Peterhouse School

Relationships & Sex & Education (RSE) and Health Education Policy

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RELATED / RELEVANT POLICIES AND KEY DOCUMENTS

This document should be read in conjunction with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance (DfE, July 2025), effective from 1 September 2026

Sex and Relationships Education (RSE) For The 21st Century

Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/200) (ref.c)

Sexual Behaviours of Concern in Young People with Autism Spectrum Disorders (Hayward & Saunders, 10th Annual DSW conference Melbourne 2010) (ref. a)

Parental Engagement on Relationships Education (2019)

Mental Capacity Act and Deprivation of Liberty Safeguards – Best Practice guidance for staff

Peterhouse Preparing for Adulthood (PPfA) Policy

Teaching & Learning Policy

Assessment, Recording & Reporting Policy

Peterhouse Science Curriculum Framework

Peterhouse School Formal and semi-formal PPfA Frameworks

The policy has been **reviewed against the 2026 statutory guidance**

Governors/trustees have had oversight of this update 20th July 2026

Parents consultation over the policy updates July 7th 2026

Any new starters to school will also receive this documentation in their transition packs

SUMMARY / SCOPE

Our intention is to ensure pupils are given clear and timely support to acquire the relevant knowledge and skills needed to keep themselves safe, to express their sexuality within the law and to become successful adults with autism. In addition, they should acquire accurate information, develop skills and positive values which will guide their decision making, judgements and lead to safe and responsible behaviour. Our offer helps pupils to recognise when something is wrong, supports them to identify unsafe situations and seek help. It explicitly contributes to abuse prevention, exploitation prevention and online safety.

We aim to educate all of our pupils to prepare for adult life by supporting them through their physical, emotional and moral development. We want to enable them to express their sexuality in a meaningful and safe way while supporting their social understanding and supporting the process of choice making within the area of sexuality and relationships.

1 Outcomes for Pupils

Pupils will be supported to:

Navigate the changes associated with puberty
Express their sexuality in a safe and meaningful way
Develop the confidence and assertiveness they require to make choices and to avoid exploitation and abuse
Acquire skills for negotiating consent and managing feelings for positive relationships
Learn to recognise and respect boundaries in relation to themselves and others
Know how to seek help if needed
Have an understanding of the Law with regards to relationships
RSHE plays a vital role in safeguarding pupils by supporting them to recognise risk, understand boundaries, develop assertiveness, and know how and where to seek help

2 Introduction

We need to acknowledge that sexual development and curiosity is a normal developmental process linked to basic human needs and an aspect that cannot be separated from other aspects of human life.

By its very nature it is highly individual, and the expression of sexuality is wide and varied. Recognising the uniqueness of the expression of sexuality and the uniqueness of each person we support is the starting point for our support approaches.

'Relationship' relates not only to intimate or sexual relationships but also includes friendships and family and means different things to different people. Often, it implies reciprocity (give and take) and some degree of commitment. We must be aware that often people with ASC will have their own understanding of this word in the same way that other people do.

Peterhouse School values and our Curriculum offer is designed in line with the UN Convention on the Rights of the Child and is designed to uphold pupils' rights to safety, information, participation and protection, while working in partnership with parents and carers. We are A Rights Respecting School and review a different article each half term. Our RSHE curriculum is grounded in these rights and supports pupils' rights to information, safety, participation, privacy and health, in line with the DfE RSHE statutory guidance (2026) and PSHE Association principles.

3 ASC / Context

People with ASC may have differences in particular areas, resulting in vulnerabilities not only for them as 'victims' but also in relation to their actions towards others. They may show differences in;

- Fully understanding language spoken to them and communicating with others effectively -They can be both misunderstood and misunderstand.
- Understanding other people's intentions (which may be expressed non-verbally as well as verbally)- Successful relationships can rely heavily on interpreting the 'unsaid'
- Thinking ahead, predicting and considering consequences and outcomes- Needed for planning what to do and avoiding problems
- Making choices - Vital for assertiveness, giving consent and staying safe
- Having realistic expectations, sometime people may have expectations that are inflexible and unrealistic – May lead to disappointment and inappropriate responses.
- Considering alternatives - Essential for thinking and making good decisions.
- Understanding unwritten social rules of our society. Which may lead to inappropriate behaviours and accusations of sexually related offences, such as exposure, stalking etc.
- Understanding that 'the law' applies to them as well as to the neuro-typical population - Having ASC is not an excuse.
- Understanding reciprocity - Can make the two-way aspects of relationships difficult to manage.
- Implications of the internet and social media -Can lead to online bullying, grooming, access to inappropriate or illegal materials
- Responding to Sensory stimuli- Engaging in sensory seeking or avoidance may impact upon on how they respond to their own bodies, the environment and the people around them.

Our policy and offer have been adapted for SEND learners as a matter of design, not exception

4 Sexuality and Behaviours of Concern

Adolescence in particular, brings about significant changes in the social, physical and emotional aspects of a young person's life. Whilst individuals with ASC may mature physically and sexually according to normal developmental stages, they may have difficulties in some areas of social and emotional understanding, this may be compounded if they are also cognitively low functioning.

As a result of this mismatch some individuals may engage in socially inappropriate or unsafe behaviours. It is often only when behaviours of concern occur such as public masturbation or public undressing that any intervention takes place. We recognise the need to have a much more proactive approach, and that sex and relationship education needs to start as soon as possible and should be part of lifelong learning.

Hayward and Saunders suggest that 'some of the changes associated with aggressive behaviour and sexuality can be attributed to changes in hormones' and also comment, 'it is important to note that up to 30% of young people with ASD experience an increase in behaviours of concern during adolescence ' (Eaves and Ho 1996) cited in Hayward and Saunders 2010 (a)

They give some examples of sexualised behaviours as

- Touching private body parts
- Removing clothes in public
- Masturbating in public areas
- Touching others inappropriately
- Discussing inappropriate sexual subjects
- Looking up shorts, skirts, dresses or down shirts
- Obscene gestures
- Non-consensual hugging
- Inappropriate remarks and suggestions that have sexual connotations
- Echolalic repetition of sexual terms
- Perseveration on sexual topics

We recognise the need to take a person-centred approach when supporting all of our young people and to take account of the unique differences in communication, social understanding, and thinking and for some, sensory processing.

Hayward and Saunders consider these differences and suggest that inappropriate sexual behaviour may be a misguided attempt to seek out a relationship. Differences in social understanding may mean there is a lack of awareness or appreciation of what is appropriate such as which behaviours are acceptable in public and those that need to be kept private. They suggest that some individuals may also have difficulty in assessing what they need to do for example in relation

to personal hygiene. In addition, some people with ASC may develop an excessive interest in the body and how it functions

‘Sexual behaviour feels good and what others may think about it takes a secondary position for people with ASD’ (Ray, Marks & Bray-Garetson 2004) cited in Hayward and Saunders

For many of our young people masturbation may be their only expression of sexuality; this is also often the first indicator which leads us to acknowledge their sexuality or think of doing anything about it and inevitably leads to reactive rather than proactive support.

The most common concerns associated with masturbation (Cambridge, Carnaby & McCarthy 2003) cited in Hayward & Saunders,

- Person does not know how to masturbate
- Inability to masturbate properly
- Masturbating for long periods
- Masturbating inappropriately e.g. in public places
- Using inappropriate objects or means to help them to masturbate
- Person becomes aggressive or frustrated during or after masturbating
- Masturbating to the point of self-injury
- Anal masturbation

Possible reasons

- Lack of an alternative outlet, may be the only source of pleasure, excitement or gratification
- Serves to reduce anxiety
- Can allow person to feel security from routines
- Some medications can affect libido, sexual interest or drive. Others can make arousal and ejaculation difficult which may increase tendency towards compulsive masturbation and other sexual behaviours
- The sensory differences present in young people with ASC may influence the desire to masturbate. A tendency towards self-stimulatory behaviours may lead to frequent masturbation. Hormone levels can also affect sensitivity to tactile stimulation.
- Anal masturbation may occur since there are many sensors present in and around the anus. This may start from an attempt to relieve itching and then lead to more persistent anal masturbation (Anuffo, Ibarra & Strupp 2000) cited in Hayward & Saunders
- In a residential service there may be a lack of opportunity for privacy, the use of bedrooms may be discouraged during the day, there may not be locks on doors. Staff, parents, other residents may not respect the privacy of another person’s bedroom

- Individuals may have restricted access to the sexual areas of their own bodies due to wearing incontinence pads or restrictive clothing
- Lack of opportunities for alternative individualised sensory stimulation
- A lack of a structured routine with time made available for masturbation

Actions

Education must be person centred and address the unique needs of the person with ASC

It may be more appropriate to take a very pragmatic approach and address what to do with an erection rather than to focus on what erections are and why they occur.

When thinking about how we support pupils in this area we need to remember that it is not only males who masturbate but also females.

For those young people whose curiosity in the world around them does not extend far beyond themselves, self-stimulation may be an overwhelming source of interest. We should ensure we provide alternative choice and opportunities by providing interesting and enriching activities. We should also ensure young people have opportunities to explore and develop interests and that they are taught the skills they need to self-occupy. At Peterhouse School self-occupancy and independent leisure are a part of the timetable (including lunch times and prime time clubs).

Individuals should know when and where they can have private time, ideally this should be in their own bedrooms at home or in residential setting and for some pupils this may need to be structured into their daily routine. Some will find it difficult to limit themselves to these opportunities and whilst this might be the ideal we strive for, we need to ensure pupils are provided with an appropriate place to go to when they need to masturbate during the school day.

This is a difficult area which has raised much debate; whilst masturbation in a toilet is not ideal and the worry is that this could send out a message that it is ok to masturbate in public toilets, it does seem preferable to pupils finding their own space, such as in the garden shed or corner of the classroom which is unsafe and undignified for all concerned. It would also seem preferable to having to deal with aggressive outbursts which may result from the frustration of denial. Where young people are engaging in masturbation this should be done safely, in an appropriate place and in privacy.

If a young person is not masturbating successfully such as not reaching a climax or using inappropriate objects and this is a cause for concern, there should be some supportive intervention. The nature of this should be planned carefully and in consultation with relevant parties, such as parents, carers, social workers as appropriate. Consideration should be given to the young person's rights, dignity, safety and health. It is also vital to ensure that any action taken is allowable within the law.

It may be necessary to consider creative approaches to support some of our pupils and this may need to be done using a PBSP (personal behaviour support plan) or BoC (Behaviour of Concern) Risk Assessment.

5 The Sex & Relationships (RSE) and Health Education Curriculum

All pupils at Peterhouse will be taught RSE and Health Education in a differentiated and personalised way, taking account of each individual's understanding and patterns of thinking.

Updated DfE statutory guidance came into effect from September 2026. The following revised curriculum subjects are incorporated into our Peterhouse Preparing for Adulthood offer through both pathways:

In line with DfE statutory guidance:

- **Primary phase**: pupils are taught
  - Relationships Education (statutory)
  - Health Education (statutory)
  - Elements of sex education through Science
- **Secondary phase**: pupils are taught
  - Relationships and Sex Education (RSE) (statutory)
  - Health Education (statutory)

At Peterhouse School, content is delivered at a **stage-appropriate level rather than strictly age-related**, ensuring accessibility for all learners.

Themes are taught on a rolling programme (see appendix I) and will be linked to each pupil's individual need. It will not be necessary or appropriate for all topics to be taught to every pupil.

Delivery

The delivery of S&R will be the responsibility of all staff and in close partnership with parents and professionals. The area of relationships in particular will have vital input from SaLT.

Pupils following the Formal Pathway have weekly timetabled Science lessons. The science curriculum includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. At Peterhouse School, we teach pupils sex education beyond what is required of the Science Curriculum through our Formal and Semi-Formal Peterhouse Preparing for Adulthood (PPfA). The PPfA offer also forms a significant focus for independent tutorials, where pupils access S&R within a bespoke and individualised focus and also offer the opportunity for follow up sessions to check and support understanding. Pupils are taught at a stage not age level across the relevant stages and targets are identified termly. Learning is **carefully sequenced** where knowledge and skills **build progressively**. Repetition is planned and purposeful.

Sex and Relationships / Health & Wellbeing coverage: (See appendix I):

- Families and Close positive relationships
- Relating to others / Friendships
- Respecting self and others (including challenging harmful attitudes and stereotypes and supporting *everyone's safety and wellbeing*, including boys)
- Public, Private & Personal Space
- The law and consent
- Communities, diversity and gender
- Safe relationships, peer pressure, pornography and other influences
- Ourselves, growing and changing
- Reproduction, Contraception, Parenthood and Sexual Health
- Managing hurtful behaviour, bullying and relationship changes
- Managing conflict and loneliness
- Harmful gender stereotypes, misogyny, gender-based harassment and violence against women and girls
- Change, loss, separation and bereavement.

Work-related learning within RSHE supports pupils to:

- develop the knowledge, understanding and personal skills required to participate safely, respectfully and independently in adult and workplace environments.
- understand appropriate professional relationships, communication, personal boundaries, consent and behaviour in different social contexts, as well as recognising risk, exploitation and power imbalance.

- develop confidence, decision-making and self-advocacy skills, alongside an understanding of their rights and responsibilities, enabling them to engage positively and safely in future employment and community settings.

Digital Citizenship incorporates:

- **AI-generated content and misinformation Artificial Intelligence.** Artificial Intelligence (AI) is embedded within our PSHE and RSHE curriculum as part of our commitment to preparing pupils for life in a rapidly changing digital world. Our intent is to ensure that all pupils develop the **knowledge, skills, attitudes and safeguards** needed to engage with AI **critically, safely, ethically and confidently**, in line with statutory guidance and best practice from the PSHE Association.
- Pupils are supported to navigate online environments safely, responsibly and respectfully, including understanding online relationships and appropriate digital behaviour
- Teaching includes managing digital footprint, privacy, personal data and location settings
- Pupils learn to recognise and respond to risks such as online exploitation, pressure to share images, scams, fraud and misinformation
- The curriculum reflects updated DfE priorities, including a strengthened focus on **consent, respectful relationships and harmful sexual behaviour**
- Pupils are supported to recognise and challenge unsafe or inappropriate behaviours, both online and offline
- Learning promotes **resilience, confidence and informed decision-making**, enabling pupils to seek help and keep themselves safe in a digital and wider social context

Accessing the Community coverage:

- Fire, water, road and rail safety
- Recognising hazards
- Risk-reduction strategies

Pupils following our Semi-formal pathway access Relationships and Others at an appropriate stage within our Preparing for Adulthood offer and through Understanding of the World (Science link). This includes personal, social & emotional development, manging feelings & behaviour, making relationships and people & communities (Appendix I). The Teaching and Learning Policy also identifies how Safeguarding is addressed within the curriculum across all age phases. There is an expectation that topics will be revisited again and again, adjusting to pupils' changing needs, circumstances, maturity etc.

When supporting people with sexuality and relationships, it is imperative that we recognise our own values and neuro-typical way of thinking. This will take a degree of self-analysis, and some recognition of the socialisation processes we have experienced as individuals. To a degree, we have to set this aside to enable us to effectively work in a person-centred way, based on a clear understanding of a person's pattern of thinking and problem solving. It is only through a shared understanding with the person that we support that we can effectively work within the area of sexuality and relationships.

Assessment, Monitoring and Evaluation

RSHE is assessed in a manner appropriate to pupils' developmental stage and SEND needs and follows the guidance set out in our Assessment, recording and reporting Policy.

Assessment includes:

- Ongoing formative assessment through discussion, observation and pupil response
- Recording evidence and progress in Earwig (our school assessment platform)
- Use of EHCP outcomes, individual targets and personalised learning goals
- Staff reflection on pupil understanding and application of learning
- Tutorial records

The quality and impact of RSHE is monitored through:

- Lesson observations and learning walks
- Curriculum reviews
- Work scrutiny (where appropriate)
- Pupil voice and engagement
- Feedback from parents/carers and professionals
- Half termly progress tracker reviews

The policy and curriculum will be reviewed **annually** to ensure continued compliance with statutory guidance and responsiveness to pupil needs.

Protocols

Staff should be transparent about the topics they have addressed and always consider safeguarding.

When supporting people with sexuality and relationships, it is imperative that we recognise our own values and neuro-typical way of thinking. This will take a degree of self-analysis, and some recognition of the socialisation processes we have experienced as individuals.

Those working with someone with autism must feel comfortable with discussing sexuality and feel able to do so in an open and non-judgemental manner.

The core of our support to sexuality must be to help the person interpret their understanding of the situation and to keep safe.

By supporting thinking, we can support the person to develop successful, positive and fulfilling lifestyles. Communication is the key to our support

- Be always mindful of their understanding of communication and beware of things like literal interpretation and always check for understanding
- Really listen, don't interrupt or judge.
- Be truthful, factual and logical. Avoid expressing personal views or making judgements
- Ensure the pupil understands how the facts relate to him/her.
- Pupils should be taught with dignity and respect
- Their fears and concerns should be taken seriously in non-judgemental ways

Equality, Inclusion and Protected Characteristics

Our RSHE curriculum is underpinned by the Equality Act 2010 and reflects our duty to eliminate discrimination, advance equality of opportunity and foster good relations. Teaching is inclusive of all pupils, regardless of background, need or identity and reflect and respects the full range of protected characteristics, including:

- sex
- sexual orientation
- gender reassignment
- religion or belief
- disability
- race

Ou offer includes teaching about different types of families and relationships, including same-sex relationships, in an age-appropriate and developmentally appropriate way. We promote respect, kindness and tolerance, and challenge stereotypes, prejudice and discrimination. This is also reflected in our whole school KIT values:

Kindness
Integrity
Trust

All teaching will be sensitive to pupils' individual needs, particularly within our SEND context, while ensuring that no pupil is excluded from learning about diversity and respectful relationships.

Staff Training and Professional Development

All staff delivering RSE will receive appropriate training to ensure they:

- Understand statutory expectations
- Can deliver content accurately and confidently
- Are equipped to respond to sensitive issues
- Understand safeguarding responsibilities

Training includes:

- Induction for new staff
- Ongoing CPD linked to RSE and safeguarding
- Access to specialist advice where required (e.g. school nurse, SaLT, external agencies)
- On-going safeguarding training throughout the year

Staff are expected to:

In line with statutory guidance (2026), staff will use medically accurate terminology **(including genitalia)**. This is done to:

  - Reduce stigma
  - Support communication
  - Strengthen safeguarding

(this may well be alongside terminology used by the individual pupil to support understanding but medically accurate terminology will always be used)

- Maintain professional boundaries
- Deliver content in a **non-judgemental, inclusive and factual manner**

RSE lessons may raise sensitive questions or disclosures. Staff will:

- Create a safe and respectful learning environment
- Answer questions **factually and age-appropriately**
- Avoid sharing personal opinions
- Be clear about the limits of confidentiality

If a pupil makes a disclosure that raises safeguarding concerns:

- Staff will **not promise confidentiality**
- The concern will be reported immediately in line with the school's **Safeguarding / Child Protection Policy**
- Appropriate action will be taken to ensure the pupil's safety

All staff understand that **safeguarding takes priority over confidentiality**.

Harmful Sexual Behaviour (HSB)

The RSHE curriculum plays a key role in preventing harmful sexual behaviour by:

- Teaching consent, boundaries and respect
- Helping pupils recognise inappropriate behaviour
- Supporting pupils to seek help

Any incidents of harmful sexual behaviour will be managed in line with:

- The school safeguarding policy
- Behaviour and risk management procedures

A **proportionate, educational and safeguarding-led response** will always be taken.

Resources

When choosing resources, it is important to consider the appropriateness for the individual, having regard to levels of understanding, age, religion and cultural background. Resources may need to be adapted to meet the needs of individual pupils.

We have some resources in school which can be found in resources library area. There is also a wealth of material available online and through various agencies such as Family Planning Association and Brook. Staff can also get support from the Assistant Head for Curriculum & Assessment or the PPfA leads. We are also registered with the PSHE Association (https://pshe-association.org.uk/). Pupils on the Semi-Formal Pathway follow the NSPCC 'Pants rules' and the school uses the NSPCC as a resource and the Equals 'My Independence' Scheme of Work.

Consultation with parents and guardians / Right to Withdraw

As the RSE and Health Education policy changes, we consult these changes with governors and parents and seek their thoughts through welcoming comments.

Parents/guardians will be informed about what their child will be covering at the start of each half term through the class overview sent out via Class Dojo. We will also hold a 'meet the teacher' in the Autumn term, when teachers will share an overview plan for RSE for that year. Where there is a need to address individual behaviours of concern linked to sexualised behaviours, the school will continue to meet with parents to address these concerns collaboratively and to facilitate an agreed and consistent approach.

DfE guidance (2026) also ‘sets out both the rights of parents and carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE’ (See Appendix II). Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, 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, where appropriate, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. Where a child is withdrawn from RSE, schools should make alternative arrangements in such cases. The DfE will offer schools a standard pack of information for parents who withdraw their children from sex and relationship education. We adhere to the DfE guidance whereby ‘in special schools …. there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law’.

If families have any questions they would like to discuss with the school, they can contact the school to speak with:

Head Teacher: Calvin Wallace
Assistant Head for Curriculum & Assessment: Cheryl Amy
Peterhouse Preparing for Adulthood leads (PSHE): Becca Whewell (formal) or Sharon Burston (semi-formal)
On-line safety: Claire Sayles or Ruth Smith
Safeguarding: Claire Sayles
Careers Guidance: Kim Hall
Assistant Head for Flexible Education: Owen Matthews
Health & Wellbeing Co-ordinator: Liz Price

6 Appendix I

Peterhouse School Preparing for Adulthood Semi-Formal pathway

"Pupils do not progress through RSHE according to chronological age or year group. Progression is determined through developmental readiness, individual need, EHCP outcomes and safeguarding priorities. All pupils access the full breadth of statutory RSHE content over time, but the sequence and depth of learning is personalised."

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Year Cycle	A Self-awareness	B Self-Awareness; Work Related Learning	G Friends and relationships	F Self-care, support and safety	E Healthy Lifestyles	C Changing and growing
	Attending / knowing about self in their environment Things we are good at Choices	Jobs that help us Catering Outdoors & Nature Work experience	People who are special to us Knowing about people Getting on with others through playing and working together	Taking care of ourselves; hygiene and self-care Taking care of ourselves; toileting Taking care of ourselves; dressing Taking care of ourselves; household chores	Healthy eating (skills) Using knowledge and skill in healthy eating Taking care of physical health; sleep Taking care of physical health; medical	How I change (including puberty) My future PUBERTY must be taught in an appropriate way as pupils reach Y5 age (AGE NOT STAGE)
Focus weeks	Black History Awareness (OCT)	Anti-bullying week (NOV)	Online safety Day (FEB) LGBTQ+ Awareness Month (FEB)	LGBTQ+ Awareness Month (FEB) Careers & STEM week (MARCH)	Mental Health Awareness Week (MAY)	Healthy Lifestyles through transition plans
Rights Article	19 Right to be Safe	28 Right to Education	12 Right to be Heard	27 Right to food, clothing & safe home	24 Right to be Healthy	31 Right to Play
	On-line safety is taught through Understanding the World; Technology					
Hidden Curriculum	**Themes taught in the half-terms above are also to be addressed as required, whether this be whole class, group or individual learning** **Managing Feelings and behaviour (section D)** (identifying and expressing / knowing about kind and unkind behaviours / self-management of feelings/wellbeing) Also through- therapy interventions i.e. Zones of Regulation / Quality of Life / EHCP targets					
Pupils may not discretely stay on the whole of the semi-formal pathway for PPfA – there may need to be sections where they access the formal pathway						
Progression links to formal PPfA	**Section B leads to Work Related Learning**	**Sections A, C, D & G Lead to Sex & Relationships**	**Sections E & F Lead to Health & wellbeing**	**Understanding the World, Technology Leads to Digital Citizenship**		

Peterhouse School - Sex & Relationships and Health & wellbeing / 1 session per week

1 Year Overview- Preparing for Adulthood Formal pathway / 1 session per week

"Pupils do not progress through RSHE according to chronological age or year group. Progression is determined through developmental readiness, individual need, EHCP outcomes and safeguarding priorities. All pupils access the full breadth of statutory RSHE content over time, but the sequence and depth of learning is personalised."

All other groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
One Year Cycle	Sex & Relationships A Respecting self and others	Sex & Relationships B Relationships; Families, Friends & Others	Sex & Relationships E Belonging & Equality	Sex & Relationships C Respectful, Kind Relationships	Sex & Relationships D Being Safe	Sex & Relationships F Ourselves growing and changing PUBERTY must be taught in an appropriate way as pupils reach Y5 age (AGE NOT STAGE)
	Health & wellbeing A Self-concept	Health & wellbeing B Mental health & wellbeing	Health & wellbeing N/A (2 lessons on S&R as short half term)	Health & wellbeing C Drugs, alcohol & tobacco (from Stage 3)	Health & wellbeing D Keeping safe and managing Risk	Health & wellbeing E Healthy Lifestyles
Rights Article	19 Right to be Safe	28 Right to Education	12 Right to be Heard	27 Right to food, clothing & safe home	24 Right to be Healthy	31 Right to Play
Focus weeks	Black History Awareness (OCT)	Anti-bullying week (NOV)	Online safety Day (FEB) LGBTQ+ Awareness Month (FEB)	LGBTQ+ Awareness Month (FEB)	Mental Health Awareness Week (MAY)	Healthy Lifestyles through transition plans

Hidden Curriculum (tutorials, transition, therapy intervention, EHCP)

As well as being taught through discrete PPfA lessons these areas will also be addressed through our through our personalised approach

(self-regulation / recognising feelings / transitions / healthy living / therapy interventions i.e. zones of regulation / Quality of Life)

APPENDIX II

1st September 2026

Dear Parents and Carers,

As part of your child's education at Peterhouse School, we promote personal wellbeing and development through a comprehensive Peterhouse Preparing for Adulthood (PPfA) curriculum. PPfA gives our young people the knowledge, understanding, attitudes and practical skills to live safe, healthy and productive lives which meets their full potential.

The Department for Education has put in place updates for Relationships and Sex (RSE) and Health Education to be in place for September 2026. The current RSE policy for Peterhouse School is available on our school website or alternatively you can request a printed copy from the school office. The Policy and Curriculum offer has been updated to reflect this guidance.

Included within this policy is the curriculum map for our PPfA offer which encompasses the statutory guidelines set out in the DfE's PSHE and RSE guidance along with our additional content needed to meet the diverse individual needs of our pupils at Peterhouse School.

We believe that RSE is important within our curriculum offer and it is hoped that pupils will participate in all aspects of these lessons at the safe appropriate to their level of learning and understanding. We recognise how high quality RSE can contribute to keeping our young people safe and we tailor the content of our lessons/tutorials for individuals. The teaching of some aspects of RSE is now compulsory but parents continue to have the right to withdraw their children in some areas- see below:

	EYFS	KS1 Year 1/2	KS2 Year 3-6	KS3 Year 7-9	KS4 Year 10-11	Post 16
PPfA (PSHE- Relationship Education)	Pupils will receive our PfA offer in keeping with the personal, social and emotional development area of focus	Must be taught- no parental right to withdraw	Must be taught- no parental right to withdraw	Must be taught- no parental right to withdraw	Must be taught- no parental right to withdraw	Will be delivered within our curriculum- parent/ pupil right to withdraw
PPfA (PSHE- Health Education)	Pupils will receive our PfA offer in keeping with the personal, social and emotional development area of focus	Must be taught- no parental right to withdraw	Must be taught- no parental right to withdraw	Must be taught- no parental right to withdraw	Must be taught- no parental right to withdraw	Will be delivered within our curriculum- parent/ pupil right to withdraw
Science- the body/	Pupils will receive our	Must be taught-	Must be taught-	Must be taught-	Must be taught-	Will be delivered within our

reproduction education	PPfA offer in keeping with the understanding the world area of focus	no parental right to withdraw	no parental right to withdraw	no parental right to withdraw	no parental right to withdraw	curriculum- parent/ pupil right to withdraw
Sex Education (beyond compulsory outlined above)	N/A	Schools can choose whether to teach this- parents can choose to withdraw	Schools can choose whether to teach this- parents can choose to withdraw	Must be taught- parents can choose to withdraw	Must be taught- parents can choose to withdraw until three terms before a child's 16th Birthday.	Will be offered within our curriculum- parent/ pupil right to withdraw in keeping with the Mental Capacity Act policy regarding adult decision making

In order to support pupils' ongoing emotional and physical development effectively, we will offer Sex Education at the relevant age, but with regard of the 'how', considering their level of maturity and understanding. The vast majority of what is taught as part of Sex Education for our primary aged pupils is already covered as part of our Science curriculum or Health Education in PPfA (i.e; the human body growth from birth to old age, changing adolescent bodies, puberty, names of external body parts, reproduction/offspring in some plants and animals). Through our half-termly overviews, you will be able to identify what is being taught within PPfA lessons that half term.

Peterhouse School has chosen to continue to offer Relationship and Sex Education for our post 16 pupils as part of our PPfA offer. This will be taught through non-qualification activities linked to the development of character, broader skills, attitudes and confidence in preparation for transition to life beyond school.

If you have any questions or comments regarding PPfA / RSE please contact your child's class teacher or our PPfA leads- Becca Whewell/Sharon Burston or curriculum lead- Cheryl Amy. If you are considering withdrawing your child from the non-statutory aspects of RSE, please ensure you have read the RSE policy and then notify the Headteacher (Calvin Wallace) in writing by Friday 9th October 2026.

Thanks for the continued support,

Yours Sincerely,

Becca Whewell (PPfA lead)
Cheryl Amy (Curriculum lead)

This Review Date	Details of Changes	Sections Changed	Author	Date of next review
April 2017	General review, change of format	Updated throughout	Gill Burnell	April 2020
October 2023	Update in response to Gillian Keegan letter.	PSHE updates included and curriculum maps 5. the RSE curriculum	Cheryl Amy, Calvin Wallace, Becca Fiddler	May 2024
Endorsed By the Education Services Governance Committee 21.12.2023				
October 2024	Update around curriculum / autism practice language	Throughout Appendix updates	Cheryl Amy / Becca Fiddler	June 2026
Endorsed By the Education Services Governance Committee 03.12.2024				
Shared with parents for consultation By 18.12.24				
Autumn 2025	Parents informed of future changes	Only language as action plan in place for sept 2026 updates	Cheryl Amy	June 2026
July 3rd – July 10th	Parents sent the updated Policy for review / consultation	Updates throughout to reflect September 2026 statutory guidance	Cheryl Amy	July 2027
Endorsed By the Education Services Governance Committee 20.07.2026 following parent consultation				