



Outcomes
First Group

Relationship and Sex Education (RSE) Policy

including:

Personal, Social and Health
Education with Elements of
Citizenship (PSHCE)

New Barn School



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1.0 Introduction

This policy provides a clear framework for meeting statutory requirements and supporting the school's aim of developing students' understanding of Relationships and Sex Education (RSE). Its purpose is to promote pupils' spiritual, moral, social and cultural growth, and to prepare them for the opportunities, responsibilities and experiences of adult life.

The school recognises that Personal, Social, Health and Citizenship Education (PSHCE) complement the teaching of RSE. As a result, relevant aspects of PSHCE and RSE will be taught within the same sessions.

It is widely recognised that effective relationships and sex education requires a whole school approach that creates a positive and supportive environment beyond the classroom, and that building young people's resilience also depends on coordinated support from families, communities and external services (PHE, 2018). In line with this, the school has a responsibility to ensure that all pupils receive appropriate and consistent RSE and PSHCE learning. Leadership must therefore make sure that every pupil is taught either relationships education or relationships and sex education, as appropriate-school approach that creates a positive and supportive environment beyond the classroom, and that building young people's resilience also depends on coordinated support from families, communities and external services (PHE, 2018). In line with this, the school has a responsibility to ensure that all pupils receive appropriate and consistent RSE and PSHCE learning. Leadership must therefore make sure that every pupil is taught either relationships education or relationships and sex education, as appropriate, and that the latest statutory guidance on relationships education, relationships and sex education (RSE) and health education is fully implemented (ISI, 2025).

The school is aware that pupils with SEND may be more vulnerable than their peers without SEND 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.

2.0 Policy Scope

This policy has been written in consultation with the following guidance and legislation:

- PSHE Education Planning Framework for Pupils with Send (PSHE Association, 2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, headteachers, principals, senior leadership teams, and teachers (DfE, 2025),
- National curriculum in England: Science Programmes of Study (DfE, 2015)
- National Curriculum in England: Citizenship Programme of Study (DfE, 2013)
- National Curriculum in England: Personal, Social, Health and Economic Education Study (DfE, 2021)
- Teenage Pregnancy Prevention Strategy (Public Health England, 2018)
- ISI, Framework 23 (DfE, 2025)

We are committed to delivering a differentiated, broad and balanced RSE and PSHCE curricula that support all students and fosters their interest in the subject. These policies and curriculum follow the principles as set out in the statutory guidance:

- Encouragement with pupils,
- Engagement and transparency with parents,
- Positivity,
- Careful sequencing,
- Relevant and responsive,
- Skilled delivery for participant education,
- Whole school approach,

3.0 Transparency

The school is committed to following all required statutory guidance. We will work closely with parents on the content of RSHE and ensure full transparency regarding all materials used. All resources will be made available to parents, with sample materials shared in advance of any sex education being taught.

Parents also retain the right to request that their child be withdrawn from sex education.

The school will take proactive steps to engage parents and ensure they are well-informed about the RSHE curriculum. A draft version of the school's RSE and PSHCE policy will be shared with parents each year before it is formally published, and any feedback received will be considered and incorporated where appropriate. The same principle of transparency will apply when the school appoints external providers. -informed about the RSHE curriculum. A draft version of the school's RSE and PSHCE policy will be shared with parents each year before it is formally published, and any feedback received will be considered and incorporated where appropriate. The same principle of transparency will apply when the school

Any contractual clauses that prevent materials from being shared with parents are void and unenforceable, and the school will not use such contractors, as this conflicts with the public policy requirement that parents are informed about what their children are being taught in sex and relationships education.

4.0 Relationship Education and Sex Education (RSE)

Everyone forms relationships with others, and most pupils will develop sexual relationships at some point in their lives. The school therefore aims to provide relationships and sex education that equips pupils with the knowledge and skills to treat others with kindness and respect as they grow into adulthood. This education supports them in building healthy, positive relationships and helps them understand how to keep themselves and others safe.

Sex education will focus on intimacy and sexual health. Pupils will learn that sex, for those who feel ready and are over the age of consent, can and should be a positive and enjoyable experience, and they will be taught the legal aspects of being sexually active. Teaching will place strong emphasis on consent, including that consent must be freely given and can be withdrawn at any time during sexual activity.

Pupils will also learn that there are choices in relation to pregnancy and will receive medically and legally accurate, impartial information on all options, including continuing the pregnancy, adoption, abortion, and where to access further support. In addition, the curriculum will include information about contraception and sexually transmitted infections to help pupils make informed and safe decisions.

Relationships education will focus on how to form and maintain positive relationships, while also teaching pupils how to recognise risks and potential harm. This may include learning about preventing sexual abuse or avoiding the sharing of inappropriate material online, without describing sexual activity in detail. In addition, effective safeguarding requires that young people know the correct names for body parts and can use them confidently.

This knowledge may be taught through health education, safeguarding content, online safety, and wider personal safety or life skills learning.-skills learning.

When addressing sensitive topics, teachers may use approaches such as distancing techniques, setting clear ground rules, and providing opportunities for pupils to ask questions anonymously. Teaching will be adapted to pupils’ developmental stage, needs, sensitivities and cognitive ability to ensure the learning is meaningful, relevant and beneficial.

5.0 Subject Content - RSE

Families The pupils will learn about different types of committed and stable relationships, including marriage and other long-term partnerships, and why these relationships can support happiness and family life; they will be taught about the legal status of marriage, the importance of choosing it freely, and the roles and responsibilities of parents, while also learning how to judge whether people or information are trustworthy and how to recognise when a relationship—either their own or someone else’s—may be unsafe.

Respectful relationships including friendship The pupils will learn what makes friendships healthy, including trust, respect, honesty, kindness, consent, clear boundaries and positive ways of managing conflict both online and offline; they will be taught practical ways to build respectful relationships, understand how harmful stereotypes can lead to prejudice, and recognise the importance of treating everyone with tolerance and respect. They will also learn about bullying and cyberbullying, unsafe or criminal behaviours in relationships such as coercive control, sexual harassment and sexual violence, and how to seek help if needed. Finally, the pupils will be taught about legal rights around equality and that everyone is unique and equal under the law.

Online and media The pupils will learn about their rights, responsibilities and expected behaviour online, as well as the risks of sharing material that can easily be copied, passed on or become difficult to remove; they will be taught why they should not share personal or compromising content, how to report online problems and where to get support. They will also learn about the impact of harmful online content, the misleading nature of sexually explicit material, and the serious legal consequences of creating or sharing indecent images of children. Finally, the pupils will be introduced to how data is generated, collected and shared online.

<p>Being safe</p>	<p>The pupils will learn about key concepts and laws relating to consent and a range of abusive or harmful behaviours, including sexual exploitation, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect relationships now and in the future; they will be taught how to clearly communicate consent, recognise when someone else is giving or withdrawing it, and understand that consent must always be ongoing and can be withdrawn at any time, including online.-based violence and FGM, and how these can affect relationships now and in the future; they will be taught how to clearly communicate consent, recognise when someone else is giving or withdrawing it, and understand that consent must always be ongoing and can be withdrawn at any time, including online.</p>
<p>Intimate and sexual relationships including sexual health</p>	<p>The pupils will learn how to recognise the qualities of healthy intimate relationships, including mutual respect, trust, consent, shared interests and emotional connection; they will be taught how choices around sex and relationships can affect all aspects of health and will receive key information about reproductive health, fertility, contraception, pregnancy options and sexually transmitted infections, including ways to reduce risks. They will also learn strategies for managing sexual pressure, understand that choosing to delay sex is always an option, and explore how alcohol or drugs can increase risky behaviour, while being shown where and how to access confidential sexual and reproductive health advice and support.</p>

6.0 Right to Withdrawal

The school recognises that parents have the right to request that their child be withdrawn from some or all of the sex education elements delivered as part of statutory RSE. Any such request, whether partial or full, must be made in writing (by letter or email) to the headteacher. The school may then invite parents to discuss the request in more detail to understand the reasons for withdrawal and to explain the benefits of sex education, as well as any potential disadvantages. These may include social or emotional impacts on the child and the possibility that they may receive inaccurate information from peers.

The school will keep a written record of this process.

Parents should note that from three terms before a pupil turns 16, the pupil has the right to opt back into sex education, even if their parent previously requested withdrawal. Parents cannot withdraw their child from relationships education or health education, nor from content taught in the science curriculum, including topics on puberty or sexual reproduction.

7.0 Personal, Social and Health Education (PSHE)

The school will teach Personal, Social, Health and Economic (PSHE) education because it is an important and necessary part of every pupil's learning. Although PSHE is a non-statutory subject, the school will use good practice and professional judgement to design a curriculum that meets the needs of its pupils, without being restricted by a rigid national framework. This flexibility allows teachers to respond to what their pupils need most, as PSHE includes a wide range of topics that support personal development, wellbeing and preparation for life.-statutory subject, the school will use good practice

and professional judgement to design a curriculum that meets the needs of its pupils, without being restricted by a rigid national framework. This flexibility allows teachers to respond to what their pupils need most, as PSHE includes a wide range of topics that support personal development, wellbeing and preparation for life.

The school will also teach Relationships and Sex Education (RSE) as part of PSHE. When delivering RSE, the school will follow the statutory guidance set out by the Secretary of State, ensuring that teaching is accurate, age-appropriate and meets legal requirements.

8.0 Subject content - PSHE

Mental wellbeing	The pupils will learn how to talk about their emotions accurately and sensitively using appropriate vocabulary, and understand that happiness is closely linked to feeling connected to others; they will be taught how to recognise early signs of mental wellbeing concerns, understand common types of mental ill health such as anxiety and depression, and reflect on whether their actions have a positive or negative effect on their own or others' mental health. They will also learn about the benefits of physical exercise, spending time outdoors, and taking part in community or voluntary activities for supporting wellbeing and happiness.
Internet safety and harms	The pupils will learn about the similarities and differences between the online world and the physical world, including how unhealthy comparison, unrealistic body image expectations, curated online identities, over-reliance on online relationships, online gambling risks and targeted advertising can affect them; they will be taught how to think critically about information they see online and how to be discerning consumers. They will also learn how to identify harmful behaviours such as online bullying, abuse or harassment, and how to report or seek support if they are affected.
Physical health and fitness	The pupils will learn about the positive link between physical activity and mental wellbeing, including how being active can help manage and reduce stress; they will also be taught the key characteristics of a healthy lifestyle, including maintaining a healthy weight, and will understand how an inactive lifestyle can contribute to ill health, such as cancer and cardiovascular disease.
Healthy eating	The pupils will learn how to maintain healthy eating and will be taught about the links between a poor diet and a range of health risks, including tooth decay and certain types of cancer.

Drugs, alcohol, and tobacco	<p>The pupils will learn the facts about legal and illegal drugs and their associated risks, including the links between drug use and serious mental health conditions; they will be taught about the laws relating to the supply and possession of illegal substances, as well as the physical and psychological risks of alcohol use, what low risk alcohol consumption looks like in adulthood, and the consequences of addiction, including alcohol dependency. They will also learn about the dangers of misused prescription drugs, the harms of smoking tobacco—especially its link to lung cancer—and the benefits of quitting and how to access support to stop smoking.</p>
Health & prevention	<p>The pupils will learn about personal hygiene and how germs such as bacteria prevention and viruses spread, as well as how infections can be treated and prevented, including the role of antibiotics; they will also be taught about good dental health, the benefits of oral hygiene and regular dental checkups, and—later in secondary school—the importance of self-examination and screening. In addition, the pupils will learn the facts about immunisation and vaccination and understand why good quality sleep is essential for health and how a lack of sleep can affect mood, learning and weight.</p>
Basic first aid	<p>The pupils will learn basic treatment for common injuries and will be taught essential life-saving skills, including what CPR is, as well as understanding the purpose of defibrillators and when they might be needed.</p>
Changing adolescent body	<p>The pupils will learn key facts about puberty, the changing adolescent body and adolescent body menstrual wellbeing, and will be taught about the main physical and emotional changes that take place in both males and females, alongside their implications for overall health.</p>

9.0 Citizenship Education (C, often delivered through PSHCE)

The school will teach pupils the knowledge, skills and understanding they need to take an active and responsible role in society. Pupils will learn about democracy, government and how laws are made and upheld. The school will also teach them to explore political and social issues critically, weigh evidence, debate respectfully and make reasoned arguments. In addition, pupils will be taught how to manage money well, make sound financial decisions and prepare to take their place in society as responsible citizens.

10.0 Subject content - C

Democracy, Government & Political Systems	The school will teach pupils how the UK's democratic system works, including Government and the roles of citizens, Parliament and the monarch. Pupils will learn how Political Systems Parliament operates, how elections and voting work, and what political parties do. The school will also teach pupils about different electoral systems, how citizens can influence decisions locally, nationally and internationally, and how other countries use different democratic or non-democratic systems of government.
Law, Justice and Rights	The school will teach pupils about the nature and purpose of rules and laws, the justice system, and the roles of the police, courts and tribunals. Pupils will learn about human rights, civil liberties and international law, as well as the UK constitution, including the roles of the executive, legislature, judiciary and the free press in holding those in power to account. The school will also teach pupils how the law helps society deal with complex issues.
Communities, Participation and Active Citizenship	The school will teach pupils about the roles played by public institutions and voluntary groups in society, and how individuals work together to improve their communities. Pupils will learn about opportunities to participate actively in school life and the wider community, including volunteering and other forms of responsible citizenship. The school will also teach pupils about local, regional and international governance, and the UK's relationships with organisations such as the UN, the Commonwealth and Europe.
Identity, Diversity and Mutual Respect	The school will teach pupils about the UK's diverse national, regional, religious and ethnic identities (including LGBTQI+ community), helping them understand the importance of mutual respect and social harmony. Pupils will learn why diversity is valuable and how shared values support a cohesive society. The school will also teach pupils how to engage respectfully with people of different backgrounds and beliefs.
Financial Literacy & Economic Understanding	The school will teach pupils about the functions and uses of money, including income, expenditure, budgeting, savings, credit, debt, insurance and pensions. Pupils will learn how to make informed financial decisions and understand financial products and services. The school will also teach how public money is raised and spent, helping pupils understand the role of taxation and government spending.
Media, Accountability & Informed Citizenship	The school will teach pupils how a free press supports democracy and helps hold those in power to account. Pupils will learn how to evaluate information critically, weigh evidence, debate issues and form reasoned arguments. The school will also teach pupils the importance of being well-informed, active and responsible citizens who engage thoughtfully in political and social life.-informed, active and responsible citizens who engage thoughtfully in political and social life.

11.0 Accessibility and Adaptations

The school will support all pupils to reflect on their learning and personal development in PSHCE/RSE. Pupils will be taught how to use simple self-evaluation tools and how to talk about their own progress

in a way that feels safe and appropriate for them. This reflective process will be an essential part of how the progress and attainment are assessed, evaluation tools used and how to talk about their own progress in a way that feels safe and appropriate for them. This reflective process will be an essential part of how

Materials used and topics discussed will be heavily adapted to the needs of the learners. Pupils' sensitivity and cognitive profiles will be taken into account when planning for the sessions, ensuring that learning is accessible, appropriate and respectful.

The school will ensure that any information presented is scientifically, legally and factually accurate, and that it describes facts rather than opinions. Although the school appreciates its pupils' diverse backgrounds, experiences and needs, all content taught will remain rooted in an objective, evidence based curriculum.

The school recognises that assessing personal qualities such as confidence, self-identity or emotional understanding is complex. However, pupils themselves will be encouraged to consider whether they feel more confident, more secure in their opinions, or more aware of their own values after a series of lessons. Identity or emotional understanding is complex. However, pupils themselves will be encouraged to consider whether they feel more confident, more secure in their opinions, or more aware of their own values after a series of lessons.

Assessment in PSHE/RSE will therefore include:

- teacher assessment
- pupil self-assessment-assessment
- structured peer assessment where appropriate

Teachers will use ongoing qualitative assessment throughout teaching to understand progress. They will use this information to adapt planning so that all pupils receive a developmentally appropriate curriculum that meets their individual needs.



1. BASELINE ASSESSMENT

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. ASSESSMENT for LEARNING (AfL)

Build AfL into the lesson(s) to gauge understanding, adopt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. ASSESSMENT of LEARNING (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

12.0 Monitoring

The Headteacher will ensure that:

1. RSHE teaching meets all statutory requirements and is adapted for autistic learners, using structured, accessible content that matches pupils' communication, sensory and cognitive needs.
2. Parents/carers receive timely notice of any sex education lessons so they may request withdrawal from non-statutory content. Information will be shared sensitively to support the needs of families of autistic pupils. Information will be shared sensitively to support the needs of families of autistic pupils.
3. Accurate records are kept of any pupil withdrawn from sex education, enabling staff to plan appropriate alternative learning.
4. All staff delivering RSHE are trained in safeguarding and understand how disclosures may present differently for autistic pupils, including non-verbal communication or behaviour changes.
5. Pupils and families are supported in cases of precocious puberty or inappropriate sexualised behaviour through clear explanations, consistent boundaries, liaison with professionals, and tailored interventions suited to each pupil's emotional and sensory profile.

The Governors will:

1. Monitor the delivery of RSE to ensure it meets statutory requirements and is appropriately adapted for autistic learners, including teaching methods, materials and pacing.
2. Ensure the RSE policy is accessible to parents/carers and available to all stakeholders.
3. Consider all parent/carer feedback, recognising the specific concerns of families of autistic pupils. The Headteacher will keep a written record of comments, so the programme remains responsive and supportive.

13.0 Materials/Resources

In order to support, monitor and ensure pupils have access to high quality teaching and learning for RSHE and PSHE New Barn School, have bought into a package of resources that were designed to support pupils understanding and ensure a consistent approach is taken across the school. These resources are provided by Cre8ive Resources [Cre8tive Resources - RSHE Secondary Package 2026](#) The

curriculum students will cover follows 6 core themes which are broken down into individual pathways.

The themes that they will cover include:

Core Theme 1 – Rights Responsibilities & British Values

Some of the content includes Politics, Parliament, Campaigns, Law Making, Crimes and Prisons. It also includes Conspiracy theories, Extremism, Terrorism and Radicalisation. Furthermore, it includes Critical thinking, Fake News, Cults, Human Rights and British Values.

Core Theme 2 – Celebrating Differences

Some of the content includes Identity, Multicultural Societies, LGBT+, Homophobia and Transphobia. Other contents include Brexit, Peace, War and Conflict as well as Global Campaigns.

Core Theme 3 – Relationships & Sex Education

Some of the content includes Consent and Boundaries, Respectful relationships, Dealing with Conflict and Sexual Orientation. Furthermore, it covers issues such as FGM, Sexual Health, Bullying and contraception.

Core Theme 4 – Staying Safe Online & Offline

Some content includes County Lines, Gang Culture, Social Media, Digital Footprints, Wellbeing and Grooming. It also covers Drug Education and Addictions.

Core Theme 5 – Health and Wellbeing

Some content includes Puberty, body confidence and self-esteem. Health and Wellbeing is also covered, including Cancer Prevention and abuse.

Core Theme 6 – Life Beyond School

Some of the content includes Communities, Employability & Careers and money management. In addition to this, life skills and digital rights and responsibilities are covered. The themes are age-appropriate and inspire dialogue between students and their teachers. Students work through workbooks, with a focus on discussion, innovation and enhancing their global awareness, whilst building their confidence, resilience and promoting their life skills.

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**A sample of resources will be available, alongside the long-term overview, for parents to view and request during a parental consultation session.



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