



RSHE & PSHE POLICY 2026- 2027

DRAFT SUBJECT TO COMMITTEE APPROVAL

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Our Approach

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting young people's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach **Relationships and Sex Education (RSE)** and **Health Education** to all secondary-aged pupils. We deliver these statutory subjects within our broader PSHE programme, which also includes **citizenship education** (including fundamental British values, helping pupils understand their rights, responsibilities and role in society).

The DfE statutory guidance (July 2025) states:

"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 pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development."

This policy explains our whole-school approach to PSHE/ RSHE education and how we meet our statutory duties.

1. Our Vision for PSHE/ RSHE Education

At Wrotham School, we believe that every young person deserves an education that prepares them not just academically, but as rounded individuals ready to navigate the complexities of modern life. Personal, Social, Health and Economic Education sits at the heart of this commitment.

PSHE/ RSHE education is not an add-on to our curriculum – it is fundamental to our pupils' development as confident, healthy, respectful members of society. Through high-quality PSHE/ RSHE, we equip young people with the knowledge, skills and attributes they need to keep themselves healthy and safe, to develop their wellbeing, and to build positive, respectful relationships throughout their lives.

Our PSHE/ RSHE curriculum actively supports every pupil to understand and manage their emotions, to develop resilience in the face of challenges, and to make informed decisions that promote their own and others' wellbeing. **Developing emotional literacy** is central to this – helping young people to recognise, name and talk about feelings, both their own and others', creates the foundation for emotional wellbeing and positive relationships.

As the statutory guidance states:

"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."

We are committed to:

- Supporting the whole young person – recognising that pupils' emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every pupil feels valued and able to discuss concerns without fear or stigma
- Building foundations for adulthood – providing age-appropriate learning that prepares young people for healthy relationships, independent living and active citizenship
- Working in partnership with families, recognising that parents are important educators in many aspects of relationships and health
- Embedding PSHE across school life – not just in timetabled lessons, but through our values, relationships, and everyday interactions
- Ensuring all pupils understand the protected characteristics and the importance of equality and respect

2. Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (as updated by July 2025 statutory guidance) make **Relationships and Sex Education (RSE)** and **Health Education** compulsory for all secondary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

The guidance confirms:

"The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. Key aspects of RSHE are in scope for Ofsted inspection, for example, through inspectors' consideration of pupils' personal development, behaviour and welfare, and spiritual, moral, social and cultural development."

Our Approach to Statutory Compliance

We deliver statutory RSE and Health Education within our comprehensive PSHE/ RSHE programme delivered in 'Ethics' lessons and during Progress Time, using materials from Jigsaw PSHE 11–16 and the PSHE Association. This provides pupils with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal, social and economic capabilities.

Our curriculum addresses all statutory requirements including:

Relationships and Sex Education:

- Families and committed relationships
- Respectful relationships (including online)
- Being safe (including recognising abuse, harassment and exploitation)
- Intimate and sexual relationships, including sexual health
- Consent, boundaries and healthy relationship characteristics
- The impact of pornography and online harms
- Contraception, STIs and sexual health services

Health Education:

- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid (including CPR)
- Developing bodies

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via <https://www.wrothamschool.com/>

3. The Jigsaw approach: A whole-school framework

We use Jigsaw PSHE 11–16 as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to pupils' learning throughout their secondary education. Built on current research and best practice in adolescent development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance.

The programme is distinctive in its approach:

Emotional literacy at the core — Jigsaw lessons systematically develop pupils' emotional vocabulary and understanding. Young people learn to recognise, name and discuss a wide range of feelings in themselves and others. This emotional literacy supports pupils' ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindfulness approach — Lessons incorporate mindfulness activities designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to pupils' emotional wellbeing.

Age-appropriate spiral curriculum — Topics are revisited across year groups with increasing depth and complexity, enabling pupils to build on prior learning in line with their developing maturity and understanding.

Participative, interactive teaching — The statutory guidance emphasises that *"Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios."* Our lessons are designed to be engaging and active, using discussion, role-play, case studies, problem-solving and critical evaluation to develop skills alongside knowledge.

Skills for respectful dialogue — PSHE/ RSHE 'Ethics' lessons provide regular opportunities for pupils to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion.

The Jigsaw Units

Our PSHE/ RSHE curriculum is organised into themed units, each exploring key aspects of personal development, relationships and health education:

Unit	Key Content
Being Me in My World	Personal identity, rights and responsibilities, community and global citizenship, online and offline influence, making a positive contribution
Celebrating Difference	Recognising and respecting diversity, understanding protected characteristics, challenging stereotypes and prejudice, addressing bullying (including online), building empathy
Dreams and Goals	Setting and working towards goals, career aspirations, developing perseverance and resilience, financial capability, working collaboratively
Healthy Me	Physical and mental health connections; nutrition, sleep, exercise; emotional wellbeing; drugs, alcohol, tobacco and vaping; risk management; healthy lifestyle choices, pregnancy and choices, contraception and sexual health
Relationships	Healthy and unhealthy relationship characteristics; families; friendships; romantic and intimate relationships; consent and boundaries; conflict resolution; recognising abuse; online relationships
Changing Me	Puberty and adolescent development; body image and self-esteem; developing independence, personal safety and managing risk, managing change and transitions

Adapting Jigsaw for our School community

Whilst we follow the Jigsaw programme, we recognise that our pupils, families and context have specific needs and characteristics. Our teaching staff carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- Current events or emerging issues affecting our pupils
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

The guidance states that schools should develop curricula that are *"relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met."*

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents are informed about significant adaptations, particularly where these relate to sensitive content.

4. Curriculum Time and Whole-School Approach

Dedicated Teaching Time

PSHE/RSHE is taught through dedicated curriculum time. The curriculum content is delivered during weekly 'Ethics' lessons in Years 7 to 12. These explicit, timetabled lessons ensure that pupils receive the systematic teaching they need to develop essential knowledge and skills. RSHE is delivered to Year 12 and 13 students in our Progress Time curriculum and some chosen topics are delivered to Years 7 to 11 in Progress Time too.

The lessons and subject content of RSHE will be taught by our teaching staff and Progress Tutors. Where applicable we might invite external specialists or speakers into school to deliver specific areas of RSE provision as deemed suitable by the leadership team who would be subject to the same safeguarding processes and procedures.

External speakers:

Should the school choose you use external speakers to deliver aspects of the RSHE curriculum, parents will be notified about the details of the external provider.

Beyond the Classroom: Embedding PSHE/ RSHE in School Life

The statutory guidance emphasises that *"The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies."*

We recognise that effective PSHE/ RSHE education extends far beyond timetabled lessons. The skills, values and understanding developed in 'Ethics' sessions are reinforced and 'lived' throughout our school:

- **Assemblies and Progress Time** regularly explore PSHE / RSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics
- **Our character values** reflect the principles taught in PSHE/ RSHE, emphasising respect, compassion and open-mindedness

- **Staff model** the values and behaviours promoted through PSHE/ RSHE in all interactions with pupils and each other
 - **Recognition and reward systems** celebrate not just academic achievement but character values too
 - **Pastoral support systems** provide opportunities for pupils to seek help and discuss concerns
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5. Relationships and Sex Education: Statutory Content

Relationships and Sex Education (RSE)

RSE is compulsory for all secondary-aged pupils. The guidance states:

"RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies."

Parents do not have the right to withdraw their children from Relationships Education content. Parents may request withdrawal from **sex education** only (see Section 6).

The guidance emphasises:

"Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex."

By the end of secondary school, our pupils will understand:

Families

- Different types of committed, stable relationships and how these contribute to wellbeing
- Why marriage and civil partnership are important relationship choices for many, including legal rights and protections not available to cohabiting couples
- That forced marriage and marriage under 18 are illegal; that 'common-law marriage' is a myth
- How families change over time; roles and responsibilities of parents
- How to judge when a relationship is unsafe and where to seek help

Respectful Relationships

- Characteristics of positive relationships (online and offline), including the role of consent, trust, mutual respect, honesty, kindness, boundaries and managing conflict
- The importance of self-esteem and having a positive relationship with oneself
- Practical skills for communicating respectfully, including in conflict situations
- Different types of bullying and how to respond; responsibilities of bystanders

- That ethical behaviour goes beyond consent – involving kindness, care and awareness of power dynamics
- How stereotypes (based on sex, race, religion, sexual orientation, disability) can cause damage
- How pornography can negatively influence attitudes and behaviours

The guidance states that 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."*

Online Safety and Awareness

- Rights, responsibilities and opportunities online
- Risks of sharing personal information; understanding privacy settings
- That social media accounts may be fake; that users may present exaggerated profiles
- The law on sharing images, including that keeping or forwarding sexual images of under-18s is a crime
- How to report concerns about material that has been circulated
- Understanding deepfakes and their potential harms
- That online content can normalise unhealthy behaviours; where to get support
- How technology can be used in bullying, harassment, stalking and coercive control
- How pornography presents a distorted picture and can influence behaviour negatively
- Risks of sextortion and online scams

The guidance is clear that pupils should understand *"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."*

Being Safe

- How to recognise, respect and communicate consent and boundaries
- Strategies for identifying, resisting and understanding pressure (including sexual pressure)
- How to determine whether others are trustworthy; how to seek help
- How to increase personal safety in public spaces
- What constitutes sexual harassment and sexual violence; that it is never the victim's fault
- Laws relating to sexual violence, domestic abuse, harmful sexual behaviour, exploitation, grooming, forced marriage
- The physical and emotional damage of FGM, virginity testing and hymenoplasty, and the law
- That strangulation and suffocation are criminal offences
- Where to seek support for worrying or abusive behaviour

Intimate and Sexual Relationships, Including Sexual Health

- That sex, for those ready and over the age of consent, can and should be positive and enjoyable
- The law on age of consent; that many young people wait; that intimate relationships don't require sex
- Sexual consent and the capacity to give, withhold or remove consent at any time
- How choices about sex and relationships affect all aspects of health
- The full range of contraceptive choices and their efficacy

- Choices in relation to pregnancy (keeping the baby, adoption, abortion) with medically accurate information
- How STIs (including HIV) are transmitted; how risk can be reduced; importance of testing
- How alcohol and drugs can lead to risky sexual behaviour
- Where to access confidential sexual and reproductive health advice and treatment

Health Education

Health Education is compulsory for all secondary-aged pupils and there is no right of withdrawal.

The guidance states:

"The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Schools should support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks."

By the end of secondary school, our pupils will understand:

Mental Wellbeing

- How to talk about emotions accurately using appropriate vocabulary
- Benefits of physical activity, sleep, time outdoors, community participation for mental wellbeing
- That happiness is linked to connection with others; that loneliness is normal and not shameful
- That worrying and feeling down are normal and not necessarily signs of mental health conditions
- Characteristics of common mental health conditions (anxiety, depression) presented factually
- How to critically evaluate activities that contribute to wellbeing
- How to overcome anxiety or barriers to participating in activities
- That gambling can lead to serious mental health harms
- The relationship between substance use and mental health

Wellbeing Online

- Benefits of limiting time online; risks of excessive screen time
- Impact of unhealthy comparison with others online; how people curate online images
- How to identify and report harmful online behaviours
- Risks of online gambling and gambling-like content in gaming
- How advertising and information is targeted; prevalence of misinformation
- Risks of illegal behaviours online
- Serious risks of viewing content promoting self-harm, suicide or violence

Physical Health and Fitness

- Characteristics of a healthy lifestyle; links between inactivity and ill-health
- That physical activity promotes wellbeing and combats stress
- Science of blood, organ and stem cell donation

Healthy Eating

- How to maintain healthy eating; links between poor diet and health risks
- Risks of unhealthy weight gain (cancer, type 2 diabetes, cardiovascular disease)
- Impacts of alcohol on diet and weight

Drugs, Alcohol, Tobacco and Vaping

- Facts about illegal drugs and associated risks, including synthetic drugs and illicit vapes
- The law on supply and possession of illegal substances
- Physical and psychological risks of alcohol; what constitutes low-risk consumption in adulthood
- Consequences of problem alcohol use and dependency
- Dangers of misusing prescribed and over-the-counter medicines
- Harms from smoking tobacco (lung cancer, cardiovascular disease); benefits of quitting
- Facts about vaping, including harms to young people

Health Protection and Prevention

- Personal hygiene, germs, treatment and prevention of infection, antibiotics
- Dental health and oral hygiene
- How and when to self-care for minor ailments; role of pharmacists
- Importance of taking responsibility for own health; benefits of self-examination and screening
- Facts about vaccination, immunisation and antimicrobial resistance
- Importance of good sleep; impact of screens on sleep
- Healthy behaviours before and during pregnancy; miscarriage and pregnancy loss
- How to navigate the healthcare system (GPs, A&E, sexual health clinics, pharmacies)
- Gillick competence and medical consent

Personal Safety

- How to manage personal safety in independent situations
- How to recognise and manage peer influence on risk-taking
- Social and emotional skills to increase safety from conflict and violence
- Which trusted adults to talk to about violence and knife crime
- The law on knives and weapons (without using fear or suggesting knife-carrying is common)
- Risks and signs of grooming or exploitation

Basic First Aid

- Basic treatment for common injuries
- Life-saving skills including CPR (usually taught after age 12)
- Purpose of defibrillators and how to use them

Developing Bodies

- Main changes during puberty; the changing adolescent body and brain

- Menstrual and gynaecological health (average periods, period problems, endometriosis, PCOS)
- Reproductive health, fertility and menopause; impact of lifestyle on fertility

6. Sex Education and the Right to Withdraw

What is Sex Education?

Sex Education at secondary level covers the detailed content about sexual activity, contraception, pregnancy, sexually transmitted infections, and intimate relationships. This is distinct from:

- **Relationships Education** (which covers the broader aspects of healthy relationships, consent, safety—from which there is no right of withdrawal)
- **Health Education** (from which there is no right of withdrawal)
- **Science curriculum content** about reproduction (from which there is no right of withdrawal)

Parent Right to Request Withdrawal

Parents have the right to request that their child be withdrawn from some or all of **Sex Education** delivered as part of statutory RSE.

Parents do NOT have the right to withdraw children from:

- Relationships Education content
- Health Education
- Science curriculum content, including content about reproduction

Defining 'Sex Education'.

At Jigsaw PSHE 11-16, Sex Education is interpreted as 'Human reproduction, sexual intercourse and sexual behaviours' including:

- How human reproduction can happen (e.g. childbirth, sexual intercourse, IVF, surrogacy)
- Anatomy and biology (when linked to sexual activity)
- Sexual behaviours*, risks, rights and responsibilities in a sexual relationship
- Sexual health and safer sex (e.g. contraception, sexually transmitted infections)

The topics/ Jigsaw Puzzle pieces delivered in Year 7 to 11 'Ethics' lessons identified as Sex Education under the above definition include:

Age/ Year group	Topic/ Jigsaw Puzzle piece	Sex Education
11+ (Year 7)	Changing Me (having a baby/ assessment booklet)	✓

12+ (Year 8)	Changing Me (Pornography/ understanding relationships/ alcohol/ assessment booklet)	✓
13+ (Year 9)	Being Me in My World (Expectations and perceptions of relationships/ consent) Relationships (Assertiveness and saying no/ Pornography and its impact/ Contraception/ Consequences of unprotected sex/ Assessment)	✓
14+ (Year 10)	Changing Me (STIs/ Assessment booklet/ Safer sex) Relationships (Healthy long term relationships/ Can you always believe what you see?/Assessment booklet) Healthy Me (Safeguarding lesson regarding virginity testing)	✓
15+ (Year 11)	Being Me in My World (Becoming an adult/ Relationships and the law/ Assessment booklet) Healthy Me (Staying safe in sexual relationships/ Contraception and sexual health/ Reproductive Health and fertility/ Pregnancy and health/ Assessment) Relationships (Intimate relationships/ Assessment)	✓

Year 12 'Ethics' lessons. Note where 'Sex Education' and 'Sex Education' themes are delivered.

Term	Topic	Relationships	Sex Education	Health	Online Safety
Term 1	Personal Safety – emergency help (holidays/travel/work)	✓		✓	
Term 1	Rail, Water & Sun Safety			✓	

Term 1	First Aid			✓	
Term 1	Personal Safety – including data sharing			✓	✓
Term 1	Personal Safety – gangs and organised crime			✓	
Term 1	International Day of the Girl/Child	✓			
Term 2	Preparing for Adult Life	✓			
Term 2	Money Management and Budgeting/Saving	✓			✓
Term 2	Paying Bills/Taxes/Payslips/National Insurance	✓			✓
Term 2	Renter's Rights/Mortgages/Loans/Overdrafts	✓			✓
Term 2	Building an Effective Credit Score	✓			
Term 2	Risks and Money Management	✓			✓
Term 3	Self-Care for Minor Ailments – pharmacist/GP/GUM/A&E			✓	
Term 3	Self-Examination/Screening		✓	✓	
Term 3	Vapes/Spiking/Prescribed Medicine Misuse/Counterfeit Medicine			✓	
Term 3	Online Safety – AI, Deepfakes, Misinformation				✓
Term 3	Online Safety – Pornography, Body Image		✓		✓
Term 4	Consent	✓	✓		
Term 4	Contraception	✓	✓		
Term 4	STIs – PrEP and PEP/Sexual Health Testing	✓	✓	✓	
Term 4	Building Healthy Relationships	✓	✓		
Term 5	Deciding to Have a Baby – pre-conception health/menopause		✓	✓	
Term 5	Pregnancy and Birth – different routes to parenthood		✓	✓	
Term 5	Postpartum Depression/Miscarriage		✓	✓	

Term 5	Domestic Abuse	✓	✓		
Term 5	Unhealthy Relationships	✓	✓		
Term 5	Influences of Faith/Culture/Society on Sex and Relationships	✓	✓		
Term 6	Wellbeing and Mindfulness			✓	
Term 6	Anxiety/Depression			✓	
Term 6	Activities Affecting Wellbeing – gambling, drugs, alcohol, tobacco			✓	
Term 6	Self-Harm/Suicide			✓	
Term 6	Curated Online Identities				✓

What falls outside this definition (therefore has no withdrawal right).

-The biological aspects of puberty, reproduction, and the human body as covered in the National Curriculum for Science

- Content in Relationships and Health education which cover topics like healthy relationships, consent, online safety, different family structures and recognising abuse

There are several topics within the Jigsaw PSHE programme that could be considered as sexual behaviour, link to sexual behaviour or invite questions from students that may require an answer that explores themes within sex education. The lessons that include these topics have not been identified as sex education as this learning is integral to keep young people safe, and to ensure that they are safeguarded. These topics include:

- Sexting and sextortion
- FGM
- Pornography- when discussing the receiving of unwanted images and online safety
- Consent
- Protecting the health of the reproductive organs through screening (breast and testicular screening relating to cancer)

Assembly/ Tutor time RSHE content delivered by Heads of Year, EDI Lead and 'Ethics' lead or Progress Tutors during Progress Time. Note where 'Sex Education' and 'Sex Education' themes are delivered.

Term	Year Group / Audience	Theme / Title	Relationships	Sex Education	Health	Online safety
Term 1	Whole school	International Day of Peace —	✓			

		relationships & healthy communities				
Term 1	Whole school	Racism & Intolerant Language — protected characteristics, diversity & respect	✓			
Term 1	Whole school	Diversity, Tolerance & Respect — protected characteristics & equality	✓			
Term 1	Whole school	Mental Health & Wellbeing			✓	
Term 2	Whole school	Fire & Firework Safety			✓	
Term 2	Whole school	Anti-Bullying Week — bullying & healthy relationships	✓			
		Human Rights	✓			
Term 2	Whole school	Knife Crime — safety, empathy & active citizenship			✓	
Term 2	Whole school (Y7–11)	Rail Safety			✓	
Term 3	Whole school	Consent	✓	✓		
Term 3	Whole school	Online Safety				✓
		Safer Internet Day				
Term 3	Whole school (Y7–11)	Tolerance — equality & protected characteristics	✓			
Term 3	Whole school (Y7–11)	Mental Health & Wellbeing			✓	
		Children's Mental Health week				
Term 4	Whole school	International Women's Day — gender equality & challenging misogyny	✓			
Term 4	Whole school	Mental Health			✓	

Term 5	Whole school	Sun & Water Safety			✓	
Term 5	Whole school (Y7–11)	Healthy Relationships	✓			
Term 5	Whole school (Y7–11)	Cultural Expression & Diversity	✓			
Term 5	Whole school (Y7–11)	Conflict Resolution — religion, belief & diversity	✓			
Term 5	Whole school	Celebrating Differences	✓			
Term 6	Whole school	Pride Month — LGBTQ+ inclusion & healthy lifestyles	✓		✓	
Term 6	Whole school (Y7–11)	Empathy in Action	✓		✓	
		Healthy Eating week				
Term 6	Whole school	Summer Safety & Community Risks			✓	

Year 12 and Year 13 Progress Time RSHE content delivered by Progress Tutors

These sessions will primarily follow content from the PSHE Association KS5 resources and materials. Note where ‘Sex Education’ and ‘Sex Education’ themes are delivered.

Term	Year Group	Theme / Focus	Relationships	Sex Education	Health	Online safety
Term 1	Y12/13	Thriving in Post-16 — opportunities, aspirations & healthy transitions			✓	
Term 1	Y12/13	Fair & Equal Opportunity to be Healthy — health inequalities & equality	✓		✓	
Term 1	Y12/13	Black History Month — identity, heritage, equality & protected characteristics	✓			
Term 1	Y12/13	RSHE: Consent (Sessions 1 & 2)	✓	✓		
Term 1	Y12/13	RSHE: Well-being (Sessions 1 & 2)			✓	
Term 2	Y12/13	Showing Racism the Red Card — anti-racism & equality	✓			
Term 2	Y12/13	RSHE: Fertility & Pregnancy (Parts 1–3)	✓	✓	✓	
Term 2	Y12/13	RSHE: Testicular Cancer — awareness & help-seeking		✓	✓	

Term 2	Y12/13	RSHE: Sexual Health (Parts 1 & 2)		✓	✓	
Term 2	Y12/13	RSHE: Breast & Vaginal Screening		✓	✓	
Term 2	Y12/13	RSHE: Sleep			✓	
Term 2	Y12/13	RSHE: Well-being (Session 3)			✓	
Term 3	Y12/13	RSHE: Road Safety (Parts 1 & 2)			✓	
Term 3	Y12/13	RSHE: Well-being: Stress Management (Sessions 3 & 4)			✓	
Term 3	Y12/13	Independence & Safety in Adulthood (Parts 1 & 2)	✓		✓	
Term 3	Y12/13	RSHE: Substance Abuse (Parts 1–3)			✓	
Term 4	Y12/13	RSHE: Substance Abuse (Part 4 — consolidation)			✓	
Term 4	Y12/13	Modern Families — diverse family structures & relationships	✓	✓		
Term 4	Y12/13	Online Financial Harm (Parts 1 & 2)	✓			✓
Term 4	Y12/13	Tackling Violence Against Women — VAWG awareness, consent & the law	✓	✓		
Term 5	Y12/13	Something's Not Right (Parts 1 & 2) — recognising unhealthy relationships	✓	✓		
Term 5	Y12/13	Digital Deception (Parts 1 & 2) — deepfakes & online manipulation	✓			✓
Term 5	Y12/13	Sun & Water Safety			✓	
Term 5	Y12/13	AI & Misinformation (Parts 1–4) — rights & digital literacy				✓
Term 5	Y12/13	RSHE: Consent (Session 3) — consolidation & legal context	✓	✓		
Term 5	Y12/13	Mental Health Awareness Week			✓	
Term 5	Y12/13	RSHE: Well-being (Session 5)			✓	
Term 5	Y12/13	Housing & Independent Living — tenancy rights & independent adulthood	✓		✓	

Term 5	Y12/13	Personal Finance — taxes, debt, credit scores & bank accounts			✓	✓
Term 5	Y12/13	Employability Rights — workplace rights, contracts & discrimination law	✓			
Term 6	Y12/13	Pride Month — LGBTQ+ inclusion, equality & mutual respect	✓			
Term 6	Y12/13	Summer Safety & Community Risks			✓	
Term 6	Y12/13	Empathy in Action — kindness & inclusion	✓			

Process for Withdrawal Requests

Parents can withdraw their child from Sex Education, but not relationship or health education. **This will be done in writing from the parent or carer to the Headteacher, Mrs Abbott.** Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any such request we would request that the parent or carer discusses this with the Head teacher and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

We will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The Head teacher **may refuse a request in exceptional circumstances.**

Pupil Right to Opt Back In

The guidance states:

"From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Schools should ensure that pupils know they have this option."

How We Inform Parents about Sex Education

We inform parents about sex education content by making all materials available for viewing on request. Please contact the school office to request any further details.

Those students who are withdrawn from sex education will be provided with alternative and appropriate education. This might include: independent reading, access to Sparx reader, extension tasks for other subjects, additional revision activities.

7. Inclusive Practice and Equality

We are committed to an inclusive PSHE/RSHE curriculum that is accessible to and respectful of all pupils and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE/RSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The guidance states: *"Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education."*

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that pupils come from diverse family backgrounds including single parent families, same-sex parent families, families headed by grandparents, adoptive families, foster families, kinship care, blended families, and families from different cultural and religious backgrounds.

We ensure that no pupil is stigmatised based on their home circumstances and that all family structures are represented positively. When discussing families, we emphasise that committed, stable relationships provide love, care and security.

Lesbian, Gay and Bisexual Content

Throughout PSHE/RSHE, pupils learn that all people deserve to be treated with respect and kindness, regardless of difference.

The guidance states:

"At secondary school, there should be an equal opportunity to explore the features of stable and healthy same-sex relationships, and secondary schools should ensure that this content is integrated into RSHE programmes of study rather than delivered as a standalone unit or lesson. Schools should ensure that they cover all the facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning."

Teaching about Biological Sex and Gender Reassignment

The guidance states:

"Pupils should also be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity."

The guidance further states:

"In teaching this, schools should be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they should be careful not to endorse any particular view or teach it as fact. For example, they should not teach as fact that all people have a gender identity. Schools should avoid language and activities which repeat or enforce gender stereotypes. Schools should be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort."

We encourage pupils to express their views respectfully whilst remaining respectful of others' opinions. Bullying or disrespectful language is never acceptable.

Challenging Stereotypes

Throughout our curriculum, we actively challenge harmful stereotypes, including gender stereotypes that can limit aspirations, reinforce inequalities, or contribute to disrespectful behaviour.

Pupils learn to recognise misogyny and other forms of prejudice, understanding the links between sexist attitudes and violence against women and girls. We help pupils develop positive conceptions of masculinity and femininity and identify positive role models.

Supporting Pupils with SEND

The guidance states:

"Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities."

Pupils with special educational needs and/or disabilities receive appropriate PSHE/RSHE education that meets their needs. Teachers adapt lessons to ensure content is accessible.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE/RSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

The guidance states:

"All schools may teach about faith perspectives on these topics. In particular, schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. Schools should be clear when they are delivering content that reflects religious belief."

8. Safeguarding and Support

PSHE/RSHE education has a crucial role in our safeguarding provision, equipping pupils with the knowledge and skills to keep themselves safe and to seek help when needed.

The guidance states:

"Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff should know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse."

Through PSHE/RSHE, pupils learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information

- Recognise emotional, physical and sexual abuse, harassment and exploitation
- Identify risks online and in the physical world
- Understand what constitutes harmful sexual behaviour
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns

PSHE/RSHE (Ethics) lessons, particularly those addressing sensitive topics, may lead to disclosures from pupils. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep pupils safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead without delay

The guidance states:

"Staff should handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy). Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child."

Pupils are informed at the start of PSHE/RSHE lessons how confidentiality works – that personal information shared during discussions will be treated with respect and care, but if a teacher is worried about a pupil's safety, they will need to share information with people who can help.

All staff delivering PSHE/RSHE are familiar with our safeguarding and child protection policy and procedures, including mandatory reporting duties. Where external visitors contribute to delivery, they are briefed on safeguarding procedures before working with pupils.

Signposting to Support

We actively encourage pupils to talk with their families about worries and concerns. We also ensure pupils know how to access support from trusted adults at school and from external services.

Within lessons, pupils are regularly informed about sources of support:

- Named trusted adults within school
- How to access pastoral support
- External helplines (e.g., Childline)
- Online reporting tools (e.g., CEOP, Report Remove)
- Local sexual health services
- Emergency services and how to access them

9. Working in Partnership with Parents and Carers

We recognise that parents are important educators in many aspects of relationships and health. Effective PSHE/RSHE works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

The guidance states:

"Schools should take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. These steps might include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics."

Consultation and Communication

We consult with parents when developing and reviewing this policy, seeking their views on content, approach and resources. Examples of this include:

- Opportunities to view teaching materials
- Regular communication about the PSHE/RSHE curriculum through termly updates about the topics being covered in 'Ethics' lessons

Viewing Teaching Materials

The guidance states:

"Schools should show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request."

We want parents to feel informed about what their children are learning. We provide several ways for parents to access information:

- **Curriculum overviews** for each year group, available on request
- **Viewing materials in school** for parents who would like to explore materials in more depth

All materials used in PSHE/RSHE can be viewed by parents on request. To request access, please contact: labbott@wrotham.kent.sch.uk

Responding to Concerns

We welcome parents' questions and concerns about PSHE/RSHE education. Parents who have concerns should contact your child's Progress Tutor or Head of Year in the first instance.

We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered.

10. Addressing Sensitive Topics

Suicide Prevention

The guidance states:

"Secondary schools should also consider how to safely address suicide prevention. Many aspects of suicide prevention are addressed through the mental wellbeing curriculum. Starting in primary school, the curriculum includes recognising and talking about emotions, looking after one's own and others' wellbeing, being worried about friendships, other relationships, and judging whether feelings or behaviour require support."

Our mental wellbeing curriculum addresses many aspects of suicide prevention, including recognising and talking about emotions, looking after wellbeing, coping when things go wrong, and seeking help from trusted adults.

The guidance further states:

"Schools should consult mental health professionals and put in place high quality, evidence-based staff training before addressing suicide directly with secondary aged pupils, to ensure that staff have the knowledge and skills to do this safely. It is important that teachers use language and content that is accurate, straightforward and appropriate to the level of understanding of the class. They should take particular care not to discuss instructions or methods of self-harm or suicide and avoid using emotive language, videos or images as there is a risk this could signpost pupils towards dangerous ideas and online content of which they may not previously have been aware."

We consider carefully when it is suitable to deliver this content, taking into account age, maturity, personal experiences, parental views, and staff confidence.

Eating Disorders

The guidance states:

"It is also important that schools take a similar approach to addressing eating disorders, ensuring that staff have the knowledge and skills to do this safely. Teachers should take care to avoid language which romanticises eating disorders and avoid discussing instructions, methods or ideas of restriction, bingeing or purging."

Self-Harm

If staff have concerns about a specific pupil in relation to eating disorders, self-harm, suicidal ideation or attempts, or if a pupil discloses information, they follow safeguarding procedures immediately.

Sexual Harassment and Violence

The guidance states:

"Pupils should understand that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component – for example, manifesting an inequality of power between men and women. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims."

Staff are conscious of everyday sexism, misogyny, homophobia and stereotypes, and take action to build a culture where prejudice is identified and tackled.

The guidance emphasises:

"It is important for pupils to understand that ethical behaviour in friendships and other relationships goes beyond respecting boundaries and consent, and that strong relationships of all types involve kindness and care. RSE lessons should be clear that all sexual activity should involve kindness, care, attention to the needs and vulnerabilities of the other person and an awareness of the power dynamics that can exist within relationships."

Where misogynistic ideas are expressed, staff challenge the ideas rather than the person expressing them.

11. Teacher Support and Professional Development

High-quality PSHE/RSHE requires confident, well-supported teachers with the knowledge, skills and resources to deliver sensitive content effectively.

The guidance states that curriculum should be *"delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures."*

Supporting Our Staff

We support staff delivering PSHE/RSHE through:

Comprehensive resources — The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, ensuring consistency across year groups. We also utilise resources from our PSHE Association membership.

Professional development including:

- Using the Jigsaw programme effectively
- Teaching sensitive and controversial topics
- Safeguarding training

Collaborative planning and review — Staff have opportunities to plan and review PSHE/RSHE teaching together, sharing effective practice and discussing challenges.

Senior leadership support — The senior leadership team provide ongoing support, including advising on complex situations and ensuring staff wellbeing.

Managing Difficult Questions

The guidance states:

"Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. The school's policy should explain how teachers will handle such questions, with an emphasis on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online."

Teachers are trained to handle such questions appropriately, which may include:

- Asking the pupil to speak to their parents or a trusted adult
- Signposting to support services
- Recognising that unanswered questions might lead pupils to inappropriate sources
- Knowing when questions are better addressed outside the classroom setting

The guidance also notes: *"When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously."*

Training (for staff)

RSHE is a statutory requirement and it is vital that up to date and accurate information is delivered.

RSHE provision, planning and delivery involves the DSL and all staff know how to report any safeguarding concerns to the DSL.

12. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE/RSHE provision to ensure it meets pupils' needs, is delivered consistently, and has positive impact on pupils' wellbeing and development.

Assessing Progress

Assessment in PSHE/RSHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, decision-making, critical evaluation)
- Ability to apply learning to real situations
- Changes in attitudes and confidence

Teachers use a range of strategies including observation, review of work and pupil self-assessment.

Monitoring Quality and Impact

The provision is monitored through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of pupil work and assessment information
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback

Evaluating Impact

We evaluate impact by examining:

- Pupils' knowledge, skills and confidence
- Quality of relationships within the school
- Behaviour and ability to resolve conflicts
- Pupil wellbeing and mental health indicators
- Confidence in seeking help and reporting concerns
- Safeguarding data
- Reduction in bullying and harassment

13. Links to Other Policies and Curriculum Areas

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour, Character and Inclusion Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- CET Equality and Diversity Policy
- SEND Policy

Links Across the Curriculum

The guidance states:

"The lead teacher will need to work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in national curriculum subjects such as citizenship, science, computing and PE. The lead teacher will want to look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships."

PSHE/RSE learning is reinforced through other subjects including:

- **Science** — human body, reproduction, health, drugs
- **Computing** — online safety, digital citizenship
- **P.E** — physical health, teamwork, resilience
- **Religious Education** — moral questions, values, beliefs, diversity
- **English** — texts exploring relationships, identity, moral dilemmas
- **History** — discussing equality in historical context

14. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff
- Parents and carers
- Pupils
- Governors/Trustees

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Jigsaw PSHE 11–16 programme
- Local authority guidance
- Evidence from educational research

Review

This policy will be reviewed annually to ensure it remains up to date with statutory guidance, programme updates, emerging pupil needs, and stakeholder feedback.

Next review date: September 2027

This policy reflects the requirements of the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025).

Wrotham School will continue to review and update this policy to ensure ongoing compliance with statutory expectations and to respond to emerging safeguarding risks.

Responsibilities

The PSHE/RSHE 'Ethics' lead and RSHE SLT lead is responsible for overall coordination, keeping up to date with requirements, supporting staff, monitoring quality and impact, leading policy review, and liaising with external speakers.

The Headteacher is responsible for ensuring statutory requirements are met, supporting staff, ensuring adequate resources and CPD, engaging with parents, and managing withdrawal requests and liaising with external agencies.

Governors/Trustees are responsible for ensuring the school meets statutory duties, approving this policy, monitoring implementation, and engaging with consultation.

The guidance states that governing boards should make sure that:

"all pupils make progress in achieving the expected educational outcomes; teaching is accessible to all pupils with SEND; curriculum content and teaching materials are aligned with this statutory guidance; clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education."

All Staff are responsible for delivering high-quality PSHE/RSHE, reinforcing learning throughout school life, responding appropriately to disclosures, modelling values, and engaging with professional development.

Further Information and Resources

For more information about PSHE/RSHE at Wrotham School, please contact: labbott@wrotham.kent.sch.uk

Key documents available:

- On our school website: <https://www.wrothamschool.com/>
 - '11-16- PSHE- RSHE snapshot overview 2026'

External resources used in the RSHE/ PSHE:

- DfE Relationships Education, RSE and Health Education guidance (July 2025)
- PSHE Association Programme of Study
- Jigsaw PSHE 11-16 in 'Ethics' lessons

Other external resources used in the RSHE/ PSHE curriculum:

Source	Website Link
Network Rail (rail safety)	https://switchedonrailsafety.co.uk/12-16-years/resources/
Money Minds	https://ybsmoneyminds.co.uk/money-minds/budget-balance-ks5
CEOP	https://www.ceop.police.uk/Safety-Centre/
NHS (sexual health)	https://www.nhs.uk/nhs-services/sexual-health-services/
NHS (self-examination)	https://www.nhs.uk/tests-and-treatments/how-to-check-your-breasts-or-chest/ https://www.nhs.uk/tests-and-treatments/how-to-check-your-testicles/
Mind (wellbeing and mental health)	https://www.mind.org.uk/
ChildLine	https://www.childline.org.uk/
UN International Day of the Girl Child	https://www.un.org/en/observances/girl-child-day
First Aid	https://www.redcross.org.uk/first-aid https://shop.sja.org.uk/collections/first-aid-courses
UK Parliament	https://www.parliament.uk/

Policy Approval

This policy was approved by the Governing Body / Board of Trustees on: September 2026

Next Review Date: September 2027

"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 pupils 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."

— DfE RSHE Statutory Guidance, July 2025

References:

<https://jigsawpshe.online/>

<https://pshe-association.org.uk/>

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf