

Maplewell Hall School



Personal, Social, Health and Economic Education, Relationships and Sex Education at Maplewell Hall School

Governing Body Committee	Full Governing Body
Date Reviewed by Governing Body	Autumn 2026
Date of Next Review	Autumn 2027

Purpose - to equip every pupil with accurate, age-appropriate knowledge and practical skills for staying safe in the community, building healthy and respectful relationships, managing personal wellbeing, navigating life online, understanding emergency responses, and developing early careers awareness. Our curriculum strengthens pupils' preparation for adulthood by teaching independence, confidence and responsible citizenship. It is delivered positively, inclusively and proactively, before harm occurs, ensuring that all pupils feel a strong sense of **inclusion and belonging**, see themselves represented, and understand the importance of equality, diversity and respect within our school and wider society.

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1. Statement and aims

Our **Preparation for Adulthood (P4A)** and **PSHE curriculum**, including statutory **Relationships Education** and **Health Education**, is designed to equip students with the knowledge, skills, and personal confidence they need to thrive as safe, independent and emotionally literate young adults. At Maplewell Hall School, we prioritise an inclusive, SEND-responsive approach that supports every learner to understand themselves, build healthy relationships, make informed choices, and navigate the world with increasing autonomy. Our aims are to foster **emotional wellbeing**, develop **respectful relationships**, strengthen **personal safety** (including online), and build **independent living skills** that prepare students for adulthood, employment, community participation, and lifelong wellbeing. Through a carefully sequenced curriculum, we ensure students receive statutory content in a way that is accessible, relevant, and empowering, while P4A extends this learning into practical, real-world readiness for life beyond school.

2. Statutory framework

The school's **Preparation for Adulthood (P4A)** and **PSHE curriculum** is delivered in accordance with the statutory requirements set out in the Department for Education's guidance for **Relationships Education, Relationships and Sex Education (RSE)** and **Health Education**. These statutory duties form the foundation of our curriculum design and ensure that all pupils receive consistent, high-quality teaching that promotes their safety, wellbeing and readiness for adult life.

In line with national expectations, the school provides structured, age-appropriate and SEND-responsive teaching across all required content areas, including **families and respectful relationships**, **online safety**, **mental wellbeing**, **physical health**, **personal hygiene**, **basic first aid**, and **preparation for independent living**. Our curriculum also supports pupils to understand the **Equality Act 2010**, including **protected characteristics**, enabling them to recognise discrimination, challenge prejudice and contribute to a respectful, inclusive school community. Online safety is embedded throughout, ensuring pupils can identify digital risks, manage their online identity and respond safely to harmful or misleading content.

The statutory framework informs our sequencing, assessment and quality-assurance processes, ensuring compliance while enabling adaptation for the diverse needs of our learners. The school meets its legal obligations by delivering statutory content to all pupils, maintaining transparency with parents and carers, and ensuring staff are trained to provide accurate, sensitive and inclusive teaching. Our approach reflects both the letter and the spirit of the statutory guidance, embedding safeguarding, equality and preparation for adulthood throughout the curriculum.

What is compulsory?

In secondary schools, **Relationships Education** and **Health Education** are compulsory for all pupils. There is **no parental right to withdraw** from these subjects or from any part of the national curriculum, including science, where human reproduction is taught. Only the **non-statutory elements of sex education** delivered beyond the science curriculum may be subject to withdrawal.

Lessons are delivered once a week for both KS3 and KS4 as part of the school's structured PSHE and Preparation for Adulthood curriculum. For Post-16 learners, the curriculum focuses on **independent living** and **personal and social development**, following the ASDAN Life Skills Challenge qualification to ensure learning is meaningful, accredited and tailored to individual needs.

Year Group / Pathway	RSHE Strand	Topics Delivered
Year 7	Health & Wellbeing	Introduction to P4A; self-efficacy; trusted adults & early help; vaping, smoking & addiction; puberty & body changes; emergency response & basic first aid; digital sleep hygiene; sun safety & skin protection
	Relationships	Types of relationship; bullying & bystander action; conflict management; online safety basics (digital footprint, misinformation, age limits)
Year 8	Health & Wellbeing	Digital literacy (risk & gambling); depression & emotional literacy; FGM awareness; reproductive system & consent; alcohol awareness; cancer awareness; vaccinations & allergies
	Relationships	Bullying & prejudice; discrimination & protected characteristics; managing loss & bereavement; gangs & exploitation; coercive control basics
Year 9	Health & Wellbeing	Contraception & consent; STIs & sexual health; sexuality; drugs effects & the law; sexual harassment law; pornography literacy
	Relationships	Sexting & sextortion; domestic abuse awareness; appreciating diversity; teenage pregnancy; media influence on relationships; AI deepfakes & online radicalisation

Year 10	Health & Wellbeing	Grief & coping strategies; social anxiety; social media & self-esteem; wellbeing booster (suicide prevention delivered by DS); binge drinking; body augmentation, cosmetic surgery & sunbeds; preventative health screenings
	Relationships	Conflict management; revenge porn & the law; influence & role models; sexism & misogyny; parenting responsibilities; toxic online subcultures
Year 11	Health & Wellbeing	Digital footprint; fertility & reproductive choices; deepfake awareness; online identity management
	Relationships	Safe sex; consent, rape & sexual abuse awareness; bullying & body shaming; relationship break-ups; happiness & positivity; domestic abuse pathways
Learning for Life KS3	Health & Wellbeing	Introduction to P4A; self-efficacy; trusted adults & early help; vaping, smoking & addiction; puberty & body changes; emergency response & basic first aid; digital sleep hygiene; sun safety
	Relationships	Types of relationship; bullying & bystander action; conflict management; online safety basics (digital footprint, misinformation, age limits)
Learning for Life KS4	Learning for Life KS4	Welcome back; personal hygiene; healthy lifestyles; puberty; reproductive systems; making a baby; fertility & contraception
	Relationships	Bullying; peer pressure; managing loss; "Pic you Pics" (image-based harm awareness); discrimination in all its forms; teenage pregnancy awareness

3. Safe and effective teaching

Lessons are once a week for both KS3 and KS4.

Staff delivering **RSHE** and **Health Education** in P4A Lessons take responsibility for planning, delivering and adapting each session to meet the needs, maturity and learning profiles of their class. Lessons are delivered once a week across KS3, KS4 and Learning for Life pathways, and staff are expected to be diligent, sensitive and responsive in their approach. Safeguarding is central to every session, with teachers ensuring that content is delivered safely, concerns are recognised early, and pupils are consistently signposted to trusted adults and appropriate support. Staff model inclusive practice, create a safe learning environment, and use professional judgement to adjust materials, language and activities so all pupils can access the curriculum confidently and securely. **Young people are encouraged to express their views in respectful, safe and age-appropriate ways, supported by staff who facilitate discussion calmly and sensitively.**

4. Relationship Education

Relationships Education at Maplewell Hall School equips pupils with the knowledge, skills and confidence to build safe, respectful and positive relationships throughout adolescence and into adulthood. Our curriculum reflects statutory expectations for secondary RSHE and is carefully sequenced across Year 7–11 and Learning for Life pathways to meet the needs of all learners, including those with SEND.

Teaching emphasises **kindness, honesty, trust, repair after conflict and non-violent ways to manage disagreement**, supporting pupils to navigate friendships, peer influence and the increasing complexity of teenage relationships. Pupils learn about **healthy boundaries, personal space, privacy, permission-seeking and each person's rights over their own body and personal information**, including how these rights apply in both offline and online contexts.

Through age-appropriate content, pupils are taught to **recognise emotional, physical and sexual abuse**, understand coercive control, identify trusted adults, report concerns, and keep trying until they are heard. This includes learning about **bullying, cyberbullying, discriminatory language, stereotypes, prejudice, protected characteristics and the Equality Act 2010**, helping pupils challenge discrimination and contribute to an inclusive school community.

Online relationships and digital safety are embedded throughout the curriculum. Pupils explore **online identity, privacy, data use, harmful content and contact, misinformation, digital exploitation, sexting, deepfakes and online radicalisation**, alongside practical strategies for blocking, reporting and seeking help. They also learn how media, influencers and online culture shape expectations, self-esteem and relationship norms.

Our approach focuses on developing and maintaining **positive, respectful relationships**, while also helping pupils identify risks and harms. Sensitive topics such as abuse, exploitation or sexual pressure are taught in a safeguarding-led, developmentally appropriate way that does **not** require detailing sexual activity. This ensures pupils receive essential protective education while feeling safe, supported and empowered.

5. Health Education

Health Education at Maplewell Hall School provides pupils with the knowledge, skills and confidence to understand their bodies, protect their wellbeing, and make informed decisions as they move through adolescence into adulthood. Our curriculum follows the statutory secondary framework and is carefully sequenced across Year 7–11 and Learning for Life pathways to meet the needs of all learners, including those with SEND.

The planned programme covers **mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid**, and the **changing adolescent body**. Pupils learn correct anatomical terms so they can understand their bodies and communicate concerns clearly. Teaching includes vaping, smoking and addiction; puberty and body changes; reproductive systems; fertility and contraception; cancer awareness; allergies and vaccinations; emergency response; preventative health screenings; and the impact of substances on physical and mental health.

Mental-health learning aligns with the school's whole-school approach, including emotional check-ins, regulation strategies, resilience building, and supportive pastoral systems. Pupils learn that feelings vary, that asking for help is a strength, and that trusted adults are available to support them. They explore depression, social anxiety, bereavement, self-esteem, body image, and the influence of social media on wellbeing, developing practical strategies for coping, regulating emotions and seeking help early.

Online safety is embedded throughout Health Education, ensuring pupils understand digital risks such as misinformation, harmful content, gambling harms, subscription traps, pornography literacy, deepfakes, online exploitation and the impact of screen use on sleep and wellbeing. Pupils learn how to manage their online identity, protect their privacy, and block, report or seek help when something goes wrong.

Our approach ensures pupils receive accurate, age-appropriate and protective education that strengthens their independence, confidence and readiness for adult life. Sensitive topics are taught in a safeguarding-led, developmentally appropriate way that prioritises safety, inclusion and emotional wellbeing.

6. Online and digital Education

Online safety is embedded throughout Maplewell Hall School's P4A-**PSHE, Relationships Education**, and **Health Education**, and is coordinated closely with Computing and the school's Online Safety Policy. Teaching is age-appropriate, SEND-responsive and grounded in real risks faced by pupils, without introducing unnecessarily explicit content. Pupils learn about online manners and respectful digital relationships, privacy and personal data, commercial and influencer pressures, unreliable or AI-generated content, harmful contact, digital exploitation, pressure to share images, scams, subscription traps and clear routes for reporting concerns.

Online safety is taught progressively across KS3, KS4 and Learning for Life pathways, including digital footprint, misinformation, sexting and sextortion, pornography literacy, deepfakes, online radicalisation, gambling harms, and the impact of screen use on wellbeing and sleep. Pupils are taught practical strategies for blocking, reporting and seeking help, and are consistently reminded that they will not be in trouble for asking for support.

Where emerging issues require protective education beyond the published sequence—such as increased pressure to share nude images, exposure to harmful content, or new online risks—leaders assess age, maturity and safeguarding need, inform parents in advance of any material change, and make relevant materials available on request. This ensures online safety teaching remains current, protective and aligned with the school’s safeguarding duties.

7. Description of principles for high quality RSHE

Our RSHE provision is designed and delivered in line with the seven national principles for high-quality Relationships, Sex and Health Education. We ensure that teaching is inclusive, SEND-responsive, evidence-based and fully aligned with our **whole-school ethos** and **Preparation for Adulthood** curriculum.

1. Engagement with pupils
2. Engagement and transparency with parents
3. Positivity
4. Careful Sequencing
5. Relevant and responsive
6. Skilled delivery of participative education
7. Whole School Approach

1. Engagement with Pupils

We actively involve pupils in shaping RSHE through discussion, feedback, pupil voice activities and ongoing reflection. Lessons are designed to be interactive, accessible and relevant, ensuring students feel safe, respected and able to express their views. This supports **responsive teaching** and builds trust in the curriculum.

2. Engagement and Transparency with Parents

We maintain open communication with parents and carers by sharing curriculum content, offering opportunities for consultation, and ensuring clarity around statutory and non-statutory elements. Parents are informed about sensitive topics in advance, and teaching materials are available for review, supporting **transparent partnership**.

3. Positivity

Our RSHE curriculum promotes a positive, strengths-based approach that celebrates diversity, healthy relationships, emotional wellbeing and personal growth. Lessons emphasise safety, respect, kindness and empowerment, helping pupils develop confidence and a positive sense of identity.

4. Careful Sequencing

RSHE is planned through a carefully sequenced curriculum from Year 7 to Year 11 (including Learning for Life pathways), ensuring knowledge builds progressively and revisits key concepts at increasing

levels of complexity. Sequencing aligns with statutory **Relationships Education** and **Health Education** requirements and is mapped across strands to ensure coherence and developmental appropriateness.

5. Relevant and Responsive

Content is adapted to meet the needs of our pupils, including those with SEND, and responds to emerging issues such as online risks, mental health trends, exploitation, and digital literacy. Staff adjust lessons based on pupil maturity, safeguarding concerns and contextual factors, ensuring RSHE remains meaningful and timely.

6. Skilled Delivery of Participative Education

RSHE is taught by trained staff who use participatory, discussion-based and experiential methods. Teachers receive ongoing CPD in safeguarding, trauma-informed practice, SEND adaptation and sensitive content delivery. This ensures lessons are safe, inclusive and professionally led, supporting **high-quality facilitation**.

7. Whole-School Approach

RSHE is embedded across the school's culture, policies and pastoral systems. Behaviour expectations, safeguarding practice, tutor time, assemblies, P4A, and wider wellbeing initiatives reinforce RSHE values. Staff model respectful relationships, inclusion and emotional literacy, ensuring consistency between curriculum content and everyday school life.

8. Withdrawal from Sex Education

Parents may request withdrawal from the **non-statutory elements of sex education**, but in secondary schools the headteacher may refuse this request in **exceptional circumstances**, such as safeguarding concerns or a pupil's specific vulnerability. Pupils must be informed that, once they are within three terms of turning 16, they have the right to **opt in** to sex education themselves. Our school emphasises that high-quality RSHE is essential for all pupils, helping them develop positive relationships, treat others with kindness, and keep themselves safe. Teaching includes recognising risks, harms and abusive behaviours, without needing to describe sexual activity in detail.

Step	School response
1. Written request	Parent writes to the Head of School, identifying the additional sex-education lesson(s).
2. Discussion	The Head of School offers a discussion about content, purpose, benefits and possible effects of withdrawal, and records the process.
3. Decision	The request is granted for exceptional circumstances for P4A sex education beyond science.
4. Alternative	The pupil receives purposeful, supervised education and is not made to feel excluded or punished.
5. Record	The request, discussion, outcome, dates and alternative provision are recorded securely and shared only with relevant staff.

9. Additional Futures education

The **Futures, Safety & Life Skills Curriculum** is an additional, structured component of Maplewell Hall School's wider **Preparation for Adulthood (P4A)** and **RSHE provision**. Delivered through **weekly 25-minute afternoon registration sessions**, this curriculum ensures all pupils develop essential knowledge, skills, and confidence to stay safe in the community and prepare for future independence.

This strand provides a sequenced programme for **Years 7–11**, with Year 7 and Year 8 following a foundational scheme focused on:

- **Digital safety and online behaviour**
- **Community awareness and public-space safety**
- **Water safety and environmental awareness**
- **Allergy awareness and basic emergency response**
- **Healthy friendships and personal wellbeing**
- **Early careers awareness and future skills development**

The curriculum is designed to be **accessible, inclusive, and developmentally appropriate** for all learners, including those with SEND. Sessions are short, focused, and delivered by tutor teams to reinforce daily safety habits, promote positive decision-making, and strengthen pupils' understanding of how safety, wellbeing, and independence link to their future pathways.

This programme supports statutory RSHE content by embedding:

- **Personal safety and safeguarding awareness**
- **Healthy relationships and respectful communication**
- **Digital literacy and online safety**
- **Health management and allergy awareness**
- **Preparation for Adulthood themes**, including independence, self-care, and community participation

It also strengthens **careers education** by introducing pupils to community roles, public service careers, and transferable skills such as teamwork, communication, and problem-solving.

The Futures Safety & Life Skills Curriculum forms a key part of Maplewell Hall School's commitment to ensuring all pupils are equipped with the knowledge and confidence needed to navigate their community safely, make informed choices, and transition successfully into adulthood.

10. Safeguarding, confidentiality and disclosures

RSHE and PSHE (P4A) lessons can prompt questions, worries or disclosures. Staff at Maplewell Hall School follow the **Safeguarding Policy** and **KCSIE 2026** at all times. When a pupil shares a concern, staff listen carefully, do not investigate, do not ask leading questions, and never promise secrecy. Any concern is reported immediately to the **DSL or Deputy DSL**, and recorded on **MyConcern** using the pupil's exact words. If MyConcern is temporarily unavailable, staff make a dated paper record, store it securely, and transfer it to MyConcern promptly before disposing of the paper note in line with school procedures.

Concerns relating to **harmful sexual behaviour, sexual harassment or sexual violence** are treated seriously and never dismissed as banter or an inevitable part of growing up. **Guidance** for staff on **recognising, recording and reporting Child on Child** abuse and harmful behaviour can be found in **Section 14 & 14.1** of the Safeguarding and Child Protection Policy.

If a lesson raises unexpected safeguarding concerns or continuing would be unsafe for the class, staff may pause, adapt or redirect the session. Essential curriculum content is revisited appropriately to ensure pupils still receive the protective education they need. Staff remain vigilant, sensitive and responsive, recognising that RSHE can be a key moment for pupils to seek help, and ensuring every young person knows they will not be in trouble for speaking up.

11. Equality, protected characteristics and inclusion

Teaching across **RSHE** and **Health Education** complies fully with the **Equality Act 2010** and is inclusive of pupils and families with a wide range of **protected characteristics**, including disability, race, religion or belief, sex, sexual orientation and gender reassignment. Lessons are designed to ensure all pupils feel seen, respected and valued, and pupils learn at an age-appropriate level, that families, identities and relationships can differ, and that every person must be treated with dignity.

Teaching is objective, accurate and sensitive. Staff use the correct legal terminology while choosing accessible classroom language that supports understanding for pupils with SEND. Lessons do not assume that all pupils share the same family structure, experience, belief or future, and staff do not ask pupils to label themselves or disclose private family information.

Questions involving contested or sensitive matters are handled impartially, calmly and in line with current law and guidance. Staff provide clear, factual information, avoid personal opinions, and ensure pupils are supported to express their views respectfully and safely. This approach strengthens inclusion, belonging and emotional literacy, ensuring Maplewell Hall School remains a place where every pupil can learn confidently and securely.

12. Roles and responsibilities

Role	Responsibility
Governing body	Approve the policy; assure statutory compliance, inclusion, consultation, resources and monitoring.
SLT	Provide strategic oversight and ensure staffing, training and governance assurance.
P4A lead	Maintain the policy and curriculum; audit statutory coverage; organise consultation and parent information; review resources; support staff; monitor quality and outcomes.
Teachers	Teach the agreed sequence, adapt access, establish safe practice, assess learning and follow safeguarding procedures.
DSL / Deputy DSL	Advise on protective content and respond to concerns or disclosures.
Visitors	Work to the agreed plan, use pre-approved materials and follow school safeguarding and confidentiality procedures; the school remains responsible.

12. Assessment, monitoring and evaluation

Assessment within Maplewell Hall School's **P4A** and **PSHE** curriculum is **formative, low-stakes and designed to strengthen long-term retention**. Teachers use **baseline assessments, knowledge checks, retrieval practice**, and **end-of-term assessments** to monitor pupils' understanding over time. Retrieval practice is embedded throughout lessons to help pupils revisit prior learning, strengthen memory and build confidence in key concepts.

Learning is checked during and after units, misconceptions are revisited, and pupils who require additional teaching or support are identified promptly. **Discussion-based learning** is a central feature of P4A and PSHE, enabling pupils to explore ideas safely, practise respectful communication and demonstrate understanding without needing to disclose personal experiences.

Evidence of learning may include **discussion, scenario-based tasks, pupil work, quizzes, knowledge recall activities**, and **pupil voice**. Pupils use **purple pen** for corrections and improvements, while teachers use **green pen** for marking and feedback, ensuring clarity and consistency across the curriculum.

The P4A lead monitors curriculum quality through **planning reviews, work samples, learning walks, pupil and staff conversations**, and checks against the **mixed-age coverage tracker**. Safeguarding and behaviour themes are considered as part of this monitoring, without compromising confidentiality. Findings are used to identify strengths, address gaps and report actions to senior leaders and trustees.

Maplewell Hall's **wellbeing questionnaires**, completed within the first term of the academic year and again mid-year, help identify trends and inform the wider wellbeing approach. These tools support understanding but are **not diagnostic** and **never a substitute for safeguarding action** where concerns arise.

13. Training, visitors and resources

Staff delivering **RSE** and **Health Education** receive training proportionate to the content they teach, including safeguarding, handling sensitive questions, SEND accessibility, inclusive practice and updates to statutory requirements. This ensures staff feel confident, prepared and able to deliver protective education safely and effectively.

Curriculum materials are provided by the **lead teacher**, ensuring consistency, accuracy and alignment with Maplewell Hall School's policies, values and curriculum vision. Staff have professional autonomy to **adapt these materials** to suit the needs, maturity and learning profiles of their class, while ensuring all teaching remains in line with the school's ethos, safeguarding expectations and statutory guidance. Where a topic may be **triggering for individual staff members** due to personal reasons, or where staff feel they need additional support with **unfamiliar or complex content**, the lead teacher can be made available to **co-teach, model delivery or provide in-class support** to ensure lessons remain safe, confident and high-quality.

All resources used within P4A and PSHE are checked for **accuracy, age and stage suitability, SEND accessibility**, and **balance**. Materials that promote stereotypes, contain explicit content unsuitable for pupils, present a strong partisan position, or include undisclosed commercial interests are not used. Teaching remains objective, factual and compliant with current law and guidance.

Visitors and external contributors are selected carefully, with leaders reviewing their credentials, safeguarding compliance and the content they intend to deliver. Sessions with visitors are planned collaboratively to ensure they complement Maplewell Hall's curriculum, uphold the school's values, and meet the needs of pupils. Staff remain present throughout all visitor sessions and retain responsibility for pupil safety, learning and follow-up.

This approach ensures that training, resources and external input strengthen the curriculum, protect pupils, and uphold Maplewell Hall School's commitment to high-quality, inclusive and safeguarding-led RSHE.

14. Review and publication

The RSHE and P4A policy is published on the school website and is available **free of charge** on request. The policy is reviewed **annually**, and earlier if changes arise in statutory guidance, safeguarding intelligence, curriculum materials or pupil need. Any substantive updates are communicated clearly to parents and carers, and **consultation takes place where required** to ensure the policy continues to reflect Maplewell Hall School's values, legal duties and commitment to high-quality, inclusive education.

This review process ensures the policy remains aligned with **current guidance**, reflects emerging safeguarding themes, and supports the ongoing development of Maplewell Hall's curriculum vision.

15. Parental concerns

If a parent or carer is concerned about any of the content covered in the P4A curriculum they have the opportunity to request further information on a particular element of the curriculum. Please contact the P4A Lead.

Curriculum element	Status / withdrawal
Relationships Education: families, friendships, respect, online relationships and being safe	Statutory. No right of withdrawal.
Health Education: mental wellbeing, internet safety and harms, physical health, healthy eating, substances, prevention, first aid and changing adolescent body	Statutory in state-funded schools. No right of withdrawal.
National curriculum Science, including relevant puberty or reproduction content	Statutory curriculum. No right of withdrawal.
Sex Education	Parents can ask to withdraw their child from specific sex education lessons taught as part of statutory Relationships and Sex Education (RSE). Timing Limit: This right to withdraw lasts up until three terms before the child turns 16 (around the time they

Curriculum element	Status / withdrawal
	turn 15). After that point, the student has the right to opt back in themselves
Relationships and Health Education	Parents cannot withdraw their children from Relationships Education or Health Education, which includes learning about the changing adolescent body and puberty when taught under those subjects