Ravenshall

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Personal, Social, Health & Economic (PSHE) Education

and

Relationship, Sex, and Health Education (RSHE)

Policy

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1. Values Aims and Ethos

Ravenshall school is committed to providing a relevant and appropriate education for its pupils promoting independence and preparing them for a happy, successful adult life. It values the role of the arts, in encouraging motivation and personal development across the curriculum and all areas of learning. Ravenshall prides itself in being an inclusive school which ensures that all its pupils receive an equal opportunity to achieve their very best. The school respects differences and celebrates diversity in all its forms. It gives children and young people a voice and encourages the active participation in the education process. It values the staff who work here and recognises the important role that parents/carers, governors and the wider community play in supporting the pupils and the school itself.

Ravenshall School aims to:

- Promote equality of opportunity for every member of the school community regardless of gender, race or disability.
- Develop strong home / school partnerships.
- Promote a positive and caring environment in which all staff and students feel valued and their successes and achievements are recognised and appreciated.
- Provide appropriate guidance and support to achieve each student's maximum independence including preparation for adult life.
- Help each individual develop his / her abilities to the full.
- Help students to enjoy fulfilling and rewarding lives.

All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in **Public Sector Equality Duty Guidance for schools in England (EHRC, 2014)**

2. Overall school aims for PSHE/RSHE

Our PSHE/RSHE programme is a comprehensive, age-appropriate curriculum delivered within a healthy school environment that promotes the wellbeing of all students. It supports our school values and aims by equipping students with the knowledge, understanding, skills, and attitudes needed to lead confident, healthy, safe, and independent lives. Through PSHE/RSHE, students develop respect for themselves and others, learn to build positive relationships, make informed decisions, manage emotions, understand physical and emotional development, and recognise the importance of consent, personal safety, and seeking support when needed.

The programme promotes inclusion, respect for diversity, and critical thinking, while providing accurate information about relationships, sexual health, and wellbeing. PSHE/RSHE is delivered sensitively and impartially, ensuring students have the knowledge and skills to stay safe and understand their rights and responsibilities. It does not encourage early sexual activity or promote any particular sexual orientation or gender identity.

3. Definition

PSHE/RSHE teaches the emotional, social, and physical aspects of growing up, relationships, sexuality, and sexual health. Some topics are covered in Science, others in PSHE. The programme provides accurate information and skills for building positive, respectful relationships and staying safe online and offline.

In Discovery Phase (Primary), pupils learn the foundations of safe relationships, including family, friendship, support networks, personal boundaries, and body autonomy. In Secondary (Explorers & Trailblazers), RSHE builds on this to cover intimate relationships, sex, sexual health, gender identity, and sexual orientation in an age-appropriate, inclusive way. It also includes how these topics can be dealt with effectively online as well.

PfA, as a KS5 provision, do not have to teach RSHE statutorily, however, we recognise the incredible importance of PSHE/RSHE and have created a bespoke curriculum to ensure that the key safeguarding messages are addressed and life beyond school readiness is at the core of what we do.

4. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach – about 90% of the PSHE curriculum.

Primary:

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

Secondary:

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

5. RSHE Provision

RSHE Statutory Content Summary (Discovery/Primary School) - New statutory content for 2026 is in red.

Relationships Education **(para 62, page 20)**	**Health Education** **(para 96, page 32)**
Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Change and loss including bereavement and grief Communicating effectively	· General mental wellbeing · Online safety and harms · Physical health and fitness · Healthy eating · Drugs, alcohol and tobacco and vaping · Health protection and prevention

Ability to express boundaries Managing difficult feelings in relationships Resisting pressure to share information or images online (if appropriate) Addressing loneliness	· Personal safety (incl. fire, travel, water, roads and railway safety) · Basic first aid · Developing bodies (not taught before year 4) · Online Safety, including age requirements · Correct terminology for genitalia · Seeking help if concerned ·

RSHE Statutory Content Summary (Explorers, Trailblazers - Secondary School)
Schools should continue to develop knowledge on topics specified for Primary as required and in addition cover the following content by the end of secondary (**New statutory content for 2026 is in red):**

Relationships Education **(para 81, page 27)**	**Health Education** **(para 103, page 37)**
Families Respectful relationships, including friendships Online and media Being safe Intimate and sexual relationships, including sexual health Sexual ethics (considering consent in terms of power dynamics) Misogyny and incel culture AI Chatbots, images and deepfakes Online financial harms inc. Scams and sextortion	· Mental wellbeing · Online safety and harms (including misinformation, disinformation and conspiracy theories) · Physical health and fitness · Healthy eating · Drugs alcohol and tobacco and vaping · Health protection and prevention · Personal safety (including drink spiking, methanol poisoning, travel safety, violence prevention and knife crime) · Basic first aid · Developing bodies

	· Vaping including illicit vapes · Accessing healthcare services, Gillick competence and medical consent · Menstrual and gynaecological health

Statutory aspects of RSHE within the National Curriculum Science
All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child from this.
National Curriculum Science:

Key Stage 1/2:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Describe the changes as humans develop to old age.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Key Stage 3:

- The structure and functions of the human skeleton, to include support, protection, movement and making blood cells
- Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles
- The function of muscles and examples of antagonistic muscles.
- Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- Calculations of energy requirements in a healthy daily diet
- The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases
- The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
- The importance of bacteria in the human digestive system.

- The structure and functions of the gas exchange system in humans, including
- adaptations to function
- The mechanism of breathing to move air in and out of the lungs, using a pressure model
- To explain the movement of gases, including simple measurements of lung volume
- The impact of exercise, asthma and smoking on the human gas exchange system
- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

Key Stage 4:

- The relationship between the structure and functions of the human circulatory system.
- The relationship between health and disease.
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Non-communicable diseases
- Bacteria, viruses and fungi as pathogens in animals and plants.
- Body defences against pathogens and the role of the immune system against disease.
- The process of discovery and development of new medicines
- Principles of hormonal coordination and control in humans
- Hormones in human reproduction, hormonal and non-hormonal methods of contraception.
- Single gene inheritance and single gene crosses with dominant and recessive phenotypes
- Sex determination in humans

Statutory aspects of RSHE within the National Curriculum Computing

All schools must teach the following as part of the National Curriculum Computing; parents/carers do not have the right to withdraw their child from this.

National Curriculum Computing:

Key Stage 1/2:

- Keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Key Stage 3:	**Key Stage 4:**
• Are responsible, competent, confident and creative users of information and communication technology. • Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; • recognise inappropriate content, contact and conduct and know how to report concerns.	• are responsible, competent, confident and creative users of information and communication technology. • understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

The needs of students

We recognise that an interactive approach to RSHE will better develop the skills of our students, and also that, it is more likely to meet their needs.

We will involve students through:

- discussions with small groups of students
- questionnaires/surveys
- pre and post assessment activities for RSHE
- student council meetings
- interventions with specific students
- assemblies
- outside agency group work with pupils
- enrichment days
- community visits

6. Delivery of PSHE/RSHE

The PSHE/RSHE programme is delivered through a variety of opportunities including:

- designated curriculum PSHE time including RSHE (two lessons per week – one focused on the long term PSHE overview, the second in response to the needs of the children in the class.)
- use of external agencies/services*
- school ethos
- small group work/ intervention work
- cross curricular links e.g., Science, Computing, RE, Food Tech, Geography/History
- PSHE themed assemblies
- enrichment days/weeks
- Ravenshall wider curriculum (appendix 10)

6.1 Working with visitors and other external agencies

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine 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 **will**:

 Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

 Are age-appropriate

 Are in line with pupils' developmental stage

 Comply with:

 This policy

 The Teachers' Standards

 The Equality Act 2010

- The Human Rights Act 1998
- The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

7. Resources

We use carefully selected resources, including teacher guides, leaflets, online materials, videos, and fiction and non-fiction books, to meet students' needs and learning objectives. All materials are reviewed in advance to ensure appropriateness, and staff consider individual student circumstances when planning lessons. Collective resources are shared with all staff.

8. Learning environment

Staff ensure that personal beliefs and attitudes do not influence the teaching of RSHE. Agreed ground rules provide a consistent framework for teaching, with clear boundaries between whole-class learning and individual discussions. Additional non-negotiable rules support the delivery of statutory RSHE content across the school, ensuring consistency and helping to create a safe, respectful environment. These rules enable students to feel safe and supported, while reducing the risk of inappropriate behaviour, questions, or disclosures.

9. The principles of high quality PSHE/RSHE in our school

Effective learning of PSHE and RSHE:

• is a partnership between home and school

• ensures students' views are sought to influence lesson planning and teaching

• starts early and is relevant to students at each stage in their development and maturity

• is taught by people who are confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.

• includes the acquisition of knowledge, the development of life skills and respectful attitudes and values

• has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation, and communication skills, and accessing services

• helps students understand on and offline safety, consent, violence, and exploitation

- links with the Ravenhall's Computing, Food Tech, Religious Education and Science curriculums to ensure repetition of skills and consolidation of knowledge in other areas.
- is part of a wider school curriculum embedded into the school's values and ethos.
- is both medically and factually correct and treats sex as a normal fact of life
- is inclusive of difference: gender identity, sexual orientation, special educational needs, and disability (SEND), ethnicity, culture, age, faith or belief, or other life experience and helps students understand a range of views and beliefs about relationships and sex in society which may differ to their own
- teaches students about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.
- ensures equality teaching about sexual orientation and gender reassignment as/ when/ if appropriate in pupils' education.

10. Language

Students will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

It is good practice to use anatomical terms for genitalia and sexual parts of the body, for example vagina, vulva, breasts, penis, and testicles. Having the right language to describe the private parts of their body and knowing how to seek help if they are being abused, are vital for safeguarding. Evidence to support this approach is outlined in the Children's Commissioner Report November 2015, 'Protecting Children from harm.'

We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSHE lessons. We will use Makaton as an aid to communicate with non-verbal students. (See appendix 3 for an approved list of vocabulary).

The use of respectful language which challenges sexism, homophobia, racism, Islamophobia, antisemitism and other forms of prejudice will be established in RSHE but will have benefits for the

whole school community, both in and out of lessons. The casual use of homophobic/biphobic/transphobic language in school will be challenged. As a result, students will hear references to 'gay,' 'straight' and different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, prejudice, the protected characteristics, respect, or relationships.

11. Answering questions

Sensitive issues may arise during RSHE, and discussions will be managed in line with the school's RSHE aims, curriculum and safeguarding procedures.

Questions relating to the planned curriculum will be answered with the whole class. Questions beyond the curriculum may be addressed, where appropriate, with individual students in an age-appropriate manner. Where staff are unsure how to respond, they will seek guidance from the PSHE Lead or Designated Safeguarding Lead (DSL) and follow up with the student. Parents/carers may be informed where sensitive issues arise or where discussion is more appropriately continued at home.

Staff will encourage questions while maintaining clear boundaries. Personal disclosures in a whole-class setting are discouraged, and any concerns relating to a student's safety or welfare will be referred to the Designated Safeguarding Lead in accordance with safeguarding procedures.

Ground rules will be established to ensure discussions remain respectful and appropriate. Students may ask questions anonymously through a PSHE question box, staff will respond in ways suitable to students' age and understanding, and questions that are overly personal, explicit or raise safeguarding concerns will be addressed separately where necessary.

12. The wider context of PSHE/RSHE

The school's RSHE programme will:

- Provide age-appropriate, lifelong learning about relationships, sex and health.
- Be inclusive and accessible to all students, including those with additional needs.
- Reflect and respect diverse families, relationships, gender identities and sexual orientations.
- Promote respect, understanding, inclusion and cultural awareness.
- Recognise parents/carers as the primary educators of their children in these areas and work in partnership with them.
- Be developed in consultation with students, parents/carers and relevant professionals.

PSHE/RSHE supports:

- A positive, safe and inclusive learning environment.
- Students' safeguarding, wellbeing and achievement.
- Respect for diversity and the reduction of prejudice, bullying and discrimination.
- Students' ability to build healthy relationships, understand consent, and keep themselves safe online and offline.
- The prevention of sexual exploitation, abuse, domestic violence, bullying, sexually transmitted infections and unintended teenage pregnancy.

13. Key roles and responsibilities for PSHE/RSHE

13.1 The Governing Body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

13.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 14).

13.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Specific responsibilities	**Who – role?**
Co-ordinating the RSHE provision.	PSHE Lead- Emily Hutchinson (SLT Link – Mel Carroll)
Accessing and co-ordinating training and support for staff	PSHE Lead- Emily Hutchinson CPD Co-ordinator- AHT Sophie Cocker
Establishing and maintaining links with external agencies/other health professionals	PSHE Lead- Emily Hutchinson SLT- Mel Carroll
Policy development and review, including consultation and dissemination	PSHE Lead- Emily Hutchinson Governing Body Head Teacher- Rik Robinson
Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE Lead – Emily Hutchinson Class Teachers (SLT Link – Mel Carroll) Governors
Link governor for RSHE	Governing Body - Sarah Hoffman
Managing child protection/safeguarding issues	DSL/DDSL and all staff
Establishing and maintaining links with parents/carers	All School Staff
Liaising with link schools/ Kirklees PSHE HUB	PSHE Lead- Emily Hutchinson
Liaising with the media/ fundraising	Headteacher- Rik Robinson Fundraising Manager- Charlotte Gray-Sharpe

13.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

14. Staff Support & CPD

It is important that all staff feel comfortable to deliver PSHE/RSHE lessons. The school provides regular professional development training in how to deliver PSHE/RSHE.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

15. The Right to Withdraw

Parents/carers may request through written communication with the head teacher that their child should be withdrawn from sex education within statutory RSHE. The headteacher will discuss the request with parents—and the student, where appropriate—to explain the content, benefits, and potential effects of withdrawal, and will keep a record of the process. Withdrawal is allowed up to three academic terms before the child turns 16, after which time withdrawn students can choose to receive the education themselves. The process applies to students with SEND, with adjustments considered as needed.

Students withdrawn from RSHE lessons will receive alternative meaningful education. **There is no right to withdraw from Relationships or Health Education as part of the PSHE curriculum or from a topic that would be considered a safeguarding concern, or from the statutory Science curriculum which includes reproduction, body parts and puberty.** Pupils can be withdrawn from reproduction and conception beyond the Science National Curriculum, contraception and sexual health. (See Appendix 6 for the Parent Right to Withdrawal Form)

16. Inclusion, equality, and diversity

We comply with the Equality Act 2010 and provide inclusive RSHE that supports all students, regardless of age, sex, race, disability, religion, gender identity, or sexual orientation. Lessons reflect the diversity of the school community, using inclusive language and approaches to ensure every student feels valued and can access the full curriculum.

RSHE addresses sensitive issues while promoting respect, equality, and understanding of different cultures, religions, family backgrounds, and identities. Single-gender groups may be used where appropriate to support comfort and participation, with opportunities to share learning across genders.

Teaching of PSHE/RSHE is inclusive of LGBQ+ students, tackling prejudice, promoting understanding, and ensuring content is relevant to all sexual orientations and gender identities. Students new to English receive support to access RSHE, including translated materials or translators where needed. Lessons are age-appropriate, sensitive, and designed to foster empathy, respect, and social learning.

17. Monitoring and evaluation

The delivery of RSE is monitored by the PSHE Lead, through:

Work scrutinies, evaluations, feedback, pupil voice, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Lead bi-annually. At every review, the policy will be approved by the governing body.

18. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their PSHE/RSHE lessons
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Appendix 1: Links Supporting Our PSHE/RSHE Programme of Study

Kirklees RSHE Charter: https://www.kirklees.gov.uk/beta/schools/relationships-sex-and-health-education.aspx

Department for Education – RSHE Statutory Guidance: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSHE-and-health-education

Appendix 2: Programme of study for PSHE/RSHE

Discovery PSHE/RSHE Curriculum map:

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PSHE Long-Term Plan – Discovery – 2026 Update

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me		Come Fly with Me		Pirates	
Year 1	**How do we grow?** Pupils learn how people change from a baby to an adult as they grow. CG1	**How do I feel?** Help pupils identify feelings and how to express them. MF1	**What do we eat?** Introduce pupils to food choices and healthy food. HL1	**What can we do?** Rehearse learning skills, including working with others and celebrating strengths. SA1 SA3	**What is private?** Pupils explore public and private and who to trust with private things. SSS3 SSS5	**How can we earn money?** Pupils explore money, how it can be earnt and spent, and jobs people do. WILI3 WILI6
	Help is at Hand		Going Wild		Time Travel	
Year 2	**Who is special to us?** Pupils learn about family members and school staff who help them. SA4 SA6	**Who Looks After us?** Revisit people who look after us and the role they play in our lives and explore who we can trust. SSS1 SSS3	**How can we help?** Pupils explore ways to take care of plants, pets and the environment. WILI5	**What is safe touch?** Introduce pupils to safe and unsafe touch (e.g. during care routines or play). CG3	**How do we keep well?** Pupils learn about keeping well and what to do if they are hurt or feel unwell. HL4	**How can we manage our feelings?** Introduce pupils to self-regulation strategies to manage their feelings. MF2
	Unity in the Community		Global Warning		To Infinity and Beyond	
Year 3	**What is a community and who is in our school?** Pupils learn about being part of a community, in school and beyond. WILI1 WILI2 WILI4	**How can we be Safe?** Pupils explore how to be safe in the school and wider environment. SSS2	**What are difficult feelings & how do we express them?** Pupils begin to explore difficult or unpleasant feelings and how to cope. MF3	**How am I changing?** Pupils learn about the physical changes of puberty and how to manage these. CG2	**How can we look after our bodies?** Pupils build skills around hygiene routines, including sleep, dental health, personal hygiene. HL3	**How do we treat others?** Pupils explore kind and unkind behaviours among peers, and how to get help. SA2 SA6
	Law and Order		Superheroes		Under the Sea	
Year 4	**How can we be friends?** Pupils build skills for making friends and managing disagreements. SA5	**What is being online and how can we be online safely?** Introduce pupils to uses of the internet in daily life & pupils explore risks online & how to stay safe when looking at online content. SSS1 SSS4	**What is mental health?** Moving beyond feelings to help pupils understand the concept of mental health. MF4	**How do I feel about others & how are relationships different?** Pupils learn about the emotional changes of puberty and about love, romance and marriage and explore differences in their relationships with friends, family and others. CG2 CG4	**How can we be active?** Pupils explore a range of ways to be active and how it helps our bodies. HL2	**How can we talk online and what are the online rules?** Pupils explore safe ways to communicate with others online and learn about rules and how these protect children online. WILI2 WILI4 WILI7

Explorers PSHE/RSHE Curriculum Map:

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PSHE Long-Term Plan – Explorers – 2026 Update

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me		**Come Fly With Me**		**Pirates**	
Year 1	**What makes us special?** Pupils celebrate everyone's uniqueness and identify their personal strengths. SA1 SA3	**How do I feel about myself?** Pupils learn skills to maintain self-esteem and respond to unkind comments. MF2	**What is personal space?** Pupils learn how to assert their own and respect others' personal space and privacy. SSS8 SSS2 SSS6	**What makes a parent?** Pupils learn about committed relationships, including marriage and parenthood. CG3 CG5	**What can harm our bodies?** Pupils rehearse skills for staying active and preparing healthy meals. HL2 HL3	**How can we buy things online?** Pupils explore money and safe ways to spend online. WILI2 WILI4
	Help is at Hand		**Going Wild**		**Time Travel**	
Year 2	**How do we learn?** Introduce pupils to skills for learning and how to get help from adults in school. SA2 SA5	**What's public and private in school, and who helps us?** Pupils learn how to navigate public and private spaces, and what to do if feeling unwell in school. SSS1 SSS6	**How can we care for our environment?** Pupils explore why and how to protect the planet. WILI5	**What is puberty?** Pupils learn how to help manage the changes of puberty. CG1	**How do I feel about others?** Pupils explore what romantic feelings are and situations involving attraction. MF3	**What is body image?** Pupils explore what affects body image as people grow older. HL4
	Unity in the Community		**Global Warning**		**To Infinity and Beyond**	
Year 3	**What is prejudice?** Pupils consider the protected characteristics and how to treat others fairly. SA3	**What is safe online contact?** Pupils learn ways to safely communicate with others online, including what information to keep private. SSS4 SSS6	**What is mental wellbeing?** Pupils learn about strong feelings and how they can affect wellbeing. MF1 MF5 MF6	**What is a healthy relationship?** Pupils learn about healthy relationship behaviours. CG3	**How can we keep healthy?** Pupils learn how to stay healthy, including safe use of medicines. HL1 HL5	**What is equality?** Pupils learn about people's rights and responsibilities in an equal, diverse society. WILI1
	Law and Order		**Superheroes**		**Under the Sea**	
Year 4	**How can we respond to pressure?** Pupils revisit peer pressure, rehearsing skills to respond. SA4 SA5	**What is gambling?** Pupils explore the risks related to gambling money. SSS7	**How can I keep mentally well?** Pupils revisit skills for emotional regulation and learn about mental health concerns. MF5 MF6	**Who are our friends?** Pupils explore what makes a healthy friendship and how to make friends. CG2	**What is a healthy lifestyle?** Pupils rehearse skills for staying active and preparing healthy meals. HL2 HL3	**What are the risks online?** Pupils learn how to manage online, harms including AI and sharing images. WILI3

Trailblazers PSHE/RSE Curriculum Map:

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PSHE Long-Term Plan – Trailblazers – 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**What are we proud of?** Pupils reflect on what they are proud of in school and rehearse skills for learning. SA1 SA2	**What does power mean?** Pupils learn about power in relationships, including harmful behaviours. SSS8 SSS2	**What are romantic relationships like?** Pupils explore what might shape our expectations of romantic relationships. MF4	**What is sexual intimacy?** Pupils learn about intimate relationships, including consent and contraception. CG4	**What can harm our bodies?** Pupils recap the use of medicines and learn about harmful and illegal drugs. HL5 HL6	**What is it adulthood like?** Pupils practise skills for managing money and for participating in work. WILI6 WILI4
Year 2	**What are the laws about drugs?** Pupils revisit illegal drugs, the harms they can cause and laws related to them. HL6	**How can I manage risk?** Pupils learn how to respond in risky and emergency situations including with first aid, and for medical concerns. SSS3 SSS5 SSS1	**How can I manage my feelings towards others?** Pupils explore strong feelings they may have in relationships and to manage these. MF1 MF3	**How can we look after our sexual health?** Pupils learn about what can affect fertility and how to look after our sexual health. CG4 CG6	**How can we respond to pressure?** Pupils revisit peer pressure, rehearsing skills to respond. SA4 SA5	**How can I live independently?** Pupils learn about adult life, independent living and the online world. WILI3 WILI7

PFA – A year on year, bespoke curriculum. Please inquire for the further information.

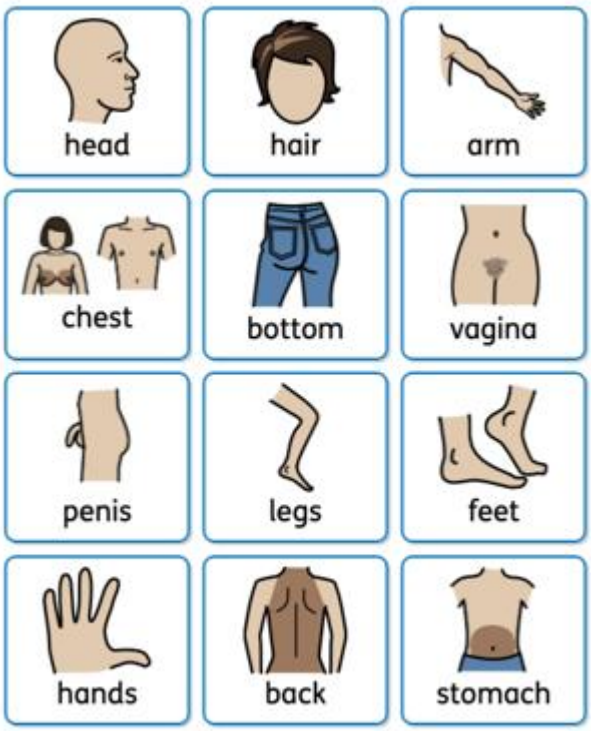
Appendix 3: List of Terminology and communication support examples

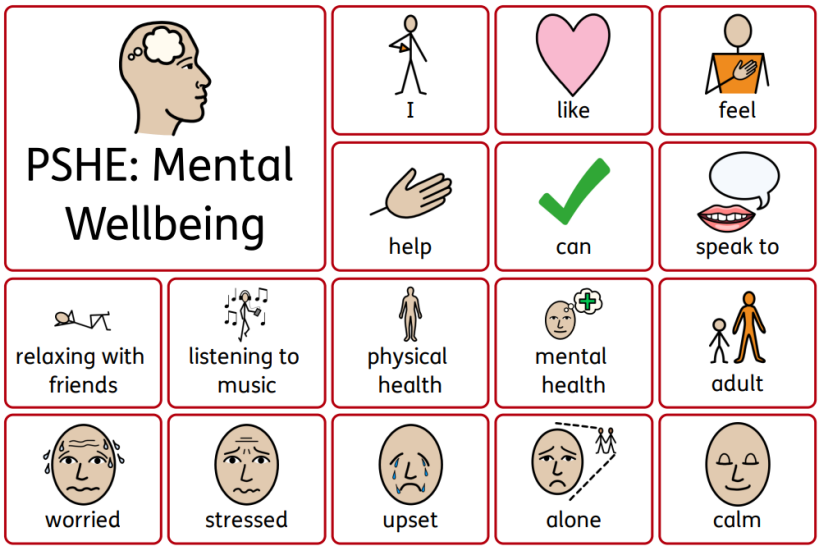
Agreed list of vocabulary used in school - terminology:

Breasts	Nipples	Penis	Sex	wet dream	Condom	STD-

						Sexually Transmitted Diseases
Sexual intercourse	Ejaculation	Vagina	Vulva	Sperm	Circumcision	Testicles
Pubic hair	Bottom	Bottom	Puberty	Clitoris	Heterosexual	Menstruation
Contraception	Erection	Foreskin	Genitals	Orgasm	Masturbation	transgender
Bisexual	Asexual	Gay	Period	Lesbian	Questioning	

As part of our whole school communication approach, we support the teaching of key vocabulary through pictorial, signing, alternative and augmented technology and non-verbal communication. Here is an example of our Widgit (communication, language and learning) programme to create communication boards and appropriate visuals:




PSHE: Mental Wellbeing
I
like
feel
help
can
speak to
relaxing with friends
listening to music
physical health
mental health
adult
worried
stressed
upset
alone
calm

Appendix 4: Resources Examples

Resources include, but aren't limited to:

PSHE Association- Website: https://pshe-association.org.uk/

NSPCC- Website: https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans

Expect respect KS1-4: https://womensaid.org.uk/information-support/children-and-young-people/expect-respect/

Barnados 'Real Love Rocks': https://barnardosrealloverocks.org.uk/

Carry My Story: https://thelinkingnetwork.org.uk/national-network/kirklees/

UNICEF: https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/outright/outright-archive/

Books Beyond Words: https://www.booksbeyondwords.co.uk/

Santander- Financial Education: https://www.santander.co.uk/personal/support/customer-support/financial-education

Chailey Heritage Association – Sex Factor: https://chf.org.uk/services/sex-factor/

My Happy Mind: https://myhappymind.org/

Appendix 5: Wider curriculum and Personal Development Links

This table shows an audit of Ravenshall Schools PSHE curriculum across the wider school, it is not limited to just these areas and many other activities occur in school on a daily basis to promote elements of PSHE and RSHE.

Health and Wellbeing	Living in the Wider World	Relationships
Topic links *Law and order* *All about me* *Help is at hand* *Unity in the community* *Global warming* *Wider curriculum links* - Personal hygiene interventions - Personal Care Assistants interventions - Puberty support groups - The NEST - Draw and Talk - ELSA - Wonderful Wednesdays - FOCUS Group - Mental Health Practitioner visits - Singing and Signing - School Ambassadors - Sports Leaders - Dojo/ school rules - School culture - HMP NOT4ME - Home visits - Family support officer - Weekly soft play visits - PE lessons - Science lessons - ICT Lessons - Independence support groups - Bikeability - Weekly gym visits - Weekly swimming lessons - Fruit of the week - Links with Huddersfield Giants - Visits to Batley Bull Dogs - ASDAN - OCR life and living skills - Food Technology lessons - Café visits - Assemblies - Weekly supermarket shop - EHCP Healthy Living Target (year 9 onwards) - Lunchtime sports clubs - Lunchtime sports coach - THRIVE Time - Visits from PCo - Sulian room for regulation - Sensory OT in school - Brunswick Centre visits	*Topic links* *Global warming* *Come fly with me* *Going wild* *Under the sea* *Unity in the community* *Law and order* *Help is at hand* *Wider curriculum links* - Recycling team - Assemblies - Drop down days - Forest school - Work experience - Wonderful Wednesdays - Geography curriculum - ASDAN- environmental awareness - PCo visits - ICT lessons - ICT online safe gaming - THRIVE Time - Travel training - LGBTQ+ support group - Life Skills awards - Regulation Support Plans - Year 6 weekly visits to Explorers Phase - ICT Lessons - Maths lessons - Finance training - Ravenshall job shop - Ravenshall Charity Shop - Ravens Retreat Café - School Ambassadors - Reading buddies - Sports leaders - Community visits - Links with Walker Street - Links with Dewsbury Library - Links with Little Deer Wood - Oakwell Hall Community Projects - FOCUS Group - Newspaper reading sessions - Ravenshall Newsround - Animal care - On site Therapy Dog - Dojos - Dojo Shop - ICT Skills unit award- Managing Money - Enterprise Employability	*Topic links* *All about me* *Superheros* *Help is at hand* *Unity in the community* *Under the sea* *Wider curriculum links* - Class dojo - Family assemblies - Holiday fun days - Social stories - LAC Interventions - R.E Interventions - Puberty support groups - Girls club - Planned social communication sessions - EHCP preparation for adulthood targets - Science curriculum - Turn taking interventions - Semi formal- play and leisure sessions - Organised team games break/ lunchtimes - Sports coach at lunchtimes - Zones of Regulation - Restorative sessions - Thrive Time - Lunchtime clubs - ICT curriculum - Assemblies - Drop Down Days - Reading buddies - Travel Training - Drama- social games - Drama role play - LGBTQ+ support group - ICT online safe gaming - After school clubs - Classes from different phases buddies - Walking buddies - On site Therapy Dog - Football team matches - PE team games - Engagement for learning - RE Curriculum

- LGBTQ support group - 'Open door' chat sessions (lunchtime) - Brain Breaks in lessons - Forest School - Drop Down Days - After school clubs - Walking group - Emotion coaching - School nuRSHE on site - NCFE award topics - On Site Therapy Dog - RE Curriculum - Trama informed training	- PFA Employability skills - Arts Award - Drop Down Days - RE Curriculum	

Appendix 6: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		• Class	
Name of parent/carer		• Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			