WOODHOUSE ACADEMY

PSHE, RSHE AND PERSONAL DEVELOPMENT POLICY

Reviewed Autumn 2026 following parent consultation

To be reviewed Summer 2027

Contents

1 Introduction

2 Vision and Ethos

3 Aims

4 Statutory Framework

5 Roles and Responsibilities

6 Curriculum Intent

7 Curriculum Implementation

8 Relationships, Sex and Health Education (RSHE)

9 Withdrawal Procedures

10 Safeguarding

11 Equality, Diversity and Inclusion

12 Assessment

13 Monitoring and Evaluation

14 Staff Training

15 Parent Engagement

16 External Visitors

17 Governor Monitoring

Appendices

A	RSHE Statutory Coverage and Curriculum Mapping	F	SEND, Inclusion and Equality
B	PSHE Long-Term Overview	G	Governor Monitoring Framework
C	DfE Statutory Coverage Matrix	H	Parental Engagement and Withdrawal
D	Curriculum Progression Map	I	Request to Withdraw a Child from Non-Statutory Sex Education: Parent/Carer Request Form
E	REWARD Values Mapping	J	Consultation Amendments Record

1. Introduction

At Woodhouse Academy, we believe that PSHE education is a fundamental part of every pupil's education and personal development. PSHE enables pupils to develop the knowledge, skills and attributes they need to thrive as individuals, members of families and members of society. The curriculum contributes significantly to safeguarding, wellbeing, personal development and preparation for life in modern Britain. PSHE education underpins our commitment to ensuring that all pupils leave Woodhouse Academy as confident, resilient, respectful and aspirational young people.

2. Vision and Ethos

Woodhouse Academy is committed to developing pupils who are safe, healthy, happy and responsible. Our curriculum reflects our school ethos; working hard, working together as a community, working for the future as well as instilling our core school values, respect, encouragement, working hard, aspiration, resilience and determination. Through PSHE education, pupils are encouraged to become active citizens who contribute positively to their communities and make informed decisions throughout their lives.

3. Aims

The aims of PSHE education at Woodhouse Academy are to:

- Develop knowledge, enabling pupils to understand:
    - Physical health
    - Mental wellbeing
    - Relationships
    - Safety
    - Citizenship
    - Careers
    - Financial literacy
- Develop skills, enabling pupils to:
    - Communicate effectively
    - Manage emotions
    - Build positive relationships
    - Solve problems
    - Manage risk
    - Make informed decisions
- Develop attributes which enable pupils to demonstrate:
    - Resilience
    - Respect
    - Empathy
    - Responsibility
    - Confidence
    - Aspiration

4. Statutory Framework

This policy has been developed in accordance with:

- Children and Social Work Act 2017
- Education Act 2002
- Equality Act 2010
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- SEND Code of Practice
- Prevent Duty Guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- Staffordshire Safeguarding Children Partnership Guidance
- Pan-Staffordshire PSHE Education Service Guidance
- Ofsted Education Inspection Framework

The curriculum is reviewed annually to ensure continued compliance with national guidance and local safeguarding priorities. The school will ensure that curriculum content remains compliant with any future statutory updates.

5. Roles and Responsibilities

Role	Responsibility
Governing Body/Safeguarding Link Governor	· Approve the policy · Monitor implementation · Receive annual reports · Ensure statutory compliance · Review effectiveness
Assistant Principal	· Ensure effective implementation · Provide appropriate resources · Monitor quality of provision · Ensure staff training · Report to governors
PSHE Lead	· Develop curriculum content · Monitor teaching quality · Support staff · Evaluate impact
All staff delivering PSHE	· Follow curriculum plans · Create safe learning environments · Manage sensitive discussions appropriately · Follow safeguarding procedures
Pupils	· Participate respectfully · Respect differing viewpoints · Follow agreed ground rules · Seek support where needed

Parents	· Review information sent home (and on our website) about their child's PSHE education to ensure they are aware of what is being taught and can support at home.

6. Curriculum Intent

The PSHE curriculum is designed around three core themes:

Core Theme	**Key learning**
Health and Wellbeing	· Physical Health · Healthy lifestyles · Nutrition · Physical activity · Sleep · Hygiene · Mental Wellbeing · Emotional literacy · Self-esteem · Resilience · Stress management · Mental health awareness · Personal Safety · Online safety · Risk management · First aid awareness · Substance misuse prevention · Accessing Health and Support Services · Knowing when and how to seek help · Understanding the role of health and support services · Knowing where reliable health information and advice can be accessed · Developing confidence to seek appropriate support for themselves or others
Relationships	· Families · Family structures · Support networks · Positive family relationships · Friendships · Healthy friendships · Conflict resolution · Peer pressure · Respectful Relationships · Consent · Boundaries · Respect

	· Equality · Online Relationships · Social media · Digital communication · Online risks
Living in the Wider World	· Careers Education · Careers exploration · Employability skills · Aspirations · Financial Education · Budgeting · Saving · Spending · Financial decision-making · Citizenship · Democracy · British Values · Community participation · Rights and responsibilities

7. Curriculum Implementation

The curriculum is delivered through:

- Dedicated PSHE lessons
- Tutor programme
- Assemblies
- Theme days
- Careers activities
- Community projects
- Enrichment opportunities

The curriculum follows a spiral model whereby learning is revisited and built upon over time.

8. Relationships, Sex and Health Education (RSHE)

RSHE forms an integral part of the school's curriculum. Teaching will be age-appropriate, inclusive, evidence-based and developmentally appropriate.

Content will be carefully sequenced to reflect pupils' age and stage of development and will build progressively on prior learning. Where sensitive content is taught, staff will use agreed curriculum materials and ensure that pupils are given factual, appropriate information within a safe and supportive learning environment.

Relationship education:

- How to develop positive relationships
- How to maintain healthy friendships
- Respect for others
- Online relationships
- Bullying prevention

Health Education

- Mental wellbeing
- Physical health
- Healthy lifestyles
- Online safety
- Substance misuse prevention

Sex Education

- How sexual intercourse occurs in simple, factual and age-appropriate terms
- That sexual intercourse is one way in which a sperm and egg can join together to create a pregnancy
- The basic stages of pregnancy
- That sexual relationships are a choice made by consenting adults
- That having a baby brings significant responsibilities
- An awareness that contraception exists and can prevent pregnancy

Parents may request withdrawal from non-statutory sex education content.

9. Withdrawal Procedures

Parents may request withdrawal from non-statutory sex education.

Requests should be made in writing to the principal who will be able to explain curriculum content, discuss concerns and confirm decisions in writing. Alternative educational provision will be provided where appropriate.

10. Safeguarding

PSHE forms a central part of the school's safeguarding curriculum.

Learning includes:

- Online safety
- Grooming awareness
- Exploitation awareness
- Consent
- Healthy relationships
- Radicalisation awareness
- County Lines awareness

- Child criminal exploitation
- Child sexual exploitation

Any disclosures made during lessons will be managed in line with the school's Safeguarding Policy.

11. Equality, Diversity and Inclusion

Teaching reflects the Equality Act 2010 and supports pupils in understanding protected characteristics. The curriculum challenges stereotypes, discrimination, prejudice and bullying and promotes respectful relationships between all members of our school community.

Sensitive and contested issues will be taught in an age-appropriate, factual and balanced manner. Staff will not seek to promote their own personal or political views. Pupils will be supported to understand that respecting the rights, dignity and protected characteristics of others does not require them to adopt the same beliefs or viewpoints.

Classroom discussion will enable pupils to ask appropriate questions, consider different perspectives and express views respectfully, while making clear that discriminatory, prejudicial or bullying behaviour is not acceptable.

Teaching will focus wherever possible on positive models of healthy, respectful relationships and behaviour. Pupils will also be supported to recognise and safely challenge harmful stereotypes, sexism, misogyny and other forms of discriminatory behaviour.

12. Assessment

Assessment is used to measure progress in:

- Knowledge
- Skills
- Understanding
- Confidence

Assessment strategies include:

- Quizzes
- Reflection tasks
- Retrieval activities
- Discussion
- Pupil voice

Formal grading is not used.

13. Monitoring and Evaluation

Monitoring activities include:

- Learning walks
- Work scrutiny

- Lesson observations
- Curriculum reviews
- Pupil voice
- Parent feedback

Findings inform future curriculum development.

14. Staff Training

Staff will receive regular professional development covering:

- PSHE pedagogy
- RSHE updates
- Safeguarding
- Online safety
- Local safeguarding priorities
- Teaching sensitive and contested issues in a factual, balanced and age-appropriate way

15. Parental Engagement

Woodhouse Academy recognises that parents are the primary educators of their children.

The school will:

- Consult parents on RSHE provision
- Share curriculum information
- Respond to parental queries
- Provide opportunities for feedback

Curriculum materials will be made available upon request.

16. External Visitors

Visitors may support PSHE delivery.

All visitors will:

- Be appropriately vetted
- Follow safeguarding procedures
- Work under staff supervision
- Deliver content consistent with school values

Where appropriate, the school will draw upon suitably qualified local professionals and services to enhance curriculum delivery and provide pupils with accurate, specialist information. External visitors will complement, rather than replace, the school's planned curriculum, and responsibility for the quality and appropriateness of teaching remains with the school.

17. Governor Monitoring

Governors will annually consider:

- Curriculum effectiveness
- Safeguarding themes
- Pupil wellbeing
- Personal development outcomes
- Attendance and behaviour trends
- Parent feedback

APPENDIX A – RSHE STATUTORY COVERAGE AND CURRICULUM MAPPING

Introduction

Woodhouse Academy delivers Relationships, Sex and Health Education (RSHE) through a planned, progressive PSHE curriculum from Years 5–8. The curriculum is based upon the Department for Education statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education and is supported by the PSHE Association Programme of Study.

The curriculum has been designed to ensure that all pupils develop the knowledge, skills, attributes and understanding required to lead safe, healthy, respectful and responsible lives. Content is sequenced to build progressively upon prior learning and reflects the developmental needs of pupils at each stage.

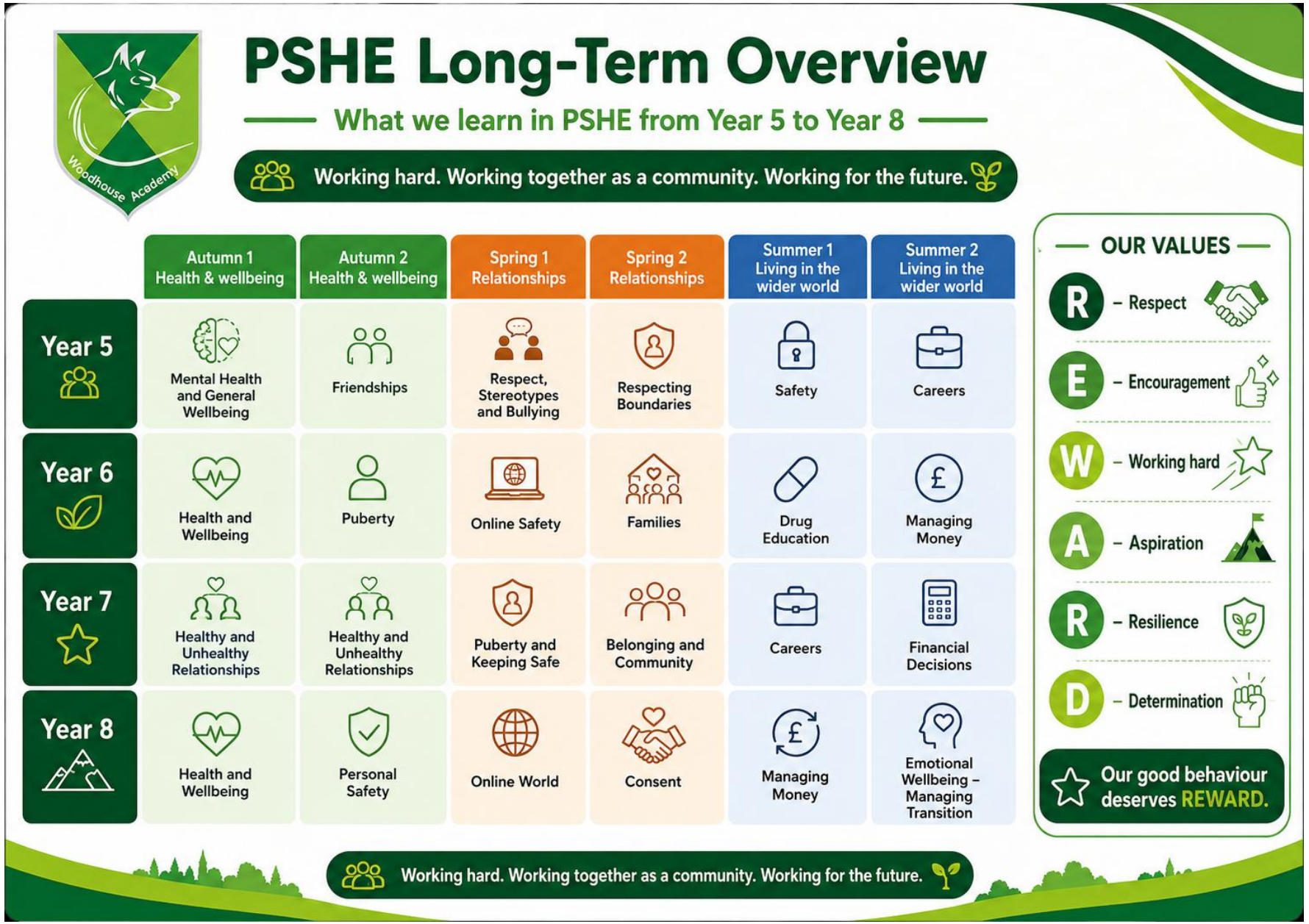
The curriculum also supports the school's REWARD values:

- Respect
- Encouragement
- Working Hard
- Aspiration
- Resilience
- Determination

and the school ethos:

Working hard, working together as a community, working for the future.

APPENDIX B – PSHE LONG-TERM OVERVIEW



APPENDIX C–DfE STATUTORY COVERAGE MATRIX

Statutory Requirement	Year 5	Year 6	Year 7	Year 8
Families and people who care for me	✓	✓	✓	✓
Caring friendships	✓	✓	✓	✓
Respectful relationships	✓	✓	✓	✓
Online relationships	✓	✓	✓	✓
Being safe	✓	✓	✓	✓
Mental wellbeing	✓	✓	✓	✓
Internet safety and harms	✓	✓	✓	✓
Physical health and fitness	✓	✓	✓	✓
Healthy eating	✓	✓	✓	✓
Drugs, alcohol and tobacco	Introduction	✓	Reinforced	✓
Health and prevention	✓	✓	✓	✓
Basic first aid	✓	Reinforced	Reinforced	Reinforced
Changing adolescent body	Introduction	✓	✓	✓
Consent	Introduction through boundaries	Reinforced	Developing	Full coverage
Healthy intimate relationships	-	Introduction	✓	✓
Sexual health and sexual behaviour	-	Age-appropriate introduction	Introduction	✓

PSHE & RSHE
Provision Map

CURRICULUM OVERVIEW AND PROGRESSION

A coherent and age-appropriate curriculum that builds knowledge, confidence and skills year by year.

Relationships Education

Understanding relationships, respecting others and making healthy choices.

Year group	Curriculum provision
Year 5	Pupils learn about friendship, kindness, inclusion, stereotypes, bullying, boundaries and respect.
Year 6	Pupils learn about families, attraction, puberty, healthy relationships and how relationships change over time.
Year 7	Pupils explore healthy and unhealthy relationships, exploitation, abuse, trust, respect and communication.
Year 8	Pupils learn about consent, healthy intimate relationships, pressure, coercion, sexual harassment and healthy decision-making.

Progression across Years 5–8

YEAR 5	YEAR 6	YEAR 7	YEAR 8
Friendships	Families	Healthy Relationships	Consent and Intimate Relationships

Health and Wellbeing

Building the knowledge and skills pupils need to support their physical and emotional wellbeing.

Year group	Curriculum provision
Year 5	Mental health, emotional regulation, resilience, grief and wellbeing.
Year 6	Healthy lifestyles, physical health, nutrition, sleep, hygiene and puberty.
Year 7	Adolescent development, emotional wellbeing and managing change.
Year 8	Mental health awareness, self-regulation, transition, anxiety management and accessing support.

Progression across Years 5–8

YEAR 5	YEAR 6	YEAR 7	YEAR 8
Emotional awareness	**Healthy lifestyles**	**Adolescent development**	**Emotional wellbeing and self-management**

Safety and Safeguarding

Helping pupils recognise risk, seek support and keep themselves and others safe.

Year group	Curriculum provision
Year 5	Personal safety, trusted adults, boundaries and online safety.
Year 6	AI literacy, online safety, scams, privacy and digital responsibility.
Year 7	FGM awareness, exploitation, abuse and recognising risk.
Year 8	County lines, knife crime, gambling harms, online harms, image sharing and personal safety.

Progression across Years 5–8

YEAR 5	YEAR 6	YEAR 7	YEAR 8
Personal safety	**Digital safety**	**Recognising risk**	**Managing complex risks**

Careers and Economic Wellbeing

Developing aspiration, financial understanding and confident future decision-making.

Year group	Curriculum provision
Year 5	Strengths, aspirations and careers.
Year 6	Managing money and financial choices.
Year 7	Careers pathways and option choices.
Year 8	Financial decision-making and preparation for transition.

Progression across Years 5–8

YEAR 5	YEAR 6	YEAR 7	YEAR 8
Self-awareness	Financial literacy	Career planning	Future decision-making

APPENDIX E – REWARD VALUES MAPPING

School Values and RSHE Curriculum Links

How our shared values are developed through Relationships, Sex and Health Education

School Value	RSHE Curriculum Links
Respect	Relationships, consent, diversity, anti-bullying and equality
Encouragement	Help-seeking, inclusion and positive friendships
Working Hard	Goal setting, self-management and personal responsibility
Aspiration	Careers education, future planning and ambition
Resilience	Mental wellbeing, coping strategies and emotional regulation
Determination	Healthy choices, perseverance and managing challenges

Working hard, working together as a community, working for the future.

APPENDIX F – SEND, INCLUSION AND EQUALITY

Woodhouse Academy is committed to ensuring that RSHE is accessible to all pupils.

Teaching will be adapted where necessary to meet the needs of pupils with SEND, additional vulnerabilities or protected characteristics.

This may include:

- Adapted resources and vocabulary
- Additional adult support
- Visual and practical learning approaches
- Pre-teaching and overlearning of key concepts
- Smaller group delivery where appropriate
- Individual pastoral support

All pupils will be able to access an age-appropriate RSHE curriculum whilst maintaining high expectations and ensuring compliance with the Equality Act 2010.

APPENDIX G – GOVERNOR MONITORING FRAMEWORK

PSHE/RSHE Governor Monitoring Questions

Governors may use the following questions when monitoring PSHE/RSHE:

Curriculum

- How do leaders ensure statutory compliance?
- How is curriculum progression demonstrated?
- How is PSHE/RSHE adapted for SEND pupils?

Safeguarding

- How does the curriculum address current safeguarding risks?
- How are local safeguarding priorities reflected?

Impact

- What evidence demonstrates that pupils feel safe?
- How is pupil voice gathered and acted upon?
- How do leaders evaluate curriculum effectiveness?

Equality

- How does the curriculum promote inclusion and respect?
- How are protected characteristics represented?

Supporting effective oversight, challenge and continuous improvement

APPENDIX H – PARENTAL ENGAGEMENT AND WITHDRAWAL

Parents and carers are informed about the RSHE curriculum through:

- The school website
- Curriculum information
- Parent communications
- Policy publication

Parents have the right to request that their child be withdrawn from designated non-statutory sex education elements where applicable.

Requests should be made in writing to the principal.

Relationships Education, Health Education and statutory science content cannot be withdrawn from.

APPENDIX I – REQUEST TO WITHDRAW A CHILD FROM NON-STATUTORY SEX EDUCATION: PARENT/CARER REQUEST FORM

The Department for Education states that parents/carers have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education elements delivered as part of Relationships, Sex and Health Education (RSHE).

Please note:

- Relationships Education is statutory and cannot be withdrawn from.
- Health Education is statutory and cannot be withdrawn from.
- National Curriculum Science content is statutory and cannot be withdrawn from.
- **This request applies only to the non-statutory Sex Education content delivered in year 6 PSHE**

Following receipt of this form, a member of the Senior Leadership Team will contact you to discuss your request and provide further information about the curriculum content.

Pupil Details

Pupil Name: _____

Form: _____

Parent/Carer Details

Parent/Carer Name: _____

Telephone Number: _____

Withdrawal Request

I wish to request that my child be withdrawn from the following non-statutory Sex Education content:

☐ All non-statutory Sex Education lessons

OR

☐ Specific lessons/topics only (please specify below):

_____
_____
_____

Reason for Request (Optional)

Parents/carers are not required to provide a reason; however, this information may help the school understand and address any concerns:

_____
_____
_____

Parent/Carer Declaration

I understand that:

☐ Relationships Education, Health Education and National Curriculum Science content remain compulsory.

☐ This request applies only to non-statutory Sex Education content.

☐ My child may receive alternative supervised learning during any withdrawn sessions.

☐ I may withdraw this request at any time by contacting the school in writing.

Parent/Carer Signature: _____

Date: _____

School Use Only

Date Request Received: _____

Member of Staff: _____

Outcome

☐ Withdrawal Approved

☐ Withdrawal Partially Approved

☐ Request Withdrawn by Parent/Carer

APPENDIX J – CONSULTATION AMENDMENTS RECORD

Following the Autumn 2026 parent consultation, feedback was reviewed and the following amendments were made to the policy. The overall curriculum sequence was retained.

Consultation theme	Policy section	Change made	Outcome / rationale
Age appropriateness of Sex Education	Section 8: RSHE	Added explicit wording that content is carefully sequenced according to pupils' age and stage of development, builds on prior learning, and that sensitive content is taught using agreed materials in a safe and supportive environment.	Year 6 non-statutory Sex Education remains in place. Existing parental withdrawal arrangements remain unchanged.
Access to health and support services	Section 6: Curriculum Intent	Added health literacy content covering when and how to seek help, the role of health/support services, reliable sources of advice and confidence in accessing appropriate support.	Parent suggestion incorporated in a broad form that remains accurate across different services and eligibility arrangements.
Neutrality and respectful discussion of sensitive or contested issues	Section 11: Equality, Diversity and Inclusion	Expanded wording to require factual, balanced and age-appropriate teaching; no promotion of personal or political views; respectful consideration of different perspectives; and a clear distinction between respecting others and adopting the same beliefs or viewpoints.	Parent concern addressed through clearer expectations for classroom practice.
Positive approach to misogyny and harmful stereotypes	Section 11: Equality, Diversity and Inclusion	Added emphasis on positive models of healthy, respectful relationships and on helping pupils recognise and safely challenge sexism, misogyny and harmful stereotypes.	Parent suggestion incorporated.
Staff confidence with sensitive topics	Section 14: Staff Training	Added training on teaching sensitive and contested issues in a factual, balanced and age-appropriate way.	Clarifies how the school will support consistent implementation.
Use of local professionals	Section 16: External Visitors	Added wording allowing suitably qualified local professionals and services to enhance delivery, while making clear that visitors complement rather than replace the planned curriculum and remain subject to school oversight.	Parent suggestion incorporated with safeguarding and quality assurance retained.