment

- Changes in understanding and behaviour related to relationships and safety
- Student confidence, wellbeing, and ability to communicate about sensitive topics
- Impact on family life and community participation
- Expected Outcomes

By the end of KS5, students will have made progress appropriate to their starting points in:

- Understanding of healthy relationships appropriate to their developmental level
- Ability to keep themselves safe both online and offline
- Knowledge of their bodies, health needs, and changes through puberty and adolescence
- Skills for independence and self-care
- Confidence and self-advocacy
- Understanding of their rights and responsibilities
- Preparation for adult life post-19