



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

School Name: Lake Haven School

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Our Approach

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children and young people's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach **Relationships Education** and **Health Education (RHE)** to all primary aged pupils and **Relationships and Sex Education (RSE)** and **Health Education** to all secondary-aged pupils. We deliver these statutory subjects within our broader PSHE programme, which also includes elements of age-appropriate **economic education** (preparing young people to understand

spending, saving and the world of work) and **citizenship education** (including fundamental British values, helping pupils understand their rights, responsibilities and role in society).

In KS2, where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

The DfE statutory guidance (July 2025) states:

"Children and young people 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, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development."

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

1. Our Vision for PSHE Education

At Lake Haven, we believe that every young person deserves an education that prepares them not just academically, but as rounded individuals in modern society. Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing. Personal, Social, Health and Economic Education sits at the heart of this commitment.

PSHE education is not an add-on to our curriculum – it is fundamental to our pupils' development as confident, healthy, respectful members of society. Through high-quality PSHE, we equip young people with the knowledge, skills and attributes they need to keep themselves healthy and safe, to develop their wellbeing, and to build positive, respectful relationships throughout their lives.

Our PSHE curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship

As the statutory guidance states:

"Effective teaching will support young people 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 young people understand and identify when things are not right."

We are committed to:

- Supporting the whole young person – recognising that pupils' emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every pupil feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future – providing age-appropriate learning that prepares children for adolescence and young people for healthy relationships, independent living and active citizenship
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life – not just in weekly lessons, but through our values, relationships, and everyday interactions
- Ensuring all pupils understand the protected characteristics and the importance of equality and respect

2. Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (as updated by July 2025 statutory guidance) make **Relationships Education** and **Health Education (RHE)** compulsory for all primary aged pupils **Relationships and Sex Education (RSE)** and **Health Education** compulsory for all secondary-aged pupils. These subjects must be taught in all

maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

The guidance confirms:

"The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. Key aspects of RSHE are in scope for Ofsted inspection, for example, through inspectors' consideration of pupils' personal development, behaviour and welfare, and spiritual, moral, social and cultural development."

Our Approach to Statutory Compliance

We deliver statutory RHE, RSE and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11 and PSHE 11–16. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal, social and economic capabilities.

Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

Primary (KS2)

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

Secondary (KS3+4)

Relationships and Sex Education:

- Families and committed relationships

- Respectful relationships (including online)
- Being safe (including recognising abuse, harassment and exploitation)
- Intimate and sexual relationships, including sexual health
- Consent, boundaries and healthy relationship characteristics
- The impact of pornography and online harms
- Contraception, STIs and sexual health services

Health Education:

- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid (including CPR)
- Developing bodies

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via [insert school website link or location]

3. The Jigsaw approach: A whole-school framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning throughout their education. Built on current research and best practice in child and adolescent development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance.

The programme is distinctive in its approach:

Emotional literacy at the core — Jigsaw lessons systematically develop children's emotional vocabulary and understanding. Children learn to recognise, name and discuss a wide range of feelings in themselves and others. This emotional literacy supports pupils' ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindfulness approach — Lessons incorporate mindfulness activities designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to pupils' emotional wellbeing.

Age-appropriate spiral curriculum — Topics are revisited across year groups with increasing depth and complexity, enabling pupils to build on prior learning in line with their developing maturity and understanding.

Participative, interactive teaching — The statutory guidance emphasises that *"Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios."* Our lessons are designed to be engaging and active, using discussion, role-play, case studies, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

Skills for respectful dialogue — PSHE lessons provide regular opportunities for pupils to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

The Jigsaw Units

Our PSHE curriculum is organised into themed units, each exploring key aspects of personal development, relationships and health education:

Term	Puzzle	Key Content KS2	Key Content KS3 + 4
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.	Personal identity, rights and responsibilities, community and global citizenship, online and offline influence, making a positive contribution
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity,	Recognising and respecting diversity, understanding protected characteristics, challenging stereotypes and prejudice, addressing bullying

Term	Puzzle	Key Content KS2	Key Content KS3 + 4
		addressing bullying, building empathy and compassion.	(including online), building empathy
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.	Setting and working towards goals, career aspirations, developing perseverance and resilience, financial capability, working collaboratively
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.	Physical and mental health connections; nutrition, sleep, exercise; emotional wellbeing; drugs, alcohol, tobacco and vaping; risk management; healthy lifestyle choices, pregnancy and choices, contraception and sexual health
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.	Healthy and unhealthy relationship characteristics; families; friendships; romantic and intimate relationships; consent and boundaries; conflict resolution; recognising abuse; online relationships
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2,	Puberty and adolescent development; body image and self-esteem; developing independence, personal safety and managing risk, managing change and transitions

Term	Puzzle	Key Content KS2	Key Content KS3 + 4
		human reproduction (where taught as sex education - see Section 6).	

Adapting Jigsaw for our School community

Whilst we follow the Jigsaw programme, we recognise that our pupils, families and context have specific needs and characteristics. Our PSHE lead and teaching staff carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice – gathered through feedback via methods such as within lessons, class discussions and informal discussions during pastoral time.
- Local context and community considerations
- Current events or emerging issues affecting our pupils
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

The guidance states that schools should develop curricula that are *"relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met."*

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents are informed about significant adaptations, particularly where these relate to sensitive content.

4. Curriculum Time and Whole-School Approach

PSHE/RSE is taught by class teachers through dedicated weekly lessons. These explicit, timetabled lessons ensure that pupils receive the systematic teaching they need to develop essential knowledge and skills. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE

and other areas of learning. Weekly pastoral sessions are also often used to reinforce key themes.

Beyond the Classroom: Embedding PSHE in School Life

The statutory guidance emphasises that *"The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies."*

We recognise that effective PSHE education extends far beyond timetabled lessons. The skills, values and understanding developed in PSHE sessions are reinforced and 'lived' throughout our school day and across all areas of school life, such as:

- **Assemblies** regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics
- **Our behaviour policy** reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution.
- **Adults model** the values and behaviours promoted through PSHE in all interactions with pupils and each other
- **Playground and social times** provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- **Emotional literacy** taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. All children have personalised emotional support cards based on The Colour Monster to support their own emotional expression.
- **Pastoral sessions** provide opportunities for pupils to seek help and discuss concerns
- **Our learning environment** reflects PSHE values through displays, resources and visual prompts.

Learning Outdoors: Connecting PSHE to Our Environment

"Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors."

- *DfE RSHE Guidance 2025, para 40*

We recognise the significant benefits of outdoor learning for children's wellbeing, mental health, and sense of connection to the world around them. Statutory

guidance emphasises the importance of time outdoors for happiness and wellbeing, and we actively incorporate outdoor experiences into our PSHE provision.

5a. Relationships and Health Education: Statutory Content for KS2

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of Key Stage 2, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of Key Stage 2, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.

- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has a responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

5b. Relationships and Sex Education: Statutory Content for KS3 + 4

Relationships and Sex Education (RSE)

RSE is compulsory for all secondary-aged pupils. The guidance states:

"RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies."

Parents do not have the right to withdraw their children from Relationships Education content. Parents may request withdrawal from **sex education** only (see Section 6).

The guidance emphasises:

"Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex."

By the end of Key Stage 4, our pupils will understand:

Families

- Different types of committed, stable relationships and how these contribute to wellbeing
- Why marriage and civil partnership are important relationship choices for many, including legal rights and protections not available to cohabiting couples
- That forced marriage and marriage under 18 are illegal; that 'common-law marriage' is a myth
- How families change over time; roles and responsibilities of parents
- How to judge when a relationship is unsafe and where to seek help

Respectful Relationships

- Characteristics of positive relationships (online and offline), including the role of consent, trust, mutual respect, honesty, kindness, boundaries and managing conflict
- The importance of self-esteem and having a positive relationship with oneself

- Practical skills for communicating respectfully, including in conflict situations
- Different types of bullying and how to respond; responsibilities of bystanders
- That ethical behaviour goes beyond consent – involving kindness, care and awareness of power dynamics
- How stereotypes (based on sex, race, religion, sexual orientation, disability) can cause damage
- How pornography can negatively influence attitudes and behaviours

The guidance states that pupils should understand *"that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok."*

Online Safety and Awareness

- Rights, responsibilities and opportunities online
- Risks of sharing personal information; understanding privacy settings
- That social media accounts may be fake; that users may present exaggerated profiles
- The law on sharing images, including that keeping or forwarding sexual images of under-18s is a crime
- How to report concerns about material that has been circulated
- Understanding deepfakes and their potential harms
- That online content can normalise unhealthy behaviours; where to get support
- How technology can be used in bullying, harassment, stalking and coercive control
- How pornography presents a distorted picture and can influence behaviour negatively
- Risks of sextortion and online scams

The guidance is clear that pupils should understand *"that keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery."*

Being Safe

- How to recognise, respect and communicate consent and boundaries
- Strategies for identifying, resisting and understanding pressure (including sexual pressure)
- How to determine whether others are trustworthy; how to seek help
- How to increase personal safety in public spaces
- What constitutes sexual harassment and sexual violence; that it is never the victim's fault

- Laws relating to sexual violence, domestic abuse, harmful sexual behaviour, exploitation, grooming, forced marriage
- The physical and emotional damage of FGM, virginity testing and hymenoplasty, and the law
- That strangulation and suffocation are criminal offences
- Where to seek support for worrying or abusive behaviour

Intimate and Sexual Relationships, Including Sexual Health

- That sex, for those ready and over the age of consent, can and should be positive and enjoyable
- The law on age of consent; that many young people wait; that intimate relationships don't require sex
- Sexual consent and the capacity to give, withhold or remove consent at any time
- How choices about sex and relationships affect all aspects of health
- The full range of contraceptive choices and their efficacy
- Choices in relation to pregnancy (keeping the baby, adoption, abortion) with medically accurate information
- How STIs (including HIV) are transmitted; how risk can be reduced; importance of testing
- How alcohol and drugs can lead to risky sexual behaviour
- Where to access confidential sexual and reproductive health advice and treatment

Health Education

Health Education is compulsory for all secondary-aged pupils and there is no right of withdrawal.

The guidance states:

"The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Schools should support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks."

By the end of Key Stage 4, our pupils will understand:

Mental Wellbeing

- How to talk about emotions accurately using appropriate vocabulary
- Benefits of physical activity, sleep, time outdoors, community participation for mental wellbeing
- That happiness is linked to connection with others; that loneliness is normal and not shameful
- That worrying and feeling down are normal and not necessarily signs of mental health conditions
- Characteristics of common mental health conditions (anxiety, depression) presented factually
- How to critically evaluate activities that contribute to wellbeing
- How to overcome anxiety or barriers to participating in activities
- That gambling can lead to serious mental health harms
- The relationship between substance use and mental health

Wellbeing Online

- Benefits of limiting time online; risks of excessive screen time
- Impact of unhealthy comparison with others online; how people curate online images
- How to identify and report harmful online behaviours
- Risks of online gambling and gambling-like content in gaming
- How advertising and information is targeted; prevalence of misinformation
- Risks of illegal behaviours online
- Serious risks of viewing content promoting self-harm, suicide or violence

Physical Health and Fitness

- Characteristics of a healthy lifestyle; links between inactivity and ill-health
- That physical activity promotes wellbeing and combats stress
- Science of blood, organ and stem cell donation

Healthy Eating

- How to maintain healthy eating; links between poor diet and health risks
- Risks of unhealthy weight gain (cancer, type 2 diabetes, cardiovascular disease)
- Impacts of alcohol on diet and weight

Drugs, Alcohol, Tobacco and Vaping

- Facts about illegal drugs and associated risks, including synthetic drugs and illicit vapes
- The law on supply and possession of illegal substances
- Physical and psychological risks of alcohol; what constitutes low-risk consumption in adulthood

- Consequences of problem alcohol use and dependency
- Dangers of misusing prescribed and over-the-counter medicines
- Harms from smoking tobacco (lung cancer, cardiovascular disease); benefits of quitting
- Facts about vaping, including harms to young people

Health Protection and Prevention

- Personal hygiene, germs, treatment and prevention of infection, antibiotics
- Dental health and oral hygiene
- How and when to self-care for minor ailments; role of pharmacists
- Importance of taking responsibility for own health; benefits of self-examination and screening
- Facts about vaccination, immunisation and antimicrobial resistance
- Importance of good sleep; impact of screens on sleep
- Healthy behaviours before and during pregnancy; miscarriage and pregnancy loss
- How to navigate the healthcare system (GPs, A&E, sexual health clinics, pharmacies)
- Gillick competence and medical consent

Personal Safety

- How to manage personal safety in independent situations
- How to recognise and manage peer influence on risk-taking
- Social and emotional skills to increase safety from conflict and violence
- Which trusted adults to talk to about violence and knife crime
- The law on knives and weapons (without using fear or suggesting knife-carrying is common)
- Risks and signs of grooming or exploitation

Basic First Aid

- Basic treatment for common injuries
- Life-saving skills including CPR (usually taught after age 12)
- Purpose of defibrillators and how to use them

Developing Bodies

- Main changes during puberty; the changing adolescent body and brain
 - Menstrual and gynaecological health (average periods, period problems, endometriosis, PCOS)
 - Reproductive health, fertility and menopause; impact of lifestyle on fertility
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6. Sex Education and the Right to Withdraw

Key Stage 2

At Lake Haven, we teach about human reproduction within our Science curriculum, in line with the National Curriculum Science requirements that children learn about life cycles and how mammals reproduce. Because this is taught as part of the statutory Science curriculum, parents do not have the right to withdraw children from this content.

We ensure this learning is delivered in a factual, scientific manner and is age-appropriate.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

Key Stage 3 + 4

What is Sex Education?

Sex education at secondary level covers the detailed content about sexual activity, contraception, pregnancy, sexually transmitted infections, and intimate relationships.

Parent Right to Request Withdrawal

Parents have the right to request that their child be withdrawn from some or all of **sex education** delivered as part of statutory RSE.

Parents do NOT have the right to withdraw children from:

- Relationships Education content, which covers the broader aspects of healthy relationships, consent and safety.
- Health Education
- Science curriculum content, including content about reproduction

At Lake Haven, we interpret Sex Education as 'Human reproduction, sexual intercourse and sexual behaviours' including:

- How human reproduction can happen (e.g. childbirth, sexual intercourse, IVF, surrogacy)
- Anatomy and biology (when linked to sexual activity)
- Sexual behaviours*, risks, rights and responsibilities in a sexual relationship
- Sexual health and safer sex (e.g. contraception, sexually transmitted infections)

We use lessons and resources developed by Jigsaw PSHE 11--16 that encourage Relationships Education and Sex Education to be delivered together so that sex education is always taught in the context of a healthy, supportive relationship.

Process for Withdrawal Requests

In line with statutory guidance, before granting any request for withdrawal of a child from sex education, the head teacher will discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate.

The head teacher **may refuse a request in exceptional circumstances**, for example because of safeguarding concerns or a pupil's specific vulnerability.

Pupil Right to Opt Back In

The guidance states:

"From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Schools should ensure that pupils know they have this option."

Arrangements During Withdrawal

In line with the statutory guidance, if a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

How We Inform Parents

We inform parents about sex education content by sending curriculum information at the start of each academic term, **holding parent information sessions**, and making all materials available for viewing on request.

A withdrawal request form is available from the school office / on our website **[delete as appropriate]**.

7. Inclusive Practice and Equality

We are committed to an inclusive PSHE/RSE curriculum that is accessible to and respectful of all pupils and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE/RSE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The guidance states: *"Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education."*

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that pupils come from diverse family backgrounds including single parent families, same-sex parent families, families headed by grandparents, adoptive families, foster families, kinship care, blended families, and families from different cultural and religious backgrounds.

We ensure that no pupil is stigmatised based on their home circumstances and that all family structures are represented positively. When discussing families, we emphasise that committed, stable relationships provide love, care and security.

Lesbian, Gay and Bisexual Content

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

In KS3 + 4, the features of stable and healthy same-sex relationships are integrated into RSHE programmes of study. Facts about sexual health, including STIs, are covered in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning.

Teaching about Biological Sex and Gender Reassignment in Key Stage 3 + 4

The guidance states:

"Pupils should also be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity."

The guidance further states:

"In teaching this, schools should be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they should be careful not to endorse any particular view or teach it as fact. For example, they should not teach as fact that all people have a gender identity. Schools should avoid

language and activities which repeat or enforce gender stereotypes. Schools should be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort."

We encourage pupils to express their views respectfully whilst remaining respectful of others' opinions. Bullying or disrespectful language is never acceptable.

Challenging Stereotypes

Throughout our curriculum, we actively challenge harmful stereotypes, including gender stereotypes that can limit aspirations, reinforce inequalities, or contribute to disrespectful behaviour.

Pupils learn to recognise misogyny and other forms of prejudice, understanding the links between sexist attitudes and violence against women and girls. We help pupils develop positive conceptions of masculinity and femininity and identify positive role models.

Supporting Pupils with SEND

At Lake Haven, we are aware that as pupils with SEND, our children may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. Because of this RSHE is vitally important for our children. Our teachers adapt lessons to ensure content is accessible, using visual supports, simplified language, concrete examples, multi-sensory approaches, extended processing time, and personalised resources where appropriate.

The SENCO works closely with the PSHE lead and teaching staff to ensure appropriate provision.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE/RSE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

8. Safeguarding and Support

PSHE/RSE education has a crucial role in our safeguarding provision, equipping pupils with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE/RSE, pupils learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse, harassment and exploitation
- Identify risks online and in the physical world
- Understand what constitutes harmful sexual behaviour
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns

PSHE/RSE lessons, particularly those addressing sensitive topics, may lead to disclosures from pupils. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep pupils safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead without delay

Pupils are informed at the start of PSHE/RSE lessons how confidentiality works – that personal information shared during discussions will be treated with respect and care, but if a teacher is worried about a pupil's safety, they will need to share information with people who can help.

All staff delivering PSHE/RSE are familiar with our safeguarding and child protection policy and procedures, including mandatory reporting duties.

Signposting to Support

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adult and external services, and we ensure children know how to do this when needed.

Within lessons and through displays, assemblies and communications, pupils are regularly informed about sources of support:

- Named trusted adults within school
- Pastoral support
- External helplines (e.g., Childline)
- Online reporting tools (e.g., CEOP, Report Remove)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them
- Local sexual health services (Key Stage 3 + 4)
- Shore Space (for concerns about sexual thoughts, feelings or behaviours) (Key stage 3+4)

9. Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE/RSE works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

Consultation and Communication

We engage with parents and carers throughout the year and when developing and reviewing our PSHE policy, seeking their views on content, approach and resources. Examples of this include:

- Gathering parent views through ongoing communication
- Opportunities to view teaching materials
- Parent information sessions to explain curriculum content and answer questions
- Regular communication about the PSHE/RSE curriculum through newsletters, the school website and parent communications

Viewing PSHE Teaching Materials

We want parents to feel informed about what their children are learning in PSHE. We provide several ways for parents to access information:

- **Curriculum overviews** for each year group, available on our website and emailed termly
- **Viewing samples of materials** for parents to get a flavour of how lessons are delivered and resources used.
- **Parent information sessions on specific topics**

All materials used in PSHE/RSE can be viewed by parents on request. To request access, please contact **Imogen Warwick, Headteacher** on i.warwick@lakehavenschool.co.uk or call the office on 01455 413344

Responding to Questions and Concerns

We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact **Imogen Warwick, Headteacher** or **Mrs Leesa Paine, PSHE Lead**.

We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered. Where concerns relate to sex education, we will discuss the right of withdrawal and support parents to make informed decisions.

10. Addressing Sensitive Topics

Suicide Prevention

The guidance states:

"Secondary schools should also consider how to safely address suicide prevention. Many aspects of suicide prevention are addressed through the mental wellbeing curriculum. Starting in primary school, the curriculum includes recognising and talking about emotions, looking after one's own and others' wellbeing, being worried about friendships, other relationships, and judging whether feelings or behaviour require support."

Our mental wellbeing curriculum addresses many aspects of suicide prevention, including recognising and talking about emotions, looking after wellbeing, coping when things go wrong, and seeking help from trusted adults.

The guidance further states:

"Schools should consult mental health professionals and put in place high quality, evidence-based staff training before addressing suicide directly with secondary aged pupils, to ensure that staff have the knowledge and skills to do this safely. It is important that teachers use language and content that is accurate, straightforward and appropriate to the level of understanding of the class. They should take particular care not to discuss instructions or methods of self-harm or suicide and avoid using emotive language, videos or images as there is a risk this could signpost pupils towards dangerous ideas and online content of which they may not previously have been aware."

We consider carefully when it is suitable to deliver this content, taking into account age, maturity, personal experiences, parental views, and staff confidence.

Eating Disorders

The guidance states:

"It is also important that schools take a similar approach to addressing eating disorders, ensuring that staff have the knowledge and skills to do this safely. Teachers should take care to avoid language which romanticises eating disorders and avoid discussing instructions, methods or ideas of restriction, bingeing or purging."

Self-Harm

If staff have concerns about a specific pupil in relation to eating disorders, self-harm, suicidal ideation or attempts, or if a pupil discloses information, they follow safeguarding procedures immediately.

Sexual Harassment and Violence

The guidance states:

"Pupils should understand that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered

component – for example, manifesting an inequality of power between men and women. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims."

Staff are conscious of everyday sexism, misogyny, homophobia and stereotypes, and take action to build a culture where prejudice is identified and tackled.

Where misogynistic ideas are expressed, staff challenge the ideas rather than the person expressing them.

11. Teacher Support and Professional Development

High-quality PSHE/RSE requires confident, well-supported teachers with the knowledge, skills and resources to deliver sensitive content effectively.

Supporting Our Staff

We support staff delivering PSHE/RSE through:

Comprehensive resources — The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, ensuring consistency across year groups.

Regular professional development including:

- Using the Jigsaw programme effectively
- Teaching sensitive and controversial topics
- Managing difficult questions and discussions
- Safeguarding and responding to disclosures
- Creating safe, inclusive classroom environments
- Understanding adolescent development
- Current issues affecting young people (e.g. online safety, mental health, sexual harassment)

Collaborative planning and review — Staff have opportunities to plan and review PSHE/RSE teaching together, sharing effective practice and discussing challenges.

Senior leadership support — The PSHE lead and senior leadership team provide ongoing support, including advising on complex situations and ensuring staff wellbeing.

Access to specialist support — Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and sexual health services.

Creating Confident, Skilled Practitioners

We recognise that teaching PSHE requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE teaching is consistently effective across our school.

Managing Difficult Questions

At Lake Haven we are aware that children may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn.

Teachers are trained to handle such questions appropriately, which may include:

- Asking the pupil to speak to their parents or a trusted adult
- Signposting to support services
- Recognising that unanswered questions might lead pupils to inappropriate sources
- Knowing when questions are better addressed outside the classroom setting

When teaching sensitive topics, teachers can use approaches such as distancing techniques (using fictional scenarios rather than personal experiences), setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

12. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE/RSE provision to ensure it meets pupils' needs, is delivered consistently, and has a positive impact on pupils' wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed.

Assessing Progress

Assessment in PSHE/RSE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, decision-making, critical evaluation)
- Ability to apply learning to real situations
- Changes in attitudes and confidence

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections
- Brief formative assessments to check understanding

Monitoring Quality and Impact

The PSHE lead, working with senior leadership, monitors provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of pupil work and assessment information
- Pupil voice activities
- Staff feedback on confidence and support needs
- Analysis of behaviour and wellbeing
- Parent feedback

Evaluating Impact

We evaluate impact by examining:

- Pupils' knowledge, skills and confidence
- Quality of relationships across the school – between children and between children and adults
- Behaviour and ability to resolve conflicts
- Pupil wellbeing and mental health indicators
- Confidence in seeking help and reporting concerns
- Safeguarding data

13. Links to Other Policies and Curriculum Areas

PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy

Links Across the Curriculum

PSHE/RSE learning is reinforced through other subjects including:

- **Science** — human body, reproduction, health, drugs
 - **Computing** — online safety, digital citizenship
 - **PE** — physical health, teamwork, resilience
 - **Life Skills** — rights, responsibilities, democracy, law
 - **Religious Education** — moral questions, values, beliefs, diversity
 - **English** — texts exploring relationships, identity, moral dilemmas
 - **History** — discussing misogyny and equality in historical context
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14. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff
- Parents and carers
- **Pupils**

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Jigsaw PSHE 3-11 and 11–16 programmes
- Local authority guidance
- Evidence from educational research

Review

This policy will be reviewed annually to ensure it remains up to date with statutory guidance, programme updates, emerging pupil needs, and stakeholder feedback.

Next review date: June 2027

Responsibilities

The PSHE/RSE Lead is responsible for overall coordination, keeping up to date with requirements, supporting staff, monitoring quality and impact, leading policy review, and liaising with parents and external agencies.

The Headteacher is responsible for ensuring statutory requirements are met, supporting staff, ensuring adequate resources and CPD, engaging with parents, and managing withdrawal requests.

Proprietors are responsible for ensuring the school meets statutory duties, approving this policy, monitoring implementation, and engaging with consultation.

The guidance states that the **proprietary board** should make sure that:

"all pupils make progress in achieving the expected educational outcomes; teaching is accessible to all pupils with SEND; curriculum content and teaching materials are aligned with this statutory guidance; clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education."

All Staff are responsible for delivering high-quality PSHE/RSE, reinforcing learning throughout school life, responding appropriately to disclosures, modelling values, and engaging with professional development.

Further Information and Resources

For more information about PSHE/RSE at Lake Haven please contact:

Imogen Warwick, Headteacher

Or,

Leesa Paine, PSHE Lead

Key documents available:

- On our school website: www.lakehavenschool.co.uk
- From the school office, please call 01455 413344

External resources:

- DfE Relationships Education, RSE and Health Education guidance (July 2025)
 - PSHE Association Programme of Study
 - Jigsaw PSHE mapping documents
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Policy Approval

This policy was approved by the Proprietary Team on:20/05/2026

Signed:

Headteacher: _____ Date: _____

Proprietor: _____ Date: _____

Next Review Date: June 2027

"Children and young people 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, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness."

— DfE RSHE Statutory Guidance, July 2025