



Relationships, Sex and Health Education (RSHE) Policy

Review of Policy	Spring 2026
Members of staff responsible	RSHE Lead – Megan Moran
Policy History	Ratified
People involved	RSHE Lead Head Teacher LGB
Signed by Chair of LGB	Kevin Floyd
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Statement of Intent

At Wyvern Academy, we recognise that high quality Relationships, Sex and Health Education (RSHE) is essential for all pupils and is a fundamental part of safeguarding, wellbeing and preparation for adulthood for all our pupils aged 2-19. As a special school, where the majority of pupils have substantial global developmental delay, emergent communication skills, PMLD, and are highly dependent as well as some having additional disabilities including cerebral palsy, sensory impairment, autism and/or complex needs including challenging behaviour, we are committed to delivering an inclusive, accessible and developmentally appropriate RSHE curriculum that meets the diverse learning needs, abilities and communication styles of every pupil. Our RSHE curriculum supports them to develop the knowledge, skills and values needed to form positive, respectful relationships and make informed decisions in an increasingly complex and digital world.

We believe that all children and young people have the right to receive high-quality RSE that is tailored to their age, stage of development, and individual needs. Our approach at Wyvern acknowledges that pupils with special educational needs and disabilities (SEND) may be more vulnerable to exploitation, abuse and misunderstanding of social cues, and difficulties forming safe relationships. RSE plays a crucial role in equipping pupils with the knowledge, skills and confidence to navigate relationships safely and positively and we are committed to delivering RSHE that is inclusive, accessible and compliant with the updated statutory RSHE guidance effective from 1st September 2026.

1. Legal Framework

This policy is underpinned by the following legislation and statutory guidance:

1.1 Statutory RSHE Requirements

This policy reflects the requirements set out in:

- The Children and Social Work Act 2017, which makes Relationships Education (primary), Relationships and Sex Education (secondary), and Health Education compulsory in all state-funded schools, including special schools.
- The Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations 2019, which set out the statutory content and duties relating to curriculum delivery and the requirement for a written policy.
- The Education Act 1996 (Section 403), which requires that sex education is taught in a way that encourages pupils to have due regard to moral considerations and the value of family life.
- The Department for Education statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance (DfE, 2025, effective 1 September 2026) which outlines the content schools must deliver and expectations for policy consultation and review.

1.2 SEND-Specific Legislative Duties

As a special school, this policy also reflects our duties under:

- The Children and Families Act 2014, which sets out the statutory framework for Special Educational Needs and Disabilities (SEND), including duties to meet needs identified in Education, Health and Care Plans (EHCPs) and to prepare pupils for adulthood.

- The SEND Code of Practice 2015, which requires schools to ensure pupils with SEND have access to a broad, balanced and appropriately differentiated curriculum.
- The Equality Act 2010, including the Public Sector Equality Duty (Section 149), which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations in relation to protected characteristics, including disability, sex, sexual orientation, gender reassignment, religion or belief, and race. Reasonable adjustments will be made to ensure full access to RSHE for all pupils.

1.3 Safeguarding and Child Protection

This policy operates in conjunction with our Safeguarding and Child Protection Policy and is informed by:

- Keeping Children Safe in Education (current edition), which outlines schools' statutory safeguarding duties and recognises that children with SEND are at greater risk of abuse and exploitation.
- Working Together to Safeguard Children 2018, which sets out multi-agency responsibilities for safeguarding and promoting the welfare of children.

RSHE plays a vital preventative role in safeguarding by supporting pupils to understand healthy relationships, consent, personal boundaries, online safety, and how to seek help.

1.4 Mental Capacity and Consent (Post-16 Provision)

For post-16 learners, Wyvern has regard to the Mental Capacity Act 2005, particularly in relation to decision-making and consent. Teaching will support pupils to develop understanding of personal autonomy, capacity, and supported decision-making where appropriate.

2. Roles and Responsibilities

2.1 Governing Body:

The Governing Body will be responsible for:

- Ensuring that the school complies with the requirements of the Children and Social Work Act 2017 and associated statutory guidance.
- Ensuring a written RSHE policy is in place, regularly reviewed, and made available to parents/carers.
- Ensuring the RSHE curriculum is appropriately differentiated and accessible for pupils with SEND.
- Monitoring the effectiveness of RSHE through safeguarding oversight, curriculum review, and pupil outcomes.
- Ensuring that staff receive appropriate training to deliver RSHE safely and effectively.
- Ensuring the school meets its duties under the Equality Act 2010, including making reasonable adjustments.

2.2 Headteacher:

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring RSHE is delivered consistently and in line with statutory guidance.

- Ensuring staff are appropriately trained and supported to deliver the subject.
- Ensuring RSHE contributes to safeguarding responsibilities in line with Keeping Children Safe in Education (current edition).
- Ensuring that RSHE provision supports EHCP outcomes and preparation for adulthood.
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents are fully informed of this policy.
- Managing parental requests for withdrawal from sex education (where applicable).
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.3 RSHE Subject Lead

The RSHE subject leader will be responsible for:

- Developing and reviewing the RSHE curriculum in line with statutory requirements.
- Reviewing this policy on an annual basis
- Ensuring curriculum content is adapted and differentiated to meet the needs of pupils with SEND.
- Providing guidance and support to teaching staff
- Monitoring delivery and impact of RSHE across the school.
- Ensuring teaching materials are age-appropriate, developmentally appropriate, accessible, inclusive, and reflect protected characteristics.
- Liaising with safeguarding leads where concerns arise from RSHE teaching.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.

2.4 Designated Safeguarding Lead (DSL)

The DSL will be responsible for:

- Providing advice and guidance to staff regarding safeguarding issues that arise during RSHE lessons.
- Ensuring that disclosures made during RSHE are managed in accordance with the school's Safeguarding and Child Protection Policy.
- Supporting staff to understand the increased vulnerability of pupils with SEND to exploitation, abuse, and coercion.
- Contributing to curriculum planning to ensure safeguarding themes are embedded appropriately.
- Organising a safe space for pupils to go should they need additional support or time to talk after an RSHE session.

- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material.

2.5 Teaching Staff:

Teachers will be responsible for:

- Delivering RSHE in a safe, inclusive, and respectful environment in a manner that is sensitive, of high quality and appropriate for each year group.
- Adapting teaching to meet the individual learning needs of pupils, including those with EHCPs.
- Using clear, concrete, and structured approaches appropriate for pupils with SEND.
- Promoting equality, respect, and inclusion.
- Establishing ground rules to ensure psychological safety.
- Reporting safeguarding concerns in line with school procedures.
- Staff will not promise confidentiality to pupils and will explain safeguarding responsibilities appropriately.
- Acting in accordance with, and promoting, this policy.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Modelling positive attitudes to RSHE.
- Liaising with the RSHE subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE to the RSHE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL/DDSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.
- Engaging in training in relation to the teaching of safeguarding, including in relation to online safety.

2.6 Support Staff:

Teaching assistants and support staff will be responsible for:

- Supporting pupils to access the RSHE curriculum.
- Reinforcing key learning in a consistent and developmentally appropriate manner.
- Alerting the class teacher or DSL/DDSL to any safeguarding concerns arising from discussions or pupil behaviour.

3. Organisation of the RSHE Curriculum (Ages 2-19):

For the purpose of this policy:

- “**RSHE**” is used to refer to the overall programme of relationships, sex and health education.
- “**RSE**” refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

- **“Health education”** is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSHE curriculum at Wyvern has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

The school will gather the views of teachers, pupils and parents in the following ways:

- **Questionnaires**
- **Meetings**
- **Letters**
- **Training sessions**

Our RSHE curriculum is developed in line with the statutory Relationships, Sex and Health Education guidance (2026) and is informed by the PSHE Association SEND Framework. Provision is carefully structured across our Pre-Formal and Semi-Formal pathways to ensure content is developmentally appropriate and responsive to the needs of pupils aged 2–19.

Lesson content is drawn from the PSHE Association and lesson resources are sourced from Twinkl and The Sex Factor RSE Resource Bank. The Sex Factor has been specifically developed to support children and young people with SEND across primary, secondary and post-16 phases. It provides structured, accessible and evidence-informed teaching materials covering key areas of social and emotional development, including growing up, keeping safe, respectful relationships, consent, puberty, sexual health and online safety. These resources enable the school to deliver high-quality, legally accurate and safeguarding-informed RSE for children and young people with complex Neurodisabilities.

All materials are adapted within our total communication environment and personalised to reflect pupils’ cognitive ability, communication needs and level of social understanding. Teaching is scaffolded carefully to ensure that pupils understand concepts such as privacy, boundaries, consent, safety, equality and healthy relationships in ways that are meaningful and accessible to them.

Wyvern recognises that RSHE is a sensitive area of learning and will always be delivered with care, professionalism and respect for pupils and families. Staff work proactively with parents and carers to ensure they are informed about curriculum content and timing. Where appropriate, individual strategies and reasonable adjustments are implemented to support pupils’ understanding of social situations, risk, safeguarding and preparation for adulthood.

When organising the RSHE curriculum, Wyvern Academy ensures that:

- Content and delivery are carefully adapted to meet the developmental stage, communication needs, cognitive ability and emotional maturity of pupils across the Pre-Formal, Semi-Formal and Nurture pathways.
- Teaching breaks down core knowledge and skills into small, manageable and well-sequenced steps, allowing frequent opportunities for repetition, rehearsal and application in real-life and simulated contexts.

- Learning builds sequentially over time, revisiting key themes to consolidate understanding and promote generalisation of skills.
- Assessment is formative and responsive, identifying where pupils require additional scaffolding, intervention or personalised teaching.
- Teaching is appropriately ambitious while remaining accessible, with expectations adapted to individual EHCP outcomes and Preparation for Adulthood goals.

The RSHE Subject Leader works closely with colleagues across related curriculum areas (including Science, Behaviour, Safeguarding and Life Skills) to ensure that content is complementary, coherent and not unnecessarily duplicated, while remaining accessible to pupils with SEND.

Wyvern Academy ensures that the curriculum remains fully aligned with the statutory “Relationships, Sex and Health Education” guidance issued by the Department for Education (effective September 2026).

The curriculum reflects the guidance's emphasis on:

- Developmental appropriateness
- Positive, skills-based learning
- Accurate and factual information
- Legal context delivered at an appropriate level
- Contemporary safeguarding risks, including online harms

When developing and reviewing the curriculum, Wyvern Academy consults with parents/carers, pupils (where appropriate) and staff. Wyvern also considers the context of the local community to ensure provision is relevant and responsive to safeguarding needs. The religious and cultural backgrounds of pupils are respectfully considered, while ensuring that statutory requirements are met and that teaching remains inclusive and non-discriminatory.

The RSHE curriculum is responsive to emerging issues within the school and wider community, particularly in relation to safeguarding, online safety, exploitation risks and pupil vulnerability.

Wyvern recognises that effective RSHE supports pupils' confidence, communication and self-esteem. It does not promote early sexual activity; rather, it equips pupils with the knowledge, skills and understanding necessary to develop safe, respectful and healthy relationships at an appropriate stage in their development.

Where developmentally appropriate, the curriculum provides clear, factual and non-judgmental information about sexual health, safer sex and intimate relationships. Teaching is delivered sensitively, using structured approaches to support understanding and manage discussion.

Strategies may include:

- Clear ground rules
- Visual supports and structured language
- Drama circle activities
- Social stories and resources provided by “The Sex Factor”

- Distancing techniques
- Scenario-based learning
- Question boxes (including adapted or supported communication methods)

In the secondary phase and within appropriate pathways, RSHE builds on the foundations established in primary relationships education and extends, at the appropriate developmental stage, to include teaching about intimate relationships and sexual health.

Pupils are taught factual information about the law relating to relationships and personal safety at a level appropriate to their cognitive understanding. Teaching is inclusive and recognises that some pupils may be exploring or developing an understanding of their identity. All pupils are entitled to access a curriculum that reflects diversity and promotes respect.

Sensitive topics such as grooming, sexual exploitation, coercive and controlling behaviour, domestic abuse and female genital mutilation (FGM) are addressed carefully and in a way that is developmentally appropriate and safeguarding focused.

The curriculum prioritises equipping pupils with the knowledge and skills to:

- Recognise healthy and unhealthy behaviours
- Understand personal boundaries and privacy
- Assert their right to bodily autonomy
- Identify trusted adults
- Report concerns confidently

Teaching reinforces understanding of boundaries within friendships, family relationships and wider social contexts, including online environments.

Throughout all pathways, safeguarding is central to curriculum design and delivery, ensuring that pupils with SEND — who may be at increased vulnerability — are supported to understand risk, develop protective behaviours and access help when needed.

4. RSE Subject Overview

Relationships and Sex Education (RSE) at our school is delivered in accordance with the updated statutory guidance issued by the Department for Education (effective September 2026). Our RSE curriculum is developmentally sequenced and adapted to meet the diverse needs of pupils aged 2–19 across our Pre-Formal, Semi-Formal and Nurture pathways. It prioritises positive, skills-based learning, factual accuracy, safeguarding awareness and age- and ability-appropriate legal context.

Teaching focuses on building pupils' confidence, communication skills, emotional literacy and understanding of healthy, respectful relationships. Where appropriate to developmental stage, pupils are taught about puberty, intimate relationships, sexual health, consent, online safety and exploitation risks in a clear, structured and non-judgemental way.

The school uses The Sex Factor RSE resources to support high-quality, inclusive and accessible delivery. These materials are carefully selected and adapted to ensure

suitability for pupils with SEND, and are used alongside visual supports, structured teaching approaches and safeguarding-informed practice. The curriculum is responsive to pupil vulnerability and local context and is delivered in partnership with parents and carers to ensure transparency and support across all settings.

RSE will continue to develop pupils' knowledge on the topics taught at a pre-formal level or within the primary phase, in addition to the content outlined in this section.

4.1 Families

Through the RSE curriculum, pupils are taught about the importance of families and committed, stable relationships in a way that is developmentally appropriate and accessible across our Pre-Formal, Semi-Formal and Nurture pathways. Pupils learn that families can take many different forms and that loving, caring and respectful relationships are central to family life. Teaching promotes understanding that stable relationships can positively contribute to wellbeing and provide a secure environment for raising children.

Where developmentally appropriate, pupils are taught about marriage and civil partnership as legally recognised relationships in the UK, including the rights, protections and responsibilities they carry. Pupils are also taught that so-called "common-law marriage" does not have legal status, and that forced marriage and marriage under the age of 18 are illegal. Legal concepts are delivered in a clear, factual and age- and ability-appropriate way.

The curriculum supports pupils to understand that families and relationships may change over time due to events such as birth, death, separation or new partnerships. Pupils explore the roles and responsibilities of parents and carers in raising children, including the importance of care, stability and nurture in early childhood.

A strong safeguarding focus underpins all teaching about families. Pupils are supported to recognise the characteristics of safe and unsafe relationships, including within family contexts.

They are taught, at a level appropriate to their understanding, how to:

- Identify trusted adults
- Recognise when something feels wrong or unsafe
- Understand boundaries and privacy
- Judge whether information or individuals are trustworthy
- Seek help and report concerns confidently

Throughout all pathways, learning is delivered sensitively and inclusively, reflecting the lived experiences of our pupils while promoting respect, safety and equality. Teaching equips pupils with the knowledge and skills to understand family life, recognise risk and access support when needed.

4.2 Respectful Relationships

Through the RSE curriculum, pupils across the Pre-Formal, Semi-Formal and Nurture pathways are taught about respectful, safe, and positive relationships in a developmentally appropriate and accessible way. Teaching focuses on building pupils'

understanding of the characteristics of healthy relationships of all kinds, including friendships, family relationships, and, where appropriate, romantic or intimate relationships.

Pupils explore concepts such as:

- Consent, trust, mutual respect, honesty, kindness, loyalty, generosity, shared interests, boundaries, privacy, tolerance, and managing conflict
- How relationships can end safely and respectfully, including managing feelings such as disappointment, hurt or frustration
- The impact of their behaviour on others and the importance of treating everyone with kindness and respect, including in public spaces and online
- Equality, diversity, and the uniqueness of all individuals
- The importance of self-esteem, independence, and positive relationships with oneself to support healthy relationships with others
- Practical skills for communicating respectfully, resolving disagreements, and maintaining safe boundaries

Pupils also learn about:

- Different types of bullying, including online, its impact, and the responsibilities of bystanders
- The influence of stereotypes and prejudices, including those related to sex, gender, race, religion, sexual orientation or disability
- The impact of inequalities of power within relationships
- How pornography and some online cultures can distort understanding of sexual ethics, influence attitudes, and normalise harmful behaviour

Where appropriate to developmental stage, pupils explore ethical behaviour beyond consent, including care, kindness, attention to the needs and vulnerabilities of others, and awareness of power dynamics in relationships. Pupils are encouraged to recognise unhealthy behaviours and know how to seek help from trusted adults when needed.

The school uses The Sex Factor resources to support the delivery of these topics, ensuring materials are accessible, inclusive, and adapted for SEND learners, and supplemented with visual supports, structured discussions, social stories, and practical scenarios.

4.3 Online Safety and Awareness

Through the RSE curriculum, pupils are taught to use technology safely, responsibly, and respectfully, with teaching tailored to their developmental stage, communication needs, and cognitive abilities. Pupils explore the opportunities, risks, and responsibilities of online activity and learn that the same expectations for behaviour apply both online and offline.

Key learning includes:

- Understanding the difference between public and private online spaces and how to protect personal information using privacy and location settings
- Recognising that social media can present exaggerated or misleading content, including AI-generated material, and that some accounts may not be genuine

- Knowing not to share material about themselves or others that they would not want circulated, and that once something is shared online it may be impossible to control
- Understanding the law regarding sharing indecent or sexual images of anyone under 18, including images of themselves, and the potential criminal consequences
- Learning how to seek help if images of themselves or others have been shared without consent
- Recognising that sharing indecent images of adults without consent is also illegal
- Identifying online risks such as cyberbullying, harassment, stalking, coercive or controlling behaviour, and knowing how to seek support
- Understanding that pornography, online content, and some social media can present distorted views of people and sexual behaviour, and that exposure can negatively influence attitudes and expectations
- Developing skills to critically evaluate online content, including deepfakes, AI chatbots, scams, sextortion, and misinformation
- Learning that the internet may contain inappropriate, upsetting or illegal content, and how to respond safely
- Knowing where to go for help and advice when concerned about online material, relationships, or personal safety

Teaching emphasises practical strategies, including how to stay safe online, protect privacy, communicate respectfully, and seek help when needed. Learning is delivered using visual supports, structured discussions, social stories, and scenario-based activities to ensure accessibility for all SEND learners.

This approach equips pupils with the knowledge, skills, and confidence to make safe, informed decisions online, while understanding the impact of technology on relationships, wellbeing, and personal safety.

4.4 Being Safe

Through the RSE curriculum, pupils are taught how to recognise, understand, and maintain personal safety across all relationships and environments. Teaching is tailored to the developmental stage, communication needs, and cognitive abilities of pupils.

Key learning includes:

- Understanding consent and boundaries in all relationships, including early romantic relationships, and that kindness, care, and respect go beyond consent alone
- Recognising and responding to pressure or coercion in relationships, including sexual pressure, and learning not to pressure others
- Identifying trusted adults, determining when relationships are unsafe, and knowing how to seek help, advice, or report concerns
- Developing personal safety skills in public spaces, with friends, family, the community, or strangers
- Learning strategies to increase safety without self-blame if harmed
- Reflecting on instincts and risk, recognising that some people may appear trustworthy but have harmful intentions
- Recognising what constitutes sexual harassment or sexual violence and understanding that it is never the fault of the person experiencing it

- Understanding that sexual harassment can include:
 - Unsolicited sexual language, attention, touching or talking
 - Sharing intimate images without consent
 - Public sexual harassment
 - Pressuring someone to engage in sexual activity
 - Upskirting
- Learning about domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
- Recognising fixated, obsessive or unwanted behaviours as potentially criminal, and knowing where to get help
- Understanding exploitative harms, including sexual exploitation, criminal exploitation, grooming, financial exploitation, and forced marriage
- Learning about the physical and emotional harm caused by FGM, virginity testing, and hymenoplasty, including legal protections and sources of support
- Understanding that strangulation or suffocation are serious criminal offences and can cause serious injury or death
- Recognising that some content in pornography or online materials presents extreme activities as normal and may be emotionally or physically harmful
- Knowing how to seek help or support for their own concerning behaviours or for abusive behaviours experienced from others, including how to report abuse and access medical or safeguarding support

The school uses The Sex Factor resources to support the delivery of this content, alongside visual supports, social stories, structured discussions, and practical scenarios to ensure learning is accessible, inclusive, and meaningful for all SEND pupils.

his approach equips pupils with the knowledge, skills, and confidence to make safe, informed decisions in relationships and everyday life.

4.5 Intimate and Sexual Relationships, including sexual health

Through the RSE curriculum, pupils are taught about intimate and sexual relationships in a way that is accessible, safe, and developmentally appropriate. Teaching is adapted for pupils with complex needs, using visual supports, social stories, structured discussion, scenario-based activities, and repeated learning to ensure understanding. The school also uses The Sex Factor resources to support high-quality delivery of content, ensuring it is inclusive and appropriate for all pupils.

Key learning includes:

- Understanding that intimate relationships can be positive and enjoyable for those who are ready and over the age of consent, while recognising that relationships can be loving and fulfilling without sexual activity
- Learning about the law regarding age of consent and that pupils have a right to choose whether, when, and with whom to engage in sexual activity
- Understanding consent, including the ability to give, withhold, or withdraw consent at any time, and recognising factors such as personal values, faith, and family beliefs
- Recognising that choices in sexual relationships can affect health, including physical, emotional, mental, sexual, and reproductive wellbeing
- Understanding that some sexual behaviours can be harmful, and knowing how to get help safely

- Learning about contraceptive options, including male and female condoms, their effectiveness, and where to access medically accurate advice to make safe choices
- Understanding options in relation to pregnancy, including parenthood, adoption, abortion, and where to get impartial, safe, and accurate support
- Learning about sexually transmitted infections (STIs), including HIV: how they are transmitted, how risk can be reduced, the importance of testing, treatment options, and understanding stigma
- Understanding the purpose and availability of HIV prevention medications, such as Pre-Exposure Prophylaxis (PrEP) and Post-Exposure Prophylaxis (PEP), and how to access them
- Recognising that alcohol and drugs can increase risk in sexual decision-making
- Knowing how and where to get help for concerns about sexual relationships, sexual harm, or sexual violence
- Developing the ability to evaluate information carefully, recognise misinformation, and access reliable, medically accurate advice

Teaching is delivered sensitively and repetitively, using strategies that meet the communication, sensory, and cognitive needs of pupils, ensuring they can engage safely and understand at their own pace.

This approach helps pupils with complex needs to develop safe, informed attitudes toward relationships, make decisions about sexual health, and build positive, respectful relationships, appropriate to their stage of development.

5. Curriculum intent

Our RSHE curriculum is designed to meet the needs of pupils aged 2–19 with Special Educational Needs and Disabilities (SEND). RSHE is delivered through a developmentally sequenced and pathway-based curriculum, recognising that pupils' learning is determined by cognitive ability, communication skills, emotional development and EHCP outcomes rather than chronological age alone.

It is structured to:

- Provide developmentally appropriate Relationships, Sex and Health Education.
- Support safeguarding and vulnerability awareness.
- Promote independence, dignity, and preparation for adulthood.
- Develop communication, emotional literacy, and self-advocacy skills.
- Enable pupils to understand consent, boundaries, and healthy relationships.
- The curriculum is delivered in accordance with statutory guidance under the Children and Social Work Act 2017 and informed by the SEND Code of Practice 2015.

6. PSHE/RSHE Curriculum Overview:

PSHE & RSE Curriculum Overview.		
Early Years/Key Stage 1 & 2 Coverage Secondary/Sixth Form Coverage There is pre-formal and semi-formal coverage within each topic.		
Autumn Term 1	Spring Term 1	Summer Term 1
Self-Awareness - Things we are good at - Kind & unkind behaviours - Playing and working together - People who are special to us - Recognising absence and loss (early bereavement awareness)	Managing Feelings - Identifying feelings - Expressing feelings - Managing strong feelings - Early awareness of sadness and coping with loss.	Healthy Lifestyles & Self Care - Healthy eating - Basic hygiene - Keeping well.
Self-Awareness & Personal Development - Personal strengths and talents - Managing pressure - Prejudice & discrimination - Skills for learning - Understanding feelings about loss and grief - Using The Sex Factor resources for identity, diversity, and respectful relationships	Emotional Wellbeing & Relationships - Self-esteem and managing unkind comments - Recognising strong feelings in self and others - Developing empathy - Coping strategies for bereavement - Using The Sex Factor to explore respectful relationships, emotional intelligence, and coping strategies	Health & Wellbeing - Physical activity - Healthy eating - Medicinal drugs - Mental wellbeing - Body image - Drugs, alcohol & tobacco - Strategies for maintaining emotional health after loss - Using The Sex Factor to explore self-care and wellbeing.

Autumn Term 2	Spring Term 2	Summer Term 2
Safety & Support - Taking care of ourselves - Recognising safe and unsafe touch - Keeping safe - Trusted adults (RSE) - Early online awareness - Public and private concepts (RSE)	The World I Live In & Community Awareness - Respecting differences between people - Roles of adults - Rules and fairness - Early awareness of community support after loss. - Taking care of the environment	Changing & Growing - Baby to adult (basic body awareness) (RSE) - Early recognition of different types of touch - Understanding friendship and caring for others
Safety & Trust - Public/private concepts - Keeping safe online - Accidents, emergencies, and risk awareness - Boundaries in relationships - Using The Sex Factor for consent, boundaries, public and private.	Citizenship & Online Awareness - Belonging to a community - Money and simple financial awareness - Diversity, rights and responsibilities - Managing online information - Preparing for adulthood - Supporting peers experiencing grief or difficulties	RSE Foundations & Sexual Health - Changes at puberty (RSE) - Friendship and relationships (RSE) - Respecting boundaries and dealing with touch - Intimate relationships, consent and contraception (RSE) - Long-term relationships/parenthood (RSE) - Coping with relationship breakdown or bereavement - Using The Sex Factor for inclusive RSE, sexual health, and diversity

NB.' Healthy Eating' and 'Drugs, Alcohol and Tobacco' are unlikely to be relevant topics for many of the young people at Wyvern. It is recommended that where appropriate, the pupils are educated about their own specific medical needs and begin to build up an understanding of the purpose of their own medication, health appointments/clinics and equipment. For older pupils this may include a discussion about how alcohol could react with their medication and help them to make informed decisions.

It is important to acknowledge that the curriculum overview is not seen as lists to be worked through. Each child/young person will work on areas of relevance and importance to them which will be highlighted in their PLG's or EHCP. Where possible older students (16+) will be encouraged to direct some of their own learning e.g. choosing which part of RSE&H they want to focus on, their views will be taken into account and PLG's written accordingly.

7. RSE Programmes of Study:

Due to the wide range of cognitive abilities and developmental stages within our 2–19 SEND setting, content is organised by developmental stage rather than chronological age, while remaining age-respectful.

Our RSHE curriculum is organised by Key Stage but then within that is organised through three pathways:

- **Pre-Formal Pathway**
- **Semi-Formal Pathway**
- **Nurture Pathway**

Across all pathways, RSHE supports pupils to:

- Build safe, respectful relationships
- Develop communication and emotional regulation skills
- Understand personal boundaries and consent
- Manage personal health and hygiene
- Recognise and respond to risk
- Prepare for increasing independence and adulthood (where appropriate)

The curriculum is progressive, regularly revisited and responsive to pupil voice and emerging safeguarding needs.

7.1 Pre-Formal Pathway (Engagement Model / Early developmental stages)

Curriculum Approach

RSHE is embedded throughout the school day through:

- Sensory exploration
- Play-based learning
- Intensive interaction
- Personal care routines
- 1:1 and small-group engagement

Teaching is experiential, concrete, repetitive and highly personalised.

Focus Areas

In line with 2026 statutory guidance, pupils develop:

- Secure attachments with trusted adults
- Early communication of needs and preferences
- Awareness of their own body
- Tolerance of and participation in personal care
- Foundations of emotional regulation
- Beginning awareness of personal space
- Safe and unsafe touch (in care contexts)

Learning focuses on safety, comfort, predictability and relational security.

7.2 Semi-Formal Pathway (Developing communication and independence)

Curriculum Delivery

RSHE is delivered through:

- Discrete weekly RSHE lessons
- Structured small-group teaching
- Social stories and role play
- Visual supports and symbol-based resources
- Cross-curricular links (Science, Life Skills)

Content is carefully sequenced and revisited to ensure consolidation.

Focus Areas

In accordance with the September 2026 guidance, pupils are taught (at an appropriate developmental level):

- Building and maintaining friendships
- Recognising and expressing emotions
- Personal boundaries and respect
- Public and private behaviours
- Personal hygiene and puberty (when appropriate)
- Online safety and digital boundaries
- Basic understanding of consent
- Identifying trusted adults and reporting concerns
- Awareness of unhealthy or unsafe behaviour

Teaching emphasises practical skills, scenario-based learning and safeguarding awareness.

Content is broken down into small, concrete steps with regular repetition and reinforcement.

7.3 Nurture Pathway (Pupils with SEMH needs and relational vulnerabilities)

Curriculum Delivery

RSHE is delivered through:

- Structured weekly lessons
- Therapeutic-informed group work
- Restorative discussions
- Scenario-based learning
- 1:1 targeted interventions where required

Teaching is trauma-informed, relationship-centred and safeguarding-led.

Focus Areas

In line with the 2026 statutory expectations, pupils access:

- Healthy, respectful and equitable relationships
- Emotional regulation and coping strategies
- Consent, autonomy and personal agency
- Legal frameworks relating to relationships (age-appropriate)
- Online relationships, exploitation and harmful content
- Risks linked to coercion, manipulation and abuse
- Sexual health education (secondary phase, ability appropriate)
- Preparation for adulthood and independent living

Teaching includes clear, factual information and appropriate legal context, delivered in a way that is safe and accessible.

7.4 Delivery Model

RSHE is delivered through:

- Discrete, timetabled lessons (1 per week minimum)
- Embedded learning across the curriculum
- Therapeutic and pastoral interventions where appropriate
- Small group or 1:1 sessions for pupils requiring personalised teaching
- Real-life and community-based learning (where appropriate)
- Where necessary, pupils may receive pre-teaching or follow-up support to reinforce understanding.

7.5 Cross-Pathway Themes

Across all pathways, the curriculum covers the statutory strands of:

- Relationships Education
- Relationships and Sex Education
- Health Education

Key themes include:

- Identity and self-worth
- Respect and diversity
- Emotional wellbeing
- Personal safety
- Digital and online safety
- Physical health and hygiene
- Safeguarding and reporting concerns

Content reflects contemporary safeguarding risks identified in national guidance and is regularly reviewed to ensure relevance.

7.6 Differentiation and Accessibility:

In line with duties under the Equality Act 2010, reasonable adjustments are made to ensure accessibility.

Teaching strategies may include:

- Alternative and Augmentative Communication systems (e.g. Signalong, symbols)
- Visual supports, symbol-based resources and structured teaching approaches
- Social stories and structured narratives (from The Sex Factor resource bank)
- Repetition and overlearning
- Concrete and experiential activities
- Small-group and 1:1 teaching
- Role play and modelling
- Clear, literal language
- Multi-sensory activities

Content is adapted to ensure it is cognitively accessible while remaining age-appropriate and respectful.

All pupils access RSHE at a level appropriate to their communication and cognitive profile.

7.7 Assessment:

- Assessment in RSHE focuses on:
- Engagement and participation
- Application of skills in real-life contexts

- Observational evidence
- Progress towards EHCP and Preparation for Adulthood outcomes
- Pupil voice (where appropriate)
- Assessment is formative and supports responsive curriculum planning.

8. Health Education Subject Overview

Health Education at Wyvern Academy is adapted to meet the needs of all our pupils and is delivered across our Pre-Formal and Semi-Formal pathways. Teaching supports pupils to develop age- and developmentally appropriate knowledge, understanding and practical skills to promote their physical health, emotional wellbeing and personal safety. Pupils are helped to recognise body signals and feelings, understand when something is not right, and know how to seek support from trusted adults and appropriate services. Learning is carefully scaffolded within our total communication environment to build confidence, independence and preparation for adulthood.

Wyvern supports pupils to develop resilience and positive coping strategies, including self-regulation, perseverance and confidence when experiencing challenge or change. Teaching is carefully adapted to pupils' developmental levels and communication needs to ensure accessibility across our Pre-Formal and Semi-Formal pathways. Health education actively reduces stigma, particularly around mental health, and promotes respectful, inclusive language. Wyvern fosters a safe and supportive culture in which pupils are encouraged and enabled to ask questions, express concerns, check their understanding and seek help from trusted adults and appropriate services.

Teaching about puberty and menstruation will be delivered sensitively and in a developmentally appropriate way across our Pre-Formal and Semi-Formal pathways. Practical arrangements will be in place to support pupils to manage menstruation with dignity, privacy and increasing independence. Wyvern Academy will ensure that learning promotes dignity, equality and inclusion, and that no pupil experiences stigma or embarrassment in relation to bodily changes. Pupils will be supported, within our total communication environment, to request and access period products confidently. The school will use clear, accurate and inclusive language, such as *period products* and *menstrual products*, and will avoid outdated or stigmatising terminology such as sanitary items or feminine hygiene products.

Health education at Wyvern will build on learning from primary phases and our pre-formal pathway, progressing into the semi-formal pathway for older pupils. Teaching will support pupils to understand the physical, emotional and social changes of adolescence in ways that are developmentally appropriate and accessible within our total communication environment. Pupils will learn how to protect and promote their physical and mental wellbeing, recognise when something does not feel right, and understand how and when to seek help or intervention from trusted adults or professional services. Learning will be carefully scaffolded to promote increasing independence, self-awareness, and confidence in managing their health as they prepare for adulthood.

Wyvern may include additional health-related topics beyond the statutory curriculum, such as eating disorders, self-harm, and other emerging wellbeing issues. Where these topics are taught, they will be delivered sensitively and in a developmentally appropriate way, using high-quality, evidence-based resources. Where necessary, support from qualified staff or external agencies, such as the NHS or local specialist services, will be sought. Staff will be appropriately trained and confident in managing

discussions safely, including responding effectively to disclosures and ensuring pupils are clearly signposted to trusted sources of support. All teaching will prioritise pupil wellbeing, safeguarding, and the promotion of resilience and coping strategies.

Wyvern Academy will address suicide prevention in a safe, sensitive and developmentally appropriate way. Preventative learning is embedded across the wider mental wellbeing curriculum, including recognising and expressing emotions, building supportive relationships, understanding bullying and loneliness, and developing strategies to manage difficult experiences. Pupils will be supported to recognise when they or others may need help and will be taught how to seek support from trusted adults and appropriate services. Teaching is carefully scaffolded across our Pre-Formal and Semi-Formal pathways to ensure accessibility, understanding, and emotional safety for all pupils.

Where suicide prevention is addressed directly, Wyvern will consult mental health professionals and will ensure staff receive high-quality, evidence-based training before delivery.

Teaching will be factual, developmentally appropriate, and presented in clear, accessible language for all pupils. We will avoid discussing specific methods or instructions relating to self-harm or suicide. Emotive language and potentially harmful media, including graphic images or videos, will not be used. Lessons are carefully adapted to ensure safety, understanding, and emotional wellbeing for all pupils.

Wyvern Academy will apply the same rigorous safeguarding principles when teaching about eating disorders, ensuring that language does not romanticise disordered eating or introduce harmful behaviours or ideas. If staff have concerns about a pupil regarding eating disorders, self-harm, suicidal thoughts, or if a disclosure is made, they will follow the school's safeguarding procedures in line with the Child Protection and Safeguarding Policy. Teaching and discussions will be carefully adapted to ensure pupils' understanding, emotional safety, and access to appropriate support.

8.1 Mental Wellbeing:

Through the curriculum, pupils will be supported to develop understanding and skills to promote their mental wellbeing.

They will be taught:

- That mental health exists on a spectrum.
- That common mental health conditions are treatable.
- That stigma around mental health can be harmful.
- How to recognise, express, and communicate their emotions using accessible and appropriate vocabulary.
- About the benefits of physical activity, sleep, time outdoors, community participation, volunteering, and acts of kindness for mental wellbeing and happiness.
- That happiness is linked to connection with others and that loneliness is a normal human experience that is not something to be ashamed of.
- How to identify what makes them happy or unhappy, and strategies to manage everyday worries or feeling down as normal emotions.
- Carefully presented, factual information about common mental health difficulties such as anxiety and depression, and about more serious mental health conditions in ways that are accessible and non-stigmatising.

- How to evaluate which activities can support their wellbeing and how to overcome anxiety or other barriers to participating in enjoyable or rewarding activities.
- That gambling can cause serious mental health harms, including anxiety, depression, and risk of suicide, and that some products carry higher risk.
- That the co-occurrence of alcohol or drug use and poor mental health is common, and that these factors can influence each other.
- That stopping smoking can improve mental wellbeing and reduce anxiety.

Teaching is carefully scaffolded to ensure understanding, emotional safety, and accessibility for all pupils, while promoting resilience, coping strategies, and independence in managing mental wellbeing.

8.2 Wellbeing Online:

Through the curriculum, pupils will be supported to develop knowledge, understanding, and skills to maintain their wellbeing online.

They will be taught:

- About the benefits of balancing online time with offline activities, the risks of excessive device use, and the impact of both positive and negative content on their own and others' mental and physical wellbeing.
- About the similarities and differences between online and real-life interactions, including how online content may present curated or idealised images of life, and how over-reliance on online relationships can affect social and emotional wellbeing.
- How to recognise harmful behaviours online, such as bullying, abuse, harassment, or exploitation, and how to report concerns or seek support from trusted adults and appropriate services.
- About risks related to online gambling and gambling-like content in gaming, including potential financial and mental health impacts.
- How advertising and online information can be targeted, and strategies to critically evaluate content, recognising misinformation, disinformation, and conspiracy theories.
- About the risks of illegal online behaviours, including the supply, sale, or purchasing of illicit substances or involvement in other criminal activity.

Teaching is carefully scaffolded to ensure accessibility, understanding, and safety for all pupils, helping them develop responsible and resilient online behaviours.

8.3 Physical Health and Fitness:

Through the curriculum, pupils will be supported to develop knowledge, understanding, and practical skills to maintain their physical health and fitness.

They will be taught:

- The characteristics of a healthy lifestyle, including regular physical activity, balanced nutrition, and maintaining a healthy weight, as well as the links between inactivity and health risks such as cardiovascular conditions.
- Factual, accessible information about the prevalence and characteristics of more serious health conditions, presented in ways appropriate to developmental level and understanding.
- How physical activity can promote overall wellbeing, reduce stress, and support emotional and mental health.

- Age and developmentally appropriate information about blood, organ, and stem cell donation, including how these processes can contribute to saving lives.

Teaching is carefully scaffolded to ensure accessibility, safety, and understanding for all pupils, supporting the development of lifelong habits for health, fitness, and wellbeing.

8.4 Healthy Eating:

Through the curriculum, pupils will be supported to develop knowledge and understanding of healthy eating and its impact on overall health and wellbeing.

They will be taught:

- How to maintain a balanced and healthy diet, and the links between poor nutrition and health risks, including tooth decay, unhealthy weight gain, and cardiovascular problems.
- About the risks associated with unhealthy weight gain, including increased likelihood of conditions such as type 2 diabetes, cardiovascular disease, and certain cancers.
- About the impact of alcohol on diet, weight, and overall health, presented in a way that is age- and developmentally appropriate.

Teaching is carefully scaffolded to ensure pupils understand the importance of healthy eating, can make simple healthy choices, and are supported to develop lifelong habits for wellbeing.

8.5 Drugs, alcohol, tobacco and vaping:

Through the curriculum, pupils will be supported to develop knowledge and understanding about legal and illegal drugs, alcohol, tobacco, and vaping in ways that are appropriate to their developmental level across our Pre-Formal and Semi-Formal pathways.

They will be taught:

- The facts about legal and illegal drugs and their associated risks, including the dangers of potent synthetic substances, illicit vapes, counterfeit medicines, and the potential physical and mental health harms.
- The law relating to the supply, possession, and use of illegal substances.
- The physical and psychological risks associated with alcohol consumption, including the legal age for purchasing alcohol in England and what constitutes low risk drinking in adulthood.
- Strategies to increase personal safety when drinking alcohol, including avoiding drink spiking and recognising potentially harmful substances.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The risks associated with the misuse of prescribed and over-the-counter medicines.
- Facts about the harms of smoking tobacco, the benefits of quitting, and how to access appropriate support.
- Facts about vaping, including the potential harms for young people and the role vaping may play in supporting adult smokers to quit.

Teaching is carefully scaffolded to ensure pupils understand the risks, can make safe and informed choices, and are supported in developing resilience and healthy decision-making skills.

8.6 Health protection and prevention, and understanding the healthcare system:

Through the curriculum, pupils will be supported to develop knowledge, understanding, and skills relating to health protection, prevention, and navigating the healthcare system.

They will be taught:

- About personal hygiene, germs (including bacteria and viruses), how infections are spread, and methods of treatment and prevention, including antibiotics.
- About dental health and the benefits of good oral hygiene, such as brushing teeth twice daily with fluoride toothpaste, cleaning between teeth, reducing sugar intake, and attending regular dental check-ups.
- How and when to self-care for minor ailments, and the role of pharmacists as accessible healthcare professionals.
- About the importance of taking responsibility for their own health and the benefits of regular self-examination and preventive screening.
- Facts and scientific evidence relating to vaccination, immunisation, and antimicrobial resistance, presented in alignment with the timing of vaccines offered to pupils.
- About the importance of healthy behaviours before and during pregnancy, including pre-conception health and taking folic acid.
- About pelvic floor health and its relevance to wellbeing.
- Accessible information on miscarriage and pregnancy loss, and how to access appropriate care and support.
- How to navigate local healthcare services, including GPs, A&E, sexual health and family planning clinics, pharmacies, and specialist services offered by local third-sector partners.
- About the concept of Gillick competence, including that the legal age for medical consent is 16, and that before this age, parents are responsible for consenting to treatment unless a child is deemed Gillick competent.
- About circumstances where someone over 16 may not have the capacity to make decisions regarding their medical treatment.

Teaching is carefully scaffolded to ensure pupils can access, understand, and act upon health information safely, supporting independence, wellbeing, and informed decision-making throughout adolescence and into adulthood.

8.7 Personal Safety:

Through the curriculum, pupils will be supported to develop knowledge, understanding, and skills to manage personal safety.

They will be taught:

- How to identify risks and stay safe in increasingly independent situations, including around roads, railways (including level crossings), water, and in unfamiliar social or work settings.
- How to recognise and manage peer influence in relation to risk-taking behaviours, including online and on social media.
- How to develop key social and emotional skills that reduce the likelihood of involvement in conflict or violence.
- Which trusted adults they can approach if they are worried about violence, knife crime, or other risks.

- About the law relating to knives and violence, using examples relevant to the local context while avoiding fear-based teaching and highlighting that carrying knives is uncommon.
- About the risks and signs of grooming, exploitation, or coercive behaviour, and how to seek help if they are concerned for themselves or others.

Teaching is carefully scaffolded to ensure pupils can understand, apply, and act upon safety guidance appropriately, promoting confidence, independence, and resilience in both physical and social environments.

8.8 Basic First Aid:

Through the curriculum, pupils will be supported to develop knowledge, understanding, and practical skills in basic first aid and life-saving techniques.

They will be taught:

- How to provide basic treatments for common injuries and minor ailments.
- Life-saving skills, including how to safely administer CPR.
- About the purpose of defibrillators, when they might be needed, and who is able to use them safely.

Teaching is carefully scaffolded to ensure pupils build confidence, practical ability, and understanding to respond safely in emergency situations, supporting independence, safety, and wellbeing.

8.9 Developing Bodies:

Through the curriculum, pupils will be supported to develop knowledge and understanding of their developing bodies and reproductive health.

They will be taught:

- About the main physical and emotional changes that take place in males and females during puberty, and the implications for overall health and wellbeing.
- Factual, age and developmentally appropriate information about puberty, the changing adolescent body, and ongoing brain development.
- About menstrual and gynaecological health, including what is typical for periods, common menstrual problems such as premenstrual syndrome, heavy menstrual bleeding, endometriosis, and polycystic ovary syndrome, and when to seek advice from healthcare professionals.
- Factual information about reproductive health, including fertility and menopause, and how lifestyle factors can impact fertility for both men and women.

Teaching is carefully scaffolded to ensure pupils can access, understand, and respond confidently to information about bodily changes, promoting self-care, independence, and wellbeing.

9. Health Education programmes of study:

Wyvern Academy will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in the 'Health education subject overview' section of this policy.

10. Delivery of the curriculum:

Wyvern Academy will ensure that the RSHE curriculum meets the needs of all pupils. Teaching will be planned and delivered to a high standard, with core knowledge and skills broken down into manageable, well-sequenced units. Pupils will have regular opportunities to practise and apply skills so that they gain confidence in real-life situations. Knowledge and skills will be developed progressively, with regular feedback used to support pupil progress. Lessons will challenge all pupils appropriately, and assessment will identify where additional support or intervention is needed.

The RSHE lead teacher will work closely with colleagues across related curriculum areas, such as science, citizenship, computing, and PE, to ensure learning is complementary and avoids duplication. The school will seek opportunities across the wider curriculum to reinforce key RSHE concepts, for example, exploring gender equality through history or using literature to discuss different types of relationships.

External organisations may be invited to support delivery by bringing specialist knowledge and varied approaches, but the school remains responsible for the content and delivery. All external resources and contributions will be checked for accuracy, age-appropriateness, developmental suitability, and impartiality. Visiting speakers will be vetted, lesson materials requested in advance, and parents will have access to review resources.

The RSHE curriculum will use high-quality, SEND-adapted resources to support teaching. This includes resources from Twinkl and The Sex Factor resources, such as anatomically correct dolls, social stories, and interactive materials to teach concepts of relationships, boundaries, consent, puberty, and sexual health in a safe, accessible, and concrete way. Resources will be adapted to meet pupils' individual communication needs and developmental levels and will be delivered sensitively within the school's total communication environment.

Where appropriate, RSHE will also be taught in context during personal intimate care routines, such as in bathroom or changing areas. Mirrors may be used so that pupils can observe their own bodies while being supported, helping them to understand anatomy, bodily changes, and personal hygiene in a safe and respectful way. This contextual teaching reinforces learning from formal lessons and promotes body awareness, self-care, and confidence.

All teaching materials will be appropriate for pupils' age, maturity, and SEND needs, and will be delivered sensitively. Clear expectations around confidentiality will be established, and all staff and visitors will follow school safeguarding procedures in the event of disclosures.

RSHE will be delivered by trained staff and will address issues in a timely, factual, balanced, inclusive, and non-judgmental way. Pupils will be able to ask questions in a safe environment. Teaching reflects the requirements of the Equality Act 2010, ensuring pupils understand legal rights and responsibilities.

Where topics are sensitive or contested, the school will avoid promoting a particular viewpoint, will not reinforce gender stereotypes, and will ensure resources are unbiased and suitable for pupils' age and maturity. All pupils, regardless of gender identity or expression, will be actively involved in lessons. Cultural, religious, and individual SEND needs will be considered in all teaching and resources.

Appropriate diagrams, videos, books, games, discussions, practical activities, and SEND-adapted resources such as The Sex Factor social stories and anatomically correct dolls will be used to support learning. Inappropriate materials will not be used, and online resources will be filtered according to the school's Online Safety Policy and Devices and Technology Acceptable Use Agreement.

Teachers will adapt delivery for one-to-one or whole-class settings, listen to pupils' views, and answer questions sensitively and honestly. Healthy relationships, including marriage, will be emphasised, with care taken not to stigmatise pupils based on home circumstances. Teachers will be mindful of topics such as self-harm and suicide, avoiding materials that could encourage harmful behaviours, and will focus on prevention and support.

Lesson plans will actively challenge stereotypes and promote mutual respect for people with different characteristics. Parents and families will be consulted about curriculum content and delivery. Procedures for assessing pupil progress are outlined in the 'Assessment' section of this policy.

11. Curriculum Organisation:

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

- Designated PSHE Lessons
- Circle time
- Drama circle activities
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks
- Residential trips

12. Terminology:

Pupils will be taught the anatomically correct names for all body parts to support accurate knowledge and communication. At Wyvern, we will address and dispel myths or incorrect terminology, while also acknowledging alternative words that pupils may encounter or use. Teaching about privacy and which parts of the body are private will be embedded throughout the curriculum to help pupils recognise boundaries, stay safe, and reduce vulnerability in everyday situations.

13. Equality:

Wyvern Academy will comply with relevant requirements of the Equality Act 2010, including the public sector equality duty when teaching RSHE.

Wyvern Academy will ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils will understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education.

14. The Law:

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. At Wyvern Academy, the curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including but not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, FGM, 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour.
- The Online Safety Act.
- Online safety education is delivered in line with statutory safeguarding expectations and reflects emerging risks including AI-generated imagery, online coercion and exploitation.
- Online behaviours including image and information sharing, "sexting," youth-produced sexual imagery, nudes, etc, including AI-generated sexual imagery and deepfakes.
- Pornography – teaching should not involve viewing pornography, and should not include explicit sexual content, it should focus on critical awareness and safeguarding
- Abortion
- Protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
- Alcohol, smoking, vaping and nicotine products and illicit drug use
- Gambling
- Carrying knives and weapons
- Extremism and radicalisation
- Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- Hate crimes
- The age of criminal responsibility
- Medical consent, Gillick competence and parental responsibility

15. LGBTQ+ content:

At Wyvern, we will teach LGBTQ+ topics as part of a broad, inclusive, and developmentally appropriate RSHE curriculum that promotes equality, respect, and dignity for all pupils. Pupils will learn about protected characteristics, including sexual orientation and gender reassignment (as defined in the Equality Act 2010), and will be supported to understand different types of healthy, stable relationships, including same-sex relationships. Teaching will be integrated across lessons, adapted to pupils'

communication and cognitive needs, and delivered in an age and developmentally appropriate way, ensuring all learners feel safe, included, and respected.

16. Religion and belief:

RSHE at Wyvern Academy will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Where topics are contentious, Wyvern will support balanced discussion and debate and will be clear when teaching reflects religious belief rather than statutory guidance or wider factual content.

Wyvern Academy will ensure that teaching is delivered in a balanced, factual and non-partisan manner, in accordance with the political impartiality requirements of the Education Act 1996. Staff will not promote partisan political views and will present contested issues in a balanced way.

17. Addressing sexual harassment and sexual violence:

Wyvern Academy will address sexual harassment and sexual violence through a planned RSHE curriculum that promotes kindness, care, and respect in all relationships, making it clear that harmful behaviour is never acceptable. Teaching will emphasise boundaries, consent, respectful communication, and awareness of power dynamics, and will be adapted to the cognitive, communication, and sensory needs of pupils with SEND.

Pupils will be supported to recognise risks, seek help, and report concerns using strategies appropriate to their individual needs, including visual aids, social stories, modelling, and scaffolding. Learning will be accessible for all pupils, with additional support provided for those who may be more vulnerable to abuse, exploitation, or bullying. The staff will use safeguarding procedures, differentiated teaching approaches, and SEND-adapted resources to create a safe and supportive environment where pupils can develop understanding and confidence in managing personal safety.

18. Dealing with difficult questions:

At Wyvern, we will ensure that staff delivering RSHE feel confident, supported, and prepared to lead lessons and respond appropriately to pupils' questions. Staff understanding and confidence are particularly important for pupils with SEND, as uncertainty in delivery may affect engagement and learning.

Wyvern Academy will provide regular professional development to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to difficult or unexpected questions in ways that are accessible and developmentally appropriate for all pupils.

Pupils may ask questions that go beyond the curriculum content or relate to topics from which they have been withdrawn. In these situations, staff will respond in ways that support the pupil, maintain a safe and appropriate learning environment, and are

tailored to their communication and cognitive needs. Where a question is not suitable to address in class, staff may defer the question and seek advice from the RSHE subject leader or safeguarding lead.

Where appropriate, pupils may be encouraged to speak with parents, carers, or trusted adults, and the school will provide signposting to internal or external support services. The staff will recognise that unanswered questions can lead pupils to seek information from unreliable sources, and staff will be guided and trained on how to manage such situations safely, sensitively, and in line with pupils' individual needs.

19. Curriculum Links:

At Wyvern Academy, we will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning.

The RSHE curriculum is closely linked with other areas of learning across the school to provide a coherent and meaningful approach to personal, social, and emotional development.

RSHE complements and reinforces content in PSHE, including self-awareness, mental wellbeing, relationships, and personal safety.

Links are made to Science, particularly in learning about human development, reproduction, puberty, and health.

In PE, pupils develop knowledge about physical health, fitness, and the benefits of an active lifestyle, which supports understanding of healthy bodies and wellbeing.

RSHE also integrates with Life Skills and Careers education, helping pupils develop independence, social skills, decision-making, and preparation for adulthood.

Connections with the behaviour curriculum allow pupils to explore respectful communication, empathy, conflict resolution, and understanding the impact of their actions on others.

Educational visits provide opportunities to practice RSHE knowledge and skills in real-world settings, including community participation, relationships with peers and adults, and independent living skills.

These curriculum links ensure that RSHE is not taught in isolation, but as part of a wider, accessible, and developmentally appropriate programme that supports all our pupils to build knowledge and skills progressively across all areas of school life.

20. Working with parents and carers:

Wyvern Academy recognises that parents and carers play a vital role in developing their children's understanding of relationships, sex, and health. We will take proactive steps to ensure parents are aware of what is being taught and why it is important for pupils' wellbeing, safety, and development. This will include providing parents with regular opportunities to learn about, discuss, and ask questions regarding the school's approach to RSHE.

At Wyvern, we will consult closely with parents when reviewing the RSHE curriculum, giving them regular opportunities to voice opinions and concerns. Feedback from parents will help inform decisions about curriculum content and delivery, while recognising that final decisions about the curriculum remain the school's responsibility.

When consulting with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- A representative sample of the resources the school intends to use to deliver RSHE.
- Information about parents' right to withdraw their child from some or all sex education delivered as part of statutory RSE, up to and until three terms before the child turns 16.

Wyvern Academy will ensure that all RSHE materials are available for parents to view on request. This includes lesson plans, teaching resources, and any materials used by external providers, which will be shared with the school in advance. At Wyvern, we will not enter into agreements that restrict its ability to share materials with parents.

Wyvern Academy acknowledges that some aspects of the curriculum may be sensitive or of concern to parents. If parents have concerns regarding RSHE, they can contact the school by email or arrange a meeting with the headteacher via the school office. The school will respond positively and constructively to reasonable requests from parents while maintaining its statutory responsibility to provide an age and developmentally appropriate RSHE curriculum for all pupils.

21. Working with external agencies:

Working with external agencies will be used to enhance the school's delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, Wyvern Academy will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.
- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and accessible for the pupils.
- That the materials the expert intends to use, as well the lesson plan, meet all pupils' needs.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

22. Parents' right to request withdrawal from Sex Education:

Wyvern Academy recognises that parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. Parents do not have the right to withdraw their child from the relationships or health elements of the curriculum, nor from topics taught as part of the science curriculum, including puberty and sexual reproduction.

Requests to withdraw a child from sex education must be made in writing to the headteacher. Before granting a withdrawal, the headteacher will discuss the request with parents and, where appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. Parents will be informed of the benefits of their child receiving sex education and any potential detrimental effects of withdrawal. All discussions will be documented and stored securely in line with the school's Records Management Policy.

The Headteacher may refuse a request in exceptional circumstances, particularly where there are safeguarding concerns or where withdrawal would place the pupil at risk of harm. Parents' requests to withdraw will be respected up to and until three terms before the pupil turns 16. After this point, pupils may choose to receive sex education, and the school will make appropriate arrangements.

Pupils who are withdrawn will continue to receive purposeful, age and developmentally appropriate education during the period of withdrawal.

23. Safeguarding and Confidentiality:

Wyvern Academy recognises that delivery of the RSHE curriculum may give rise to safeguarding disclosures. All staff delivering RSHE understand that discussions of sensitive issues may lead to pupils sharing concerns about their own or others' safety and wellbeing.

All staff are trained in, and will act in accordance with, the school's safeguarding procedures and statutory guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children. Any concern that a pupil may be experiencing abuse, neglect, exploitation, or the effects of domestic abuse will be reported immediately to the Designated Safeguarding Lead (DSL) in line with the school's Child Protection and Safeguarding Policy. This includes concerns arising from peer-on-peer abuse.

The RSHE curriculum forms part of a whole-school approach to safeguarding and reflects statutory requirements set out in Relationships Education, Relationships and Sex Education (RSE) and Health Education. The DSL is actively involved in the planning, review and delivery of safeguarding-related elements of the curriculum to ensure that content is developmentally appropriate, trauma-informed, and responsive to local and cohort-specific safeguarding trends.

23.1 SEND-Specific Safeguarding Considerations

As a SEND school for pupils aged 2–19, we recognise that pupils with special educational needs and disabilities may:

- Be more vulnerable to abuse, exploitation or coercion
- Have communication differences that affect how they disclose concerns

- Require explicit teaching of boundaries, consent and privacy
- Need repetition, visual supports and adapted resources to embed understanding

RSHE content is therefore carefully differentiated to reflect pupils' cognitive development, communication profiles, sensory needs and social understanding. Adaptations and personalised approaches to RSHE delivery will be documented within curriculum planning and, where appropriate, reflected in EHCP review processes.

Teaching approaches are structured, explicit and reinforced over time to ensure pupils understand:

- How to keep themselves safe (including online safety)
- The difference between safe and unsafe touch
- Public and private behaviours
- Trusted adults and how to seek help
- That abuse is never their fault
-

Where pupils have experienced trauma, abuse or adverse childhood experiences, staff adopt a trauma-informed approach and liaise with the DSL to ensure that teaching does not re-traumatise or cause distress.

23.2 Teaching Sensitive and High-Risk Topics

When addressing sensitive subjects — including self-harm, suicide, sexual consent, exploitation, and domestic abuse — staff will follow evidence-informed and age-appropriate guidance.

Teaching will:

- Avoid explicit or instructional detail
- Focus on prevention, protective behaviours and help-seeking
- Reinforce clear safeguarding messages
- Be delivered in a safe, structured and well-managed environment

Staff are aware of the risk of inadvertently normalising, encouraging or providing detailed methods relating to harmful behaviours. Preventing harm and promoting pupil safety is the central principle underpinning all delivery.

23.3 Confidentiality and Information Sharing

A safe classroom climate is essential to effective RSHE. Ground rules are established and revisited regularly to promote respectful discussion.

Teachers will respect pupils' confidentiality as far as possible; however, pupils are made explicitly aware that confidentiality cannot be guaranteed if a safeguarding concern arises. Where a pupil discloses information indicating they or another person may be at risk of harm, this will be shared promptly with the DSL and managed in accordance with statutory safeguarding procedures.

Pupils are taught:

- How to report concerns about their own safety
- How to report concerns about a peer
- What will happen after they make a report
- That adults in school have a duty to act to keep them safe
-

Information sharing will always be proportionate, necessary and in the best interests of the child, in line with data protection legislation and safeguarding guidance.

23.4 Safeguarding Content within the RSHE Curriculum

In line with statutory expectations and emerging 2026 guidance, safeguarding education within RSHE includes teaching about:

- Healthy, respectful and safe relationships
- Boundaries, bodily autonomy and consent (explicitly taught in an age and developmentally appropriate manner)
- Equality, stereotyping and prejudice
- Online safety, digital consent, and harmful online content
- Body confidence and self-esteem
- Recognising abusive, coercive or controlling behaviour
- Sexual harassment and sexual violence, including peer-on-peer abuse, and why these behaviours are always unacceptable

Pupils are also taught, in an age-appropriate and legally accurate way, about the concepts of and laws relating to:

- Sexual consent
- Sexual exploitation and grooming
- Abuse and neglect
- Coercion and harassment
- Rape
- Domestic abuse
- So-called 'honour-based' abuse, including forced marriage and FGM, and how to access support

Teaching reflects the principle that sexual harassment and sexual violence are never acceptable, will not be tolerated, and are not an inevitable part of growing up.

24. Staff Training:

Training will be provided by the RSHE subject leader to the relevant members of staff on a termly basis to ensure they are up to date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. "sexting", which may need to be addressed in relation to the curriculum.

All teaching staff and support staff will be kept up to date with training from Helen Dunman – the lead of The Sex Factor to ensure we are kept up to date with how to use the resources appropriately and to the best possible way to enable the most secure teaching of RSHE for our pupils.

All staff receive annual safeguarding refreshers which include:

- harmful sexual behaviour
- peer-on-peer abuse
- trauma-informed practice

24.1 Monitoring and Review

The RSHE curriculum is kept under continuous review. Wyvern analyses safeguarding data, behaviour logs, pupil voice, and local safeguarding trends to identify patterns (e.g. incidents of sexual harassment, online exploitation or harmful sexual behaviour). Where necessary, curriculum content will be adapted proactively to address emerging risks and reinforce protective learning.

This responsive approach ensures that RSHE remains current, compliant with statutory requirements, and tailored to the evolving safeguarding needs of our pupils.

This policy will be reviewed by the RSHE subject leader in conjunction with the Headteacher on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the RSHE subject leader. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.

This policy will be published on the school website in accordance with statutory requirements.

The next scheduled review date for this policy will be Spring 2027.