Pield Heath House R.C. School

Relationship and Sex Education Policy (RSE)

Last Reviewed:	**September 2026**	**Next planned review**	**September 2027**
Completed by:	**Charmaine Fullerton Lead for PSD**		

MISSION STATEMENT

Vision, Mission & Values:
Our approach to education is underpinned by our core values and beliefs which are encapsulated in our Vision, Mission and Values:

Our Vision:
Our vision is to enable our young people to live life to the full in a challenging and constantly changing world.

Our Mission:
Pield Heath House School owes its existence and special character to the belief that God loves us. The daily life of the school is nurtured by the teachings of Christ who showed us the Fathers Love: to believe; to hope; to forgive; to love.

We are an educational community in which all young people are of equal importance and are valued for the individuals they are, regardless of race, culture or background.

We aim to provide these ideals in our relationships within our community.

We provide an educational community that is holistic as well as formal by involving parents, governors, and the local community.

We give all young people the opportunity for educational development to the highest possible level.

We aim to develop each individual's talents, abilities, skills and understanding, in order that they may live life to the full.

Our Values

- We value every young person for who they are
- We encourage our young people to achieve and celebrate their achievements
- We adopt a collaborative, multi-disciplinary, individualised and holistic approach
- We offer our young people a caring, positive, Christian environment

Rationale

Relationships and Sex Education (RSE) provides a positive opportunity to help young people develop the knowledge, understanding and skills needed to navigate relationships, physical development and the challenges of growing up.

At Pield Heath House School, we recognise that our pupils have a range of special educational needs and disabilities and may require additional support to understand relationships,

puberty, personal boundaries, consent and personal safety. RSE is therefore planned and delivered in a way that is appropriate to pupils' age, developmental understanding, communication, emotional readiness and individual needs.

Our curriculum aims to equip pupils with the knowledge and practical skills necessary to develop healthy relationships, understand their changing bodies, respect themselves and others, recognise unsafe situations and seek help when needed. Through repeated teaching, practical experiences and consistent communication, pupils are supported to develop greater independence, dignity, personal responsibility and confidence.

Our RSE provision is informed by the Department for Education's revised statutory guidance on Relationships Education, Relationships and Sex Education and Health Education, which came into effect on 1 September 2026. The school will have regard to this guidance when planning, delivering and reviewing its provision.

Teaching reflects the Catholic ethos of the school and the importance of compassion, fidelity, respect, responsibility and concern for others. We aim to provide pupils with factual, age-appropriate and accessible information while helping them understand the moral, social and personal considerations associated with relationships and sexual development.

We recognise that parents and carers are the foremost educators of their children. RSE is therefore delivered in partnership with families, who are supported through communication, guidance and opportunities to discuss sensitive issues relating to their child's development.

The school also recognises the vulnerabilities that some pupils may experience in relation to relationships, social understanding, online interactions and personal safety. We work within our safeguarding procedures and, where appropriate, in partnership with health professionals, social care agencies and other specialist services to ensure that pupils receive appropriate support.

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Aims and Objectives

- To develop feelings of self-confidence, self-worth and self-respect, alongside those of value and respect for others.
- To promote responsible behaviour and to equip our pupils and their families with the means to keep safe in the face of ever greater risks, including in relation to online safety.
- To work in informed and trusting partnership with families and carers and other agencies
- To provide information on sensitive issues including contraception, HIV and other sexually transmitted diseases, with due consideration for pupils' levels of understanding and for Catholic teaching and values.
- To create a safe and positive environment in which young people feel they can raise concerns and worries.

Organisation:

At Pield Heath House School, RSE forms part of a wider programme of personal development, planned according to pupils' age, learning needs, developmental understanding and individual circumstances.

The curriculum is designed to revisit and extend learning over time, enabling pupils to build on previous knowledge and apply their understanding in familiar and real-life contexts.

RSE is delivered through the PSHE curriculum and may be reinforced through Knowledge of the World, Religious Education, Personal Care, Community Skills, tutor time, assemblies, enrichment opportunities and targeted interventions. Teaching is adapted across Pathways 1, 2 and 3 to reflect differences in communication, cognition, sensory processing, social understanding and independence. Pupils may require approaches from more than one pathway depending on the learning objective. Individual needs, rather than assumptions about a pupil's disability, will inform curriculum planning.

The school uses a range of teaching approaches, including visual resources, total communication, modelling, practical activities, role-play, repetition and supported discussion. These approaches help pupils access learning, develop understanding and practise skills that can be generalised beyond the classroom.
Support staff, who have considerable experience of pupils' individual needs, contribute to the planning, delivery and evaluation of classroom learning under the direction of the teaching staff. Teachers retain responsibility for the planning, delivery and assessment of the curriculum.

Sensitive teaching is approached carefully and staff are supported through appropriate guidance, professional development and safeguarding procedures.

Teaching:

Relationships and Sex Education is taught throughout the school at a level appropriate to pupils' age, maturity, developmental understanding and individual needs. The programme is delivered through discrete units within PSHE and through appropriate cross-curricular opportunities. Pupils receive teaching that develops their understanding of positive relationships, physical development, personal responsibility and safety. Learning is supported by total communication approaches, visual aids, practical activities, modelling and multisensory cues where appropriate. The school draws upon established resources and schemes of work to support effective curriculum delivery. These include:

The PSHE Association's guidance, planning materials and teaching resources support the development of a structured and progressive PSHE curriculum. These resources help inform curriculum planning, lesson content and the development of pupils' knowledge and skills in relationships, health, personal safety and wider personal development. Materials are adapted where necessary to meet the needs of pupils at PHHS.

Ten Ten resources are used where applicable to support the teaching of relationships, growing up, personal development and relevant aspects of RSE within the Catholic ethos of the school. Resources are selected and adapted according to pupils' learning needs, developmental understanding and the intended learning outcomes.

Private Time is used as a targeted approach to support pupils who require additional teaching around privacy, personal boundaries, appropriate personal behaviour, puberty and personal safety. The intervention provides opportunities for individualised teaching, explicit instruction, repetition and the development of practical understanding.

Private Time is planned according to identified pupil needs and supports the wider RSE and Personal Care curriculum. It aims to promote dignity, independence, safe behaviour and an understanding of appropriate boundaries. Teaching is delivered sensitively and in accordance with the school's safeguarding procedures and relevant individual support plans.

Throughout the programme it is acknowledged that many issues contravening Catholic teaching will be encountered. These issues will be addressed within a framework which acknowledges that whereas these issues do not occasion fundamental changes in Catholic moral teaching, they do require our response in asserting the Gospel values of fidelity and chastity as well as forgiveness, compassion and concern for others. A Catholic approach will be used to deal with issues of controversy that students may be encountering. This should always be non-judgemental, whilst seeking to be compassionate towards and understanding of individuals and we embrace that all our students have the right of access to knowledge of the consequences of their choices and actions. Suitable opportunities and contexts will be sensitively sought to explain these consequences at appropriate levels of understanding and maturity.

We endeavour to enable our pupils to cope and manage their sexual development with appropriate support and to encourage growth where there is potential for growth, towards the ideal of fully functioning persons; remembering that we are all on our journey in Faith, in the process of being made whole in Christ.

Parents' rights to withdraw their children from sex education

The school recognises the importance of parents and carers in their children's RSE and personal development. Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of RSE, in accordance with the statutory arrangements. This right does not extend to statutory Relationships Education, Health Education or the elements of the National Curriculum for Science that include reproduction.

Requests for withdrawal should be made in writing to the Headteacher. The school will discuss the request with parents and, where appropriate, the pupil, to explain the relevant curriculum content and the implications of withdrawal.

For secondary-age pupils, the school will follow the applicable statutory arrangements regarding parental requests and the pupil's right to request to receive sex education after the relevant age threshold. The school will ensure that parents have access to information about the curriculum and relevant teaching resources, in accordance with statutory guidance. We will work collaboratively with parents and carers to address questions or concerns and to support pupils' learning and personal safety.

Withdrawal from sex education does not remove the school's responsibility to teach statutory content or to respond appropriately to safeguarding concerns.

Monitoring the sex education policy and programme

The school will need to assess how effective are the aims, content and methods in promoting students' learning. Feedback from staff, parents, carers and students will help to judge this.
This policy for RSE should be read alongside the RE policy, and Child Protection and Safeguarding Policy.

Reviewed September 2026