



<b>Policy Name</b>	<b>PSHE and RSE Policy</b>
<b>Policy Number</b>	<b>LFTSFQ/0027</b>
<b>Date of Issue</b>	<b>September 2025</b>
<b>Reviewed by</b>	<b>Faye Rose</b>
<b>Date of next review</b>	<b>September 2026</b>

## **1. Scope of the policy**

At Landau Forte Academy QEMS and Sixth Form we aim to support the development of all students' mental, physical, spiritual and health needs. Our aim is to ensure that students are prepared for the increasingly complex world we live in, equipping them with the necessary skills, capability and confidence to succeed in all aspects of their lives.

Our PSHE and RSE Curriculum is wide-ranging and carefully planned to take into account students' age, developmental stage and prior understanding. We aim to teach sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

The aims of PSHE and RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Foster self-esteem, independence and responsibility.
- Prepare students to deal with key aspects of everyday life.
- Develop a healthy, safer lifestyle
- Develop good relationships and respect the differences between people.
- Create a positive culture around issues of sexuality and relationships

## **2. Purpose of the policy**

As a secondary academy school we must provide PSHE and RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching PSHE and RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Landau Forte Academy QEMS and Sixth Form we teach PSHE and RSE as set out in this policy.

## **3. Policy Detail**

This policy has been developed in consultation with staff, students and parents during the academic year 2020-21. The consultation and policy development process involved the following steps:

1. Review – a member of staff 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 and any interested parties were able to submit feedback.
4. Student consultation – we investigated what exactly students want from their PSHE and RSE lessons.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

Personal, Social Health Economic Education (PSHE) is about the qualities, attitudes, knowledge and understanding, competencies and skills in relation to oneself and others. It aims to foster self-esteem, independence and responsibility as well as preparing students to deal with key aspects of everyday life.

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

The PSHE and RSE curriculum is concerned with helping students prepare for the range of roles they will fulfil in life.

## **5. Curriculum**

The curriculum has been developed in accordance with national guidance. The Landau Forte Academy QEMS and Sixth Form Programme of study covers the 3 PSHE themes:

- Healthy Lifestyles
- Wider World
- Relationships and Sex Education (RSE)

We will have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't feel they need to seek answers online.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

## **6. Delivery of PSHE and RSE**

At Landau Forte Academy QEMS and Sixth Form we aim to support the development of all students' mental, physical, spiritual and health needs. Our aim is to ensure that students are prepared for the increasingly complex world we live in, equipping them with the necessary skills, capability and confidence to succeed in all aspects of their lives.

Content is delivered in PSHE lessons, Science lessons, Gatherings (assemblies), external speakers (including the School nurse, theatre groups, charities) extra-curricular activities, tutor time activities and Personal Development Days.

Content is delivered in a sensitive and open manner. Students' age and background are taken into account when dealing with these issues. Some issues are dealt with in smaller groups or on a one-to-one basis. A safe and supportive climate is promoted, with all students' views and opinions being respected, but misconceptions dealt with appropriately.

Our PSHE and RSE Curriculum is wide-ranging, carefully planned to take into account students' age, developmental stage and prior understanding. We aim to teach sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

For more information on the PSHE and RSE curriculum please see Appendix 1.

## **7. Roles and responsibilities**

### **7.1 The Governing Board**

The governing board will approve the PSHE and RSE policy and hold the Principal to account for its implementation.

### **7.2 The Principal**

The Principal is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes towards all elements of PSHE and RSE
- Monitoring progress in accordance with school policy
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Mrs Rose will coordinate and lead on the delivery of PSHE and RSE in the Academy supported by various members of staff and suitable visitors.

### **7.4 Students**

Students are expected to engage fully in PSHE and RSE. Students will be encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups and learn from each other. When discussing the sensitive and controversial elements of PSHE and RSE students are expected to treat others with respect and sensitivity.

### **8. Parents' right to withdraw**

Parents have the right to request to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from the sex education element of RSE.

### **9. Training**

Staff have the opportunity to attend training on PSHE and RSE as part of their CPD.

The Principal will also invite visitors from outside the school to provide support and training to staff teaching PSHE and RSE. This may include sexual health professionals and other suitable external agencies.

### **10. Monitoring arrangements**

The delivery of PSHE and RSE is monitored by the senior leadership team through:

- Planning scrutinies
- Learning walks
- Observations

Students' development in PSHE and RSE is monitored by class teachers to ensure misconceptions are addressed and that students have a good understanding of the topics covered.

## Appendix 1: KS3 and 4 curriculum

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (This is shown in the final column on the table below, titled Intimate and sexual acts including sexual health) but not the relationships or health education elements. These elements will be taught as individual lessons over the year. The school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education.

### Year 7

<u>Healthy Lifestyles</u>	<u>Living in the Wider World</u>	<u>Relationships and Sex Education</u>	<u>Intimate sexual acts including sexual health</u>
What do we mean by a healthy lifestyle?	How can we be resilient and face challenges?	Transition into secondary school	
How can I keep healthy? Food groups, diet and nutrition.	Careers sessions	Keeping good friendships and avoiding toxic ones.	
Healthy Living – exercise and keeping active.	Peer pressure	Family relationships – the different types and why we don't always get along	
Not eating healthily - what are the consequences?	Protected Characteristics	Love and relationships – falling in love and dealing with new feelings.	
Sun safety	How can we budget our money?	How do we keep safe and positive relationships (on and off line)?	
The dangers of cigarettes and vaping.	What are savings, loans and interest?	Consent	
What are drugs? Why are they dangerous? (class A, B and C)	What are the different types of financial transactions?	Bullying or banter? Why do people bully others and how can we help stop this?	
Introduction to mental health issues	What are the different types of financial products?	What is cyberbullying? Why do people bully online?	
Puberty – what happens, when and why?	What are wants and needs and why do we need to know the difference?		
Periods – what happens, when and why?	County Lines/gang culture		
FGM – what is this and why is it so dangerous?	Prevent and extremism		

## Year 8

<u>Healthy Lifestyles</u>	<u>Living in the Wider World</u>	<u>Relationships and Sex Education</u>	<u>Intimate sexual acts including sexual health</u>
Drugs and the law	Behaviour to achieve	Domestic conflict	How do we have safe sex and use different forms of contraception?
Cancer Awareness	Budgeting and saving	Consent	How do we keep good sexual health and avoid STIs?
First Aid	Income and expenditure	Sexting	
Self-Awareness	Tax and National Insurance.	Pornography	
Mental health	Discrimination		
Alcohol	Misogyny		
Personal Safety	Knife crime		
Accessing health services	LGBT community		
	Careers		

## Year 9

<u>Healthy Lifestyles</u>	<u>Living in the Wider World</u>	<u>Relationships and Sex Education</u>	<u>Intimate sexual acts including sexual health</u>
Mental health – how can I deal with and manage anxiety?	How to be self-managers	Consent	How do we have safe sex and use different forms of contraception?
Responsible health choices – blood donation, stem cells, vaccinations.	How can we foster a Growth Mindset to succeed and achieve?	Pregnancy, Miscarriage and Abortion	
Personal hygiene	Careers sessions	Teen pregnancy	
Why do people take illegal drugs?	County Lines		
What are the short and long term consequences of excess alcohol drinking?	Hate Crime		
What is self-harm and why do people do this?	Prevent and extremism		
Why do people become selfie obsessed and what consequences can this have?	What are the positives of social media?		
Body image – Men and Women	Forced and arranged marriage		
Eating disorders	Avoiding debt		
Organ donation	Financial institutions		
	Consumer rights		

## Year 10

<u>Healthy Lifestyles</u>	<u>Living in the Wider World</u>	<u>Relationships and Sex Education</u>	<u>Intimate sexual acts including sexual health</u>
Time management	Careers sessions	Parenting, the different types and styles and looking after a child.	
Menopause, fertility and reproductive health	Work experience	Consent	
Social Media and Self-Esteem	CSE	Harassment and stalking – what are these things and what does the law say about it?	
How can we manage our mental health?	Extremism	Revenge Porn – what is this and how can we prevent ourselves from being victims?	
How can we manage grief and bereavement?	Role models and their impact	Divorce and separation	
What is binge drinking, what are the risks and why do people still do it?	Finance including financial exploitation		
Online gambling	Anti-social behaviour		
Tattoos, piercings and cosmetic procedures	Fake News		
	Privilege		

## Year 11

<u>Healthy Lifestyles</u>	<u>Living in the Wider World</u>	<u>Relationships and Sex Education</u>	<u>Intimate sexual acts including sexual health</u>
Perseverance and Procrastination	GCSE Revision and Study Skills	Why is it essential we know about consent, rape and sexual abuse?	What is 'Good Sex'?
Why do we need sleep and how does sleep deprivation affect us?	Cybercrime	Relationship Break Ups	What do we mean when we talk about safe sex?
Privilege – How does this affect us all?	Careers – post 16 options	Relationship types and sexuality	Contraception – C card
What is body positivity and is why this is controversial? (obesity issues)	Gender stereotypes and equality	Managing conflict	
Mental health – exam stress	Radicalisation	Online relationships	
Overcoming addiction			
First aid			

## Appendix 2: Example classroom materials

Monthly Budget Planner for _____ 20__				
Income:				
Outgoings	Budget	Actual	Difference	Notes
<b>Bills</b>				
Gas				
Electric				
Water				
Internet				
Television				
Phone				
Council Tax				
Rent/Mortgage				
<b>Seasons</b>				
Birthdays				
Christmas				
Holiday				
Clothing				
<b>Household</b>				
Food/Drink				
Insurance				
Window Cleaning				
<b>Vehicle</b>				
Road Tax				
Insurance				
Maintenance				
Fuel				
Parking				

Firstly, as a little experiment, lets see how many of us actually know how expensive it is to live in the UK today.

In the column labelled 'budget' write down what you think the average person might spend each month on each of these items.

We will then fill in the 'actual column' - what your teacher has filled in for their sheet - and we'll see how far off we were with the difference!

### Year 8 Finance and Budgets

<https://www.youtube.com/watch?v=Rs6dW6qKRc>

Watch the clip and answer the questions at your challenge level:

What is the 'silver-lining of puberty'?

What is your brain trying to do through puberty?

What are the emotional consequences of puberty?

Give three ways we can make it easier to cope:

What are hormones?


How do they affect men?

How do they affect women?

Why does your brain create so many new cells at this time?

Why is it so important to get enough sleep during puberty?

Why is puberty actually an important and special time?



### Year 7 Puberty



<b>Date</b>	<b>September 2025</b>
<b>Change Made</b>	<b>Various</b>
<b>Made By</b>	<b>Faye Rose</b>