WHITE HOUSE SCHOOL

Personal, Social, Health and Economic (PSHE) Education Policy
Prepared by: The Central Team
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1. INTRODUCTION AND AIMS

The White House School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values. Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

While this current policy document may be referred to elsewhere in The White House School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at The White House School.

The policy documents of The White House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. AIMS

Personal, Social, Health and Economic (PSHE) education equips pupils with the knowledge, skills and attributes they need to manage their lives now and in the future. It supports them to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also contributes to academic success.

In key stages 1 and 2, PSHE provides explicit and implicit learning opportunities that reflect pupils' growing independence and awareness as they progress through the primary phase. At key stage 3, it includes sex education. It builds on foundations established in the Early Years Foundation Stage (EYFS), enabling pupils to form positive relationships, take personal responsibility and manage their safety, including online. PSHE also supports pupils through the physical and emotional changes of puberty, introduces them to a wider world and encourages them to play an active role in their communities.

At The White House School, our specialist, holistic and mindful approach to PSHE is rooted in our ethos of 'Healthy Minds, Happy Hearts'. We place a strong emphasis on personal development, recognising that wellbeing underpins academic achievement.

Our PSHE curriculum is rooted in our ethos and values of Ambition, Resilience and Community.

The aims of Personal, Social, Health and Economic (PSHE) education at The White House School are to enable pupils to:

- develop the knowledge, understanding and skills needed to lead safe, healthy and fulfilling lives;
- build positive relationships based on respect, empathy and inclusion;
- develop resilience, confidence and emotional wellbeing;
- make informed and responsible decisions about their health, safety and future;
- understand their rights, responsibilities and role as active citizens; and
- prepare for successful adulthood, including greater independence, employment and participation in society.

Our PSHE curriculum is rooted in our ethos and values of Ambition, Resilience and Community and is planned to meet the individual needs of all pupils through an ambitious, inclusive and personalised approach.

Within Cavendish Education, PSHE makes a significant contribution to pupils' personal development. Learning is planned and delivered to support progress across the Cavendish Personal Development Scale, recognising that pupils develop at different rates and require personalised

opportunities to build the knowledge, skills, attitudes and behaviours that prepare them for successful adulthood.

The PSHE curriculum contributes to the six domains of the Cavendish Personal Development Scale by supporting pupils' development in:

- Emotional Regulation
- Confidence, Self-Esteem and Sense of Safety
- Organisation and Self-Management
- Social Understanding and Relationships
- Communication of Needs and Engagement
- Relational Security and Reflective Development

These domains are developed through planned PSHE learning alongside wider opportunities for personal development, therapeutic support, pastoral care and preparation for adulthood, ensuring that pupils can apply their knowledge, skills and understanding across all aspects of school life.

3. STATUTORY REQUIREMENTS

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

In planning and delivering PSHE, the school has regard to the statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, the Equality Act 2010, the SEND Code of Practice and current safeguarding guidance.

Key Stage 1 and 2:
- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

Key Stage 3:
- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

4. CONTENT AND DELIVERY

What we teach
As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This is outlined in the Relationship and Sex Education (RSE) Policy.

For other aspects of PSHE, including health education, see Appendix 1 for the attached curriculum map for more details about what we teach in each Key Stage.

The PSHE curriculum is broad, balanced, age-appropriate and responsive to the needs of all pupils. It is planned to promote pupils' personal development, wellbeing and preparation for adulthood and includes learning about:
- health and wellbeing;
- relationships;
- living in the wider world;
- economic wellbeing and financial education;

- emotional wellbeing and mental health;
- online safety, digital citizenship and media literacy;
- citizenship, rights, responsibilities and British values;
- diversity, equality and inclusion;
- physical health, healthy lifestyles and personal safety; and
- preparation for adulthood, including independence, employability and participation in society.

The curriculum is regularly reviewed to ensure it remains relevant, evidence-informed and responsive to pupils' developmental needs, safeguarding priorities and emerging local and national issues. Individual schools may adapt the curriculum to reflect the needs of their pupils while ensuring that statutory requirements are met.

How we teach it

PSHE, Relationships and Sex Education are taught through dedicated weekly lessons, with the curriculum also embedded across the wider SMSC provision and some elements are covered in the Life Skills curriculum. Each subject's learning journey document identifies SMSC links to ensure pupils have regular opportunities for spiritual, moral, social and cultural development. Beyond the classroom, PSHE principles are reinforced through daily tutor time, weekly Celebration Assemblies, and whole-school events such as Anti-Bullying Week, helping pupils to see the relevance of their learning in different contexts.

We follow the Jigsaw curriculum, aligned with the PSHE Association's planning framework for pupils with SEND, which ensures that all pupils can access their learning. Lessons are differentiated by resource, outcome and support, so that every child is included and challenged at an appropriate level. Teachers are guided by clear expectations, outlined in the Staff Handbook, to ensure their personal beliefs and attitudes do not influence their teaching. Sensitive or controversial issues are addressed with impartiality and care, allowing pupils to explore them in a safe and balanced way.

Teaching always takes account of pupils' starting points, as children bring a wide range of knowledge and experiences to their learning. New topics begin by identifying prior understanding, enabling teachers to plan effectively and track progression more accurately. Pupils are also supported to make clear connections between their PSHE learning and their real-life experiences, both now and in the future. Critical reflection is placed at the heart of assessment, encouraging pupils to think deeply about what they have learned and how it applies to them. Teaching will be adapted to meet pupils' individual communication, sensory, cognitive, emotional and developmental needs. Staff will use appropriate scaffolding, visual support, repetition, modelling, practical learning and alternative methods of communication while maintaining ambitious expectations for all pupils.

If staff feel uncomfortable teaching any aspect of the PSHE or Relationships Education curriculum, they are encouraged to discuss this with the Headteacher, so that appropriate support and guidance can be offered.

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns, for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.' Teachers should feel able to work with colleagues if necessary to construct an appropriate answer.

Assessment in PSHE focuses on pupils' developing knowledge, understanding, skills and ability to apply learning. It may include baseline activities, discussion, observation, pupil reflection, practical tasks, quizzes and review of work. Assessment will not seek to judge pupils' personal experiences, beliefs or family circumstances.

Where appropriate, evidence from PSHE may contribute to wider evaluation of progress through the Cavendish Personal Development Scale, while recognising that the scale is broader than the PSHE curriculum alone.

Progress and attainment in PSHE are shared with parents at the end of each term through written reports, at parents' evenings, and via the pupil planner, ensuring that families remain informed and engaged with their child's personal development.

5. ROLES AND RESPONSIBILITIES

The Governing Body/Directors
The governing body/directors will approve the PSHE policy and hold the headteacher to account for its implementation.

The headteacher
The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff
Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- establishing a safe and respectful learning environment;
- adapting teaching to pupils' needs;
- using approved and age-appropriate resources;
- responding appropriately to safeguarding concerns;
- avoiding the promotion of personal political or religious views;
- contributing to assessment and curriculum evaluation.

The PSHE Lead
The PSHE Lead is responsible for:

- developing and reviewing the curriculum;
- supporting staff with planning and delivery;
- ensuring appropriate progression and sequencing;
- monitoring teaching, learning and pupil outcomes;
- reviewing resources and external provision;
- maintaining links with the Designated Safeguarding Lead, SENDCO and relevant therapeutic and pastoral staff; and
- ensuring the curriculum responds appropriately to emerging local and national issues.

Pupils
Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

6. MONITORING ARRANGEMENTS

The delivery of PSHE is monitored by the Headteacher, SLT and through:

- Lesson observations
- Learning walks
- Planning scrutinies
- Marking audit and book scrutinies
- Analysis of attainment data recorded on Pupil Progress Trackers

This policy will be reviewed by the Cavendish Education Board of Directors/Senior Leadership Team of the school.

7. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Anti-Bullying Policy
- Anti-Radicalisation Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- E-Safety Policy
- Fundamental British Values and Protected Characteristics Policy
- Marking, Assessment and Expected Progress Policy
- Personal and Physical Development Subjects Policy
- Positive Behaviour Policy
- Pupil Personal Development Policy
- Relationships Education Policy
- SEND Policy
- SMSC Policy
- RSHE Policy
- Teaching and Learning Handbook

8. APPROVAL & POLICY REVIEW

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Online, hard copy in the school
Effective Date	July 2026
Next Review Date	July 2027

9. REVISION HISTORY

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2026

Appendix 1: Curriculum Overviews

Curiosity Pathway

Adventurers	**Jigsaw Unit: Being Me in My World.** Setting personal goals Our school community Everyone's right to learn Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	**Jigsaw Unit: Celebrating Difference.** Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	**Jigsaw Unit: Dreams and Goals.** Difficult challenges and achieving success -Dreams and ambitions -New challenges and overcoming obstacles Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes	**Jigsaw Unit: Healthy Me.** Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important – online and offline scenarios Respect for myself and others Healthy and safe choices	**Jigsaw Unit: Relationships.** Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	**Jigsaw Unit: Changing Me.** How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
	Key vocabulary:					
	Science		**Relationships**		**Health and Wellbeing**	
	Bladder Healthy Diet Nutrition Balanced Dental Hygiene Sugar Obesity Activity Exercise Wellbeing Sleep Mood Bones Skeleton Joints Muscle Vertebrate Invertebrate animal human vitamins bodies Lifecycle Reproduce Alive Babies Old Age Mammal		Friendship/ friends love Shy Advice Smile Talk Persistence Similarities/ differences Loneliness Feelings Ignore Effort Share Professional Kindness Consideration Consequences Listen Argument Conflict Emotions Calm Resolve Compromise Empathy Apologies Empathy Choices Negative Positive Exclude Unacceptable Rude Bully Body language Consequence Report, Assert, zones of regulation, communicate, resilience, support, collaborate, verbal communication, non-verbal, communication, responsibility, transition.		Hygiene Cleanliness Maturity Body odour Safe Permission Uncomfortable routine Accident Washing Hazards Medicine/drugs Alcohol Allergies, routines, emotional health, physical health, mental health, attention, concentration, regulate, self-regulate.	

Astronauts	**Jigsaw Unit: Being Me in My World.** Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice	**Jigsaw Unit: Celebrating Difference.** Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	**Jigsaw Unit: Dreams and Goals.** Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	**Jigsaw Unit: Healthy Me.** Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	**Jigsaw Unit: Relationships.** Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	**Jigsaw Unit: Changing Me.** Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
	Key vocabulary:					
	Science		**Relationships**		**Health and Wellbeing**	
	Bladder, healthy diet, nutrition, balanced, dental hygiene, sugar, obesity, activity, exercise, wellbeing, sleep, mood, bones, skeleton, joints, muscle vertebrate invertebrate animal human vitamins, bodies, lifecycle reproduce alive babies old age mammal		Friendship/ friends, love, shy, advice, smile, talk, persistence, similarities/ differences, loneliness, feelings, ignore, effort, share, professional, kindness, consideration, listen, argument, conflict, emotions, calm, resolve, compromise, empathy, apologies, empathy, choices, negative, positive, exclude, unacceptable, rude, bully, body language, isolation, loneliness, stereotype.		Hygiene, cleanliness, maturity, puberty, penis, vagina, breasts, testicles, foreskin, circumcision, body odour, safe, permission, uncomfortable, routine, accident, washing, hazards, medicine/drugs, alcohol, allergies, screen time, vocabulary of social media	

Discovery Pathway

PSHE and Relationships Education
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to the progression of their cognitive development. For this reason, PSHE and Relationships Education is a critical element of our curriculum. Underpinning each of our children's personal development are the important attachments that shape their social world. We try to provide all children and their families with strong, warm and supportive relationships with adults, and we feel this helps children to understand their own feelings and the feelings of others around them. We recognise that some of the children who join us struggle with some elements of their PSED skills, so it is very important to us that we support children to manage their emotions, develop a positive sense of self, set themselves goals, have confidence in their own abilities, to persist and wait for what they want and that we direct attention as necessary. Through adult modelling and guidance, we want children to learn how to look after their own bodies including oral health and healthy eating, and to manage their own personal needs with confidence and independence. Through supported interaction with other children, we believe all children can learn to build good friendships, to cooperate with others and to solve conflicts with others peacefully. In Galaxy Class we are passionate about children gaining these skills because we feel these attributes will provide them with a secure platform from which children can achieve at school and later in life.

Self-regulation: Self-regulation is a skill we have identified that many of the children in Galaxy Class need support with. This is linked to their individual special educational need(s). We aim to help children to show an understanding of their own feelings and to begin to regulate their behaviour accordingly. We try to help children to set and work towards simple goals, to be able to wait for what they want and control their immediate impulses where appropriate. We want all children to be able to give focused attention to what the teacher/adult says and to respond appropriately even when engaged in an activity, showing an ability to follow instructions involving several ideas and actions.

The behaviours for learning we promote in class include:

- Controlling own feelings and behaviour
- Applying personalised strategies to return to a state of calm
- Being able to curb impulsive behaviours
- Being able to concentrate on a task
- Being able to ignore distractions effectively
- Behaving in ways that are pro-social
- Thinking before acting
- Persisting in the face of difficulty

Through dedicated PSHE and Emotional Literacy lessons, as well as Zones of Regulation interventions, the development of self-regulation forms a significant part of our SMSC curriculum.

Key Stage 1 and 2	
Autumn 1	Autumn 2
Topic theme: Being Me In My World Self Identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	**Topic theme: Celebrating Difference** Identifying talents Being special Families Where we live Making friends Standing up for yourself
Spring 1	Spring 2
Topic theme: Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	**Topic theme: Healthy Me** Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety
Summer 1	Summer 2
Topic theme: Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	**Topic theme: Changing Me** Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Key Stage 3	
Autumn 1	Autumn 2
Topic theme: Being Me In My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	**Topic theme: Celebrating Difference** Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends
Spring 1	Spring 2

Topic theme: Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	**Topic theme: Healthy Me** Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food
Summer 1	Summer 2
Topic theme: Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	**Topic theme: Changing Me** Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Appendix 2: By the end of primary school, pupils should know

Topic	Pupils should know
Families and people who care about me	That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Topic	Pupils should know
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult How to ask for advice or help for themselves or others, and to keep trying until they are heard How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources

Appendix 3: By the end of secondary school, pupils should know

Topic	Pupils should know
Families	That there are different types of committed, stable relationships How these relationships might contribute to human happiness and their importance for bringing up children What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony Why marriage is an important relationship choice for many couples and why it must be freely entered into The characteristics and legal status of other types of long-term relationships The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship Practical steps they can take in a range of different contexts to improve or support respectful relationships How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help That some types of behaviour within relationships are criminal, including violent behaviour and coercive control What constitutes sexual harassment and sexual violence and why these are always unacceptable The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Topic	Pupils should know
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online Not to provide material to others that they would not want shared further and not to share personal material which is sent to them What to do and where to get support to report material or manage issues online The impact of viewing harmful content That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail How information and data is generated, collected, shared and used online
Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Topic	Pupils should know
Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others That they have a choice to delay sex or to enjoy intimacy without sex The facts about the full range of contraceptive choices, efficacy and options available The facts around pregnancy including miscarriage That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment How the use of alcohol and drugs can lead to risky sexual behaviour How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Withdrawal from sex education within RSE

WHITE HOUSE SCHOOL

01 September 2026

Our PSHE and RSE Curriculum

Dear Parents, Carers and Guardians,

At The White House School, we believe that promoting the health and wellbeing of our pupils is a vital part of their education and preparation for adulthood. One of the ways we support this is through our Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) curriculum.

Our PSHE and RSE curriculum covers a wide range of topics including relationships, physical and mental health, and the essential knowledge and skills pupils need to be active citizens and make positive contributions to society. A key aim of our curriculum is to equip pupils with the ability to make safe, informed decisions. Relationships and Sex Education (RSE) is a statutory component of PSHE, and all schools in England are required to teach it.

During our PSHE/RSE sessions, pupils will learn about a variety of topics such as:

- Personal hygiene
- Naming body parts
- Families
- Online safety
- Puberty
- Babies and birth
- Healthy and unhealthy relationships
- Pregnancy and contraception
- Sexual health and consent

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Additional topics will also be covered, as outlined in our **PSHE and RSE Policies**, which are available on our website and by request.

While RSE is a statutory subject (for our Key Stage 3 classes), parents do retain the right to withdraw their child from specific sex education content. However, we want to reassure you that our curriculum is taught in an age-appropriate, respectful and safe environment. It allows pupils to ask questions and receive accurate, evidence-based answers, rather than relying on online sources or peer speculation.

To help parents understand the curriculum further, the Department for Education has provided resources, which can be found here: Relationships education, relationships and sex education (RSE) and health education: FAQs

We are aware of the increasing influence of online content and social media on young people. Pupils are frequently exposed to unrealistic and potentially harmful messages about bodies, relationships and sexual behaviour. It is therefore essential that they have a trusted space to explore these topics, gain clarity and develop confidence in how to respond safely in real-life situations.

We recognise and value that you, as parents and carers, are your child's primary educators. Our PSHE/RSE programme is designed to complement the values and guidance you provide at home.

Your child may begin to ask questions about what they are learning in school. This could be a great opportunity for meaningful conversations.

If you wish to discuss any aspect of the content, materials, or resources used in our PSHE/RSE curriculum, or request a withdrawal form, please do not hesitate to contact the school. We encourage you to review our PSHE/RSE Policies, and we will be happy to connect you with your child's teacher for any further support.

Yours sincerely,

Miss Elle Vinall

Headteacher

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