



Name of Policy:	Relationships, Sex and Health Education (RSHE) and PSHE Policy (2026) NEW
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Links to procedures: Welcome Pack, Parental agreements, Admission forms safeguarding	
Approval: Governing Body 21/9/26	
Woodlands Meed Equalities Statement is available on the website: www.woodlandsmeed.co.uk under policies	

Woodlands Meed's Overall Aims: Building Unique Futures Together

This includes:

- Providing a safe, secure environment
- Recognising the individual needs and strengths of each student
- Planning and facilitating unique, enjoyable opportunities to maximise learning and potential
- Working with parents/carers and outside agencies to achieve the best for each child
- Ensuring opportunities from the wider community are utilised

1. Policy Statement

At Woodlands Meed School and College we believe that high quality PSHE and RSHE are fundamental parts of every pupil's education and preparation for adult life. As a specialist setting for pupils with Special Educational Needs and Disabilities (SEND), we recognise that our pupils require carefully planned, sequenced and accessible learning which equips them with the knowledge, understanding, skills and confidence to:

- keep themselves safe
- enjoy healthy relationships
- understand their bodies and development
- communicate choices, wishes and concerns
- maintain physical and mental wellbeing
- participate positively in their communities
- prepare successfully for adulthood

- live with increasing independence

Our curriculum is rooted in our school vision of **"Building Unique Futures Together"** and reflects the requirements of the 2025 Department for Education RSHE Guidance and the PSHE Association's 2026 SEND Planning Framework. This policy applies to all pupils and all curriculum pathways across Woodlands Meed School and College, ensuring a consistent, whole-school approach to personal development, wellbeing, relationships, safeguarding and preparation for adulthood."

2. Legal and Statutory Framework

This policy has been developed in accordance with:

- Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- Keeping Children Safe in Education (current version)
- SEND Code of Practice
- Relationships, Sex and Health Education Statutory Guidance 2025
- PSHE Association Programme of Study
- PSHE Association SEND Planning Framework 2026.

3. Definitions

PSHE Education

PSHE is the planned programme through which pupils develop knowledge, skills and attributes needed to:

- stay healthy
- stay safe
- manage relationships
- prepare for adulthood
- contribute positively to society
- develop economic wellbeing.

Relationships Education

Relationships Education teaches pupils about:

- families and people who care for them
- friendships
- respectful relationships
- online relationships
- safety and trust.

Relationships and Sex Education (RSE)

RSE is lifelong learning about:

- relationships
- intimacy
- consent
- growing and changing
- sexual health
- reproduction
- parenthood
- healthy and unhealthy relationships.

For Woodlands Meed, RSE forms part of a broader PSHE curriculum and is adapted appropriately to developmental stage and individual need.

4. Vision and Intent

We believe that every pupil, regardless of ability or level of need, has the right to receive PSHE and RSHE that is:

- inclusive
- accessible
- ambitious
- evidence-informed
- safeguarding focused
- developmentally appropriate.

We recognise that pupils with SEND can be disproportionately vulnerable to:

- exploitation
- abuse
- coercion
- unhealthy relationships
- online harms

- misinformation.

Therefore, our curriculum places particular emphasis upon:

- communication
- consent
- privacy
- boundaries
- personal safety
- emotional literacy
- self-advocacy
- help-seeking behaviours.

5. Curriculum Structure

Woodlands Meed follows the PSHE Association SEND Planning Framework and delivers learning through six core themes.

1. Self-Awareness

Pupils learn:

- who they are
- strengths and interests
- self-esteem
- prejudice and discrimination
- managing pressure
- getting help.

2. Self-Care, Support and Safety

Pupils learn:

- personal safety
- public and private
- trust
- online safety
- emergency situations
- personal space
- recognising exploitation.

3. Managing Feelings

Pupils learn:

- identifying feelings
- emotional regulation
- resilience
- mental health
- relationships and emotions
- accessing support.

4. Changing and Growing

Pupils learn:

- body awareness
- puberty
- friendships
- consent
- healthy relationships
- sexual health
- parenthood
- reproduction.

5. Healthy Lifestyles

Pupils learn:

- physical health
- hygiene
- sleep
- nutrition
- body image
- medicines
- drugs, alcohol and vaping.

6. The World I Live In

Pupils learn:

- equality and diversity

- rights and responsibilities
- online information
- finances
- careers
- independent living
- preparation for adulthood.

6. Adapting Learning for SEND

As a specialist SEND provision, pupils learn according to developmental readiness rather than chronological age.

Our curriculum uses the PSHE Association SEND progression pathways:

- Encountering
- Exploring
- Foundation
- Core
- Development
- Enrichment
- Enhancement.

Staff adapt learning through:

- symbols
- Assistive Technology
- Makaton
- visual supports
- social stories
- role play
- repetition and overlearning
- sensory approaches
- structured discussions

Assessment focuses on progress within each pupil's developmental stage.

7. Relationships and Sex Education Content

Primary Phase

Statutory Relationships Education includes:

- families
- friendships
- respect
- online safety
- keeping safe.

Additional sex education may include:

- puberty
- body changes
- menstruation
- reproduction
- conception and birth where appropriate.

Secondary and Post-16

Pupils learn about:

- healthy and unhealthy relationships
- consent
- intimacy
- contraception
- sexually transmitted infections
- sexual health services
- parenthood
- fertility
- reproductive health
- online sexual harms
- exploitation and coercion.

Teaching is carefully planned according to pupils' developmental understanding, communication ability and safeguarding needs.

8. Equality, Diversity and Inclusion

Woodlands Meed is committed to equality and inclusion.

Teaching reflects:

- Equality Act 2010 requirements
- protected characteristics
- diverse families
- disability inclusion
- different cultural backgrounds
- different faith perspectives
- LGBTQ+ people and families.

Learning is delivered sensitively and respectfully.

We actively challenge:

- prejudice
- discrimination
- bullying
- harassment
- misogyny
- harmful stereotypes.

9. Online Safety

Online safety is embedded throughout PSHE and RSHE.

Learning includes:

- social media
- privacy
- gaming
- online relationships
- sharing images
- manipulation
- misinformation
- deepfakes
- AI technologies
- online exploitation

- reporting concerns.

10. Safe and Effective Teaching

Staff establish a safe learning environment through:

- agreed class expectations
- respectful discussion
- distancing techniques
- scenario-based learning
- anonymous question opportunities
- appropriate vocabulary
- non-judgemental responses.

Pupils are never required to discuss personal experiences.

Staff remain professionally objective and avoid promoting personal beliefs.

11. Responding to Questions

All questions will be responded to:

- honestly
- accurately
- age appropriately
- sensitively.

Teachers may:

- answer immediately
- revisit later
- consult the PSHE Lead
- consult safeguarding staff where necessary.

Where a question falls outside planned learning, staff will provide an age-appropriate response whilst maintaining safeguarding responsibilities.

12. Safeguarding

Effective PSHE and RSHE are central components of safeguarding.

Staff recognise that learning may lead to disclosures concerning:

- abuse
- neglect
- exploitation
- online harm
- harassment
- harmful sexual behaviour
- mental health concerns.

Any safeguarding concern will be managed in accordance with the school's Child Protection Policy.

Staff cannot guarantee confidentiality where safeguarding concerns exist.

Visitors and external agencies must:

- follow safeguarding procedures
- understand confidentiality protocols
- work within school expectations.

13. Working with Parents and Carers

We recognise parents and carers as children's first educators.

The school will:

- consult with parents when reviewing policy
- provide curriculum information
- offer opportunities to view resources through SeeSaw
- support discussions at home
- respond respectfully to questions and concerns.

The policy will be published on the school website.

Teaching materials may be viewed upon request.

14. Right to Withdraw

Parents/carers may request withdrawal from some or all of the non-statutory sex education elements of RSE.

There is no right to withdraw from:

- Relationships Education
- Health Education
- Science National Curriculum content.

Requests should be made in writing to the relevant Deputy Headteacher.

The school will meet with parents to discuss:

- curriculum content
- concerns
- alternative arrangements.

Three terms before a young person turns 16, they may elect to receive sex education even where a parent has previously requested withdrawal.

15. Assessment, Monitoring and Evaluation

PSHE and RSHE are assessed through:

- observation
- pupil voice
- SeeSaw and Earwig Learning Journals
- developmental progression measures
- work scrutiny
- learning walks.

monitoring will be undertaken by:

- PSHE Leads
- Senior Leadership Team
- Governors.

Evaluation will include:

- pupil feedback
- parent feedback
- staff feedback
- safeguarding information
- curriculum review on the Subject Development Plan

16. Roles and Responsibilities

Governing Body

Responsible for:

- statutory compliance
- policy approval
- strategic oversight.

Deputy Head Teacher

Responsible for:

- implementation
- staffing
- quality assurance.

PSHE Leads

Responsible for:

- curriculum design and implementation
- monitoring
- staff development
- resource management
- assessment systems
- Subject developments
- Staff CPD

Teaching Staff

Responsible for:

- safe curriculum delivery
- adaptation for SEND
- assessment
- safeguarding practice.
- CPD engagement

17. Staff Training

All staff delivering PSHE and RSHE will receive regular professional development in:

- RSHE delivery
- safeguarding
- online safety
- SEND adaptations
- mental health
- healthy relationships
- handling sensitive issues.

The school will continue to utilise PSHE Association resources and specialist SEND RSHE training to maintain best practice. All staff have access to the PSHE Association member Plus.

18. Policy Development and Consultation

This policy has been developed through consultation with:

- parents and carers
- school leaders
- teaching staff
- governors.

The Governing Body has final responsibility for approval and implementation.

19. Review

This policy will be reviewed every two years or sooner if legislative or statutory guidance changes.