



CRESTWOOD
COMMUNITY SCHOOL

Relationships and Sex Education (RSE) and PSHE Policy

Reviewed - September 2026

Statutory Policy

Review Cycle - Annual

1. Policy Statement and Ethos

Our PSHE curriculum is designed to equip students with the knowledge, understanding, skills and attributes needed to stay safe, healthy and prepared for life in modern Britain. Through a carefully sequenced and ambitious curriculum, students develop increasing confidence, resilience and independence as they progress from Year 7 to Year 11.

The curriculum is fully aligned with the DfE statutory guidance for Relationships, Sex and Health Education and has been designed around a spiral curriculum model. The Teaching of Relationships, Sex and Health Education (RSHE) helps prepare pupils for the opportunities and responsibilities of adult life, and helps promote their moral, social, mental and physical development

Key concepts are introduced at an age-appropriate level and revisited throughout a carefully sequenced spiral curriculum. This approach enables students to revisit key themes regularly, deepen their understanding over time and develop the knowledge, skills and attributes required to stay safe, healthy and prepared for adult life.

In Key Stage 3, the curriculum focuses on establishing strong foundations in healthy relationships, personal safety, physical and mental wellbeing, online safety and citizenship. As students mature and their experiences widen, learning is revisited through more challenging content that reflects the increasing risks, responsibilities and decisions young people may encounter.

In Key Stage 4, students develop a deeper understanding of adult relationships, consent, exploitation, sexual health, mental wellbeing, financial capability, employment rights and independent living. This ensures students are prepared not only for their next stage of education but also for successful, safe and healthy adult lives.

The curriculum reflects both national priorities and the specific needs of our students. Topics such as online safety, misinformation, exploitation, knife crime, county lines, vaping, mental health and healthy relationships are deliberately revisited throughout the curriculum to ensure students can recognise risk, make informed decisions and know how to access support.

Our "Safer Me" programme further strengthens students' understanding of personal safety by providing a progressive journey from basic safety awareness in Year 7, through increasing independence in Year 8, to managing complex risks and responding to emergencies in Year 9 and beyond.

Throughout the PSHE programme and across all year groups, students are encouraged to develop:

- Self-awareness and emotional literacy.
- Respect for themselves and others.
- Critical thinking and informed decision-making.
- Confidence in seeking help and support.
- Understanding of their rights and responsibilities.
- The knowledge and skills required for healthy, safe and successful futures.

Ultimately, our PSHE curriculum aims to ensure that every student leaves school as a respectful, resilient and responsible young adult who is prepared to thrive in modern society and make positive contributions to their communities.

2. Statutory Framework

This policy has been written with regard to:

- Relationships Education, Relationships and Sex Education (RSE) Statutory Guidance (DFE, 2025 for implementation as of September 2026)
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Education Act (1996)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Ofsted Education Inspection Framework

Statutory requirements:

- RSE is compulsory for all secondary pupils.
- Health Education is compulsory for all pupils in all state-funded schools.
- Parents may request withdrawal from non-statutory *sex education*, but not from relationships or health education.
- Schools must publish an RSE policy and keep it updated.

This policy meets those requirements.

3. Purpose and Aims

Our curriculum aims to ensure pupils:

Relationships & Sex Education

- Develop healthy and respectful relationships.
- Understand consent, personal boundaries and personal safety.
- Recognise unhealthy, coercive or abusive behaviours.
- Understand different types of families and relationships.
- Learn about reproductive health, contraception and STIs in an age-appropriate way.
- Understand the influence of media, pornography, unrealistic expectations and misinformation.
- Know how to seek help and report concerns.

Health & Wellbeing

- Understand physical and mental health, including puberty, emotions and resilience.
- Learn healthy habits related to sleep, exercise, nutrition and hygiene.
- Recognise signs of emotional distress and know how to seek support.
- Understand risks associated with alcohol, smoking, vaping and drugs.
- Learn basic first aid, CPR and emergency responses.

Living in the Wider World

- Gain financial literacy and budgeting skills.
- Understand rights, responsibilities and the law.
- Recognise prejudice, discrimination and extremism.
- Develop digital literacy and recognise online risks.
- Explore careers, pathways and decision-making.

4. Curriculum Intent

Our PSHE and RSE curriculum:

- Is sequenced from Year 7 to Year 11 to support gradual progression.
- Builds on prior knowledge each year.
- Is inclusive of all pupils including SEND.
- Reflects safeguarding priorities.
- Supports pupils' personal development and character education.
- Challenges stereotypes, prejudice and discriminatory behaviour.

5. Curriculum Implementation

KS3 curriculum:

- Pupils receive **1 hour of timetabled PSHE per week** and **1 fortnightly tutor time session (Safer Me Programme)**
- Additional content is delivered through:
 - Tutor time
 - Assemblies
 - Guest speakers and external agencies (where appropriate)

Additional content enhances, but doesn't replace, teacher-led learning.

KS4 curriculum:

- Pupils receive **1 hour of timetabled core citizenship per fortnight** and **twice weekly Personal Developmental Learning (PDL) sessions in tutor time**
- Additional content is delivered through:
 - Tutor time
 - Assemblies
 - Guest speakers and external agencies (where appropriate)

Additional content enhances, but doesn't replace, teacher-led learning.

Teaching and Learning

Lessons use:

- Evidence-based resources
- Clear ground rules and protective learning protocols
- Non-judgemental, inclusive language
- Opportunities for discussion and reflection

- Scenario-based and skills-based learning

Sensitive Issues and Safeguarding

Teachers will:

- Avoid explicit, graphic or harmful detail.
- Avoid teaching or describing risky behaviours in ways that might normalise them.
- Signpost pupils to support in a safe, calm, appropriate manner.
- Follow the school's safeguarding policy if disclosures arise.

No teacher will be expected to offer personal advice or counselling and teachers will present information in a factual, balanced and impartial manner and will not promote personal views.

6. Curriculum Content Overview

Key Stage 3

Covers themes including:

- Healthy friendships and relationships
- Boundaries, consent, peer influence
- Online safety, digital footprints, AI risks, scams and fraud
- Puberty, hygiene, body image
- Mental health, resilience, self-esteem
- First aid and emergency responses
- Prejudice, discrimination and protected characteristics
- Extremism, misogyny, gangs and risk
- Careers, aspirations and GCSE decision-making
- Financial literacy and budgeting fundamentals

Key Stage 4

Covers:

- Romantic relationships and healthy sexual relationships
- Abuse, coercion, harassment and exploitation
- Sexual health, contraception, STIs, pregnancy and fertility
- Body image, cosmetic procedures and long-term health
- Digital safety (sextortion, deepfakes, trolling, libel/slander)
- Human rights, democracy, constitution, voting
- Extremism, radicalisation and protected characteristics
- Work experience preparation and evaluation
- Finance and adult life (credit scores, renting, budgeting, insurance)
- Post-16 pathways
- Exam stress support and wellbeing

7. Inclusion and Equality

RSE and PSHE will be accessible and relevant to all pupils regardless of:

- Gender
- Sexual orientation
- Race
- Ethnicity
- Religion
- Culture
- Special educational needs
- Language background
- Socioeconomic background

Curriculum content will:

- Acknowledge different faith perspectives
- Present diverse families and relationships
- Avoid reinforcing stereotypes
- Use non-assumptive language

Pupils with SEND will receive additional support where needed, including scaffolding, pre-teaching vocabulary and visual prompts.

Students accessing ARC, as well as those on reduced timetables, will receive a bespoke PSHE programme that is appropriately sequenced and aligned with the mainstream curriculum wherever possible.

The curriculum complies with both the Equality Act 2010 and British Values, promoting respect for all protected characteristics while recognising that pupils may hold a range of religious and personal beliefs. Teaching is factual, balanced and age-appropriate.

8. Working With Parents and Carers

We recognise the vital role of parents in supporting their child's personal development.

The school will:

- Publish this policy on the school website.
- Invite parents to discuss concerns or questions.
- Offer additional guidance or signposting where needed.

Parent Right to Request Withdrawal:

Parents may request that their child be withdrawn from **non-statutory sex education** only.

They *cannot* withdraw from:

- Relationships Education

- Health Education
- Biological content taught in Science
- Online safety
- Safeguarding content

Requests for withdrawal should be made in writing to the Headteacher. The Headteacher, or a nominated member of SLT, will meet with parents to discuss withdrawal requests, consider alternative provision, and explain the statutory requirements. A pupil who has been withdrawn will ordinarily receive appropriate supervised education during the period of withdrawal.

9. Safeguarding and Confidentiality

PSHE and RSE make a significant contribution to safeguarding by:

- Teaching pupils how to recognise abusive or exploitative behaviour
- Supporting online safety
- Teaching safe reporting and help-seeking
- Building resilience and confidence
- Addressing child-on-child abuse

If a pupil makes a disclosure, staff will follow the school's Safeguarding Policy immediately. Teachers cannot offer unconditional confidentiality, but they handle situations discreetly and sensitively.

10. Staff Training

Staff delivering PSHE and RSE will receive ongoing training in:

- Safeguarding and disclosures
- Handling sensitive discussions
- Inclusive and non-stigmatising language
- Statutory guidance updates
- Age-appropriate teaching strategies

External agencies will only be used if:

- They align with school values
- They follow safeguarding procedures
- Their content is age-appropriate
- A member of staff is present throughout

11. Monitoring, Evaluation and Assessment

Monitoring includes:

- Observation of lessons
- Review of planning

- Student voice
- Regular meetings with the DSL and safeguarding team

Assessment includes:

- Review quizzes and reflections (tracked and monitored to inform future planning)
- Self-assessment
- Discussion-based evidence
- Knowledge checks (non-exam)
- Reflection activities

Assessment will be formative and will not involve grading pupils' personal beliefs, attitudes or experiences.

Evaluation includes:

- Annual review of curriculum content
- Pupil feedback surveys
- Parent feedback
- Governor oversight

12. Roles and Responsibilities

Governing Body

- Approves and reviews the policy
- Ensures compliance with statutory guidance
- Governors will ensure that this policy is reviewed regularly and reflects statutory requirements.

Headteacher and Senior Leadership

- Ensures the curriculum is delivered effectively
- Oversees staff training
- Responds to withdrawal requests

Achievement Leader for Social Sciences and PSHE/RSE Lead

- Designs, reviews and quality-assures the curriculum
- Provides staff with resources and training
- Ensures safeguarding integration
- Monitors and evaluates delivery

Teachers

- Deliver lessons sensitively and professionally
- Follow safeguarding procedures
- Use inclusive and non-judgemental language

13. Policy Review

This policy will be reviewed:

- Annually
- Following significant statutory updates
- After major events or safeguarding concerns
- In response to feedback from staff, pupils or parents