



PensMeadowSchool

Living, Growing, Learning

Relationships and Sex Education Policy

OCTOBER 2025

NEXT REVIEW DATE: OCTOBER 2026

Not Specified E. Richmond

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Disclaimer

Pens Meadow School makes every effort to ensure that the information in this document is accurate and up to date. If errors are brought to our attention, we will correct them as soon as practicable.

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This policy should be read in conjunction with the Intent documents for PSHE, Citizenship, British Values and Preparation for Adulthood. Our curriculum PSHE progression document lays out the learning pathway for progression across identified aspects and works in conjunction with aspects of the Pens Meadow Science Curriculum.

Rationale

Our PSHE curriculum is a conceptualised curriculum based upon up-to-date research about how children learn as well as how to meet the ranging needs of learners with complex difficulties. It builds upon the expectations of Birth to Five Matters and the PSHE guidance whilst reflecting the views of all school stakeholders at Pens Meadow School. Documents have been carefully broken down into meaningful components and carefully sequenced to enable pupils to revisit and review previous learning and build upon their developing skills and understanding.

Curriculum coverage has been planned to ensure that pupils develop their knowledge, skills and understanding throughout school. RSE has been threaded within learning units across our long-term planning with a specific focus for pupils in Year 4 on respectful relationships, reproductive health and staying safe, including online safety.

Our cyclic approach, to PSHE & RSE curriculum coverage, ensures that all pupils have opportunities to develop their knowledge and skills progressively as they move through school, whilst revisiting key content ensuring learning is embedded.

Our PSHE progression document enables learning to be pitched at individual pupil's zone of challenge in line with their development level enabling the planning of accurate end points and targeted progress.

Intent

At Pens Meadow School we aim to prepare our pupils for life beyond school. We believe that pupils need the knowledge and understanding to play an active, positive and successful role in today's society. We have ensured that our curriculum meets the unique context of our school, takes in to account the universal rights of the child as articulated in UNCR and three general human rights principles and promotes pupil's knowledge of self-esteem, emotional well-being and resilience to help them form positive and worthwhile relationships.

We ensure that our pupils are provided with rich, high-quality learning that aims to:

- Enable pupils to communicate their understanding and interest in RSE through carefully adapted experiences supported by a total communication environment.
- Teach pupils to have respect for themselves and for others in local, national and global communities.
- Apply their skills across their school life and into their community experiences.
- Develop key character skills including decision making, informed risk taking, good communication, interpersonal skills and self-regulation by imparting knowledge appropriate to their level of understanding, maturity and needs.
- Encourage exploration of respect and promote positive attitudes for the values held by different cultures and groups within our local community.
- Encourage honesty and respect in all relationships and nurture sensitivity towards the feelings of others.
- Deepen their knowledge of their health and well-being, including mental and physical health.
- Equip pupils with the information, skills and values to understand and be able to cope with the mental and physical changes that happen during puberty appropriate to their age, maturity and developmental level.
- Know how to be safe and develop healthy relationships in their healthy lives.
- Provide a framework in which sensitive discussions can take place.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

The Relationships and Sex Education and PSHE programmes reflects the school ethos and encourage the following values:

- self – respect
- respect for others
- taking responsibility for their own actions
- understanding their role within the school, their family and the wider community
- the promotion of equality
- law and health issues relating to sex, sexuality and sexual health
- diversity and anti – discriminatory practice

Curriculum

Our Relationships and Sex Education curriculum aims to give pupils the opportunity to understand their own development, attitudes and feelings, and to learn about human relationships. Pupils are taught about sex, sexuality, sexual health and gender identity in inclusive manner which is appropriate to their individual development levels. Content is planned to ensure that it is relevant to each pupil at an appropriate time in a clear, sensitive and respectful manner, and with due regard to moral and religious considerations and the value of family life.

RSE at Pens Meadow School is built into the PSED and PSHE curriculum which encompasses identified areas of study appropriate to our pupil's developmental pathways of learning. RSE has been integrated into these units ensuring that pupils are taught the appropriate knowledge and skills appropriate to their age and development stage.

In addition to our curriculum, staff deliver on-going relationship and sex education support, related to specific pupil need, and delivered within an appropriate context.

Across all Key Stages, pupils will be supported with developing the following skills in the context of family life:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Equal Opportunities

All pupils have an entitlement to Relationships and Sex Education that is relevant, supports learning about different faiths and cultures, and is underpinned by values promoting equality and respect. Governors recognise their statutory obligation to provide a programme of Relationships and Sex Education.

All pupils will have access to lessons delivered with regard to pupils' level of understanding, ethnicity, maturity and need.

Teaching and Learning

Pupils will be taught in a variety of situations, including whole class, small group, single sex and individual sessions. It is the lead of learning responsibility to plan and deliver the lesson. Where appropriate school nurses and external medical professionals are invited into school to support delivery.

Planning, teaching and resourcing lessons will follow the medium-term planning, developed by the AHT with appropriate additions by the lead of learning to reflect the individual needs of the pupils. To support this advantage will also be taken of informal, impromptu situations.

Semi formal and Sensory Pathway

Within our Lower and Middle and Upper phases Relationships and Sex Education are delivered through individual units, focusing on the development of independence skills and hygiene routines. RSE in Lower Phase is built into the rolling programme giving pupils opportunities to develop their understanding of relationships through families, and friendship, who to trust, their bodies and understanding their emotions. Within Middle and Upper phase this understanding is built on through studying their changing bodies, friendships and respect, keeping them safe in different contexts including relationships, use of medication and understanding emotions.

At Key Stage 4 and 5 Relationships and Sex Education is delivered throughout our specific PSHE units. These focus on relationships, personal hygiene and changing bodies. In Year 14 the focus for our young people becomes solely on RSE with the units incorporating learning around respectful relationships, reproductive health and staying safe.

Opportunities to develop RSE knowledge and skills is also incorporated throughout other appropriate subjects within our school curriculum. More information about this can be seen below.

Lower Sensory and Holistic Pathway

Our curriculum is based on the principles of the EYFS and Characteristics of Effective Learning (EYFS). We have adapted these principles to meet our holistic and lower sensory curriculum pedagogy.

Holistic and lower sensory pathway planning in key stages one-three is based upon a thematic approach which changes each half term. Focus English books are then linked to this theme to support the immersion of appropriate vocabulary and everyday experiences. RSE content is built into thematic content where relevant and is delivered at a level appropriate to meet the needs of individual learners

Refer to Holistic policy for more information.

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Opportunities to teach safeguarding

Further to the prescribed curriculum for RSE, teaching focuses on safeguarding and preventative education.

At Pens Meadow we ensure, as part of our relationship's education, pupils are taught about how to keep themselves and others safe, including online. This is tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupil's own experiences.

Preventative education is part of whole-school approach preparing pupils for life in modern Britain and creating a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobia and sexual violence or harassment.

The teaching of safeguarding and preventative education is fully inclusive and has been developed to be age and development stage appropriate.

Curriculum links

The school has identified opportunities to draw links between RSE and other curriculum subjects wherever possible to enhance pupils' learning.

RSE is linked to a range of subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.
- Preparation for Adulthood – pupils learn and develop life skills to promote independence in all aspects of their development and learn about opportunities available.

Long Term Planning

Our long-term plans have been carefully sequenced to ensure that all pupils access learning opportunities and lesson coverage of meaningful components. These are carefully planned to enable pupils to revisit and review previous learning and build upon their developing skills and understanding. The rolling programme of cycles enables pupils to join the phase on any cycle and our progression maps then able pupils to build on their previous experiences of the unit as appropriate.

RSE has been threaded within learning units across our long-term planning with a specific focus for pupils in Year 14 on respectful relationships, reproductive health and staying safe.

Our Semi-formal/ Sensory pathway long-term plans are split into:

- Lower phase (KS2)
- Middle and upper phase (KS2-3)
- Key stage 4-5
- Year 14

PSED/PSHE/RSE

EYFS						
	Who am I?	Celebration	My family	My birthday is a special day	My favourite....	People around me
Lower phase (Y2 – Y4)						
Cycle A	What makes a family	In our community	Me and my friends	Who to trust	Self-care Routines	Staying Healthy
Cycle B	Health and Fitness	Emotions	Who to trust	My body	What I am good at	Kind and unkind behaviour
Middle and Upper Phase (Y5 – Y9)						
Cycle A	My Changing Body	My Friends	Respect	Being Safe, Sating No	My Space	Mental Wellbeing
Cycle B	Health and Fitness	Are Medicine Safe	My Changing Body	Being Safe, E-Safety	Different Jobs	My Space
Cycle C	Being Safe	My Space	Celebrating Me	My Changing Body	Emotions	Staying Well
Key Stage 4-5 (Y10 – Y13)						
Cycle A	My changing body Personal hygiene		Characteristics of relationships People who care for me		Economic well-being	
Cycle B	Physical and mental well-being		My changing body/ Drugs and alcohol		Responsible citizens	
Key Stage 5 (Y14)						
	Respectful relationships		Reproductive Health		Staying Safe	

Medium Term Planning

Our PSHE progression documents cover 8 categories:

- Community and families
- Behaviour
- Health
- Rights and responsibilities
- Self-care
- Life Skills
- Relationships and Sex Education

These are broken down into developmental objectives from Bands 1-8. RSE is on one of these categories but is also integrated within other aspects of the PSHE progression document particularly health.

Pupils moving into lower phase from our Early development pathway will have a baseline created through staff knowledge of their understanding prior to moving onto the progression document bands. Pupils already working on these bands and changing to a new class will retain their assessment band from the previous year. Teachers then have an opportunity to assess and alter this judgement in consultation with the AHT at the end of the first half of the autumn term. Pupils who join the school in later years will be baselined during the first six weeks of school and their baseline will then be added. See our curriculum and assessment policy for more details.

The baseline enables teachers to initially ensure that the learning is appropriately matched to the pupil's assessment across school. During the teaching of individual unit of learning, teachers then use assessment for learning within the lesson and through marking and feedback to identify misconceptions, gaps in knowledge and identify accurate revisit and review, reteaching or new starting points to create a personalised, learning pathway for individual pupils.

Short Term Planning

Short term planning is completed for all groups and/ or classes and is uploaded to TEAMS by 9am Monday mornings. Short term planning identifies:

- Revisit and review
- New vocabulary introduction
- Whole class introduction including modelling by the teacher
- Learning questions and success criteria for individual pupils
- Deliberate Practice - Activities and resources to support learning which meet the intent for teaching RSE-at Pens Meadow.

Environment

At Pens Meadow, we aim to provide a rich communication ethos across school by providing an environment which promotes oracy both for functional skills and for pleasure.

Our Total Communication Environment, at Pens Meadow supports and engages students with print in the environment. Strategies include Makaton, PECS, Communication aids, photographs, symbol support, Objects of Reference, iPad apps and eye gaze tools.

Parents and carers

Pens Meadow endeavours to create a safe framework in which parents, carers and members of the wider community:

- understand more about Relationships and Sex Education
- are able to discuss their views and beliefs
- feel involved with the process of developing RSE
- can seek advice on supporting their child

Parents and carers will be informed, by letter, when Relationships and Sex Education will be specifically taught.

Parents have the right to withdraw their child from specific sex education lessons, where it is not part of the science curriculum. This right of withdrawal will not affect spontaneous discussion, or the honest answering of questions that occur naturally in other curriculum areas. Parents should contact the school directly if they wish to request this. Consideration will be given to any cultural or religious beliefs parents would like to be respected.

Parents and carers can find more information about when RSE will be taught on the curriculum overview on the website.

Impact

The impact of this policy is monitored through pupil progress at Baseline, Assessment Windows 2, 4 and 6 and monitoring of planning, books, learning walks and lesson observations in line with the monitoring and evaluation policy.

Useful Websites

For more information about statutory guidance please visit this website:

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf)

For Primary age pupils this curriculum will cover PSHE and Relationships education topic areas, including Health Education. More information can be found here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSHE primary schools guide for parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSHE_primary_schools_guide_for_parents.pdf)

For Secondary age pupils this curriculum will cover PSHE and Relationships and Sex Education, including Health Education. Pupils in Key Stage 5 will revisit topics as appropriate. More information can be found here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSHE secondary schools guide for parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSHE_secondary_schools_guide_for_parents.pdf)