Policy Name	**PSHE and RSE Policy**
Policy Number	**LFTSFQ/0027**
Date of Issue	**September 2026**
Reviewed by	**Faye Rose**
Date of next review	**September 2027**

1. Scope of the policy

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

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

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

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

2. Purpose of the policy

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

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

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

3. Policy Detail

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties were able to submit feedback after parent information evenings.

4. Student consultation – we investigated what exactly students want from their PSHE and RSE lessons.

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

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

5. Curriculum

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

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

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

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

6. Delivery of PSHE and RSE

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

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

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

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

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

7. Roles and responsibilities

7.1 The Governing Board

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

7.2 The Principal

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

7.3 Staff

Staff are responsible for:

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

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

7.4 Students

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

8. Parents' right to withdraw

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

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

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

9. Training

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

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

10. Monitoring arrangements

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

- Planning scrutinies
- Learning walks
- Observations

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

Appendix 1: KS3 and 4 curriculum

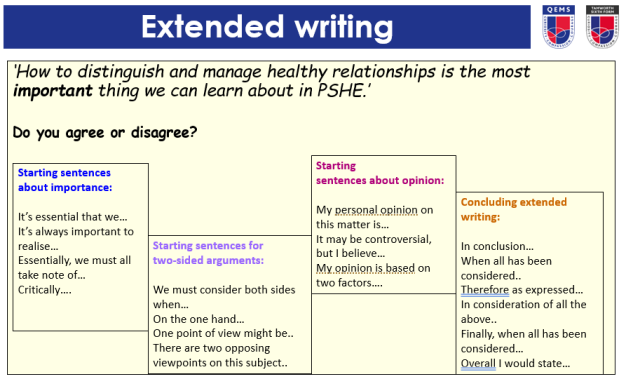
Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (This is shown in the final column on the table below, titled Intimate and sexual acts including sexual health) but not the relationships or health education elements.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

Year 7	Year 8	Year 9	Year 10	Year 11
Transition & intro to PSHE	Behaviour to achieve	Happiness and positivity	Stress and exam performance	Brain development
Healthy relationships	Personal safety	Managing anxiety	Social media validation	Microaggression and bullying
Friendships	Social media stress	Social media - friend or foe	Social media and resilience	Deep fakes and AI
Peer Pressure	Group messages	Online reputation	Social media and loneliness	Sexual ethics - strangulation
Falling in Love	Sexism	Algorithms and sub culture	Deep fakes and AI	Role of pleasure
Families	Ableism	Relationships in the media	Sexual ethics - strangulation	Online dating
Marriage	Review and reflect	Grief, loss and digital legacy	Consent and Revenge Porn	Chatbots advice and misplaced affection
Review and reflect	Alcohol	Review and reflect	Review and reflect	Sexualisation of the media
Online safety/grooming	Alcohol and relationships	Diverse relationships	Coercive, exploitative and abusive relationships	Pornographic deep fakes and non-consensual image sharing
Online relationships	Drugs	Body Image	Gaslighting emotional abuse	Sexploitation, sextortion and spotting AI
Trust	Dangers of substances	Conflict Management	Stalking, harassment and the law	Contraception
Consent	Domestic conflict	Eating disorders	Assessing readiness for sex	Online privacy data protection
Puberty and periods	Consent	Self-Harm	Unplanned pregnancy	Cost of living crisis
Smoking	Sexting	LGBT Community	Abortion	Part time jobs
Vaping	Porn	Gambling risks	Adoption and fostering	Managing my money
Drugs	Contraception	Saving and investing money	Divorce, separation and loss	Types of employment

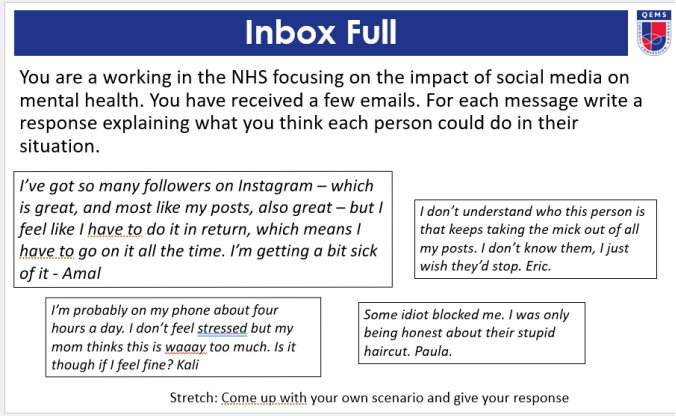
Drugs	Contraception	Responsible finances and avoiding debt	Suicide prevention	Cover letters and job applications
Wants and needs	STI's	Financial exploitation	Tattoos, piercings and appearance	Job interviews
Budgeting	Review and reflect	Consumer rights	Equality and Equity	Fertility and reproductive health
Review and reflect	Ambition and aspiration	Review and reflect	Review and reflect	Responsible public health choices
Target setting	Employability skills	Workplace skills	Health and safety at work	Sugar and processed foods
Careers skills and qualities	Entrepreneurs	The labour market	Future careers and AI	Sexual health
Healthy lifestyles	Lifestyle diseases and cancer	Mental health stigma and language	CV writing	Extremism and radicalisation
Introduction to mental health	First Aid	Healthy eating on a budget	Mental health support networks	Personal safety
Personal hygiene	Personal hygiene	Health advice and services	Cancer and self-examination	Honour violence and killing
FGM	Mental health – mindfulness	Prescription drugs	Managing social anxiety	Virginity testing, hymenoplasty and the law
Sun safety	County lines	Forced and arranged marriage	Reproductive Health	
Peer Pressure	Gangs	Sexual harassment and the law	Menopause	
Media Literacy	Knife Crime	Gender stereotypes	Hate Crime	
Racism	Misogyny	Gender equality	Cybercrime and the Dark Web	
Stereotyping	Discrimination	Anti-social behavior	CSE	
Road Safety			Extremism	
			Harassment and stalking	

Appendix 2: Example classroom materials

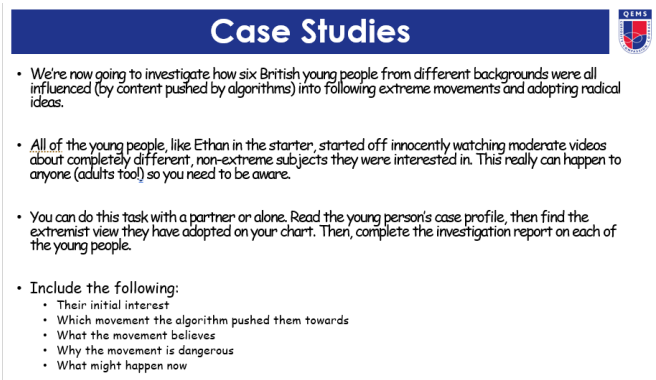
Year 7 – Healthy relationships



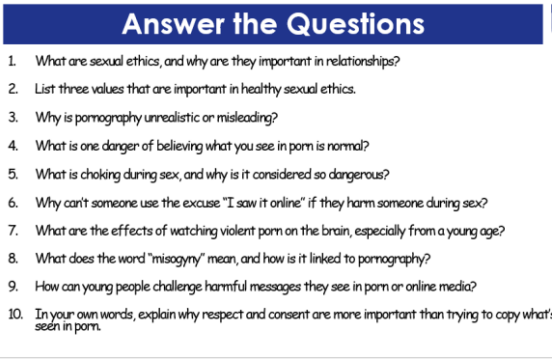
Year 8 – Social media



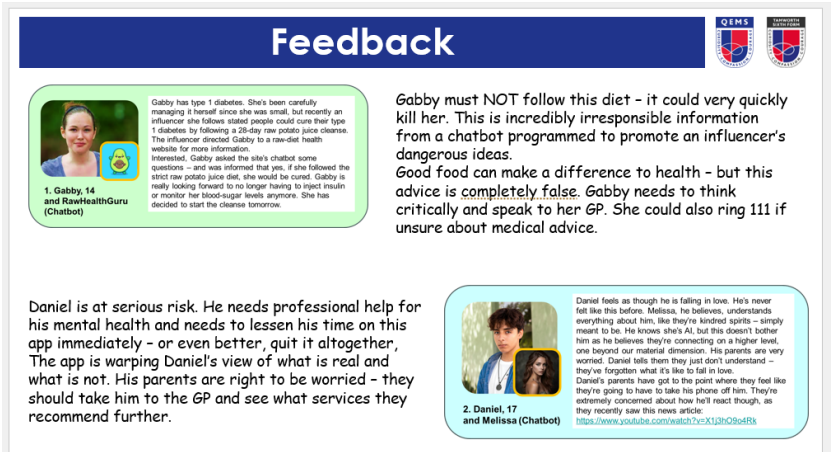
Year 9 – Social media



Year 10 –Pornography



Year 11 – Chatbots



Date	**September 2026**
Change Made	**Various**
Made By	**Faye Rose**