

The Emscote School

POSITIVE about YOUNG PEOPLE



RSHE AND PSHE POLICY

A handwritten signature in black ink, appearing to read 'Parneet Kang', written over a horizontal line.

Parneet Kang
Principal

A handwritten signature in black ink, appearing to read 'William Holland', written over a horizontal line.

William Holland
Chair of Trustees

REVIWED: July 26 – Tracy White

Purpose and Introduction

The Emscote School is committed to providing a high-quality, inclusive and evidence-informed programme of Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic (PSHE) education that equips every pupil with the knowledge, understanding, skills and confidence to lead safe, healthy, respectful and fulfilling lives.

Our curriculum reflects the statutory requirements set out by the Department for Education (DfE) and is underpinned by the school's ethos of being Positive about Young People. We recognise that our pupils require explicit teaching, repetition, modelling and personalised approaches to develop the knowledge and life skills needed for adulthood, independence and participation within modern British society.

RSHE and PSHE are fundamental elements of our Personal Development curriculum. They contribute significantly to pupils' emotional wellbeing, physical health, safeguarding awareness, resilience, communication, independence and preparation for adulthood. They also support pupils in becoming responsible, respectful and active citizens who understand their rights and responsibilities towards themselves and others.

Our Vision

At The Emscote School we believe that every young person deserves access to high-quality relationships, sex and health education regardless of their background, ability or additional needs.

We aim to create a safe, respectful and supportive learning environment where pupils feel confident to:

- * develop healthy, respectful and positive relationships;
- * understand their own physical and emotional development;
- * recognise and communicate their feelings safely;
- * make informed and responsible decisions;
- * understand consent and personal boundaries;
- * recognise unsafe situations and know how to seek help;
- * develop resilience, self-esteem and emotional wellbeing;
- * stay safe both offline and online;
- * celebrate diversity whilst respecting the beliefs and protected characteristics of others;
- * prepare successfully for adulthood, employment and independent living.

Our curriculum is designed to ensure that all pupils leave The Emscote School with the confidence, knowledge and practical skills necessary to navigate an increasingly complex world safely and successfully.

The Importance of RSHE

Relationships, Sex and Health Education plays a vital role in safeguarding children and young people.

Effective RSHE helps pupils to:

- * recognise healthy and unhealthy relationships;
- * understand consent and respect;
- * identify abuse, exploitation and coercive behaviour;
- * understand online risks including grooming, sextortion, pornography, deepfakes and artificial intelligence-generated content;
- * develop emotional literacy and positive mental health strategies;
- * understand physical health and healthy lifestyles;
- * appreciate diversity and challenge discrimination;
- * understand the law relating to relationships and sexual behaviour;
- * recognise where and how to access trusted support and advice.

For many pupils at The Emscote School, these areas require direct, explicit and repeated teaching. Pupils with Special Educational Needs and Disabilities (SEND) can be at increased risk of exploitation, social isolation and misunderstanding social cues. Our curriculum therefore places particular emphasis on developing practical life skills, recognising unsafe situations and building independence.

The Emscote School Context

The Emscote School is a specialist independent school providing education for pupils aged 11–16 with a range of additional learning needs.

Many pupils experience:

- * Social, Emotional and Mental Health (SEMH) needs;
- * Autism Spectrum Condition (ASC);
- * Attention Deficit Hyperactivity Disorder (ADHD);
- * speech, language and communication needs;
- * sensory processing differences;
- * attachment and developmental trauma;
- * anxiety and emotional regulation difficulties;
- * barriers to social communication and understanding relationships.

Our RSHE curriculum has therefore been carefully adapted to meet these needs through:

- * small class teaching;
- * high levels of adult support;
- * visual resources and structured routines;
- * repetition and overlearning;
- * social stories and real-life scenarios;

- * explicit teaching of social communication;
- * adapted language and vocabulary;
- * opportunities for discussion within psychologically safe environments;
- * personalised support linked to pupils' EHCP outcomes where appropriate.

Learning is delivered in a way that promotes dignity, respect, inclusion and positive relationships while recognising that pupils develop emotionally, socially and cognitively at different rates.

Guiding Principles

The RSHE curriculum at The Emscote School is built upon the following principles.

We will:

- * provide an ambitious curriculum accessible to every learner;
- * create a safe environment where pupils feel valued and respected;
- * promote safeguarding through preventative education;
- * teach factual, age-appropriate and evidence-informed content;
- * encourage respect for diversity and protected characteristics;
- * support pupils to develop independence and preparation for adulthood;
- * promote positive physical and mental health;
- * develop pupils' ability to manage risk and make informed decisions;
- * encourage critical thinking about media, technology and online influences;
- * work collaboratively with parents, carers and external professionals.

Our Curriculum Intent

Our intent is to ensure every pupil develops the knowledge, understanding and confidence to:

- * build healthy relationships;
- * maintain positive mental wellbeing;
- * understand consent and personal safety;
- * recognise abuse and exploitation;
- * keep themselves safe online;
- * understand physical and sexual health;
- * develop financial capability;
- * contribute positively to society;
- * prepare for employment and adulthood;
- * become respectful, responsible and resilient members of their communities.

Curriculum Values

Throughout all RSHE and PSHE teaching we promote:

- * kindness
- * respect
- * empathy
- * honesty
- * responsibility
- * resilience
- * equality
- * inclusion
- * dignity
- * independence
- * integrity
- * tolerance
- * compassion
- * accountability

These values underpin both our curriculum and the wider ethos of The Emscote School and support pupils in becoming confident, safe and successful young adults.

Legal Framework and Statutory Requirements - Legislative Framework

This policy has been developed in accordance with current legislation and statutory guidance relating to Relationships, Sex and Health Education (RSHE), Personal, Social, Health and Economic (PSHE) education, safeguarding, equality and the education of children and young people with Special Educational Needs and Disabilities (SEND).

The Emscote School recognises that RSHE is a statutory component of the secondary curriculum and forms an integral part of the school's wider Personal Development curriculum. The curriculum is planned and delivered to ensure that all pupils receive accurate, age-appropriate and accessible education that promotes safeguarding, wellbeing and preparation for adulthood.

This policy has been informed by, and should be read alongside, the following legislation and guidance:

Primary Legislation

- * Children and Social Work Act 2017
- * Education Act 1996
- * Education Act 2002
- * Equality Act 2010

- * Human Rights Act 1998
- * Children Act 1989
- * Children Act 2004

Statutory Guidance

- Department for Education (2025). Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance (effective from September 2026).
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- SEND Code of Practice: 0–25 Years
- Promoting the Health and Wellbeing of Children and Young People
- The Prevent Duty Guidance
- Independent School Standards Regulations
- The Equality and Human Rights Commission Technical Guidance for Schools

Where statutory guidance is updated, this policy will be reviewed and amended as necessary to ensure continued compliance.

Statutory Requirements

Relationships Education, Relationships and Sex Education (RSE) and Health Education are compulsory in all secondary schools.

At The Emscote School, all pupils receive statutory Relationships Education and Health Education.

The school also provides Sex Education beyond the statutory science curriculum in accordance with Department for Education guidance. This is delivered in an age-appropriate, inclusive and carefully sequenced manner that reflects pupils' developmental stages, individual learning needs and SEND profiles.

Parents and carers retain the legal right to request that their child be withdrawn from the non-statutory aspects of Sex Education. Requests are considered in accordance with current legislation and Department for Education guidance. There is no right to withdraw pupils from:

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

Further information regarding withdrawal arrangements is detailed in Section 20 of this policy.

The Purpose of Statutory RSHE

The statutory curriculum is designed to prepare young people for modern life by enabling them to develop the knowledge, understanding and skills required to:

- * build safe and healthy relationships;
- * recognise healthy and unhealthy behaviours;
- * understand consent and personal boundaries;
- * maintain positive physical and mental health;
- * recognise abuse, exploitation and coercion;
- * stay safe both online and offline;
- * understand the law relating to relationships and sexual behaviour;
- * make informed and responsible decisions;
- * know where and how to seek support when required.

At The Emscote School these aims are particularly important due to the additional vulnerabilities experienced by many pupils with SEND.

Equality Duties

The Emscote School is committed to fulfilling its duties under the Equality Act 2010.

The school will ensure that RSHE is delivered in a manner that:

- * promotes equality of opportunity;
- * eliminates unlawful discrimination;
- * fosters good relations between people with different protected characteristics;
- * promotes dignity, mutual respect and inclusion;
- * challenges prejudice, discrimination and harmful stereotypes.

Teaching will reflect the diversity of modern British society while remaining factual, balanced and age appropriate.

The school does not promote any political ideology or personal belief system through RSHE. Instead, pupils are encouraged to think critically, respect differing viewpoints and understand the legal rights and responsibilities of individuals within society.

Special Educational Needs and Disabilities

The Department for Education recognises that pupils with SEND require Relationships, Sex and Health Education that is carefully adapted to meet their individual needs.

The Emscote School is committed to ensuring that every pupil can fully access the RSHE curriculum regardless of ability, communication needs or learning profile. All students access PSHE during their weekly timetable.

Reasonable adjustments may include:

- * adapted language and vocabulary;
- * visual supports;
- * social stories;
- * structured teaching;
- * repetition and overlearning;
- * pre-teaching key concepts;
- * sensory adaptations;
- * individual or small-group teaching;
- * personalised learning linked to Education, Health and Care Plans (EHCPs).

These adaptations enable pupils to develop an understanding of relationships, consent, personal safety and independence in ways that are meaningful and accessible.

Inclusion

Every pupil is entitled to access an ambitious RSHE curriculum regardless of their:

- * ability;
- * disability;
- * gender;
- * ethnicity;
- * religion or belief;
- * sexual orientation;
- * family background;
- * communication needs;
- * additional learning needs.

Learning is adapted through a range of evidence-informed strategies including:

- * visual supports;
- * structured routines;
- * now-and-next sequencing;
- * social stories;
- * comic strip conversations;
- * pre-teaching vocabulary;
- * repetition and overlearning;
- * sensory adaptations;
- * small-group teaching;
- * personalised learning;
- * scaffolded questioning.

Teachers use assessment information, Education, Health and Care Plans (EHCPs) and professional knowledge to ensure learning remains appropriately challenging and accessible.

Promoting Positive Relationships

Positive relationships are at the heart of life at The Emscote School.

We believe that pupils learn best when they feel:

- * safe;
- * respected;
- * listened to;
- * valued;
- * understood.

Staff model respectful communication and positive relationships throughout the school day.

Through our curriculum pupils learn to:

- * build healthy friendships;
- * communicate effectively;
- * resolve conflict respectfully;
- * understand consent;
- * respect differences;
- * recognise manipulation;
- * seek help when worried;
- * support the wellbeing of themselves and others.

Promoting Independence and Preparation for Adulthood

Preparation for adulthood is embedded throughout the RSHE and PSHE curriculum.

Learning supports pupils to become increasingly independent by developing skills in:

- * personal hygiene;
- * self-care;
- * travel awareness;
- * financial capability;
- * healthy lifestyles;
- * emotional regulation;
- * decision-making;
- * relationships;
- * community participation;
- * employment readiness;
- * digital citizenship;
- * personal safety.

These areas are closely aligned with pupils' EHCP outcomes and the four Preparation for Adulthood pathways:

- * Employment
- * Independent Living
- * Community Inclusion
- * Good Health

British Values and SMSC Development

The RSHE and PSHE curriculum makes a significant contribution to pupils' Spiritual, Moral, Social and Cultural (SMSC) development and promotes the fundamental British Values of:

- * democracy;
- * the rule of law;
- * individual liberty;
- * mutual respect;
- * tolerance of those with different faiths and beliefs.

Pupils are encouraged to:

- * think critically;
- * express their views respectfully;
- * appreciate diversity;
- * challenge discrimination;
- * contribute positively to their communities;
- * understand the responsibilities associated with living in modern Britain.

These principles are reinforced across the wider curriculum, enrichment opportunities and everyday school life.

Working in Partnership with Families

The Emscote School values the important role that parents and carers play in supporting their child's personal development.

We aim to build positive partnerships through:

- * open communication;
- * curriculum information;
- * consultation opportunities;
- * access to policy documents;
- * support with sensitive issues;
- * collaborative planning where appropriate.

We recognise that parents and carers are children's first educators, and we seek to complement, rather than replace, the important conversations that take place within families.

Safeguarding Responsibilities

The Emscote School recognises that effective RSHE forms a vital component of safeguarding.

The curriculum is designed to help pupils recognise:

- * abuse;
- * grooming;
- * exploitation;
- * coercive control;
- * online harm;
- * unhealthy relationships;
- * sexual harassment;
- * child-on-child abuse;
- * harmful sexual behaviour;
- * criminal exploitation;
- * county lines;
- * radicalisation.

Where concerns arise during teaching, staff will respond in accordance with the school's Child Protection and Safeguarding Policy.

No member of staff can guarantee confidentiality where a pupil discloses information indicating that they or another person may be at risk of harm.

Compliance with the Independent School Standards

As an independent special school, The Emscote School ensures that RSHE contributes to meeting the Independent School Standards by promoting:

- * pupils' spiritual, moral, social and cultural development;
- * personal development;
- * wellbeing;
- * safeguarding;
- * equality;
- * respect for British Values;
- * tolerance and mutual respect;
- * preparation for life in modern Britain.

RSHE also contributes significantly to pupils' preparation for adulthood by supporting independence, employability, community participation and healthy relationships.

Review of this Policy

This policy will be reviewed annually by the Senior Leadership Team and the Governing Body or sooner if there are:

- * changes to statutory guidance;
- * updates to safeguarding legislation;
- * significant changes to the school's curriculum;
- * recommendations arising from inspection, monitoring or evaluation.

The review process will include consultation with:

- * governors;
- * school leaders;
- * teaching staff;
- * pupils;
- * parents and carers, where appropriate;
- * external professionals, where relevant.

Following approval by the Governing Body, the policy will be published on the school website and made available to parents, carers and other stakeholders upon request.

Roles and Responsibilities

There is shared responsibility - Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic (PSHE) education are the responsibility of the whole school community.

Whilst designated staff lead the planning, monitoring and evaluation of the curriculum, every adult working within The Emscote School has a responsibility to promote positive relationships, model respectful behaviour and contribute to pupils' personal development through their daily interactions.

All staff are expected to uphold the values of the school and contribute to creating a safe, respectful and inclusive learning environment in which pupils feel confident to ask questions, express opinions and seek support.

The Governing Body

The Governing Body has strategic responsibility for ensuring that the school fulfils its statutory duties relating to RSHE and PSHE.

Governors will:

- * approve the RSHE and PSHE Policy;
- * monitor statutory compliance;
- * ensure sufficient curriculum time is allocated;

- * ensure the curriculum reflects current statutory guidance;
- * monitor safeguarding arrangements linked to RSHE;
- * review the effectiveness of curriculum delivery;
- * receive reports on curriculum implementation and pupil outcomes;
- * ensure appropriate resources are available;
- * support continuous improvement through challenge and professional dialogue.

The Governing Body will review this policy annually or sooner where legislative changes require.

The Deputy Head in charge of teaching and learning

They have overall responsibility for the implementation of this policy throughout the school as designated by the Principal.

They will:

- * provide strategic leadership for RSHE and PSHE;
- * ensure statutory requirements are fully met;
- * promote an inclusive and ambitious curriculum;
- * allocate sufficient curriculum time;
- * ensure high standards of teaching and learning;
- * oversee staff training;
- * support parental engagement;
- * ensure safeguarding procedures are followed;
- * monitor curriculum quality through quality assurance processes;
- * report to Governors regarding implementation and effectiveness.

The Principal will ensure that RSHE contributes effectively to pupils' wider Personal Development and Preparation for Adulthood.

Senior Leadership Team

The Senior Leadership Team (SLT) will provide operational leadership for the curriculum.

Responsibilities include:

- * monitoring curriculum delivery;
- * supporting staff development;
- * reviewing planning and assessment;
- * quality assuring teaching;
- * monitoring pupil progress;
- * evaluating curriculum effectiveness;
- * coordinating policy reviews;
- * responding to new statutory guidance.

SLT members will undertake regular activities including:

- * learning walks;
- * lesson observations;
- * work scrutiny;
- * pupil voice;
- * curriculum reviews;
- * monitoring of safeguarding themes.

RSHE / PSHE Subject Leaders

The RSHE/PSHE Leads have day-to-day responsibility for leading the curriculum.

The Subject Leader will:

- * design and review the curriculum;
- * ensure progression across Years 7–11;
- * maintain curriculum resources;
- * support colleagues with planning;
- * coordinate assessment;
- * evaluate pupil outcomes;
- * monitor curriculum coverage;
- * organise staff training where required;
- * keep up to date with national developments;
- * work with external agencies where appropriate.

The Subject Leader will also ensure that learning is appropriately adapted for pupils with SEND and reflects current safeguarding priorities.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead plays a key role in ensuring that RSHE supports the school's safeguarding responsibilities.

The DSL will:

- * advise staff regarding safeguarding issues arising from RSHE lessons;
- * respond appropriately to disclosures;
- * ensure safeguarding themes remain current within the curriculum;
- * provide guidance regarding confidentiality;
- * support staff delivering sensitive topics;
- * liaise with external agencies where necessary;
- * monitor emerging safeguarding trends;
- * contribute to curriculum review where safeguarding priorities change.

The DSL will work closely with curriculum leaders to ensure safeguarding education remains proactive rather than reactive.

Teachers

Teachers delivering RSHE and PSHE are responsible for creating safe, inclusive and respectful learning environments.

Teachers will:

- * plan lessons in accordance with the school's curriculum;
- * deliver factual, balanced and evidence-informed teaching;
- * adapt learning to meet individual needs;
- * establish appropriate classroom ground rules;
- * encourage respectful discussion;
- * model positive relationships;
- * challenge prejudice and discriminatory language;
- * monitor pupil understanding;
- * assess learning appropriately;
- * identify safeguarding concerns;
- * record and report concerns in accordance with school procedures.

Teachers will never promise confidentiality if a safeguarding concern is disclosed.

Teaching Assistants

Teaching Assistants make a significant contribution to successful RSHE delivery at The Emscote School.

Teaching Assistants will:

- * support pupils' understanding;
- * reinforce key concepts;
- * facilitate communication;
- * provide additional scaffolding;
- * support emotional regulation;
- * encourage participation;
- * reinforce positive behaviour;
- * support pupils with communication differences;
- * contribute observations to assessment;
- * report safeguarding concerns immediately.

Teaching Assistants will receive appropriate training to enable them to support sensitive learning effectively.

External Visitors

External agencies may contribute specialist knowledge to aspects of the curriculum.

Visitors may include:

- * School Nursing Teams;
- * Health Professionals;
- * Police Liaison Officers;
- * Sexual Health Services;
- * Mental Health Professionals;
- * Careers Advisers;
- * Charitable Organisations;
- * Online Safety Specialists.

All external visitors will:

- * be appropriately vetted where required;
- * work alongside school staff;
- * follow the school's safeguarding procedures;
- * deliver factual and balanced information;
- * avoid promoting personal beliefs or commercial interests;
- * support, rather than replace, the school's planned curriculum.

A member of school staff will always remain present during sessions delivered by external visitors.

Parents and Carers

Parents and carers are recognised as children's first educators.

The Emscote School values strong partnerships with families and will:

- * provide clear information regarding curriculum content;
- * publish this policy on the school website;
- * consult with parents when reviewing the curriculum;
- * respond to questions and concerns;
- * explain withdrawal rights where applicable;
- * encourage discussion between parents and children at home.

The school seeks to complement and support learning that takes place within families.

Pupils

Pupils are expected to contribute positively to RSHE learning.

They are encouraged to:

- * participate respectfully;

- * listen to differing viewpoints;
- * ask appropriate questions;
- * respect confidentiality within agreed classroom expectations;
- * challenge discrimination appropriately;
- * seek support when worried;
- * demonstrate respect towards themselves and others.

Pupils will also contribute to the ongoing development of the curriculum through:

- * pupil voice;
- * surveys;
- * school council;
- * mentoring discussions;
- * curriculum evaluations.

Professional Conduct

All staff involved in RSHE delivery are expected to maintain the highest standards of professionalism.

Staff will:

- * model respectful relationships;
- * use accurate and inclusive language;
- * maintain professional boundaries;
- * remain impartial when facilitating discussion;
- * avoid expressing personal opinions as fact;
- * challenge misinformation sensitively;
- * promote equality and inclusion;
- * maintain confidentiality within safeguarding requirements;
- * engage in regular professional development.

Curriculum Overview

The RSHE and PSHE curriculum at The Emscote School provides a carefully planned programme of learning that develops pupils' knowledge, understanding, skills and values throughout Key Stages 3 and 4.

Learning is sequenced progressively so that pupils revisit key concepts over time, enabling them to build confidence, deepen understanding and apply learning in increasingly complex situations.

Our curriculum reflects statutory requirements whilst responding to the needs of pupils within our specialist SEND setting. Content is adapted appropriately without reducing pupils' entitlement to a full and ambitious curriculum.

The curriculum is organised into the following strands:

- * Relationships Education
- * Sex Education
- * Health Education
- * Mental Health and Emotional Wellbeing
- * Living in the Wider World
- * Online Safety and Digital Citizenship
- * Safeguarding and Personal Safety
- * Preparation for Adulthood

Each strand contributes to pupils' wider personal development and supports them in becoming safe, healthy, respectful and independent young adults.

Relationships Education

Relationships Education is central to the curriculum and underpins all aspects of pupils' social and emotional development.

Pupils learn about:

Family Relationships

Including:

- * different family structures;
- * caring relationships;
- * parenting responsibilities;
- * marriage and civil partnerships;
- * commitment;
- * love and respect;
- * changing family circumstances.

Pupils develop an understanding that families may differ but should provide care, security and support.

Friendships

Pupils learn:

- * how friendships develop;
- * qualities of positive friendships;
- * trust;
- * kindness;
- * loyalty;
- * resolving disagreements;
- * recognising peer pressure;
- * maintaining healthy friendships.

Teaching recognises that many pupils require explicit teaching of friendship skills and social communication.

Respectful Relationships

Learning includes:

- * mutual respect;
- * empathy;
- * inclusion;
- * equality;
- * recognising stereotypes;
- * discrimination;
- * challenging prejudice;
- * valuing diversity.

Pupils explore how respectful relationships contribute to positive wellbeing.

Consent

Teaching includes:

- * body autonomy;
- * giving consent;
- * withdrawing consent;
- * respecting others' decisions;
- * legal definitions of consent;
- * recognising coercion;
- * understanding pressure.

Consent is revisited regularly throughout the curriculum using developmentally appropriate examples.

Communication

Pupils develop skills in:

- * active listening;
- * assertiveness;
- * expressing feelings;
- * recognising emotions;
- * resolving conflict;
- * seeking support.

These skills are reinforced across all areas of school life.

Sex Education

Sex Education is delivered within the school's broader RSHE curriculum in an age-appropriate and sensitive manner.

Learning includes:

Puberty

- * physical changes;
- * emotional changes;
- * hygiene;
- * body image;
- * managing change.

Human Reproduction

Including:

- * reproduction;
- * fertility;
- * pregnancy;
- * childbirth;
- * contraception;
- * reproductive health.

Scientific content is taught alongside discussion of relationships, responsibility and decision-making.

Sexual Health

Pupils learn about:

- * sexually transmitted infections;
- * reducing risk;
- * accessing healthcare;
- * myths and misconceptions;
- * informed decision-making.

Healthy Intimate Relationships

Teaching includes:

- * respect;
- * communication;
- * consent;
- * emotional readiness;
- * recognising unhealthy relationships;
- * legal responsibilities.

The curriculum emphasises that intimacy should always be safe, respectful and consensual.

Health Education

Health Education promotes lifelong physical and emotional wellbeing.

Pupils learn about:

Physical Health

- * healthy eating;
- * exercise;
- * sleep;
- * personal hygiene;
- * oral health;
- * healthy routines;
- * substance misuse;
- * smoking;
- * vaping;
- * alcohol;
- * drugs.

Emotional Wellbeing

Learning includes:

- * recognising emotions;
- * resilience;
- * stress management;
- * anxiety;
- * low mood;
- * building confidence;
- * self-esteem;
- * coping strategies.

Mental Health

Teaching promotes understanding of:

- * mental wellbeing;
- * common mental health difficulties;
- * reducing stigma;
- * accessing support;
- * recognising when help is needed.

The curriculum encourages pupils to seek support early and understand that mental health is as important as physical health.

Online Safety and Digital Citizenship

Recognising the increasing role of technology in young people's lives, pupils develop the knowledge and skills needed to stay safe online.

Topics include:

- * social media;
- * online gaming;
- * digital footprints;
- * cyberbullying;
- * online relationships;
- * privacy;
- * passwords;
- * misinformation;
- * scams;
- * phishing;
- * artificial intelligence;
- * deepfakes;
- * online pornography;
- * sextortion;
- * image sharing;
- * online consent.

Teaching encourages pupils to think critically about information encountered online and to seek help if they experience online harm.

Safeguarding and Personal Safety

The curriculum supports pupils in recognising and responding to safeguarding concerns.

Learning includes:

- * recognising abuse;
- * neglect;
- * grooming;
- * child criminal exploitation;
- * county lines;

- * coercive control;
- * domestic abuse;
- * honour-based abuse;
- * forced marriage;
- * stalking;
- * sexual harassment;
- * upskirting;
- * image-based abuse;
- * violence against women and girls;
- * radicalisation;
- * extremism.

Pupils learn how to identify trusted adults and how to report concerns safely.

Living in the Wider World

This strand prepares pupils for adult life by developing their understanding of citizenship, responsibility and financial wellbeing.

Topics include:

Financial Education

- * budgeting;
- * saving;
- * banking;
- * wages;
- * taxation;
- * benefits;
- * fraud;
- * consumer rights.

Careers Education

Pupils explore:

- * aspirations;
- * employment;
- * workplace expectations;
- * teamwork;
- * communication;
- * interview skills;
- * careers pathways.

Citizenship

Learning includes:

- * democracy;
- * the rule of law;

- * human rights;
- * equality;
- * diversity;
- * volunteering;
- * community participation.

Women's Health and Men's Health

The curriculum promotes awareness of health issues that may affect individuals throughout life.

Teaching includes:

- * menstrual health;
- * menopause awareness;
- * endometriosis;
- * testicular health;
- * breast awareness;
- * reproductive health;
- * accessing healthcare;
- * reducing stigma.

Information is presented factually and sensitively.

Preparation for Adulthood

Preparation for adulthood is embedded throughout every year group.

Learning develops pupils' confidence in:

- * personal care;
- * cooking;
- * budgeting;
- * travel;
- * housing;
- * relationships;
- * healthcare;
- * employment;
- * community participation;
- * independent decision-making.

Where appropriate, learning is linked directly to pupils' Education, Health and Care Plan (EHCP) outcomes.

Responding to Emerging Issues

The curriculum is regularly reviewed to ensure it reflects current safeguarding priorities and developments affecting young people.

Where appropriate, pupils will learn about:

- * artificial intelligence;
- * deepfake technology;
- * misinformation;
- * online influencers;
- * misogyny;
- * healthy masculinity;
- * online radicalisation;
- * gambling;
- * vaping;
- * emerging technologies;
- * changing patterns of online exploitation.

This ensures that pupils receive education which remains relevant to modern life.

Curriculum Progression

Learning is carefully sequenced across Years 7–11.

Each year builds upon previous learning to ensure progression in both knowledge and confidence. An example is below:

2/9	9/9	16/9	23/9	30/9	7/10	14/10	21/10
				<i>Black history month</i>	<i>World mental health day</i>		
Personal identity	Setting goals	Future goals	Career test	L1: Black History	Mental health day lesson	L1: Laws and rights for young people	L1: Equality
Personal values	Respect rules and each other	Skills for employability	Careers	L2: Black history	L1: Self care	L2: Laws and rights for young people	L2: Equality
Linking them both together	Looking at society's values	Future careers	Looking at options for the future	L3: Black history	L2: Self care	Applications	End of term quiz

The RSHE and PSHE curriculum at The Emscote School provides a broad, balanced and progressive programme of learning that equips pupils with the knowledge, understanding and practical skills needed to navigate modern life safely and confidently. Through carefully sequenced teaching across relationships, health, safeguarding, online safety and preparation for adulthood, pupils are supported to become respectful, resilient and informed young adults. The curriculum reflects statutory expectations while remaining responsive to the specialist needs of our SEND learners and the emerging challenges they may encounter in an ever-changing society.

Brilliant. The next section should be ****Complaints and Concerns****. This is required by the Independent School Standards and demonstrates that the school has a clear, transparent process for resolving concerns about the RSHE curriculum. Your current policy does not include a dedicated complaints section, so this will strengthen it considerably.

Complaints and Concerns

The Emscote School is committed to maintaining positive, respectful and collaborative relationships with parents, carers, pupils and the wider school community.

We recognise that, on occasion, individuals may have questions, concerns or complaints relating to the Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic (PSHE) curriculum.

We welcome constructive feedback and are committed to addressing concerns promptly, fairly and professionally.

Where possible, concerns will be resolved through open discussion and partnership working before progressing to the school's formal complaints procedure.

Raising a Concern

Parents and carers are encouraged to discuss any concerns regarding RSHE at the earliest opportunity.

Concerns may relate to:

- * curriculum content;
- * teaching approaches;
- * learning resources;
- * lesson delivery;
- * assessment;
- * external visitors;
- * equality and inclusion;

- * safeguarding;
- * withdrawal arrangements;
- * communication with parents.

Early discussion often enables concerns to be resolved quickly and positively.

Informal Resolution

The school encourages concerns to be addressed informally in the first instance.

Depending upon the nature of the concern, parents or carers should normally contact:

Stage 1

The class teacher or subject teacher.

If the matter cannot be resolved:

Stage 2

The RSHE/PSHE Subject Leader.

If concerns remain:

Stage 3

A member of the Senior Leadership Team.

If necessary:

Stage 4

The Principal.

The school aims to resolve concerns through discussion, clarification and collaborative problem-solving wherever possible.

Formal Complaints

Where informal discussions do not resolve the matter, parents and carers may submit a formal complaint in accordance with the school's Complaints Policy.

Formal complaints will:

- * be acknowledged promptly;
- * be investigated fairly;
- * be handled confidentially where appropriate;
- * follow published school procedures;
- * receive a written response within the timescales outlined in the Complaints Policy.

The school is committed to ensuring that all complaints are handled impartially and without discrimination.

Complaints Relating to Curriculum Content

Parents and carers may express concerns regarding:

- * statutory curriculum content;
- * age appropriateness;
- * teaching materials;
- * factual accuracy;
- * external speakers;
- * teaching methods.

Where concerns relate to statutory curriculum requirements, the school will explain:

- * its legal responsibilities;
- * relevant Department for Education guidance;
- * how the curriculum has been planned;
- * how content is adapted for pupils with SEND.

Whilst the school values parental views, it also has a statutory duty to provide Relationships Education and Health Education to all pupils.

Complaints Relating to Safeguarding

Where concerns relate to safeguarding, the matter will be managed in accordance with the school's Child Protection and Safeguarding Policy.

Examples include:

- * inappropriate disclosures;
- * staff conduct;
- * child protection concerns;
- * allegations involving adults;
- * concerns regarding external visitors.

Safeguarding concerns take priority over routine complaints procedures and will be referred immediately to the Designated Safeguarding Lead (DSL).

Where appropriate, external agencies may also be informed.

Complaints from Pupils

The Emscote School encourages pupils to share any concerns they may have regarding RSHE.

Pupils may raise concerns with:

- * their class teacher;
- * their mentor;
- * the RSHE/PSHE Lead;
- * the Designated Safeguarding Lead;
- * a trusted member of staff;
- * the Senior Leadership Team.

Pupils will be listened to respectfully, and concerns will be taken seriously and responded to appropriately.

Equality and Fairness

All complaints will be managed in a manner that is:

- * fair;
- * impartial;
- * respectful;
- * confidential where appropriate;
- * consistent with school policies;
- * compliant with equality legislation.

No individual will be disadvantaged for raising a genuine concern in good faith.

Learning from Feedback

Feedback from complaints, concerns and consultations is viewed as an opportunity for continuous improvement.

Where appropriate, feedback may inform:

- * curriculum development;
- * staff training;
- * resource selection;
- * communication with parents;
- * safeguarding practice;
- * policy review.

The school seeks to continually improve the quality of its RSHE provision through reflection and partnership.

Record Keeping

Records of formal complaints relating to RSHE will be maintained in accordance with the school's Complaints Policy and Data Protection Policy.

Records will include:

- * the nature of the complaint;
- * actions taken;
- * outcomes;
- * recommendations arising from the investigation.

Information will be stored securely and accessed only by authorised members of staff.

The Emscote School values open communication and constructive partnership with parents, carers, pupils and the wider school community. We are committed to addressing concerns about Relationships, Sex and Health Education promptly, fairly and transparently, while fulfilling our statutory responsibilities and maintaining the highest standards of safeguarding and inclusion. By responding positively to feedback and reflecting on practice, we continually strengthen the quality and effectiveness of our RSHE curriculum for the benefit of all pupils.

Appendix - Parent Withdrawal Request Form

Relationships, Sex and Health Education (RSHE)

Request to Withdraw a Child from the Non-Statutory Elements of Sex Education

The Department for Education requires all secondary schools to teach Relationships Education and Health Education as statutory subjects.

Parents and carers have the legal right to request that their child is withdrawn from some or all of the non-statutory elements of Sex Education delivered as part of RSHE.

There is no right to withdraw from:

- Relationships Education
- Health Education
- National Curriculum Science
- Safeguarding education

Pupil Details

Name:

Date of Birth:

Year Group:

Parent / Carer Details

Name:

Relationship to Child:

Address:

Telephone:

Email:

Request (tick)

- ☐ Sexual relationships
- ☐ Contraception
- ☐ Sexually transmitted infections
- ☐ Pregnancy and childbirth discussions beyond National Curriculum Science
- ☐ Other: _____

Reason (optional):

Parent Signature: _____ Date: _____

School Meeting proforma

Date:

Attendees:

Summary:

Decision:

- ☐ Withdrawal agreed
- ☐ Withdrawal declined (statutory content)

Alternative in place:

Principal Signature and date: