# Personal, Social, Health and Economic (PSHE) Education Policy

## including Relationships Education, Relationships and Sex Education (RSE) and Health Education

| | |
|---|---|
| **School** | Life Skills Enterprise |
| **Prepared from** | Cavendish Education PSHE Policy Template (July 2026), personalised for LSE |
| **Policy owner / curriculum oversight** | Rebecca Twinn, Deputy Headteacher - Curriculum, Teaching & Learning |
| **Headteacher** | Paul Barrett |
| **Lead DSL / SENDCo** | Craig Kelly |
| **Effective date** | 7 October 2026 |
| **Review date** | September 2027, or sooner if legislation, statutory guidance, safeguarding priorities or school arrangements change |
| **Version** | V2.1 - LSE-specific, Wheel of Independence integrated |
| **Approved by** | Cavendish Education Board of Directors / Proprietor and LSE Senior Leadership Team |

Policy status: Final LSE-specific policy aligned to the revised DfE RSHE statutory guidance in force from 1 September 2026, Keeping Children Safe in Education 2026, the Independent School Standards, current Kent safeguarding context and the Cavendish Education policy framework.

**LSE curriculum principle**

Pupils at LSE are taught from their assessed starting points, but their entitlement remains age-respectful and ambitious. Communication, literacy and task demands may be adapted, but age-relevant safeguarding, relationships, consent, online-safety and preparation-for-adulthood knowledge is not removed. For pupils with autism and associated social-communication, sensory or processing needs, concepts that may be inferred by other pupils are taught explicitly, revisited and rehearsed across different contexts.

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# 1. INTRODUCTION AND SCOPE

Life Skills Enterprise (LSE) is owned and operated by Cavendish Education. LSE is an independent specialist school for children and young people aged 10-18 with Education, Health and Care Plans (EHCPs), primarily with a diagnosis of autism. The curriculum is adapted, designed and developed around pupils' individual starting points, communication profiles, sensory needs and preparation for adulthood, while maintaining age-relevant entitlement and safeguarding knowledge.

This policy sets out LSE's approach to Personal, Social, Health and Economic (PSHE) education and incorporates the school's arrangements for Relationships Education, Relationships and Sex Education (RSE) and Health Education. It applies to pupils receiving both primary and secondary education at LSE and should be read alongside the school's safeguarding, RSHE-related, curriculum, behaviour, equality, SEND and online-safety arrangements.

At LSE, PSHE is not treated as a stand-alone weekly topic only. It is taught through planned PSHE/RSHE lessons and deliberately reinforced through Thrive, Computing, Science, Careers, pastoral and therapeutic work, community learning and the Wheel of Independence. This whole-school approach enables pupils to practise protective knowledge, communication, self-advocacy, independence and decision-making repeatedly and in meaningful real-life contexts.

This policy is non-contractual and may be amended where legislation, statutory guidance, pupil needs or school arrangements change. The latest approved version is published by the school.

# 2. AIMS AND CURRICULUM INTENT

The PSHE curriculum at LSE is designed to give pupils the knowledge, vocabulary, skills and confidence they need to be safe, healthy, respectful, increasingly independent and prepared for adulthood. Pupils will…

- develop emotional literacy, self-awareness, self-regulation and confidence;
- understand healthy, respectful and safe relationships, including boundaries, consent and help-seeking;
- recognise unsafe, exploitative, coercive, discriminatory or abusive behaviour and know how to report concerns;
- understand physical health, mental wellbeing, puberty, sexual health and how to access appropriate support;
- develop safe and critical use of online spaces, media and emerging technology;
- understand equality, protected characteristics, rights, responsibilities, British values and life in modern Britain;
- develop financial awareness, employability, decision-making and preparation-for-adulthood skills;
- apply learning in real situations with progressively less adult prompting.

Within Cavendish Education, PSHE also supports wider personal development, including emotional regulation, confidence and self-esteem, organisation and self-management, social understanding and relationships, communication of needs, engagement and reflective development.

## 3. STATUTORY AND REGULATORY REQUIREMENTS

LSE has regard to the statutory and regulatory framework in force in England, including:

- The Education (Independent School Standards) Regulations 2014, including the requirement for independent schools to provide PSHE and to prepare pupils for the opportunities, responsibilities and experiences of life in British society;
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised guidance in force from 1 September 2026;
- Children and Social Work Act 2017;
- Education Act 1996 and Education Act 2002, where relevant to relationships and sex education duties and guidance;
- Equality Act 2010;
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years;
- Keeping Children Safe in Education 2026;
- Prevent duty guidance and current Department for Education guidance on political impartiality in schools;
- current Department for Education online-safety, safeguarding, behaviour, searching and confiscation guidance where relevant to curriculum content.

**Important legal position for an independent school**

Relationships Education is compulsory for pupils receiving primary education and RSE is compulsory for pupils receiving secondary education. Health Education is not a separate statutory subject requirement for independent schools; however, PSHE is compulsory under the Independent School Standards. LSE therefore teaches the DfE health-education content as an integral part of its PSHE curriculum because it supports safeguarding, personal development and preparation for adulthood.

The revised DfE statutory guidance, in force from 1 September 2026, expects schools to provide a carefully sequenced and inclusive programme, informed by pupils' needs and prior knowledge, with sufficient opportunities to embed essential knowledge and skills. For an independent school such as LSE, PSHE is required through the Independent School Standards. Relationships Education is compulsory for pupils receiving primary education and RSE is compulsory for pupils receiving secondary education. Although the statutory Health Education duty does not apply to independent schools in the same way as maintained schools and academies, LSE teaches the relevant health content through PSHE as part of its broad, balanced and safeguarding-led curriculum.

Parents/carers must be consulted before the school makes or significantly revises the Relationships Education/RSE statement within this policy. The final policy will be published on the school website and a copy will be provided free of charge on request.

## 4. LSE LEARNER PROFILE AND CURRICULUM PRINCIPLES

| LSE principle | What this means in practice |
|---|---|
| Explicit teaching | Friendship, social cues, consent, boundaries, unsafe behaviour and help-seeking are taught explicitly rather than inferred. |
| Revisit and rehearse | Protective knowledge is deliberately retrieved in different terms and contexts, then deepened at an age-relevant level. |
| Concrete communication | Staff use clear language, visuals, modelling, scenarios, repetition and structured discussion, reducing reliance on inference. |
| Generalisation | Pupils practise applying learning online, in the community, in relationships, at work and as independence increases. |
| Safeguarding vulnerability | There is additional emphasis on grooming, coercion, exploitation, harmful sexual behaviour, online risk and trusted reporting routes. |
| Adapt access, not entitlement | Teaching is adapted to communication, sensory, cognitive and emotional need without removing age-relevant protective knowledge. |
| Therapeutic alignment | PSHE works alongside Thrive and pastoral support to build regulation, self-advocacy and readiness for sensitive learning. |

## 5. CONTENT AND CURRICULUM ORGANISATION

LSE organises PSHE through six recurring whole-school themes. The themes are revisited annually, but the content, vocabulary, scenarios, legal knowledge and level of independence increase according to pupils' age, starting points and stage of development.

| Term | Recurring theme |
|---|---|
| Term 1 | Self-awareness, identity & relationships |
| Term 2 | Self-care, support & safety |
| Term 3 | Managing feelings & relationships |
| Term 4 | Changing, growing & RSHE |
| Term 5 | Healthy lifestyles |
| Term 6 | The world I live in |

The curriculum is mapped across Pluto, Make Make, Saturn and Jupiter. Detailed class planning is adapted to the pupils in each class. Where pupils are working below age-related academic expectations, teachers may simplify language and task demands, but do not omit age-relevant safeguarding or relationships knowledge.

### Wheel of Independence

The Wheel of Independence is a planned curriculum strand delivered in every LSE class. It complements PSHE rather than replacing it, providing repeated practical opportunities for pupils to apply personal, social, health, economic and safeguarding learning in school and community contexts. The programme uses baseline activities, class teaching, targeted intervention and increasing levels of independence so that pupils can generalise learning beyond a single lesson.

Across the year, the Wheel develops self-care and travel training, food preparation and meal skills, money and financial safety, housekeeping, leisure and community participation, and timekeeping. Within leisure and community participation, particular emphasis is placed on friendship skills and social participation, including understanding friendship dynamics, initiating and developing friendships, maintaining relationships, managing differences or changes within friendships, joining shared activities, following social expectations and seeking support when relationships become difficult. Examples across the wider Wheel include personal and menstrual hygiene, safe use and management of medication, booking or accessing health services, travel training and road safety, healthy food choices and kitchen safety, budgeting and online banking safety, shopping, cleaning and home-management skills, participation in leisure activities, planning community visits and managing time and timetables. These experiences strengthen preparation for adulthood and provide purposeful opportunities to rehearse help-seeking, safe decision-making, self-advocacy and positive social relationships.

LSE recognises the value of close collaboration between teaching staff and the therapy team in supporting pupils to generalise these skills. Where appropriate and capacity allows, opportunities will be developed for the Occupational Therapist and other relevant therapy professionals to work alongside teachers within PSHE and Wheel of Independence learning, particularly where pupils would benefit from specialist input around social participation, friendships, independence, regulation or preparation for adulthood.

| Wheel strand | PSHE / preparation-for-adulthood contribution |
|---|---|
| Self-care & travel training | Personal hygiene, menstrual hygiene, clothing, medication, appointments, health services, road and travel safety. |

| Wheel strand | PSHE / preparation-for-adulthood contribution |
|---|---|
| Meals & food | Healthy choices, portion awareness, following instructions, food hygiene, kitchen safety, cooking and increasing independence. |
| Money | Using money, change, budgeting, needs and wants, savings, online banking, loans/tax awareness, safe online shopping and scams. |
| Housekeeping | Organisation, laundry/cleaning routines, recycling, using products safely and taking responsibility for shared or personal spaces. |
| Leisure & community | Peer interaction, following social rules, problem-solving, road safety, planning outings and participating in community activities. |
| Timekeeping | Visual timetables, sequencing, reading time, planning a week/event, flexibility and managing routines with increasing independence. |

The statutory and safeguarding content includes, as appropriate to primary/secondary phase and pupil need:

- families, caring friendships, respectful relationships, equality and protected characteristics;
- boundaries, permission and consent, including sexual consent and age of consent at secondary stage;
- bullying, cyberbullying, sexual harassment, sexual violence, harmful sexual behaviour and bystander responsibility;
- online relationships, privacy, personal information, image sharing, indecent imagery, harmful content, pornography, misinformation and reporting;
- grooming, coercion, exploitation, domestic abuse, forced marriage, honour-based abuse, FGM and criminal exploitation;
- puberty, menstrual wellbeing, reproductive health, fertility, pregnancy, miscarriage and sources of support;
- contraception, STIs including HIV/AIDS, safer sex and access to confidential sexual-health advice and treatment;
- emotional wellbeing, anxiety, depression, loneliness, resilience, self-care and help-seeking;
- healthy eating, sleep, exercise, dental health, hygiene, infection, vaccination, screening and self-care;
- smoking/tobacco, nicotine and vaping, alcohol, legal and illegal drugs, medicines and addiction;
- basic first aid, emergency services, CPR and defibrillators at appropriate secondary stages;
- online gambling, scams, financial harm, money, employment, careers and independent living;
- contemporary safeguarding risks including sextortion, AI-generated/manipulated imagery and deepfakes, where age and context make this relevant.

The final bullet above reflects LSE's safeguarding and online-safety curriculum response to emerging risks. It complements the statutory RSHE content and is reviewed alongside KCSIE and the school's Online Safety Policy.

## 6. PROGRESSION, REVISITING AND OVERLEARNING

LSE uses a spiral curriculum because many pupils benefit from planned repetition before knowledge becomes secure and transferable. Revisiting does not mean simply repeating the same activity.

- Recall: pupils retrieve prior vocabulary, rules and protective knowledge.
- Deepen: the same concept is revisited with more complex examples, law, social situations or consequences.
- Generalise: pupils apply knowledge in a different context, for example from the classroom to online spaces, community access or future workplace situations.
- Independence: adult prompting and scaffolding are reduced as pupils become more secure.
- Safeguarding transfer: pupils repeatedly rehearse who to tell, how to report, how to get help and what to do if a trusted route is unavailable.

**How staff should explain progression**

When learning returns, the expectation increases. Staff should be able to explain what pupils learned previously, what is being revisited now, what is more demanding this time and what evidence shows better recall, richer language, stronger application or reduced adult prompting.

Appendix A sets out the termly curriculum for each class. Appendix B shows where core statutory and protective themes are revisited across the school.

## 7. TEACHING, ADAPTATION AND INCLUSION

PSHE is delivered through planned lessons, typically in short, well-structured sessions appropriate to LSE pupils' attention, communication and regulation needs. Learning is then reinforced and generalised through Thrive, pastoral and therapeutic work, Computing, Science, Careers, assemblies where appropriate, community-based learning and the Wheel of Independence. The same protective concept may therefore be encountered in more than one curriculum context, with the expectation becoming more complex and independent over time.

Teachers will:

- establish a safe, respectful and predictable learning environment;
- use clear learning intentions and age-respectful vocabulary;
- check prior knowledge before introducing new content;
- use visual supports, modelling, social scenarios, role-play, worked examples and practical rehearsal;
- use repetition and overlearning purposefully;
- adapt language, pace, recording and response methods without reducing the intended protective knowledge;
- use correct anatomical terminology when teaching bodies, puberty and sexual health;
- avoid asking pupils to disclose personal experiences or family circumstances;
- provide opportunities for anonymous questions where appropriate;
- make clear how pupils can seek help in school and outside school.

Relationships Education, RSE and the health content taught through PSHE must be accessible for pupils with SEND. LSE will make reasonable adjustments and personalise teaching while preserving age-relevant entitlement, in line with the Equality Act 2010 and SEND Code of Practice.

Pupils will be taught about protected characteristics and equality in a factual, respectful and age-appropriate way. Teaching will not encourage discrimination or suggest that prejudice, harassment or abuse are acceptable.

## 8. SENSITIVE CONTENT, SAFEGUARDING AND POLITICAL IMPARTIALITY

Some PSHE/RSHE topics may raise safeguarding concerns or prompt disclosures. Staff must follow the LSE Child Protection and Safeguarding Policy and report concerns promptly to Craig Kelly, Lead DSL, or a Deputy DSL. Staff must not promise confidentiality.

Where content includes sex, sexual health, abuse, exploitation, suicide/self-harm, domestic abuse, FGM, forced marriage or other sensitive themes, teaching will be planned carefully, using approved resources and safeguarding-informed language. Pupils who may be particularly affected will be supported without removing their entitlement to relevant protective knowledge.

Political issues may arise through PSHE, citizenship, equality, careers, online misinformation or current affairs. LSE will prohibit the promotion of partisan political views. Where political issues are brought to pupils' attention, staff will take reasonable steps to provide a balanced presentation of opposing views and will not use their position to influence pupils' political choices.

Teachers may teach the law, evidence, rights, responsibilities and different lawful viewpoints. Controversial or sensitive questions will be answered factually and in a way that is appropriate to pupils' age and understanding.

## 9. ASSESSMENT, RECORDING AND REPORTING

Assessment in PSHE focuses on knowledge, understanding, skills and pupils' ability to apply learning. It does not assess pupils' personal experiences, beliefs, identities or family circumstances. The following forms of assessment may be used:

- baseline or retrieval activities;
- teacher questioning and structured discussion;
- scenario-based tasks and practical rehearsal;
- quizzes, sorting/matching activities and written or visual outcomes;
- pupil reflection and self-evaluation;
- observation of application, independence and help-seeking knowledge.

Where appropriate, PSHE evidence may contribute to the wider Cavendish Personal Development Scale and preparation-for-adulthood evaluation. Progress will be communicated to parents/carers through annual reports, parent meetings and individual discussions where relevant.

## 10. PARENTS AND CARERS: CONSULTATION, COMMUNICATION AND WITHDRAWAL

LSE recognises parents and carers as important partners in PSHE and RSHE. In line with the revised 2026 statutory guidance, the school will be transparent about curriculum content and materials, proactively engage parents when the RSE elements of the policy are developed or significantly reviewed, and ensure families know what will be taught and when. Relevant curriculum materials will be available for parents/carers to view on request.

The school will:

- share an annual PSHE/RSHE overview and make this policy available;
- share a short class curriculum overview at the start of each term;
- give advance notice before planned sex-education content and particularly sensitive RSHE content;

- offer parents/carers opportunities to view materials and discuss how content will be adapted for SEND;
- consult parents/carers before making or significantly revising the Relationships Education/RSE elements of this policy;
- consider feedback carefully while retaining the school's duty to provide the statutory curriculum and age-relevant safeguarding education;
- update website information following significant policy or curriculum review.

**Right to request withdrawal from sex education**

Parents/carers do not have a right to withdraw pupils from Relationships Education, from statutory science content, or from the health and safeguarding content that LSE teaches through PSHE. Parents/carers of pupils receiving secondary education may request withdrawal from some or all of the sex-education content delivered as part of RSE. The distinction between Relationships Education/RSE, sex education and science will be made clear in curriculum information and parent communication.

Before deciding a secondary-phase withdrawal request, the Headteacher will discuss the request with the parent/carer and, where appropriate, the pupil, to clarify the nature and purpose of the curriculum, the benefits of participation and any potential impact of withdrawal. The discussion and decision will be recorded. In secondary education, a request may be refused in exceptional circumstances, including where there are safeguarding concerns or a pupil has a specific vulnerability. From three terms before a pupil turns 16, the pupil may choose to receive sex education even where a parent/carer has previously requested withdrawal, in accordance with statutory guidance.

If a pupil is withdrawn, LSE will provide appropriate and purposeful education during the withdrawn session.

For pupils receiving primary education, any request to withdraw from additional sex education outside the science curriculum will be granted. There is no right to withdraw from statutory Relationships Education.

## 11. EXTERNAL VISITORS AND RESOURCES

External agencies or visitors may enhance PSHE/RSHE provision, but do not replace teaching by LSE staff. Before a visit, the school will check the provider's credentials, review lesson content and resources, confirm how safeguarding disclosures will be managed and ensure the material is age-appropriate and accessible for LSE pupils.

Resources will be quality-assured by the curriculum lead and, for safeguarding-sensitive content, discussed with the DSL. Materials will be checked for accuracy, accessibility, impartiality, stereotyping, inappropriate commercial messaging and suitability for the pupils concerned.

## 12. ROLES AND RESPONSIBILITIES

| Role | Responsibility |
|---|---|
| Cavendish Education Board of Directors / Proprietor | Approves the policy, ensures statutory and Independent School Standards requirements are met, and holds school leaders to account for implementation. |
| Paul Barrett - Headteacher | Has overall responsibility for consistent implementation, resources, staffing and decisions about withdrawal from sex education. |

| Role | Responsibility |
|---|---|
| Rebecca Twinn - Head of Curriculum and Teaching & Learning | Leads curriculum oversight of PSHE/RSHE, sequencing, progression, termly planning, staff support, monitoring and review of curriculum coverage. |
| Craig Kelly - Lead DSL and SENDCo | Advises on safeguarding content, emerging risks, accessibility and reasonable adjustments; ensures disclosures/concerns arising through PSHE are handled in line with safeguarding procedures. |
| Class teachers and teaching staff | Plan and deliver PSHE sensitively, use approved resources, adapt teaching to pupils' needs, assess learning and report safeguarding concerns promptly. |
| Pastoral / therapeutic staff | Reinforce regulation, wellbeing, relationships and help-seeking learning where appropriate, while keeping clear boundaries between curriculum teaching and therapeutic support. |
| Pupils | Are expected to engage respectfully, listen to others, use agreed discussion rules and seek help when something causes concern. |
| Parents / carers | Are encouraged to engage with curriculum information, discuss learning at home where appropriate and raise questions or concerns with the school. |

## 13. MONITORING AND QUALITY ASSURANCE

PSHE provision is monitored through the school's normal curriculum and teaching-and-learning quality assurance processes. Rebecca Twinn, Deputy Headteacher - Curriculum, Teaching & Learning, oversees curriculum monitoring in consultation with Paul Barrett, Headteacher; Craig Kelly, SENDCo and Lead DSL; Kim Ochs, Pastoral Lead; and relevant members of the LSE therapy team, including the Occupational Therapist who leads the Wheel of Independence. This collaborative approach supports alignment between PSHE, therapeutic priorities and practical preparation for adulthood. Safeguarding patterns, pupil voice and emerging needs may result in additional or adapted teaching for a class or cohort, while statutory and age-relevant entitlement is retained.

PSHE provision will be monitored through:

- curriculum and medium-term planning reviews;
- learning walks and lesson visits;
- review of pupil work and evidence;
- pupil voice and staff feedback;
- scrutiny of class overviews and statutory coverage;
- review of safeguarding patterns and emerging risks;
- review of parent/carer feedback and questions;
- assessment and personal-development information where appropriate.

Monitoring will consider coverage, sequencing, planned revisiting, quality of teaching, accessibility, pupil engagement, safeguarding relevance and evidence that pupils can recall and apply learning with increasing independence.

Any gap identified in statutory or protective knowledge will be added to curriculum planning and revisited through the appropriate class plan, rather than waiting for the next annual policy review.

## 14. LINKS WITH OTHER POLICIES

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Relationships / RSE information and curriculum mapping
- Curriculum Policy
- SEND Policy
- Equality and Diversity Policy
- Behaviour Policy
- Anti-Bullying Policy
- Careers Education, Information, Advice and Guidance arrangements
- Wheel of Independence framework and class planning
- Data Protection Policy
- Staff Code of Conduct
- Health and Safety Policy
- Medical / First Aid arrangements where relevant

## 15. APPROVAL, PUBLICATION AND REVIEW

| Document control | LSE arrangement |
|---|---|
| Policy approver(s) | Cavendish Education Board of Directors / Proprietor and LSE Senior Leadership Team |
| Policy owner | Rebecca Twinn, Head of Curriculum and Teaching & Learning |
| Headteacher | Paul Barrett |
| Safeguarding / SEND advice | Craig Kelly, Lead DSL and SENDCo |
| Storage / publication | Published on the LSE website; controlled copy held in the school policy folder; copy provided free of charge on request |
| Effective date | 7 October 2026 |
| Next review | September 2027, or earlier if legislation, statutory guidance, pupil need or school arrangements change |

## Revision history

| Version | Date | Author / owner | Summary of change |
|---|---|---|---|
| V1 | July 2026 | Cavendish Central Team | Cavendish PSHE policy template issued. |
| V2.0 | 28 September 2026 | LSE curriculum review | Fully personalised for Life Skills Enterprise; aligned to revised RSHE guidance effective 1 September 2026; LSE curriculum, spiral revisiting, SEND adaptations, statutory coverage, named roles and parent/carer communication added. |

# APPENDIX A. LSE PSHE / RSHE CURRICULUM OVERVIEW 2026-27

The tables below show the agreed 2026-27 termly curriculum. 'Revisit' identifies planned retrieval/deepening of prior learning; 'RSHE/SRE' identifies relationships, puberty, consent, intimacy or sexual-health content; 'Safeguarding' identifies preventative safeguarding content; 'Parent notice' indicates advance communication before sensitive content.

## Pluto

| Term | Theme | What is taught | Revisit | RSHE/SRE | Safeguarding | Parent notice |
|---|---|---|---|---|---|---|
| Term 1 | Self-awareness, identity & relationships | Personal strengths; being a good learner; goals; kindness, fairness and seeking support. | Revisit | | | |
| Term 2 | Self-care, support & safety | Illness/germs; mental health; unwanted physical contact; trusted adults and asking for help. | | | Safeguarding | |
| Term 3 | Managing feelings & relationships | Identify emotions/body signals; triggers; managing anger/sadness; regulation strategies. | Revisit | | | |
| Term 4 | Changing, growing & RSHE | Friendships and families; friendship vs romantic relationships; permission/consent; who to talk to. | | RSHE | | Parent notice |
| Term 5 | Healthy lifestyles | Healthy diet; sleep; relaxation; body image; health professionals; dental and personal health routines. | Revisit | | | |
| Term 6 | The world I live in | School/community rules; jobs and adulthood; environment; basic money use; safe choices in the community. | | | | |

## Make Make

| Term | Theme | What is taught | Revisit | RSHE/SRE | Safeguarding | Parent notice |
|---|---|---|---|---|---|---|
| Term 1 | Self-awareness, identity & relationships | Learning preferences/goals; prejudice; protected characteristics; discrimination; peer pressure and bullying. | | | Safeguarding | |
| Term 2 | Self-care, support & safety | Personal space and harassment; unwanted contact; risky/dangerous situations; fire, rail and road safety; trusted reporting routes. | | | Safeguarding | |
| Term 3 | Managing feelings & relationships | Emotions/body language; strong emotions; friendship disagreement; liking vs romantic feelings. | Revisit | | | |
| Term 4 | Changing, growing & RSHE | Reproductive organs/conception; IVF; adoption/fostering; forced marriage; consent/boundaries and reporting concerns. | | RSHE | Safeguarding | Parent notice |
| Term 5 | Healthy lifestyles | Mental health and unhealthy coping; body image; manipulated images/social media; nicotine/vaping awareness. | | | Safeguarding | |
| Term 6 | The world I live in | Identity, race/faith/culture; rules/responsibilities; trustworthy online information; money/employment safety; scams. | | | Safeguarding | |

## Saturn

| Term | Theme | What is taught | Revisit | RSHE/SRE | Safeguarding | Parent notice |
|---|---|---|---|---|---|---|
| Term 1 | Self-awareness, identity & relationships | Healthy friendships/relationships; boundaries, conflict, kindness, peer influence, consent and help-seeking; harmful sexual behaviour and harassment. | Revisit | RSHE | Safeguarding | Parent notice |
| Term 2 | Self-care, support & safety | Self-esteem; strengths/goals; stereotyping; protected characteristics; responding to prejudice; misogyny and harmful influence. | Revisit | | Safeguarding | |
| Term 3 | Managing feelings & relationships | Hygiene/health support; personal space; harassment; online safety; nude/semi-nude image risks; AI/deepfake/manipulated imagery; sextortion; reporting and help-seeking. | Revisit | | Safeguarding | |
| Term 4 | Changing, growing & RSHE | Puberty/body changes; intimacy; consent including legal ages; media portrayals of sex/pornography; STIs; contraception; pregnancy and miscarriage; accessing sexual-health support. | Revisit | RSHE | Safeguarding | Parent notice |
| Term 5 | Healthy lifestyles | Sleep, exercise, balanced diet; physical/mental wellbeing; dental health; medicines; substances, nicotine/vaping; responsible use; screening/self-care foundations. | Revisit | | Safeguarding | |
| Term 6 | The world I live in | Rights/responsibilities; environment; aspirations; employment and influences on career choices; online gambling/financial harms. | Revisit | | Safeguarding | |

## Jupiter

| Term | Theme | What is taught | Revisit | RSHE/SRE | Safeguarding | Parent notice |
|---|---|---|---|---|---|---|
| Term 1 | Self-awareness, identity & relationships | Self-esteem; stereotypes/prejudice; protected characteristics; peer pressure; unacceptable behaviour; gangs/weapons; criminal exploitation and grooming where appropriate. | Revisit | | Safeguarding | |
| Term 2 | Self-care, support & safety | Community/road safety; social-media safety/reporting; personal safety; first aid, CPR/defibrillator awareness; emergency response; accessing GP/pharmacy/A&E and other health services. | Revisit | | Safeguarding | |
| Term 3 | Managing feelings & relationships | Impact of words/actions; strong emotions; supporting others; romantic feelings; respectful relationships; coercive control; reliable support; help-seeking for serious mental-health concerns. | Revisit | RSHE | Safeguarding | Parent notice |
| Term 4 | Changing, growing & RSHE | Fertility/reproduction; pregnancy/birth/assisted conception; miscarriage/pregnancy loss; consent; pornography/media; contraception; STIs; sexual-health services; FGM/forced marriage and legal protections. | Revisit | RSHE | Safeguarding | Parent notice |
| Term 5 | Healthy lifestyles | Physical/mental health; sleep, exercise/diet; dental health; substances/medicines; smoking/nicotine/vaping; addiction; peer pressure; self-examination/screening; accessing support. | Revisit | | Safeguarding | |
| Term 6 | The world I live in | Rights/responsibilities; community participation; finance; employment; post-16 independence/citizenship; gambling/scams and consumer awareness. | Revisit | | Safeguarding | |

# APPENDIX B. STATUTORY COVERAGE AND PLANNED REVISITING

| Protective/statutory theme | Pluto | Make Make | Saturn | Jupiter | How learning is revisited/deepened |
|---|---|---|---|---|---|
| Healthy/respectful relationships | Foundation | Develop | Develop | Secure/extend | Friendship/family -> intimate relationships; conflict, respect, equality and repair. |
| Consent, boundaries & unwanted contact | Foundation | Develop | Secure | Secure/extend | Repeated across physical, online and sexual contexts. |
| Sexual harassment / harmful sexual behaviour | Foundation safety | Develop | Explicit | Explicit | Linked repeatedly to law, reporting, bystander action and safeguarding. |
| Online relationships & safety | Foundation | Develop | Explicit | Explicit | Privacy -> harmful content -> image sharing -> reporting, scams and exploitation. |
| Nude/semi-nude imagery / image-based harm | Intro safety | Foundation | Explicit | Explicit | Clear legal/safeguarding teaching in Saturn/Jupiter; reporting and non-sharing rehearsed. |
| Pornography / media expectations | — | Manipulated images | Explicit | Explicit | Secondary-stage teaching on distorted expectations and healthy relationships. |
| AI/deepfakes / manipulated imagery | — | Foundation | Explicit | Explicit | Contemporary safeguarding content linked to online safety, consent and image-based abuse. |
| Grooming, coercion & exploitation | Unsafe contact | Develop | Explicit | Explicit | Builds from trusted adults to sexual/criminal exploitation and coercive control. |
| Puberty / reproduction | Foundation | Develop | Explicit | Explicit | Increasing depth; correct anatomical language and menstrual wellbeing. |
| Contraception / STIs | — | Reproduction foundation | Explicit | Explicit/secure | Secondary entitlement with safer-sex and service-access information. |
| Pregnancy / miscarriage / choices | — | Foundation | Explicit | Explicit/secure | Medically and legally accurate information at secondary stage. |
| FGM / forced marriage / honour-based abuse | — | Forced marriage | Explicit | Explicit/secure | Safeguarding and law revisited in secondary classes. |
| Mental health / self-regulation | Explicit | Explicit | Explicit | Explicit | Repeated through PSHE and Thrive; help-seeking becomes increasingly independent. |
| Physical health, sleep, diet, dental & prevention | Explicit | Develop | Secure | Secure/extend | Revisited with increasing self-management and health-service navigation. |
| Substances, tobacco/nicotine/vaping & medicines | Foundation | Develop | Explicit | Explicit | Risk -> law, addiction, peer pressure, support and safer choices. |
| First aid / emergency response | Foundation | Develop | CPR awareness | CPR/defibrillator | Progresses from emergency calls/basic injuries to life-saving skills. |
| Trusted adults / reporting / services | Explicit | Explicit | Explicit | Independent access | Repeated across every safeguarding theme and linked to external support. |
| Financial safety / gambling / scams | Foundation money | Online/consumer safety | Explicit | Explicit/secure | Money -> scams/online gambling -> post-16 financial independence. |

This coverage matrix is a leadership and audit tool. Teachers should still use the detailed medium-term plans and adapt lesson activities to pupils' starting points. Where a pupil has not secured earlier protective knowledge, staff may revisit an earlier concept before moving to the more complex stage.

# APPENDIX C. PARENT / CARER COMMUNICATION

| When | LSE action |
|---|---|
| Start of academic year | Share the annual PSHE/RSHE overview, this policy and information about statutory Relationships Education/RSE and rights around sex-education withdrawal. |
| Start of each term | Share a short class overview naming the PSHE theme and key learning. |
| Before planned sex-education content | Send advance information about topics, approximate timing, purpose, contact person and how parents/carers can view materials. |
| Before particularly sensitive content | Use additional advance notice where appropriate, for example contraception/STIs, pornography/media, sexual harassment/violence, FGM/forced marriage or other cohort-sensitive safeguarding content. |
| On request | Offer discussion/material viewing and explain how teaching is adapted for SEND and what can/cannot be withdrawn from. |
| Before significant RSHE policy revision | Consult parents/carers by sharing the proposed revision, inviting feedback and considering responses before approval. |
| Following policy/curriculum review | Update published information and communicate any material changes. |

### Model parent/carer notice

PSHE / RSHE curriculum information - [Class], [Term]

During this term, pupils will be learning about [topic/content]. Teaching will be delivered sensitively and adapted to pupils' communication, SEND and developmental needs while ensuring pupils receive the age-relevant knowledge they need to keep themselves safe. Parents/carers are welcome to view the curriculum materials or discuss the content with school before teaching begins. Please contact Rebecca Twinn, Head of Curriculum and Teaching & Learning, via the school office with any questions.

### Key statutory and guidance references checked for this LSE version

- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education - revised statutory guidance in force from 1 September 2026.
- DfE: Keeping Children Safe in Education 2026.
- DfE: Political impartiality in schools.
- Education (Independent School Standards) Regulations 2014.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010; Children and Families Act 2014; SEND Code of Practice: 0 to 25 years.

## REFERENCE FRAMEWORK

- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education - revised statutory guidance in force from 1 September 2026.
- Department for Education: Keeping Children Safe in Education 2026 - statutory guidance in force from 1 September 2026.
- The Education (Independent School Standards) Regulations 2014, as amended.
- Equality Act 2010 and SEND Code of Practice: 0 to 25 years.
- Life Skills Enterprise website: Curriculum Offer and published school policy framework.
- Cavendish Education: school ethos and central policy framework.
- Kent County Council SEND preparation-for-adulthood and relationship/sexual-health information, used as local-context signposting alongside national statutory guidance.