

Sir John Leman High School



Personal, Social, Health, Economic Education (PSHEE) & Relationships and Sex Education (RSE) Policy

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Relationships and Sex Education (RSE) and PSHEE (Personal, Social, Health, and Economic Education) Policy

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Introduction and Ethos

This policy covers Sir John Leman High School's delivery of Personal, Social, Health and Economic Education (PSHEE), of which Relationships and Sex Education (RSE) is a significant component. Both of these are delivered with due regards to Department for Education's statutory guidance, which can be found here: [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

Our School is dedicated to high quality PSHEE in order to give our students "knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships... and prepare pupils for the opportunities and responsibilities of adult life" ([DfE, RSE](#), p3).

Consequently, PSHEE at Sir John Leman High School is delivered within the concept of "The Forever Programme", which also incorporates RSE, Health Education, and Careers Education. This branding symbolises our dedication to give students everything they need to leave our care and enter the adult world successfully.

Furthermore, "The Forever Programme" aligns with the school and Trust values of *Opportunity*, *Community*, and *Excellence*, with regards to ensuring students are able to access the best possible future – personally, socially, health-wise, economically, academically, and in their careers: *Forever*.



The Forever Programme Logo



School / Trust Value: Opportunity



School / Trust Value: Community



School / Trust Value: Excellence

This policy was produced in consultation with our staff, school committee, students and parents, and will offer opportunities for further consultation as the policy is reviewed on an annual basis. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information in this policy complies with our statutory obligations to deliver RSE under the Education Act 2002, and sections 34 and 35 of the Children and Social Work Act 2017, as well as any other relevant government guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students. This policy should also be read in conjunction with other school policies, for example: Anti Bullying Policy, Behaviour Policy, Curriculum Policy, Careers and Provider Access Policy, SEND Policy, Online Safety Policy, Child Protection Policy, etc.

Curriculum Intent

Sir John Leman High School intends to deliver an appropriate, effective and compliant curriculum that ensures our young people leave school with a suitable understanding of RSE and PSHEE.

The RSE curriculum also contributes towards compliance with the Education Act 2002/ Academies Act 2010 which stipulates that:

“all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and,
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

The RSE/PSHEE curriculum at Sir John Leman High School enables students to achieve these aims by knowing how to approach Relationships and Sex – as well as Health Education, Economic Education, and Careers – in a positive way, by the time they leave school.

Furthermore, as a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#). Which is taught in this school as per this policy.

In addition, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. The regulations also make Health Education compulsory in Academies.

Definitions: Relationships vs. Sex Education

At Sir John Leman High School, **Relationship** Education encompasses any topics relating to the ways people interact to form relationships, including where health is a factor. Whereas **Sex** Education includes topics related to the functional process of sex. (See Appendix 1 for exact topics/sessions which are classified as “Sex Education” within our current PSHEE curriculum).

A single definition of RSE is difficult, owing to the far-reaching nature of the subject, however, some of the key elements of RSE are below:

- RSE is about the understanding of the importance of a range of types of stable and loving relationships.
- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and ideas to explore issues and values.

- RSE needs to support understanding of relationships within an increasingly complex online and digital world.
- RSE supports children to make good decisions in their relationships and keep themselves safe and happy.
- RSE is not about promoting sexual activity: it empowers our students to become informed young adults, recognise and avoid abuse or harm, and make healthy choices.

Aims:

The aims of RSE/PSHEE at Sir John Leman High School are:

1. **To prepare students for life beyond school** by developing the knowledge, skills and confidence they need to make informed, responsible and ethical decisions about their health, relationships and wellbeing.
2. **To enable students to build and sustain positive relationships** based on respect, kindness, trust, honesty, consent, healthy boundaries and effective communication, while recognising and responding appropriately to unhealthy or unsafe relationships.
3. **To develop students' understanding of themselves and others**, supporting positive self-esteem, independence and a strong sense of identity, while encouraging respect for difference, equality and the diverse communities in which they live.
4. **To equip students to navigate the online world safely and critically**, enabling them to recognise risks, protect their privacy, evaluate information and online influences, and behave responsibly and respectfully in digital communities.
5. **To give students the knowledge and practical skills to keep themselves and others safe**, including understanding consent and boundaries, recognising abuse, exploitation, harassment and harmful behaviour, responding to risk and knowing when, where and how to seek help.
6. **To support students to make informed and responsible decisions about intimate and sexual relationships**, including understanding consent, contraception, pregnancy, sexually transmitted infections, sexual health and the legal and ethical considerations surrounding relationships and sexual behaviour.
7. **To develop students' mental and emotional wellbeing**, giving them the vocabulary, strategies and resilience to manage emotions, cope with setbacks, overcome barriers and recognise when they or others may need additional support.
8. **To encourage students to take increasing responsibility for their physical health**, developing healthy habits around physical activity, nutrition, sleep, hygiene, developing bodies and preventative healthcare that can support their wellbeing throughout their lives.
9. **To help students understand and manage the risks associated with alcohol, tobacco, vaping, drugs, gambling and other harmful behaviours**, enabling them to make safer choices and understand the potential consequences for themselves, their relationships and others.
10. **To encourage students to contribute positively to the communities around them**, developing empathy, compassion, responsibility and a willingness to support others, while giving them the confidence to pursue opportunities, make positive choices and strive for a healthy, fulfilling future.

Curriculum Implementation

Roles & Responsibilities:

The School committee will:

- Ensure the curriculum is well led, effectively managed and well planned
- Ensure teaching is delivered in ways that are accessible to all students with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Headteacher will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for students, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

The Leader for PSHEE will:

- Plan the Curriculum with reference to statutory guidance and using/developing quality assured resources e.g. PSHEE Association, Suffolk RSE Hub, Unifrog.
- Monitor and evaluate student progress.
- Ensure that teachers delivering the RSE Curriculum are provided with up to date, relevant and quality resources, information and guidance in order to be confident to:
 - Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
 - Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all students
 - Ensure they do not express personal views or beliefs when delivering the programme
 - Model positive attitudes to relationships, health and sex education.
 - Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
 - Act in accordance with planning, monitoring and assessment requirements for the subjects
 - Work with the Senior Leadership Team and PSHEE Lead to evaluate the quality of provision

Subject Content

The curriculum programme is developed by the Lead for PSHEE (Mr Woodard). The school will meet the learning objectives and content outlined in the DfE Relationships Education, Relationships & Sex Education and Health Education Guidance, via the support of the [PSHE Association](#) guidance and curriculum documents, and teaching resources. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our students, including those students with SEND. (See appendix 1 for details of the PSHEE/RSE curriculum content for the current academic year – this is subject to change owing to operational and legislative/guidance changes).

PSHEE Subject Content should be read in conjunction with the SJLHS Careers Policy/Programme, as PSHEE lessons which include Careers content will also meet criteria for the Careers Development Institute (CDI) Framework, and Gatsby Benchmarks.

RSE is taught within the Personal, Social, Health and Economic Education (PSHEE) Curriculum, which is a timetabled subject for Years 7-11: with 75mins per fortnight of curriculum time, also supported with tutor time activities, assemblies, and input from external agencies (e.g. performances, talks, support). Other school subjects also incorporate aspects of PSHEE where appropriate and organic overlaps occur (Appendix 2).

As a school, our PSHEE/RSE programme focuses on giving young people their statutory entitlement to the following information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families,
- Respectful relationships, including friendships,
- Online Safety,
- Being safe,
- Intimate and sexual relationships, including sexual health, consent and recognising when a relationship is healthy/unhealthy.

These areas of learning are taught within the context of diverse types of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them for example, looked after children or young carers.

The PSHEE programme also includes statutory Health topics including:

- Mental Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drugs Education
- Health Protection and Prevention

- Personal safety
- Basic First Aid
- Developing Bodies

As well as these statutory elements, our programme also includes topics such as Economic and Careers Education.

Underpinning all of these topics, students will be taught about relevant Laws – ensuring promotion of British Values, and everyone’s rights and responsibilities as citizens.

It is important to note that our curriculum addresses these topics in a way that allows the organic overlap of topics. As such, the curriculum has been created using guidance and resources from the [PSHEE Association](#), to ensure thorough coverage of statutory and non-statutory content, in a holistic and appropriate way.

The teaching of PSHEE, which may contain sensitive issues must:

- not be avoided because they are difficult to teach
- be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively
- be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and the period of time in which they will be taught.

Safe & Effective practice:

The PSHEE Lead will ensure staff are aware of the [PSHE Association’s guides to Safe and Effective PSHE](#).

Safe PSHEE Practice involves:

1. Agreeing on ground Rules

- Ground rules are the first essential element of establishing a safe learning environment. To be most effective, negotiate them together to create a shared sense of ownership, whilst ensuring safe discussion principles are covered.
- At SJLHS we adopt the PSHE Association Ground Rules:

1. **Openness:** We will be open and honest, but **not discuss directly our own or others’ personal/private lives**. We will discuss **examples** but will not use names or descriptions which could identify anyone.
2. **Keep the conversation in the room:** We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will **follow the school’s safeguarding policy**.
3. **Non-judgmental approach:** It is **okay for us to disagree** with another person’s point of view but **we will not judge, make fun of, or put anybody down**. We will ‘challenge the opinion, not the person’.

4. **Right to pass:** Taking part is important. However, **we have the right to pass on answering a question** or participating in an activity and we will not put anyone 'on the spot'.
5. **Make no assumptions:** We will not make assumptions **about people's values, attitudes, behaviours, identity, life experiences or feelings**. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
6. **Using appropriate language:** We will use **correct terms rather than slang terms**, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
7. **Asking questions:** We are encouraged to ask questions and they are valued by our teacher. However, **we do not ask personal questions or anything intended to deliberately try to embarrass someone**.
8. **Seeking help and advice:** If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it. This could be:
 - Your tutor, J2, or other trusted member of staff in school,
 - www.nhs.co.uk for accurate, reliable health information,
 - <https://thesource.me.uk/> has accurate reliable information on a range of topics, including: health, mental health, careers, relationships, and more.
 - For other concerns, contact Childline www.childline.org.uk 0800 1111
 - For Careers information, log into Unifrog.org.uk

2. Handling Questions Safely

- Encourage questions from pupils, including anonymously, so they don't leave the lesson with uncertainty. When responding to questions: value the question, be conscious of the message you give through your body language and expression, give a factually correct, age-appropriate answer if you can, or buy time to respond/consult colleagues if unsure of how to answer. Refer to guidance in this policy for more information.

3. Considering Vulnerabilities

- Teach with the assumption that at least one pupil in the room is personally affected by the topic. Where there are known vulnerabilities, consider some of the following strategies: discussing the content of the lesson with specific pupils in advance, providing an exit pass or option to not attend, informing pastoral colleagues or parents/carers.

4. Ensuring Inclusivity

- Lessons should be relevant, accessible and inclusive for all. They should reflect the backgrounds, circumstances and lived experiences of all young people, through safely distanced activities. Language, images and examples used should reflect the diversity of society, promote inclusion and, where appropriate, challenge stereotypes.

5. Using Distancing Strategies

- Use distancing techniques to help pupils take part in the lesson regardless of personal experiences. Distancing strategies such as using case studies, stories,

scenarios and characters help pupils explore an issue objectively without it being about them and their own behaviour.

6. Signpost Support

- Whatever the topic, always make pupils aware of different sources of support, information and advice, at home, in school, locally and online. Tell them not just where, but when, why and how they might access support, as well as what will happen next.

7. Knowing your Policies

- Be aware of your school's safeguarding, child protection, PSHE education and Relationships and Sex Education policies. Disclosures should never be encouraged in a classroom setting, but should a pupil make a disclosure, inform the Designated Safeguarding Lead following your school's protocols. Be clear with pupils that you cannot promise confidentiality and about when you might need to pass information on. Ensure they know how and where they can make a disclosure if they choose to.

Effective PSHEE Practice should:

1. Start from where the pupils are:

- Assumptions about what pupils already know, believe, and can do in relation to PSHEE topics, cannot be made based on age or year group. To make sure teaching is developmentally appropriate and builds on prior learning, complete a baseline assessment to identify existing knowledge, understanding, beliefs and misconceptions.

2. Balance Knowledge, Skills and Attributes:

- Lessons should develop knowledge and understanding, but pupils also need opportunities to develop or rehearse essential skills (e.g. risk assessment, managing influence) and attributes (e.g. confidence, self-worth), through engaging participatory activities, to help them manage situations in real-life settings.

3. Make Learning Accessible to All:

- It is essential that all pupils receive PSHEE education and can access learning that helps them to keep themselves healthy and safe. Differentiate and adapt lesson activities to ensure all pupils can achieve the intended learning outcomes.

4. Handle Myths with Care:

- Evidence suggests that when myths are presented as factual statements (e.g.. in a true or false quiz), over time pupils struggle to remember which statements are myths. Myth-busting activities should therefore be handled with care or avoided so that inaccurate information is not reinforced.

5. Provide Accurate, Unbiased Information:

- The purpose of PSHEE education is to support pupils to make safe, healthy, informed, autonomous decisions about their lives. It is therefore essential that information shared with pupils is well-evidenced, up-to-date, balanced, and factually accurate. It is unethical for PSHE lessons to set out to unduly influence pupils by presenting biased viewpoints on issues.

6. Take a Positive Approach:

- PSHEE lessons should equip young people with strategies that can keep them healthy and safe. Lessons should balance teaching about negative, risk-based messages, with more positive aspects of health and relationships.
- 7. Don't Inspire, Glamourise, or Instruct Harmful Behaviours:**
- PSHE lessons, speakers, and materials can sometimes unintentionally glamourise harmful behaviours (such as gang involvement or drug use). Resources and teaching approaches must also be reviewed to ensure they do not unwittingly give pupils details about how to carry out, or mask, unhealthy behaviours, e.g. self-harm, or online harms.
- 8. Don't Set Out to Shock, Shame, or Scare:**
- Fear- or shock-based approaches, such as sharing 'worst case scenarios' or gory images, and approaches that induce guilt or shame, do not promote behaviour change and can have serious detrimental effects, including retraumatising young people who have been affected by the issue, 'message-blocking' and delaying seeking help.
- 9. Assess Learning and Progress:**
- When assessing learning in PSHE education, it is important to assess the progress pupils have made from their individual starting points, for example, by revisiting baseline assessments and adding new learning. Provide opportunities for feedback throughout lessons to check understanding.
- 10. Give Time for Personal Reflection**
- Provide pupils with an opportunity towards the end of the lesson to individually reflect on how they might apply what has been learnt to their own lives. This can help to embed learning and, where appropriate, promote behaviour change. It is often more appropriate for this to be done privately and not shared with others.

Answering Students' Questions

RSE explores a range of issues that may provoke questions from students. We view questions as a positive sign that students are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside the classroom if it is not suitable for the entire class, for example where the question/content extends beyond the content of the lesson for their age group.

If staff feel that a question is not appropriate for the group (e.g. due to age, maturity, or content), they should use the following script/protocol:

In response to the student's question, staff should say the following (or similar):

"That question/topic is beyond the level we are discussing today, but I will pass your question to J2/Mr Woodard for you, to follow up."

Staff should then liaise with Lead for PSHEE and/or J2 (pastoral team) who can support the student, by speaking with parents / carers and ensuring that accurate sources of information / signposting are suggested. Especially if their question indicates a possible safeguarding issue.

Similarly, if staff are unsure about the answer to a question, they should not give inaccurate or unverified information to students, but should say the following (or similar):

“That is a great question, although I am not 100% sure of the correct information/answer at the moment, but I will find out and get back to you.”

Staff should then liaise with Lead for PSHEE, who will identify the correct information, and feedback to them/the students.

Staff will also be encouraged to use an anonymous question box, so that age-inappropriate questions can be filtered out, and concerns passed onto Lead for PSHEE.

Furthermore, staff and students will not be expected to answer personal questions about themselves or to ask direct personal questions to others, that could make either party vulnerable.

We believe that an open approach to answering questions (where appropriate) prevents students from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Inclusivity and Equality of Opportunity

In the teaching of PSHEE/RSE, as with all classroom practice and pedagogy, our school takes into account the needs of our school community; students' ability, age, readiness, cultural backgrounds, religious beliefs, family situations, Special Educational Needs, gender identity and sexual orientation. Our PSHEE/RSE programme will ensure that all students can access the provision. We recognise the right for all students to have access to factually correct, age appropriate and relevant PSHEE/RSE, and staff will identify students with additional needs (e.g. SEN, EAL, individual needs) who could benefit from additional support with sensitive and challenging areas of the relationships and sex education programme. As with any subject, staff are required to use student information (e.g. Provision Map and School MIS) to ensure that SEN and Additional Needs are known to them. Further liaison with teaching staff, Lead for PSHEE, pastoral team and SENCO will occur, to ensure all students can access the topics appropriately. Staff will teach with due regard to the school's "Universal Offer", ensuring that the classroom environment is inclusive for all.

We promote diversity and inclusion and consider all students' needs in PSHEE, by using materials which are inclusive of all types of Protected Characteristics (Equality Act 2010) – such as, race, age, gender identity and sexual orientation – to ensure that all parts of our school community are recognised and represented as part of all discussions relating to RSE. Furthermore, PSHEE/RSE is a perfect opportunity to further address diversity issues, to challenge prejudice, and to promote acceptance and equality for all. We aim for students to better understand their own bodies, instincts and feelings and therefore have a positive sense of personal identity, value and esteem. There are not discrete RSE lessons

in which certain groups of people are taught about as separate aspects of society – when teaching aspects of RSE, it is through the lens of diversity, with many perspectives included.

Safeguarding Considerations

Given the overlap between many PSHEE/RSE topics and Safeguarding issues, all staff receive safeguarding training to ensure issues within PSHEE lessons can be addressed appropriately.

Disclosures / Curriculum content:

- Disclosures (which may be instigated by content discussed in PSHEE lessons) should be referred as per the Child Protection/Safeguarding policy (i.e. log on CPOMS, refer to designated safeguarding leads (DSL)).
- The PSHEE Lead will liaise with the safeguarding team to pre-empt possible issues arising from upcoming PSHEE topics, for students for whom safeguarding issues we are aware.
- While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure.
- Staff are trained in and have knowledge of specific safeguarding issues including Prevent and Female Genital Mutilation and their professional responsibilities pertaining to these.
- All lessons/staff should abide by the school / Kingfisher Trust Safeguarding policies in the delivery of PSHEE/RSE lessons.
- Students are signposted to appropriate support in PSHEE lessons, to promote a culture of support and safeguarding.

Visitors/External Agencies:

- School Safeguarding procedures will be followed with regard to visitors on site (e.g. DBS checks, supervision, regulated activity, in line with school policy/KCSIE)
- External Visitors who contribute to PSHEE (e.g. through performances, workshops, support, etc.) should be checked to ensure they are suitably trained and/or experienced, and that any information/resources used are appropriate: content of the session will be discussed and agreed, with resources checked in advance. Where possible, endorsement by recognised external governing bodies / organisations will help to ensure content is appropriate.

Parents/carers involvement:

We hope that parents and carers will feel confident in communicating openly and constructively with school staff regarding any aspect of PSHEE or RSE, knowing that Sir John Leman High School seeks to build strong relationships with its community, and will listen to parents/carers views with genuine care

Furthermore, we believe that successful teaching of RSE involves parents/carers and schools working together. We also believe that parents/carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school. This RSE policy will continue to offer opportunities for the consultation and feedback of parents/carers. We work with parents/carers to ensure that they are aware of what we teach in the following ways:

- Making available copies of the policy, teaching resources, and other relevant information via an online portal and/or school website:
<https://sirjohnleman.sharepoint.com/sites/SJLHSForeverProgrammeParentPortal>
- Regular letters/electronic communications giving information about PSHEE topics/delivery.

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, they should contact the school. We can signpost to additional resources to support with PSHEE/RSE conversations at home.

Viewing Curriculum Materials

Parents can request copies of PSHEE materials by contacting the school, where electronic copies will be shared via an online [portal](#). Printed copies can be made available, only where access to electronic copies is not possible.

Copyright:

- Please note government [correspondence](#) about parental access to PSHEE resources: “access to the documents is accompanied by a sufficient acknowledgment of the provider’s authorship and includes a statement, that parents agree to as a condition of access, that the content should not be copied or shared further except as authorised under copyright law.”

Parental right to withdraw from Sex Education

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of PSHEE/RSE. Parents/carers do **not** have a right to withdraw their child from **Relationships** Education. Parents/carers do **not** have the right to withdraw their child from any sex education delivered as part of the Science curriculum. Parents do **not** have the right to withdraw their child from **Health** Education. All children will have the right to opt into sex education, if they choose, three terms before they turn 16 and the school will arrange for this to happen. In practice, this means that when a child turns 15 (~Y11) they have the right to be taught sex education if they choose to.

Although parents/carers have the right to request to withdraw their child from any or all of **sex** education lessons, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the head teacher to discuss their concerns. The head teacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the head teacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will arrange to provide the child with sex education during one of those terms.

Student Voice

Throughout our RSE scheme of work we embed student voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all student voices are heard, but that any views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted, in line with both 'British Values' and the Equality Act 2010, and other relevant Laws

In addition, each lesson will signpost students to appropriate sources of advice and support, both within school and other organisations/websites. Ensuring students have the confidence to voice their concerns or worries.

Student Voice will also be collated as part of the ongoing monitoring and evaluation process of the PSHEE curriculum, to support the PSHEE Lead in continuing to provide a curriculum that is meeting the needs of its students. This may take the form of questionnaires or surveys, informal conversations with students, or more formalised students panels.

Curriculum Impact

Monitoring

SJLHS regularly monitors PSHEE and RSE to ensure that the quality of teaching and student experience is consistent, that the curriculum is meeting current national requirements under the DfE statutory guidance, and that learning outcomes are reflective of student needs.

The School's Leadership Team monitors the implementation of the programme through regular line meetings with line manager/Designated Safeguarding Lead and PSHEE Lead: planning scrutiny, looking at samples of students work, analysing student attendance in lessons, learning walks, and other key stakeholder voice, including staff, students and parents.

Evaluation

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness.

The evaluation process involves structured and informal student and staff feedback including:

- Teacher evaluation of lessons and the overall PSHEE/RSE programme,
- Feedback and evaluation by students,
- Focus groups or using student question boxes,
- Sampling student work and PSHEE/Careers folders.

Student Assessment

Sir John Leman High School uses a range of formative assessment methods to gain regular feedback on student progress in PSHEE, in accordance with wider SJLHS Teaching and Learning Policy/Pedagogy requirements. Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged, and that regular opportunities for feedback and assessment activities are embedded.

PSHEE lessons do not currently utilise formal, summative assessments (e.g. Mid-Year or End-of-Year tests).

Appendix 1 – RSE Curriculum Plan 2026-27

(Note: this plan lists sessions which apply to RSE curriculum only. For full PSHEE curriculum plan, see Appendix 2)

- Each RSE lesson in the curriculum has been labelled either **Relationships, or Sex**.
- Parental right to withdraw only applies to sessions identified as **Sex Education** (highlighted yellow).

Year 7

- Health: Dealing with change – puberty and menstruation
- Relationships: Friendships and Empathy
- Relationships: Bullying and Bystanders
- Relationships: Coercive Friendships
- Relationships: Family Roles and Relationships
- Relationships: Family Life – Parenthood and Caring
- Relationships: Changing Relationships, Loss and Grief
- Relationships: Making Disclosures about Abuse
- Relationships: Making Disclosures about Abuse
- Relationships: Healthy Relationships and Gender Stereotypes
- Relationships: Managing Conflict
- Relationships: Introduction to Consent

Year 8 Sessions

- Relationships: Healthy Relationships (NSPCC)
- Relationships/Health: Recognising Abuse + FGM
- Relationships: Sexualised Media (NSPCC) and Nude Images
- **Sex: Avoiding Infections and Diseases (Contraception)**

Year 9 Sessions

- Relationships: Consent and Avoiding Assumptions
- Relationships: Freedom and Capacity to Consent and FGM
- **Sex: Contraception***
- Health/**Sex: Sexual Health: STIs and Condoms***
- Relationships: Online Safety – Nude Images / Deepfakes

Year 10 Sessions

- Relationships: Consent: Pressure, Persuasion and Coercion
- **Sex: Consent: Intimacy and pleasure***
- **Sex: Sexual Health**
- Relationships: Online Safety – Attitudes to Sending Nudes
- Relationships: Online Influences on Relationships – e.g. Media and Pornography

Year 11 Sessions

- Relationships: Challenging Extreme Views – Misogyny
- Relationships: Exploitation
- Relationships: Relationship Rights and Abuse
- Relationships: Commitment, Marriage and Forced Marriage
- Relationships: Families and Parenting
- Relationships/Health: Fertility and Pregnancy Options (including abortion)

Appendix 2 – PSHEE Curriculum Overview

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2.1 - Long Term Curriculum Map

PSHE education Long-term overview						
Sir John Leman High School – The Forever Programme						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional Wellbeing and Transition	Friendship and Bullying	Families and Changing Relationships	Health and Keeping Safe	Influences on Relationships	Personal Safety and Risk (Drug Education)
Year 8	Belonging and Community	(Financial Decisions)	Healthy an Unhealthy Relationships	The Online World	Health and Wellbeing	(Careers Education)
Year 9	Mental Health and Wellbeing	(Careers and Future Choices)	Intimate Sexual Relationships	Managing Risk and Laws	Drug Education	Navigating Online Harms
Year 10	Independence, Health Choices, and Wellbeing	Friendship, Diversity and Challenging Extremism	Consent and Sexual Health	Navigating the Online World and Relationships	(Study, Work Experience, and Careers)	(Managing Finances and Risk)
Year 11	Life-Long Wellbeing and Transition to Adulthood	Personal Safety and Influences	Exploring Safe and Unsafe Relationships	Families, Fertility and Pregnancy	Online Financial Harms	

2.2 – Complete PSHEE Lesson List

Term	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn A	1) Introduction to Forever Programme and Zones of Regulation 2) Dealing with Change – Intro to Puberty and Menstruation 3) Thriving – Rules and Values 4) Dealing with Change – Healthy Lifestyle Habits (Sleep and Diet)	1) Identity and Community 2) Recognising and Preventing Discrimination 3) Bias and Stereotypes	Wellbeing for Life 1) Managing Strong Emotions 2) Managing Disappointments and Setbacks 3) Unhealthy and Healthy Coping Strategies 4) Self-Expression and Influences	1) Self-Esteem – Recognising Strengths 2) Mental Health – Coping Strategies 3) Managing Stress, and Planning Revision 4) Physical Health Choices (Cancer/Self-Examination, Blood Donation)	1) Mental Health Throughout Life 2) Seeking Help and Support with Stress / Changing Thinking Habits 3) Managing Change, Grief, and Loss 4) WORKWISE: CV's and Interviews
Autumn B	1) Diversity and British Values 2) Friendships and Empathy 3) Bullying and Bystanders 4) Coercive Friendships	1) Financial Literacy – Spending Decisions 2) Financial Literacy – Getting a Job 3) Financial Literacy – Impact of Inflation 4) Financial Literacy – Critical Consumers	1) Careers – What are my skills? 2) Decisions – KS4 (GCSE) Options 3) Managing Online Reputation 4) My Career Journey	1) Friendship and Bullying 2) Belonging and Community 3) Extremist views and groups	1) Drugs – Risk 2) Drugs – Influence and Seeking Help 3) Knife Crime and Violence 4) Challenging Extreme Views – Misogyny
Spring A	1) Family Roles and Relationships	1) Healthy Relationships	1) Consent and Avoiding	1) Consent: Pressure, Persuasion and	1) Exploitation (I)

	2) Family Life – Parenthood and Caring 3) Changing Relationships, Loss and Grief	(NSPCC) 2) Recognising Abuse + FGM 3) Sexualised Media (NSPCC) and Nude Images 4) Avoiding Infections and Diseases (Contraception)	Assumptions 2) Freedom and Capacity to Consent and FGM 3) Contraception 4) Sexual Health: STIs and Condoms	Coercion 2) Consent: Intimacy and pleasure 3) Sexual Health	2) Exploitation (II) 3) Relationship Rights and Abuse
Spring B	1) Responsibilities for our Health (sun safety / dental health) 2) Avoiding Infections and Diseases (Personal Hygiene and Food Safety) 3) Making Disclosures about Abuse	1) Online Safety – Privacy and Data Protection 2) Under the Influence – Algorithms 3) Phones and Financial Risks 4) Gaming, Social Media and Pressure to Spend	1) Gangs I 2) Gangs II 3) Online Safety – Cybercrime (I) 4) Online Safety – Cybercrime (II)	1) Online Safety – Attitudes to Sending Nudes 2) Online Safety – Digital Deception: AI and Harmful Content 3) Online Safety – Understanding AI 4) Online Influences on Relationships – e.g. Media and Pornography	1) Commitment, Marriage and Forced Marriage 2) Families and Parenting 3) Fertility and Pregnancy Options (including abortion)
Summer A	1) Healthy Relationships and Gender Stereotypes 2) Managing Conflict	1) Healthy Choices – Food for Thought / Physical Activity 2) Balanced Lifestyles	1) Drugs – Peer Pressure 2) Drugs – Laws (Legal vs Illegal)	1) Careers – World of Work and Post-18 Options 2) Work Experience	1) Online Risks – Cryptocurrencies 2) Financial Exploitation

	3) Introduction to Consent 4) Media Literacy – Staying Safe Online	3) Avoiding Infections and Diseases (Vaccines and Health Services)	3) Drugs – Alcohol and Cannabis	Preparation 3) (Work Experience Week – CVs and Interviews)	3) Fraud and Money Laundering
Summer B	1) Drugs – Caffeine 2) Drugs – Vaping 3) Drugs – Tobacco and Nicotine 4) Drugs – Alcohol	1) Careers – What are my interests? 2) Careers – What is an entrepreneur 3) Careers – Creating the Life You Want 4) Careers – Challenges and Rewards of Work	1) Online Safety – Nude Images 2) Online Safety – AI and Deepfakes 3) Online Safety – AI and Deepfakes II	1) Finances – Budgeting, Savings, and Debt 2) Finances – Gambling Risks and Consequences 3) Finances – Managing Money and Consumer Rights 4) Careers – What type of career is best for me?	