St Hugh's School

Personal, Social, Health and Economic (PSHE) & Relationships, Sex and Health Education (RSHE) Policy

Incorporating Preparation for Adulthood (PfA) and SEND Curriculum Adaptations

Statutory compliance	For implementation from 1 September 2026
Original policy date	Summer 2026
Last reviewed	Autumn 2026
Annual review date	Autumn 2027
Senior member of staff responsible	Christopher Palmer
Governor responsible	Karen Fagg & Isabel Turkington
Link RSE Governor	Karen Fagg & Isabel Turkington

This policy has been reviewed and updated to reflect the Department for Education statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in force from 1 September 2026. It should be read alongside the school's PSHE/PfA Long Term Plan and relevant safeguarding, SEND, equality, behaviour and curriculum policies.

1. Rationale and School Ethos

In a world where children and young people receive information about relationships, sex and health from a variety of sources, many of which can be inaccurate, distorted or unhealthy, the St Hugh's PSHE and RSHE programme provides a safe, structured forum. It develops students' functional knowledge, emotional literacy and life skills, enabling them to make informed decisions, build healthy relationships and protect themselves from harmful or exploitative situations.

RSHE is essential to safeguarding our students and forms a core element of personal development at St Hugh's. It contributes to the foundation of PSHE education, promoting equality between individuals and groups. It involves exploration of human and social diversity, fostering self-worth while recognising, accepting and respecting differences.

As a specialist secondary provision serving students with a wide range of complex Special Educational Needs and Disabilities (SEND), teaching is carefully matched to developmental stage, communication profile, prior learning and maturity. Content is adapted developmentally and made accessible rather than omitted. Carefully planned discrete interventions may support individual students with functional understanding of personal hygiene, puberty, personal boundaries, sexual relationships or masturbation where this is developmentally appropriate and consistent with safeguarding practice.

In line with updated statutory RSHE guidance, the RSHE curriculum at St Hugh's also supports students' preparation for adulthood by developing the knowledge and skills required to build healthy relationships, live safely and participate confidently in the wider community. Teaching includes awareness of emerging risks in modern society, including online harms such as exploitation, coercion, sextortion, pornography, AI-generated images and other forms of digital manipulation. Students are supported to recognise exploitation, controlling behaviours and abuse, and to understand how to seek help and access appropriate support services. Learning also contributes to students' independence and wellbeing through developing their understanding of personal health, emotional wellbeing, decision-making, financial awareness, community participation and accessing healthcare and support networks. All content is delivered in an accessible, developmentally appropriate way that reflects the needs of our students and prioritises safeguarding, consent, respect and help-seeking.

2. Aims and Objectives

Develop confidence in talking, listening and thinking about feelings, relationships, personal health and daily wellbeing.

Enable students to name body parts accurately, using appropriate anatomical language, and describe how their bodies work and change.

Prepare students for puberty, adolescent development and adult physical and emotional changes.

Foster self-esteem, self-advocacy, body autonomy and personal independence.

Understand a range of relationships, including friendships, family, romantic relationships, civil partnerships, marriage and workplace/community relationships.

Understand their own actions and behave responsibly and respectfully within relationships.

Recognise unsafe, coercive or abusive situations on and offline, know how to protect themselves and develop concrete help-seeking strategies.

Understand health protection, personal hygiene routines and how safe practices reduce infection.

Recognise healthy and unhealthy relationships, including digital wellbeing and online safety.

Ensure teaching is relevant to individual maturity, communication needs and cognitive development.

Ensure delivery by staff who are trained and confident in facilitating learning around healthy relationships, equality, respect, body autonomy, diversity, sex, consent and personal safety.

Develop functional life skills, respectful attitudes and understanding of rights and responsibilities under the law.

Support students to understand online safety, consent, sexual ethics, and protection from violence, exploitation and grooming.

Use active, concrete and visual learning methods within a planned, sequential and evaluated spiral curriculum.

Teach students about relevant law and access to school-based, community and NHS healthcare services.

Promote equality in relationships and challenge gender stereotypes, misogyny and prejudice while reflecting diverse lived experiences.

3. Contribution to Whole-School Outcomes

A positive, inclusive ethos and environment for learning.

Robust safeguarding of students, promoting emotional wellbeing and functional independence.

Improved understanding of diversity and inclusion, reducing gender-based, homophobic, biphobic, transphobic and disability-related prejudice or bullying.

Empowering students to enjoy healthy relationships, protect themselves on and offline, and build confidence in accessing support services.

Preparation for Adulthood (PfA) across Independent Living, Community Inclusion, Employment/Purposeful Activity and Good Health.

4. Legal Framework and Statutory Compliance

This policy has due regard to the statutory framework for Relationships Education, Relationships and Sex Education (RSE) and Health Education and to the revised Department for Education statutory guidance in force from 1 September 2026.

Section 80A of the Education Act 2002.

Education Act 1996, including section 403.

Equality Act 2010, including the Public Sector Equality Duty.

Children and Social Work Act 2017.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

DfE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, in force from 1 September 2026.

DfE statutory guidance: Keeping Children Safe in Education (KCSIE).

DfE guidance: Teaching about relationships, sex and health.

DfE National Curriculum in England: Science programmes of study.

SEND Code of Practice: 0 to 25 years.

Online Safety Act 2023.

This policy operates alongside the Child Protection and Safeguarding Policy, Behaviour Policy, SEND Policy, Inclusion Policy, Pupil Equality, Equity, Diversity and Inclusion Policy, Anti-Bullying Policy, Child-on-Child Abuse Policy, Pupil Confidentiality Policy, Online Safety Policy, Device and Technology Acceptable Use Agreement for Pupils, SEMH Policy and Visitor & External Speaker Policy.

5. Statutory RSHE and Wider PSHE/PfA

At St Hugh's, statutory secondary RSE and Health Education are fully integrated into a broad and balanced PSHE and Preparation for Adulthood curriculum. The distinction between statutory RSE/Health Education, National Curriculum Science content and wider non-statutory PSHE/PfA provision is maintained for curriculum planning, parental information and withdrawal procedures.

Statutory RSHE	**Wider PSHE & Preparation for Adulthood (PfA)**
Relationships content within statutory secondary RSE	Aspirations, Identity & Self-Advocacy
Relationships & Sex Education (RSE) - secondary	Purposeful Activity, Employability & Career Development
Health Education: physical, mental and digital health	Community Participation & Citizenship
	Travel Training & Community Navigation
	Independent Living & Daily Life Skills
	Economic Wellbeing & Financial Literacy
	Health, Relationships & Personal Wellbeing (where not already covered by statutory RSHE)

6. Curriculum Content and Structure

The curriculum is delivered through a planned, sequential spiral framework. Core themes are revisited, reinforced and deepened across key stages according to developmental maturity, prior learning, current needs and the requirements of the St Hugh's PSHE/PfA Long Term Plan.

The PSHE/PfA Long Term Plan provides the detailed curriculum map and is maintained against all statutory secondary RSE and Health Education content in the DfE guidance, while revisiting primary-stage content where students need this foundation. It identifies when key content is taught, including the specific sex education elements from which parents may request withdrawal, and is available to parents/carers on request. This policy summarises the main curriculum areas rather than reproducing every statutory outcome.

At St Hugh's, chronological year group informs entitlement and sequencing, while the level of teaching, communication approach, examples and assessment are adapted through the school's three curriculum pathways. Students may revisit earlier foundational concepts where this is needed for secure understanding, but developmental adaptation does not remove access to essential safeguarding, relationships or health education.

6.1 Relationships and Sex Education (RSE)

Families and Respectful Relationships

Committed and stable relationships, civil partnerships and marriage, including legal status and protections; the distinction between marriage and cohabitation/common-law marriage myths; and the law relating to forced marriage and marriage under the age of 18.

Family diversity, recognising that families may look different while being characterised by love, care and security; managing birth, separation, loss, new relationships and family change; and understanding the responsibilities of parents and carers, the characteristics of successful parenting and the importance of the early years of a child's life for development.

Characteristics of healthy relationships: consent, trust, mutual respect, honesty, kindness, communication, privacy, personal boundaries and peaceful conflict resolution; developing self-esteem and a positive relationship with oneself; recognising different forms of bullying, including online bullying, the role of bystanders and how to seek help.

Sexual ethics and power dynamics, including fairness, care, vulnerability, power imbalances, misogyny, online influencers and harmful sub-cultures such as incel communities.

Ending friendships or romantic relationships respectfully and managing rejection, disappointment and difficult emotions.

Online Safety and Digital Awareness

Applying the same standards of respect online as face-to-face; understanding public and private online spaces; using privacy, location and data-sharing settings safely; recognising that material shared online may be copied or circulated beyond the sender's control; and knowing how to report harmful or unwanted content.

Recognising fake profiles, misinformation and disinformation, AI-generated content and deepfakes, online scams, targeted advertising, financial harms and gambling risks associated with gaming; understanding how online content can escalate conflict or normalise harmful behaviour; and recognising the potential risks of AI chatbots creating fake intimacy or giving harmful advice.

Understanding digital footprints, how personal data may be collected and used, and the law relating to youth-produced sexual imagery, forwarding indecent images, AI-generated sexual imagery, deepfakes and sextortion.

Understanding that pornography can present a distorted view of sexual relationships and can affect expectations and attitudes.

Understanding relevant online safety duties and image-sharing offences identified through the updated statutory guidance and the Online Safety Act 2023.

Being Safe and Protection from Harm

Personal space, body autonomy, recognising, communicating and respecting consent and boundaries, including that consent can be given, withheld or withdrawn at any time; identifying and resisting pressure from peers or others; trusting personal instincts where something feels unsafe; and knowing that responsibility for abusive behaviour always rests with the person who causes the harm.

Recognising and reporting sexual harassment and sexual violence, including public sexual harassment, unwanted touching, upskirting, rape and sexual assault; domestic abuse, stalking and coercive or controlling behaviour; forced marriage; FGM; virginity testing; hymenoplasty; and the law and serious risks relating to strangulation and suffocation. Teaching makes clear that abuse is never the victim's fault.

Recognising grooming and exploitation, including child sexual exploitation, criminal exploitation/county lines, gang involvement, financial exploitation and radicalisation, and knowing how and where to seek help.

Intimate and Sexual Relationships, including Sexual Health

The law on the age of consent (16), the right to choose whether or when to have sex, the fact that many young people choose to wait until they are older, and that for people who are over the age of consent and feel ready, intimate relationships should be positive, respectful, consensual and safe.

The full range of contraceptive choices, their effectiveness and options, including condoms and long-acting reversible contraception, and where to access medically accurate information and advice.

STIs, including HIV: transmission, prevention, safer sex, testing, treatment, stigma, and relevant information about PrEP and PEP.

Pregnancy and pregnancy choices, including keeping a baby, parenthood, adoption and abortion, taught using medically and legally accurate, impartial information without directing students towards a particular choice.

How and where to access confidential, appropriate local NHS, sexual and reproductive health services, including support following sexual violence or harm and how to counter misinformation using reliable sources.

How alcohol and drugs can affect decision-making and increase risk in sexual situations.

6.2 Health Education

Physical Health and Lifestyles

Physical activity, healthy weight and active lifestyles; balanced nutrition; dental health and oral hygiene; sleep hygiene; the characteristics of serious health conditions; and the science relating to blood, organ and stem cell donation.

Personal hygiene, handwashing, germs and infection; antibiotics and antimicrobial resistance; vaccination/immunisation science; sun safety; self-care for minor ailments; regular self-examination and screening; and the role of pharmacists and other healthcare services.

How to navigate local healthcare, including the roles of GPs, pharmacies, urgent care/A&E and sexual health services; the legal age of medical consent; Gillick competence; and the circumstances in which a person aged 16 or over may lack capacity to make a medical decision.

Physical and emotional changes in adolescence, brain development, menstrual/gynaecological health and reproductive health, including fertility and menopause.

Heavy menstrual bleeding, PMS, PCOS and endometriosis, alongside dignified, non-stigmatising access to period/menstrual products; pre-conception and pregnancy health, including folic acid and pelvic floor health; and factual information about miscarriage and pregnancy loss.

Risks and relevant law associated with tobacco, vaping and nicotine products, alcohol and drink spiking, illegal and synthetic drugs, counterfeit medicines, and misuse of prescribed and over-the-counter medication, including how to access support.

Mental Wellbeing

Emotional literacy, accurate expression of feelings, self-regulation and resilience.

Reducing stigma around mental health and recognising signs of anxiety and depression.

Understanding loneliness and the two-way relationship between substance misuse and mental ill-health.

Where suicide prevention or self-harm is addressed directly, teaching is factual, non-instructive and focused on help-seeking, coping and safety, without graphic, emotive or method-related detail. Before direct suicide-prevention teaching, the school will consult appropriate mental-health professionals and ensure that staff have received suitable evidence-based training.

Age-appropriate factual teaching about eating disorders, using reliable high-quality materials and appropriately trained staff, avoiding romanticisation or instructive detail and signposting support.

Gambling harms and the impact of gambling on wellbeing and relationships.

Personal Safety and First Aid

Road, railway/level crossing and water safety.

Identifying hazards in independent and community contexts.

Factual, non-fear-based teaching about knife crime law and the risks associated with carrying knives or weapons.

Peer pressure management and exploitation/grooming awareness.

Emergency calls using 999/112, including the importance of reporting rather than filming incidents; basic treatment for common injuries and ailments; CPR; and the purpose and use of automated external defibrillators (AEDs) as appropriate.

7. Preparation for Adulthood (PfA) and Long-Term Plan Alignment

The PSHE curriculum embeds the four Preparation for Adulthood outcomes identified in the St Hugh's curriculum framework.

Independent Living	Community Inclusion	Good Health & Wellbeing	Employment & Work Readiness
Personal care	Travel safety	Physical & mental health	Workplace behaviours
Domestic skills	Community facilities	Puberty & sexual health	Vocational pathways
Financial literacy	Rights & citizenship	Healthcare navigation	Enterprise & self-advocacy
Home safety	Social networks	Self-care	Communication

7.1 Curriculum Map: Years 7–11

The table below shows broad year-group themes. Within each theme, pathway-specific learning intentions and developmental entry points are used so that the same safeguarding and preparation-for-adulthood concepts are taught accessibly across Pathways 1, 2 and 3.

Year group / cycle	Themes across the year
Year 7/8 A	Belonging & Relationships; Understanding Self & Others; Community & Real-World Safety; Responsibility & Environment; Personal Safety; Health & Daily Living
Year 7/8 B	Relationships & Social Understanding; Boundaries & Communication; Online Safety & Risk Awareness; Safety, Wellbeing & Support; Independence & Life Skills; Community & Responsibility
Year 9	Growing Bodies & Personal Care; Healthy Relationships & Consent; Safeguarding & Risk Awareness; Health, Wellbeing & Resilience; Independence, Community & Money; Employability & Future Awareness
Year 10	Romantic Relationships & Respect; Online Safety, Law & Legal Awareness; Health, Risk & Safety; Daily Living & Independence; Community & Citizenship; Employability & Future Planning
Year 11	Adult Relationships & Sexual Health; Online Life & Digital Risk; Health & Medical Independence; Safeguarding, Decision-Making & Rights; Community & Equality; Financial Planning & Transition

8. SEND Curriculum Adaptations and Personalisation

St Hugh's is a specialist secondary school serving students with a wide range of complex SEND and developmental profiles. Students with SEND are entitled to accessible RSE and Health Education. Content is adapted and personalised to communication, cognition, sensory and emotional needs rather than omitted, with teaching also supporting Preparation for Adulthood. Staff recognise that some students with SEND may be particularly vulnerable to harmful sexual behaviour, abuse, exploitation, violence and bullying.

Communication and accessible language: AAC, Widgit symbols, Makaton signs/symbols where appropriate, simplified sentence structures, repetition and concrete terminology.

Differentiated teaching and micro-steps: complex relational or medical concepts are broken into manageable learning steps suited to cognitive profile.

Visual supports and concrete learning: social stories, anatomical models, visual schedules, concrete prompts and public/private sorting activities.

Overlearning and spiral reinforcement: consent, personal space, hygiene and safe touch are revisited frequently to support retention.

Individual intervention plans: discrete 1:1 or small-group interventions may be used for specific personal development needs, including personal hygiene, menstruation, touch boundaries or behaviour relating to privacy.

EHCP alignment: delivery supports relevant EHCP outcomes, particularly Communication & Interaction and Preparation for Adulthood.

9. Delivery, Staffing and Classroom Methodology

Classroom Delivery

KS3: predominantly delivered by class team teachers who understand students' communication, sensory, cognitive and emotional needs.

KS4: delivered by specialist PSHE/RSHE practitioners where deeper subject knowledge is required for legal, health and relationship concepts.

Cross-curricular links: PSHE is complemented by Science, Computing, PE, RE and whole-school assemblies.

Where a member of staff lacks confidence with a sensitive element, support, training, guidance and opportunities to observe experienced colleagues will be provided.

Creating a Safe Learning Environment

Co-created group agreements are displayed visually and referred to before lessons.

Students are not required to answer personal questions or disclose private information.

Fictional characters, scenarios, stories, role-play, puppets, animation and anonymised questions are used to distance learning from students' personal circumstances.

Correct anatomical terminology is modelled and taught appropriately.

Students are supported to ask questions privately where clarification or individual support is required.

Staff maintain professional boundaries and do not impose personal religious, political or moral viewpoints.

Handling Sensitive Questions

If a question is personal, remind the student of the group agreement and redirect the discussion.

If the question requires individual support, arrange an appropriate follow-up with the relevant member of staff.

If a question is outside the planned curriculum, relates to sex education from which a student has been withdrawn, or is too explicit for the group, acknowledge it and respond in a way that supports the student without undermining the withdrawal arrangement or the learning environment. Where appropriate, staff may defer the question, seek advice from the PSHE/RSHE Subject Leader or DSL, encourage discussion with a parent/carer or trusted

adult, or signpost to suitable support. Staff should recognise that leaving genuine questions unanswered may lead students to seek information from unreliable or unsafe sources online.

If staff do not know an answer, they should acknowledge this and seek accurate information through appropriate professional sources rather than guessing.

10. Working with Parents and Parental Rights

Parental Consultation and Resource Transparency

Parents/carers are proactively engaged and consulted when the RSE policy is developed or reviewed and are kept informed about the content and sequencing of RSHE. Their views inform the school's decisions, but consultation does not give parents/carers a veto over statutory curriculum content.

Parents/carers are shown a representative sample of planned RSHE resources and may view all curriculum materials used to teach RSHE on request. Copyright requirements may affect how materials are shared, but will not be used as a reason to refuse access.

The school will not agree to commercial or contractual restrictions that prevent parents/carers from viewing teaching materials used with students.

Information about upcoming RSHE topics is shared in advance, with sex education content clearly identified by the relevant year/term within the curriculum plan, so that parents/carers can support conversations at home and understand the right to request withdrawal from sex education.

Relationships content includes the knowledge and skills needed to build safe, respectful relationships and may include sensitive safeguarding topics such as sexual harassment or sexual violence. Sex education is the part of RSE that addresses intimate sexual activity and sexual health in greater detail. The school identifies this distinction within curriculum planning and parental information.

10.1 Right to Withdraw

Parents/carers do not have the right to withdraw their child from statutory Relationships Education or relationships content within RSE, Health Education, safeguarding education, or relevant content taught as part of the science curriculum. This includes statutory science content relating to human development, puberty, reproduction, fertilisation, pregnancy and sexual reproduction.

Parents/carers have the right to request that their child is withdrawn from some or all **sex education** delivered as part of statutory secondary RSE. This does not include relationships content, Health Education, safeguarding education or relevant content taught as part of the science curriculum.

For the purposes of parental withdrawal, the school clearly identifies the sex education elements within its curriculum and communicates these to parents/carers in advance. At St Hugh's, these elements include explicit teaching about:

- sexual activity and sexual relationships where the teaching goes beyond relationships education;
- contraception and contraceptive choices, including how contraception works;
- safer sex and the prevention of pregnancy;

- sexually transmitted infections (STIs), including their prevention, testing and treatment;
- sexual health and access to sexual health services;
- pregnancy choices, including continuing a pregnancy, adoption and abortion; and
- other explicit teaching about sexual activity or sexual health where this constitutes sex education.

The following areas are **not subject to parental withdrawal** when taught as part of statutory Relationships Education, Health Education, safeguarding or the science curriculum. These include healthy relationships, boundaries, consent, recognising and responding to pressure, grooming, exploitation, sexual harassment, sexual abuse, coercive control, domestic abuse, forced marriage, sextortion, online sexual safety and the risks associated with sharing or receiving sexual images.

Parents/carers wishing to withdraw their child from sex education should make a request to the Headteacher. The school will discuss the request with the parent/carer to ensure that they understand the nature and purpose of the specific sex education content from which they are requesting withdrawal.

A student may request to receive sex education from three school terms before they reach the age of 16, in accordance with the statutory guidance. Where a pupil is withdrawn, the school will provide appropriate, purposeful education during the period of withdrawal.

Withdrawal Process

1. Requests should normally be made to the Headteacher and will be recorded in writing by the school.

2. The Headteacher or Senior Leader will meet with the parent/carer and, where appropriate, the student to clarify the specific curriculum content and its statutory context.

3. The meeting will consider the educational benefits of inclusion, potential social and emotional impacts of exclusion, and whether adaptations or safeguards could address concerns.

4. In secondary education, the Headteacher will normally grant a request for withdrawal from the relevant sex education content. A request may be refused only in exceptional circumstances, for example where there are safeguarding concerns or a student has a specific vulnerability. Where withdrawal is agreed, purposeful and appropriate alternative education will be provided.

5. Withdrawal decisions may be reviewed and updated annually.

10.2 Student Right to Opt in from Three Terms Before Age 16

A secondary student who has been withdrawn from sex education may choose to opt back in from three terms before they turn 16. The school will ensure students know about this option in an accessible way.

At St Hugh's, staff will support the student to understand and communicate their choice using the communication methods and reasonable adjustments that are appropriate for

them. The statutory right to opt back in will not be made conditional on a Mental Capacity Assessment.

11. Safeguarding, Confidentiality and Disclosures

RSHE forms part of preventative safeguarding. Students are taught about body autonomy, boundaries, inappropriate behaviour, exploitation, abuse and how to seek help.

Staff cannot offer absolute confidentiality.

If a student discloses information or a staff member has a concern suggesting abuse, neglect, exploitation or harm, the staff member must follow the Child Protection and Safeguarding Policy immediately and report the concern to the DSL through the school's agreed safeguarding reporting system.

Students are taught that adults may need to pass on worries when someone's safety is at risk.

Sensitive topics are approached in a trauma-informed manner, with pastoral support and safe spaces available where needed.

11.1 Child-on-Child Abuse and Sexual Harassment

Sexual comments, harassment and public sexual harassment.

Sexual violence.

Upskirting and non-consensual image sharing.

Unwanted sexual touching.

Coercion, grooming and exploitation.

Sexist or sexual name-calling and online sexual harassment.

Teaching recognises that anyone can experience sexual violence or harassment, while also acknowledging its gendered nature and the disproportionate impact on women and girls. Staff challenge sexism and misogyny without stigmatising boys or presenting boys and men as inherently harmful.

12. External Visitors and Guest Speakers

External agencies may support curriculum delivery where they add specialist knowledge, for example NHS school nurses, police liaison officers or road safety teams.

External providers may enhance delivery but do not replace the school's responsibility for curriculum content or safeguarding; a member of school teaching staff remains present.

External provider credentials, content, lesson plans and presentation materials are checked by the PSHE/RSHE Subject Leader before delivery.

Materials are checked for accuracy, age and developmental appropriateness, accessibility for SEND, balance and bias, and alignment with statutory guidance. The school will avoid resources from organisations with a strong partisan position on contested topics.

Parents/carers may view all guest resources in accordance with the resource-transparency arrangements. The school will seek parents' views on materials proposed by external

providers and will consult parents in advance where external resources address biological sex or gender reassignment.

External speakers are vetted through school visitor procedures, including DBS checks where required, and are briefed on safeguarding and disclosure procedures.

13. Roles and Responsibilities

Governing Board

Ensure statutory compliance with DfE RSHE guidance and relevant legal frameworks.

Ensure the curriculum is well led, adequately resourced, timetabled and accessible to students with SEND.

Review and approve the written policy annually.

Designate a link governor to monitor standards, quality of education and implementation.

Headteacher

Oversee implementation and operational delivery of this policy.

Ensure appropriate timetable allocation and staff training/CPD.

Manage parental consultation and withdrawal requests.

Report to governors on curriculum effectiveness and safeguarding alignment.

PSHE / RSHE Subject Leader

Oversee curriculum design, medium- and long-term planning and spiral sequencing across KS3 and KS4.

Ensure resources are accessible, high quality and up to date.

Lead staff training and support safe delivery of sensitive content.

Conduct quality assurance, monitoring, work scrutiny and student voice activities.

DSL

Advise on safeguarding aspects of RSHE.

Ensure trauma-informed practice and immediate support for disclosures arising from RSHE.

SENCO and Pastoral Team

Advise on differentiated teaching, communication aids and TA deployment.

Support discreet 1:1 interventions where appropriate.

Teaching and Support Staff

Deliver planned PSHE/RSHE in accordance with this policy and statutory guidance.

Model respectful attitudes and maintain professional boundaries.

Report safeguarding concerns immediately to the DSL.

Work with TAs to implement visual and communication adaptations.

14. Assessment, Quality Assurance and Monitoring

PSHE and RSHE are assessed to gauge understanding, track functional progress and refine planning. Assessment is ongoing, supportive and formative rather than based on high-stakes public examinations.

Student Progress Assessment

Teacher observation.

Structured questioning.

Visual sorting and matching tasks.

Role-play and scenario demonstrations.

Practical life-skill application.

Accessible student self/peer assessment using visual rating scales or communication supports.

Evidence of learning through agreed school systems, including Evidence for Learning where appropriate, work folders and suitable photographic/video evidence of practical application.

Subject Monitoring and Evaluation

Lesson observations and learning walks.

Work and evidence scrutiny.

Student voice using accessible communication methods.

Staff feedback and annual MTP/planning audits.

Curriculum quality assurance and review of emerging cohort needs or societal changes.

Annual evaluative reporting to the Headteacher and Governing Board.

15. Resources, Language and Curriculum Safety

Resources are inclusive and reflect diverse lived experiences.

Messages are positive, healthy, balanced and unbiased.

Materials are age appropriate and developmentally accessible.

Resources are kept up to date and reviewed before use.

A range of formats may be used, including video, audio, visual materials, games, models, scenarios and concrete resources.

Adults model accurate, respectful and accessible vocabulary for the human body, biological sex, gender reassignment, sexuality, relationships and sex.

Students are taught the facts and law relating to all protected characteristics, including disability, race, religion or belief, sex, sexual orientation and gender reassignment. Stable

and healthy same-sex relationships are integrated into the curriculum rather than treated as a standalone topic.

Teaching about biological sex and gender reassignment is factual, respectful and consistent with current law. Where issues are contested, the school will not present a particular contested view as fact, including the proposition that all people have a gender identity. Teaching will avoid reinforcing gender stereotypes and will not suggest that social transition is a simple solution to distress or discomfort.

RSHE is sensitive to students' religious and non-religious beliefs. Faith perspectives may be explored where relevant, but are clearly identified as beliefs or viewpoints, and students are taught to discuss differing views respectfully while understanding the legal rights and dignity of others.

Slang may be discussed and explained where necessary for safeguarding, comprehension or real-world understanding.

Fictionalisation and distancing are used to reduce embarrassment and avoid personal disclosure.

16. Policy Dissemination and Review

The policy is published on the St Hugh's School website, is available free of charge on request and is accessible to parents/carers, staff, students, governors and inspectors.

New teaching and support staff receive information and training on this policy as part of curriculum and safeguarding induction.

The policy is reviewed formally by the Headteacher, PSHE/RSHE Subject Leader and Governing Board annually and whenever significant statutory change requires it. Before approval of a new or substantially revised policy, the school will proactively consult parents/carers and seek the views of students and relevant staff, using accessible methods appropriate to the school community. The policy will record who approves it and the date of review.

The next scheduled review date is October 2027.