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### Introduction, Rationale and Ethos

At Ashgate Croft School our vision is that we ensure our pupils are building skills for life. We recognise that our pupils 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 and sex education (RSE) will help prepare our pupils for adulthood, and will promote their moral, social, mental and physical development. Effective teaching will support our pupils 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 our pupils understand and identify when things are not right and develop their advocacy and capacity to express the need for help.

The statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated July 2025) states that relationships education is compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Health education is also compulsory. These statutory requirements do not apply to sixth form students; however schools are encouraged to offer these subjects.

At Ashgate Croft we follow this guidance for primary and secondary pupils and continue to teach RSE and PSHE to all pupils in Post 16.

The broad and complex needs of our pupils require our RSE offer to be tailored to meet the needs of each individual pupil whilst ensuring the statutory content is delivered in a way that each pupil can access it. With this in mind, we will use a pupil's stage of development as a priority over their age when considering the topics and content covered.

We recognise that for some pupils their special educational needs might mean they are unable to access certain content. Here, measures are put in place (in particular through parent's evenings/consultations and the annual review process of their EHCP) to ensure that all the relevant adults in their lives understand the needs and areas of vulnerability – especially at the stage of transition to a new provision.

This policy has been informed by pupil, parent and staff voice. Staff training, parental and pupil feedback have influenced the school's approach to curriculum content and delivery methods.

This policy is intended to ensure consistency and progression across the school in terms of the teaching of Relationship and Sex Education (RSE).

## Curriculum Design

Relationships Education (KS1 and KS2) and RSE (KS3,4 and 5) are embedded in the Long-Term Plans (LTP) for PSHE for the Semi-Formal, Informal, Pre-formal and Post 16 curriculums.

Teachers are responsible for completing Medium Term Planning (MTP) on the schools format each half term.

Teachers use the **PSHE Association SEND planning framework** to inform planning. Topics are covered in 6 key areas, seen in the table below.

All teachers receive regular termly feedback on Medium Term Planning from the PSHE/RSE curriculum lead teacher.

## Curriculum Coverage

Full curriculum coverage for PSHE/RSE can be found on the school website in the Long-Term Plans.

Below are examples of where specific RSE topics will be covered:

<b>Changing and Growing</b>	<b>Self-Awareness</b>	<b>Self-care, Support and Safety</b>	<b>Managing Feelings</b>	<b>Healthy Lifestyles</b>	<b>The World I Live In</b>
Baby to Adult Correct names for body parts Changes at Puberty Menstruation Dealing with touch Consent Intimate relationships Sexual relationships Different types of families	Building relationships Kind and unkind behaviours Managing pressure Prejudice and discrimination including stereotyping, misogyny Bullying, including cyberbullying	Keeping safe – travel training Online safety and risks -in particular recognising harmful content or contact and being able to get help; misinformation; privacy and sharing Public and private My body, my rules	Zones of regulation Self-regulation and co-regulation Strong feelings Romantic feelings Expectations of relationships / abuse Consent Loss and bereavement Loneliness	Healthy choices Mental well-being Physical-being Body image Loss and bereavement Medicinal drugs Who can help us Well-being online, including gambling, scams and video monetisation	Diversity Respecting differences between people Rules and laws Preparation for adulthood

## What / When are Relationships Education and Relationships and Sex Education taught?

Relationship Education and RSE are taught by teachers in mixed gender groups, other than when it is deemed more appropriate for the topics to be covered in single sex groups. RSE is also taught in small groups or on a 1:1 basis whenever the need arises.

Topics are covered following the planning in a pro-active, sequenced and progressive approach, however there is always capacity for delivering sessions and interventions in a reactive approach when the need arises for an individual or groups of pupils.

Teachers are supported by the Pastoral Team, who might also deliver specific interventions when appropriate, for example, bespoke sessions for individuals or small groups on topics such as: how to use menstruation products; public and private behaviours; safe use of social media; and challenging stereotyping.

### **Pre Formal and Informal Pathways (Including Post 16 students)**

**What:** Learners in the Pre-Formal and Informal Pathway follow the Equals Curriculum and have Personal Learning Intentions (PLIs) linked to their EHCPs.

The LTPs for Pre-Formal and Informal includes focused areas for PSHE/RSE based on the PSHE association's SEND Framework.

Specific areas covered are based on teacher knowledge of the pupils and are informed by EHCPs.

Where appropriate the pupils PLIs are linked to RSE and are based on teacher knowledge of the learners and are informed by views of parent/carers.

**When:** Each teacher in the Pre-Formal and Informal Pathway bases their timetable around the needs of the pupils. RSE is embedded into the weekly plans.

### **Semi Formal Curriculum (including Post 16 students)**

**What:** Learners in the Semi Formal Pathway follow a LTP of PHSE and RSE based on the PSHE Association's SEND Planning Framework.

The curriculum is carefully sequenced to ensure relevant coverage and progression across the Key Stages.

Learner's knowledge and understanding is assessed using the schools preferred assessment tool – 'SONAR' and this is developed and built upon each time a topic is repeated. Teachers use the pupils EHCPs and SONAR as a basis for their planning and next steps for each pupil.

Lessons are participative and interactive, based on the individual needs of the pupils.

**When:** Learners have one discrete PSHE lesson per week with RSE being embedded within the topics throughout the year. There is also capacity for extra lessons to address issues or revisit specific areas when the need arises.

### **Assessment**

Across all pathways, teachers record evidence of pupil's work and progress on 'Seesaw'. Throughout the year the PSHE/RSE lead teacher monitors the MTPs each half term and completes termly work scrutiny.

In the Semi-Formal Pathway (including Post 16) PSHE/RSE is assessed through the class teacher assessment and SONAR on a termly basis.

In the Pre-Formal and Informal Pathways (including Post 16) PSHE/RSE is assessed through the class teacher assessment and MAPP on a termly basis.

All pupils also have an annual assessment regards their personal development and well-being (in which RSE is embedded) through the whole school assessment tool 'Ashgate Levels'.

## **Safe and Effective Practice**

### **Engagement with pupils.**

At Ashgate Croft we provide an inclusive and well-sequenced RSE curriculum. All teaching is broad, balanced and adapted by teachers to ensure that pupils individual needs and abilities are met.

Ground rules are established in each class with pupils taking part in discrete lessons, ensuring they feel safe, secure and have the confidence to ask potentially sensitive or controversial questions.

Pupils are consulted regards curriculum content and delivery through the student council.

### **Engagement and transparency with parents.**

Ashgate Croft School engages with parents regards the content of RSHE. At the beginning of each academic year, parents are reminded about the overall delivery of RSE within PSHE and how it is embedded into the curriculum. Parents/carers also receive half termly information regards curriculum coverage via seesaw or their preferred home/school communication method. Long-Term Plans are available on the school website.

Parents/carers have a right to request that their children are withdrawn from some or all of sex education up to and until three terms before the child turns 16 (with the exception of the biological aspects included in the national curriculum for science).

Those parent/carers wishing to exercise the right to withdraw their child will be invited to a meeting with the PSHE/RSE lead to discuss what concerns they have and discuss any impact that withdrawal may have on their child.

Parents are welcomed to discuss lessons before they are delivered to our pupils. They are encouraged to contact the class teams, pastoral team or PSHE/RSE Lead for additional help, advice and information about any aspect of RSE.

### **Positivity.**

Ashgate Croft School focuses on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health.

Teachers ensure they avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

### **Careful sequencing.**

Ashgate Croft School recognises that young people can start developing healthy behaviour and relationship skills as soon as they start school. The LTPs for each Curriculum Pathway are carefully sequenced so that the lessons delivered ensure pupils are supported and equipped with the knowledge to navigate different experiences in a positive way. Opportunity for repetition and overlearning of key topics ensure secure knowledge and skills are developed.

It is recognised that pupils need to develop a secure knowledge and understanding of core concepts, including public and private, using correct terms for private parts of the body, and understanding of their rights related to their bodies, rules related to touch, positive friendships, respect and consent.

### Relevant and responsive.

Ashgate Croft School has developed the curriculum to be relevant, age and stage appropriate. Whilst following Long and Medium term planning, teachers always have the capacity to respond to and address issues when and if they arise.

All pupils at Ashgate Croft School have Special Educational Needs and Disabilities and therefore some may be more vulnerable to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. All staff are trained in safeguarding and offering support, recognising the increased possibility of disclosures when delivering RSE. For all children, puberty can be an anxious time. Many pupils at Ashgate Croft School may not understand the changes happening within their bodies and this can cause even greater anxiety.

For some of our pupils, we will start to teach about puberty much earlier to allow for plenty of repetition and embedding of learning. For others it may mean delaying teaching until the changes are happening.

Teachers will access an extensive range of resources, particularly for girls to prepare for and cope with menstruation. This is delivered alongside communication and potential collaboration with home.

### Skilled delivery of participative education.

The curriculum is delivered by school staff who have the knowledge, skills and confidence to create a safe and supportive environment. They strive to facilitate participative and interactive education which aims to support and not to alarm pupils.

Lessons are fun, practical and interactive.

Staff ensure that all pupils with capacity to communicate independently, know they are able to ask questions anonymously and know how to do so.

Staff endeavour to ensure that all pupils who need support to communicate are given the voice and advocacy to express their questions with sensitivity.

Staff use distancing techniques to provide the opportunity to address pupil issues or questions, through story, role play, games, puppets and videos.

### Whole school approach.

The RSE curriculum is delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies including Pupil Relationship (Behaviour) and Safeguarding.

All staff recognise the importance of providing factual information to pupils and where they cannot do this themselves, will ensure they signpost pupils to other relevant staff and or other agencies.

All staff will use the correct anatomical name for body parts in all teaching and conversation with pupils and will support pupils to do the same. This includes all support staff involved with personal and intimate care of our pupils.

All staff are actively involved in delivering effective RSE through informal learning opportunities as well as in the formal curriculum, for example, reinforcing personal boundaries and appropriate touch during lunch and break time free play.

## Role of the PSHE/RSE curriculum lead

- To keep up to date with government statutory guidance and initiatives related to RSE.
- To participate in relevant training to support a broad knowledge of RSE across all ages and abilities in school.

- To present training for staff to enhance their knowledge and confidence in delivering RSE
- To work with staff to discuss support they may need and resources required.
- To monitor teacher medium term planning for RSE across the school and carry out work scrutiny
- To support teachers in ensuring RSE is delivered effectively across the school, this may include peer observations/shadowing good practice
- To audit resources and order new resources when necessary

## Equality

All students in Ashgate Croft School, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs. This means using a diverse range of resources and communication methods, including Makaton.

## Children's Rights

Ashgate Croft is a UNICEF Gold Award, Rights Respecting School. This is the highest level of the Award and is granted to schools that have fully embedded the principles of the UN Convention on the Rights of the Child into their ethos and curriculum.

Our commitment to the rights of the child are embedded in the RSE curriculum.

Specific rights which are developed through RSE are:

- Article 12 – I have the right to be listened to and taken seriously
- Article 13 – I have the right to get information and share my views
- Article 16 – I have the right to keep some things private
- Article 17 – I have the right to get lots of information, as long as it's safe
- Article 19 – I have the right to being protected from being hurt or badly treated
- Article 23 – If I am disabled, I have the right to special care and education
- Article 24 – I have a right to be as healthy as possible
- Article 28 – I have the right to an education
- Article 29 – I have a right to an education which develops my personality, talents and abilities
- Article 31 – I have the right to rest, relax and play
- Article 34 – I have the right to be protected from all forms of sexual exploitation and abuse