PSHE & RSHE Policy

Policy Number:	EDE.POL.003	Policy Owner Job Role	Quality Manager
Issue Number:		Ratified By	Quality Director
Issue Date:	01.07.26	Service Type:	Schools
		Applicable Services:	Education
Contributors	Rob Arrowsmith, Paul Dugdale		
Mandatory Policy	Yes		
Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

This policy should be read alongside our:

- Safeguarding Children in Education Policy (EDE.POL.002)
- Behaviour Policy (EDU.POL.027)
- Anti-Bullying Policy (EDU.POL.007)
- Online Safety Policy (EDU.POL.009)
- Curriculum, SMSC and Fundamental British Values Policy (EDU.POL.008)
- SEND Policy (EDU.POL.022)
- Risk Assessment Policy
- Careers Policy (EDU.POL.006)

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Moorlands View School we believe that strong relationships and good health are the foundation of a happy and successful life. Many of our pupils have experienced

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trauma, disrupted relationships or harm, and our relationships, sex and health education help pupils understand themselves, keep themselves safe and build the positive relationships they may not always have known.

This is our policy for personal, social, health and economic education, which we call PSHE. The statutory relationships, sex and health education we must teach sits within it, and this one policy covers both.

This policy sets out what we teach, when and how we teach it, who is responsible for it, and how parents and carers are involved. It reflects our relational and trauma-informed approach through the Keys Connect model, and it is written so that every lesson is sensitive, factual, balanced and accessible to the pupils in front of us.

Relationships, sex and health education at Moorlands View School is part of a whole-school approach to wellbeing and safety. It sits alongside our safeguarding, behaviour, online safety and anti-bullying work, and it is shaped by the needs of our pupils and the views of their families.

3. Aim & Scope

This policy applies to all staff, pupils, parents and carers, and visitors at Moorlands View School and to our whole programme of personal, social, health and economic education, including the statutory relationships, sex and health education within it, whether delivered in class, in a small group or one to one. It aims to:

- Give pupils the knowledge and skills to form healthy, respectful relationships and to recognise unsafe or inappropriate behaviour.
- Deliver the statutory relationships education, relationships and sex education and health education that pupils are entitled to, in a way that is adapted for special educational needs.
- Teach sensitive and contested topics in a balanced and factual way, without promoting any particular view.
- Involve parents and carers in the content of the curriculum and respect their right to request withdrawal from sex education.
- Meet our duties under the Independent School Standards and current statutory guidance.
- Develop pupils' wider personal and social skills, their economic and financial understanding, and their readiness for adult life and work.

4. Abbreviations and Definitions

This policy uses the following terms:

- Relationships education: teaching about healthy relationships, including friendships, family and online relationships, that is compulsory for all pupils receiving primary education.

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- Relationships and sex education (RSE): teaching that builds on relationships education and includes age-appropriate teaching about sex, sexual health and intimate relationships, compulsory for all pupils receiving secondary education.
- Sex education: the part of RSE that parents have the right to request their child is withdrawn from, other than content taught as part of the science curriculum.
- Health education: teaching about physical health, mental wellbeing, puberty, and keeping safe, which is compulsory in our school.
- RSHE: the combined programme of relationships education, relationships and sex education and health education that this policy covers.
- PSHE education: the school's wider programme of personal, social, health and economic education. It covers health and wellbeing, relationships, and living in the wider world, including economic and financial capability and preparation for adult life. RSHE sits within PSHE.

5. Policy Content

5.1 Principles and Approach

At Moorlands View School our practice is guided by these principles. We teach the facts, accurately and age-appropriately, and we present sensitive and contested topics in a balanced way without promoting any single view. We build positive attitudes and healthy norms, and we avoid language that normalises harmful behaviour or stereotypes. We recognise that topics may be difficult for pupils with direct experience of them, and we adapt and offer support. We make the curriculum accessible to every pupil, including those with special educational needs, adapting materials and teaching one to one where that meets a pupil's needs. We are open with parents and carers, we consult them on the content of the curriculum, and we make all our materials available to them. We treat every pupil with respect and dignity, whatever their background, beliefs or characteristics.

5.2 PSHE & RSHE in Practice

Our curriculum

At Moorlands View School we provide relationships education for primary pupils, relationships and sex education for secondary pupils, together with health education for all pupils using Jigsaw PSHE. Our curriculum follows the statutory guidance and is sequenced so that pupils are equipped with knowledge before they need it.

We adapt our curriculum for the pupils we teach. Lesson materials are modified for pupils with special educational needs, and where a topic is better addressed individually we deliver it one to one. The SENCO and the named lead work together to make sure every pupil can access the content in a way that is right for them.

A summary of what is taught, when and by whom is held in our curriculum map in Moorlands View tutorshare folder. We make this information available to parents

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and carers. The curriculum map is reviewed annually and updated in response to pupil need, safeguarding trends, statutory guidance and emerging risks.

What we teach

At Moorland View School, Relationships, Sex and Health Education is delivered through the **Jigsaw PSHE programme**, which provides a comprehensive, age-appropriate and progressive curriculum. Learning is revisited and developed through six key themes (Puzzles) each year, ensuring that knowledge, skills and understanding build over time.

Being Me in My World

Pupils learn about:

- Their rights, responsibilities and role within school, family and society.
- Respecting others, inclusion, diversity and protected characteristics.
- Democracy, citizenship and the rule of law.
- Personal identity, self-esteem and belonging.
- Recognising and challenging prejudicial behaviour, stereotypes and discrimination, including sexism and misogyny.

Celebrating Difference

Pupils learn about:

- Diversity in families, relationships, communities and wider society.
- Respecting differences and challenging prejudice.
- Recognising bullying, including prejudice-based and online bullying.
- Stereotypes based on sex, gender, race, disability, religion, sexual orientation and other characteristics.
- How inequalities of power can affect individuals and relationships.
- Developing empathy, tolerance and understanding towards others.

Dreams and Goals

Pupils learn about:

- Aspiration, resilience and perseverance.
- Managing challenges and setbacks positively.
- Recognising personal strengths and talents.

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- Developing confidence and positive self-image.
- Preparing for future education, employment and adult life.

Healthy Me

Pupils learn about:

- Physical health, emotional wellbeing and healthy lifestyles.
- Mental health awareness and strategies for seeking support.
- Healthy eating, exercise, sleep and self-care.
- The risks associated with smoking, alcohol, drugs, vaping and nicotine products, including nicotine pouches.

  Personal safety and risk management.
- First aid and emergency response appropriate to age and stage.
- Online safety, healthy technology use and managing digital wellbeing.

Relationships

Pupils learn about:

- Healthy friendships and family relationships.
- The characteristics of positive, respectful and stable relationships.
- Trust, loyalty, kindness, empathy and mutual respect.
- Personal boundaries and consent.
- Recognising unhealthy relationships and knowing where to seek help.
- Different family structures and the roles and responsibilities of parents and carers.
- Managing conflict, peer pressure and relationship changes.
- Recognising, preventing and reporting sexual harassment, sexual violence and abusive behaviours.

Changing Me

Pupils learn about:

- Growth, development and change throughout life.
- Puberty and emotional development.
- Reproductive health and the correct anatomical names for body parts.

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- Intimate and sexual relationships, taught in an age-appropriate manner.
- Contraception, fertility and sexually transmitted infections at secondary level.
- Consent, respect and personal responsibility within relationships.
- Making informed and safe choices and accessing appropriate support and services.

Online Safety and Digital Citizenship

Online safety is embedded throughout the Jigsaw curriculum and reinforced through safeguarding, computing and pastoral provision. Pupils learn:

- How to stay safe online and protect personal information.
- That the same standards of behaviour apply online as offline.
- About the law relating to sharing images and online communications.
- How to identify misinformation, disinformation and conspiracy theories.
- About online scams, exploitation, sextortion and grooming.
- How artificial intelligence, deepfakes and manipulated content can be used to mislead or cause harm.

  How social media, influencers and online communities can shape beliefs, attitudes and behaviour.
- How to report concerns and seek help when something online causes distress or concern.

Respect, Equality and Safety

Through Jigsaw and wider safeguarding education, pupils learn:

- How to establish and maintain respectful relationships.
- The importance of consent, kindness, respect and dignity.
- How to recognise misogyny, sexism and harmful stereotypes.
- How attitudes and behaviours can contribute to violence against women and girls.
- How pornography can create unrealistic and harmful views of relationships and sexuality.
- About sexual harassment, sexual violence, coercive and controlling behaviour, stalking and exploitation.

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- That abuse is never the fault of the person experiencing it.
- Where and how to access help and support.

Safeguarding and Sensitive Topics

Some aspects of RSHE address sensitive issues including self-harm, eating disorders, abuse, exploitation, mental health and suicide prevention. These topics are taught in a safe, supportive and developmentally appropriate way by trained staff. Content is carefully planned to meet the needs of pupils whilst maintaining a strong safeguarding focus.

The school does not provide instruction on methods of self-harm or suicide, nor does it use language which romanticises or normalises harmful behaviours. Where such issues are discussed, the emphasis is always on prevention, support, resilience and seeking help.

Biological Sex, Gender Reassignment and Respect for Others

In line with the Equality Act 2010, pupils learn factual information about protected characteristics, including sex and gender reassignment. Pupils are taught that everyone has the right to be treated with dignity, respect and without discrimination.

Teaching is balanced, factual and age-appropriate. Where issues are subject to public debate, staff present information objectively and do not promote any particular viewpoint. Pupils are encouraged to share and discuss views respectfully, while recognising that bullying, discrimination and disrespectful language or behaviour are unacceptable.

Any concerns relating to a pupil questioning their gender identity are managed sensitively and in accordance with the school's safeguarding procedures, with parents/carers involved wherever appropriate and unless doing so would place the child at greater risk.

Inclusive teaching

Our teaching is inclusive of all pupils. We teach about different family arrangements, including same-sex parents, and at secondary level we give equal opportunity to learn about stable and healthy same-sex relationships as part of the wider programme rather than as a separate unit. We cover sexual health in a way that is relevant to all pupils, including those who are lesbian, gay, bisexual or questioning.

Working with parents and carers, and consultation

We engage parents and carers in the content of our RSHE curriculum and we are transparent about the materials we use. Before we make or revise this policy, we consult parents of pupils at the school. We give parents the chance to see the draft policy, we invite their comments, and we consider what they say before we finalise

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it. This consultation is a requirement of standard 2A and we keep a record of it. The record template is at Appendix B.

We tell parents in advance about sex education content within lessons, and we keep them informed of any new content we add to respond to issues in school.

The right to request withdrawal from sex education

Parents and carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of RSE. They cannot withdraw their child from relationships education, from health education, or from content taught as part of the science curriculum.

Before granting a request, the headteacher will discuss it with the parent, set out the benefits of the pupil receiving sex education and any detrimental effects of withdrawal, and record the request and the outcome. In primary education, the headteacher will grant a request to withdraw from any sex education that is taught outside the science curriculum. In secondary education, the headteacher will grant the request other than in exceptional circumstances.

From three terms before a pupil turns 16, the pupil themselves may choose to receive sex education even if their parent has requested withdrawal, and we will provide it. Where a pupil is withdrawn, we make sure they receive appropriate and purposeful education during the period of withdrawal. We make the right to withdraw, and the right of the pupil to opt back in, clear to parents and pupils.

Openness about curriculum materials

Parents and carers may view all the curriculum materials we use to teach RSHE. We share materials through a parent portal or a presentation, or by providing copies on request, and we comply with copyright law when we do so. Copyright never prevents a parent from seeing the materials we use. Where a parent asks to see materials, we make them available.

External providers and resources

Where we use an external provider or resource, we remain responsible for the content and for how pupils are taught. We check that any resource is accurate, age and stage appropriate, unbiased and suitable for our pupils, and we check the credentials of any visitor or organisation. We ask to see materials and a lesson plan in advance. We are cautious about resources from organisations with a strong partisan view on a contested topic, and on the topic of biological sex and gender we avoid materials that oversimplify the issue, that perpetuate stereotypes, or that encourage pupils to question their gender. We agree with any visitor how confidentiality and safeguarding reports will be handled in line with our policies. Our due diligence checklist is at Appendix C, and we have regard to the government-funded resources listed in Annex B of the statutory guidance.

Publication

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We publish this policy on the school website and provide a free copy to anyone who asks for one, including parents and inspectors, as required by standard 2A. Where the school does not have a website, we make the policy available by other means.

Safeguarding and confidentiality

RSHE often prompts pupils to share concerns or make disclosures. Staff handle these sensitively, do not promise confidentiality, and report any safeguarding concern to the designated safeguarding lead without delay, in line with our Safeguarding Children in Education Policy (EDE.POL.002). We deliver every topic in a trauma-informed way and provide follow-up support where a lesson raises difficult feelings for a pupil.

The wider PSHE programme

Alongside RSHE, at Moorlands View School we teach a planned programme of personal, social, health and economic education that is adapted to the needs and developmental stage of each pupil. It is built around three themes, health and wellbeing, relationships, and living in the wider world. The first two are delivered largely through the RSHE content above. The sections below set out the wider personal, social and economic learning that completes the programme.

Economic and financial education

We teach pupils to manage money and to understand saving, spending, budgeting and borrowing, and to recognise financial risk, including online scams and fraud. We build this understanding in a functional and age-appropriate way so that pupils leave us better prepared to manage their own money and to take part in working life. For some of our pupils this is taught through practical activities tied to daily living and independence.

Careers, employability and preparation for adulthood

Our PSHE programme helps pupils develop the personal and social skills they need for the next stage of their lives, including independence, self-advocacy and employability. This is closely linked to our careers programme, and the detail of careers education, information, advice and guidance is set out in our Careers Policy (EDU.POL.006). For pupils with an education, health and care plan, this work is aligned with the preparation for adulthood outcomes in their plan.

Personal and social development, citizenship and life in modern Britain

Through PSHE we support pupils' spiritual, moral, social and cultural development and their understanding of life in modern Britain. We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We teach contested and political issues in a balanced way and do not promote partisan political views. This

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work is set out more fully in our Curriculum, SMSC and Fundamental British Values Policy (EDU.POL.008).

5.3 Recording, Monitoring and Reporting

We record what is taught, to which groups and when, through our curriculum map, and we keep a record of each parental consultation on this policy. Leaders monitor and evaluate the quality and impact of RSHE, including how well it meets the needs of pupils with SEND, and report to the proprietor and governors on a regular cycle. We log and respond to any withdrawal request and any concern raised by a parent or pupil.

5.4 Equality and Inclusion

At Moorlands View School this policy is applied fairly and without discrimination, in line with the Equality Act 2010. We design RSHE to be accessible to every pupil, including those with special educational needs and disabilities, and we make reasonable adjustments so that all pupils can take part. We teach respect for all the protected characteristics, and we monitor the impact of our teaching on different groups of pupils so that no pupil is disadvantaged.

6. Responsibilities

6.1 Pupils

Engage with RSHE lessons, treat sensitive discussions with respect, and help shape the curriculum through pupil feedback.

6.2 Staff

Deliver RSHE in a sensitive, factual and inclusive way, model positive relationships, and adapt lessons for pupils with additional needs. Follow this policy when handling questions, disclosures and safeguarding concerns that arise in lessons, and report any concern to the designated safeguarding lead without delay.

6.3 Leadership

Make sure the curriculum is in place, taught well and reviewed, and that staff are trained and supported. Make sure parents are consulted before the policy is made or revised, and that the policy and curriculum information are published and available on request.

6.4 Governance

Hold leaders to account for the quality and compliance of RSHE, and review this policy and its impact.

6.5 Parents and carers

Work in partnership with the school, take part in consultation on the curriculum, and raise any questions or concerns with the named lead.

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6.6 Named leads

The named lead for relationships, sex and health education at Moorlands View School is Brian Goodwin, Deputy Headteacher. The Designated Safeguarding Lead is Roxanne Askew. The Special Educational Needs Co-ordinator is Hannah Mellors. The headteacher holds overall responsibility for this policy and for compliance with statutory requirements.

7. Training Requirements

All staff who deliver RSHE receive training in the curriculum, in handling sensitive and contested topics in a balanced way, and in the Keys Connect trauma-informed approach. Staff are trained to recognise and respond to disclosures and safeguarding concerns that arise in lessons. Training is organised by the named lead and the designated safeguarding lead and is reviewed at least annually and whenever guidance changes.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current legislation and statutory guidance, including:

- The Education (Independent School Standards) Regulations 2014, Standard 2A (relationships education for primary pupils, relationships and sex education for secondary pupils, a separate written policy, consultation with parents, publication, and the right to request withdrawal from sex education).
- The Independent School Standards: Guidance for independent schools, Department for Education, April 2026 (Standard 2A, paragraphs 1.35 to 1.43).
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance, Department for Education, published 15 July 2025 and statutory from 1 September 2026, which replaces the 2019 guidance.
- The Children and Social Work Act 2017 and section 80A of the Education Act 2002, under which these subjects were made compulsory.
- The Equality Act 2010.
- Keeping Children Safe in Education 2025, and Keeping Children Safe in Education 2026 from 1 September 2026.
- The SEND Code of Practice 2015, in relation to making the curriculum accessible to pupils with special educational needs and disabilities.
- Section 78 of the Education Act 2002, which requires a broad and balanced curriculum that promotes pupils' spiritual, moral, social and cultural

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development and prepares them for the opportunities, responsibilities and experiences of later life.

- The Education (Independent School Standards) Regulations 2014, Part 1, on the quality of education, including the requirement to preclude the promotion of partisan political views and to offer a balanced treatment of political issues where they are brought to pupils' attention.
- Personal, social, health and economic (PSHE) education guidance, Department for Education (non-statutory), used as a reference for the wider programme.

10. Version Control

This document can also be found in Radar. This policy is reviewed annually, or sooner if legislation or statutory guidance changes, and it is revised only after parents have been consulted as set out in this policy. The named owner for review at Moorlands View School is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Annex

At Moorlands View School the following local arrangements apply:

- The phase or phases we provide, and the year groups taught: KS2-4
- Our named RSHE lead and how staff and parents contact them: Brian Goodwin
- Where our curriculum map and scheme of work are held and how parents view them: Subject folder in staff offices and tutorshare
- Any external providers or resources we use this year: Jigsaw PSHE

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