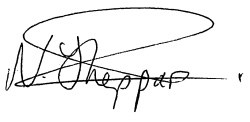
Carisbrooke College

EDUCATION IS OUR CASTLE

PSHE and RSE Policy

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Approved By:	Academy Committee
Signature:	
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Summary of changes

A direct comparison between the original **PSHE and RSE Policy** (approved June 2025) and the updated **26/27 PSHE and RSE Policy** reveals several structural, legal, and curricular additions designed to align with the **DfE statutory guidance taking effect on 1 September 2026**.

Below are the primary changes categorised by key themes:

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1. Governance, Authorship & Review Details
   - Author & Review Cycle: Author changed from Jane Benton to Vix Perry. The review cycle shifts from June 2026 to July 2027.
   - Revision Tracking: The 26/27 policy introduces a dedicated Revision History table and leaves signature and approval entries ready for formal 2026 re-adoption.

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2. Statutory Framework & DfE 2026 Alignment
   - Updated Statutory References: Whilst the original policy referenced the September 2020 DfE framework, the 26/27 policy explicitly grounds its provision in the 1 September 2026 DfE statutory guidance, section 80A of the Education Act 2002, section 403 of the Education Act 1996, and Keeping Children Safe in Education (KCSIE) 2026.

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3. Biological Sex, Gender Reassignment & Contested Views
   - Impartial & Factual Instruction: The 26/27 policy introduces explicit statutory directives regarding biological sex and gender reassignment.
   - Handling Contested Views: Mandates that teaching must be factual, age-appropriate, and impartial, adding an explicit instruction that contested views must be presented as contested and not as established fact.

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4. Expanded Digital Risks & Technology Content

While the original policy addressed standard online safety and pornography, the 26/27 policy significantly expands the curriculum to address emerging technology risks:

   - Artificial Intelligence: Explicitly includes coverage of AI chatbots, deepfakes, and AI-generated or manipulated sexual imagery.
   - Online Exploitation & Fraud: Incorporates instruction on sextortion, digital scams, fake social media accounts, and grooming.
   - Harmful Ideologies: Adds mandatory content on online misogyny, incel culture, and harmful online influences.

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5. Parental Transparency & Rights
   - Removal of Publisher Restrictions: Introduces a guarantee that copyright or third-party publisher restrictions will not be used to prevent parents and carers from reviewing teaching materials.
   - Withdrawal Clarification: Reaffirms that requests to withdraw pupils from sex education will be considered by the Headteacher and granted up to three terms before the child turns 16.

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6. Health Education, Mental Health & Sensitive Topics
   - Suicide Prevention & Self-Harm: Introduces specific safeguards for safe, non-graphic teaching on suicide prevention and self-harm, delivered by appropriately trained staff without detailing methods.
   - Reproductive Health & Lifespan: Broadens health topics to include menopause, reproductive health, menstruation, and gambling risks.
   - Harmful Behaviours: Explicitly incorporates teaching on coercion, controlling behaviour, sexual harassment, and violence.

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7. External Provider Vetting & Quality Assurance
   - Strengthened Due Diligence: Requires checks that external contracts do not restrict sharing resources with parents and ensures providers do not present contested theories as objective facts.
   - SLT Monitoring: Enhances quality assurance by specifying frequent Senior Leadership Team (SLT) drop-in observations alongside regular curriculum coverage reviews by the PSHE/RSHE Coordinator.

A comparison table is shown below:

Below is a comparison table detailing the specific changes between the original PSHE and RSE Policy (approved June 2025) and the updated 26/27 PSHE and RSE Policy (aligned with the 1 September 2026 DfE statutory guidelines):

Policy Comparison Table

Feature / Topic Area	**Original Policy (June 2025)**	**Updated 26/27 Policy**
Author & Governance	Author: Jane Benton.Approval Date: 23 June 2025.Next Review: June 2026.	Author: Vix Perry.Next Review: July 2027.Includes a dedicated Revision History table for tracking updates.
Statutory Framework	Grounded in DfE September 2020 statutory guidance, Sections 78 & 80A of the Education Act 2002, and the Academies Act 2010.	Grounded explicitly in DfE statutory guidance taking effect on 1 September 2026, Section 80A Education Act 2002, Section 403 Education Act 1996, and KCSIE 2026.
Biological Sex & Contested Views	Addressed equality, diversity, and protected characteristics generally, without specific directives on contested theories.	Specifies that teaching on biological sex and gender reassignment must be factual, age-appropriate, and impartial. Explicitly mandates that contested views must be presented as contested and not as established fact.
Online Harms & Artificial Intelligence	Focused on standard digital safety, online etiquette, pornography, and legal implications of sharing indecent images.	Broadens digital risks to include AI chatbots, deepfakes, AI-generated/manipulated sexual imagery, sextortion, digital scams, fake accounts, online misogyny, and incel culture.
Parental Rights & Transparency	Outlined standard parent consultation procedures and general withdrawal opt-outs.	Introduces an explicit guarantee that copyright or third-party publisher restrictions will not prevent parents/carers from reviewing materials. Reaffirms Headteacher authority to grant sex education withdrawal up to three terms before age 16.
Health, Mental Health & Wellbeing	Addressed general physical/mental health, puberty, healthy choices, and substance misuse.	Incorporates safe, non-graphic suicide prevention and self-harm education delivered by trained staff without method details. Adds menopause, reproductive health, menstruation, gambling, coercion, sexual harassment, and violence.
External Providers & QA	Required standard agency due diligence, British values alignment, material pre-review, and teacher presence.	Mandates checking that external contracts permit sharing resources with parents and verifying providers do not present contested theories as fact. Adds frequent SLT drop-in observations and coordinator mapping.

Introduction:

At Carisbrooke College, we are committed to providing a high-quality Personal, Social, Health and Economic (PSHE) education that supports the wellbeing, development and safety of all our students. This policy sets out the framework for delivering PSHE and Relationships, Sex and Health Education (RSHE), in line with the Jigsaw Curriculum and the Department for Education (DfE) statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, which came into effect on 1 September 2026.

The policy reflects the statutory requirements set out in section 80A of the Education Act 2002 and section 403 of the Education Act 1996, together with the Equality Act 2010, the Human Rights Act 1998 and other relevant legislation and statutory guidance.

Our approach recognises the needs of our diverse school community and is designed to provide students with the knowledge, understanding and skills they need to make informed decisions, develop healthy relationships, protect themselves and others, and prepare for life beyond school.

PSHE provides the wider framework for personal development, while RSHE forms an important statutory part of this provision. The curriculum is age-appropriate, developmentally appropriate and inclusive, and is adapted where necessary to meet the needs of individual students.

PSHE is the broader programme through which the school supports students' personal, social, health and economic development. Within this programme, the school delivers the statutory requirements for Relationships and Sex Education (RSE) and Health Education.

Vision and Aims:

Our vision is to create a safe, supportive and respectful environment where students are equipped with the knowledge, skills and understanding to navigate life's challenges and opportunities. We aim to develop the personal, social, emotional and health-related aspects of our students' development, enabling them to make positive and informed choices, form healthy and respectful relationships, recognise and challenge discrimination and harmful behaviour, and become responsible citizens.

Our PSHE and RSHE curriculum aims to:

- Promote the spiritual, moral, social, cultural and emotional development of all students.
- Equip students with the knowledge, skills and attitudes to lead healthy, safe and fulfilling lives.
- Develop students' understanding of healthy, respectful and mutually supportive relationships.
- Develop students' understanding of consent, personal boundaries, privacy and the importance of respecting the boundaries of others.
- Help students recognise unhealthy, abusive, coercive or controlling behaviour and know how and where to seek help.
- Foster an understanding of respect, responsibility, equality and fairness.
- Promote an understanding of and respect for diversity and difference.
- Challenge prejudice, discrimination, stereotypes, sexism and harmful attitudes.
- Support students to understand the influence of online content, social media and other digital technologies on relationships, behaviour, wellbeing and decision-making.
- Help students understand and manage their emotions and mental health, including developing resilience and appropriate coping strategies.
- Provide students with accurate, age-appropriate and medically and legally accurate information to support informed decision-making.
- Prepare students for the opportunities, responsibilities and experiences of adult life.

Curriculum Overview:

This programme covers a range of themes, including but not limited to:

- Being Me – helping students explore who they are, their identity, values and how they fit within their

communities.
- Celebrating Difference – helping students respect similarities and differences, challenge discrimination and prejudice, recognise stereotypes and celebrate individuality.
- Dreams and Goals – helping students raise their aspirations, develop resilience and emotional intelligence, and understand how to achieve personal and future goals.
- Healthy Me – helping students understand physical and mental health, healthy lifestyles, risk-taking, substance misuse, online safety and ways to keep themselves safe.
- Relationships – supporting students' understanding of healthy, respectful and positive relationships with family, friends, peers and others.
- Changing Me – supporting students' understanding of physical, emotional and social development, puberty, reproduction and the changes they may experience as they grow.
- Relationships, Sex and Health Education (RSHE) – including healthy relationships, consent, personal boundaries, sexual health, contraception, pregnancy, sexually transmitted infections, sexual orientation, biological sex, gender reassignment, online sexual behaviour, pornography, harmful sexual behaviour and where to access appropriate help and support.

The curriculum also addresses age-appropriate issues including consent and ethical behaviour, coercion and control, sexual harassment and violence, pornography, sextortion, image-sharing, AI-generated and manipulated sexual imagery, online misogyny and harmful online influences.

Health education includes mental health and emotional wellbeing, resilience, self-care, puberty, menstruation, menopause, reproductive health, physical health, healthy lifestyles, substance misuse, gambling and other risks.

The precise content, depth and timing of individual topics will be determined by the school's curriculum planning, taking account of students' age, maturity, developmental stage, contextual needs and the statutory guidance.

Definition of RSE

Relationships, Sex and Health Education (RSHE) is the teaching of knowledge, understanding and skills that help students develop healthy relationships, understand their physical and emotional development, protect their health and wellbeing, and prepare for adult life.

Relationships and Sex Education (RSE) covers relationships, sexual health, sexuality, reproduction, consent, personal boundaries, healthy lifestyles, diversity and personal identity. It enables students to understand the characteristics of healthy relationships and to recognise behaviour that may be unhealthy, abusive, coercive or exploitative.

RSE involves sharing accurate information and exploring issues and values in an age-appropriate and developmentally appropriate way. It supports students to understand the importance of stable and loving relationships, respect, care, responsibility and healthy family life.

RSE is not about the promotion of sexual activity. Teaching will be medically and scientifically accurate, age-appropriate and delivered in a sensitive and respectful manner.

Carisbrooke College believes that RSHE should:

- Be available to all students, subject to the statutory provisions relating to parental withdrawal from sex education.
- Be sensitive to the needs, age, maturity and individual circumstances of students.
- Provide appropriate additional support where required, including for students with SEND.
- Encourage students to share and respect each other's views.
- Support students to understand and respect diversity, including sexual orientation and the protected characteristics under the Equality Act 2010.
- Provide a safe environment in which appropriate questions and discussion can take place without stigma or embarrassment.
- Develop students' understanding of consent, personal boundaries, privacy and respect.
- Help students recognise and respond appropriately to harmful, abusive, coercive or exploitative

behaviour.
- Recognise parents and carers as key partners in supporting children's understanding of relationships, sex, health and growing up.
- Work in partnership with appropriate health professionals, social workers and other suitably qualified organisations where this enhances provision.
- Be sensitive to the needs of students from different cultural, religious and family backgrounds and to students with SEND.
- Present information factually and impartially, particularly where there are contested views, and ensure that students understand the relevant law.

Implementation:

At Carisbrooke College, PSHE is taught across the school as part of our wider Personal Development curriculum. Statutory Relationships and Sex Education (RSE) and Health Education form an integral part of this provision.

The curriculum is progressive, age-appropriate, developmentally appropriate and inclusive. Content is carefully sequenced so that students build their knowledge and understanding as they progress through Key Stage 3 and Key Stage 4. Teaching is adapted where necessary to meet the needs of individual students, including students with SEND.

The curriculum is implemented through a combination of:
- Dedicated PSHE lessons: These are timetabled as part of the curriculum and are taught by trained teachers.
- Weekly Tutor Time Sessions: The allocated slots within the pastoral tutor programme support the topics and learning from the dedicated PSHE lessons.
- Cross-curricular links: PSHE is embedded within other subjects to reinforce and extend the learning.
- Assemblies and school-wide initiatives: These provide opportunities to explore key themes, such as mental health awareness, anti-bullying, and safeguarding.
- The PSHE and RSE curriculum is delivered using a variety of teaching methods, including group work, discussions, case studies, role play, reflection exercises and assessed pieces. Careful consideration is given to the level of adapted delivery needed.

Statutory Requirements:

The following requirements are reflected within our provision:

- Relationships and Sex Education: RSE is a statutory requirement for secondary schools.
- Health Education: Health Education is a statutory requirement and is integrated within the school's PSHE and statutory RSHE provision.
- Equality: Teaching reflects the Equality Act 2010 and supports students to understand equality, diversity and protected characteristics. Students are taught to respect others and to challenge discrimination and prejudice. The curriculum is delivered consistently with the school's Equality Policy, particularly around protected characteristics, reasonable adjustments and inclusion.
- Biological sex and gender reassignment: Teaching is factual, age-appropriate and impartial. Students are taught the relevant facts and law concerning biological sex and gender reassignment. Contested views are presented as contested and are not presented as established fact.
- Sexual orientation: Students are taught about respectful relationships and the legal protection provided to people with different sexual orientations. Teaching does not promote or endorse a particular view.
- Consent and relationships: Students are taught about consent, personal boundaries, respect, healthy relationships, coercion, control, exploitation and harmful sexual behaviour.
- Online safety: Students are taught about online relationships and behaviour, including pornography, grooming, sextortion, image-sharing, deepfakes, AI-generated content, scams and harmful online influences.
- Mental health and wellbeing: Students are taught about emotional wellbeing, resilience, coping strategies and how and where to seek support.
- Suicide prevention and self-harm: Age-appropriate teaching about suicide prevention and

self-harm is included where appropriate. Content is delivered safely by appropriately trained staff, with appropriate professional advice and without graphic descriptions or details of methods.
- Careers guidance: Careers education, information, advice and guidance is delivered in accordance with current statutory careers guidance and forms part of the school's wider personal development provision.
- Safeguarding: Any concerns arising through PSHE or RSHE teaching are managed in accordance with the school's safeguarding procedures and Keeping Children Safe in Education 2026.

Consultation with Parents and Carers:

We believe that collaboration between school and home is key to delivering an effective PSHE and RSHE programme. Consultation provides parents and carers with an opportunity to understand and comment on the curriculum; it does not give an individual parent or carer a veto over the school's curriculum or its statutory content.

Parents and carers have the right to request access to the RSHE teaching materials and resources used in the curriculum. The school will make appropriate materials available for inspection and will not use copyright or third-party publisher restrictions as a reason to prevent parents and carers from reviewing teaching materials, subject to any lawful restrictions that may apply.

The 2026 guidance confirms parents and carers have the right to request withdrawal from some or all sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education, Health Education or statutory Science. Requests for withdrawal will be considered by the Headteacher, who will discuss the request with the parent or carer and, where appropriate, the student. Except in exceptional circumstances, withdrawal will be granted up to three terms before the student turns 16. At this point, the student may choose to receive sex education. Where a student is withdrawn, the school will provide appropriate and purposeful alternative education.

Safeguarding and Inclusion:

We are committed to safeguarding and promoting the welfare of all students. Any disclosure, concern or safeguarding issue raised during PSHE or RSHE lessons will be managed in accordance with the school's safeguarding and child protection procedures and Keeping Children Safe in Education 2026.

Staff will not promise confidentiality where a safeguarding concern is disclosed. Students will be informed, where appropriate, that information may need to be shared with the Designated Safeguarding Lead or other relevant professionals to ensure their safety.

Our PSHE and RSHE curriculum is designed to be inclusive and accessible to all students. Teaching takes account of students' age, maturity, individual circumstances, culture, religion or belief, disability, SEND, sex and sexual orientation and other relevant factors.

The curriculum reflects the Equality Act 2010 and supports students to understand and respect protected characteristics. It challenges prejudice, discrimination, bullying, sexism, harmful stereotypes and other forms of unacceptable behaviour.

Where students have additional needs, appropriate adaptations will be made to teaching, resources, language and delivery. Staff will consider the individual needs and vulnerabilities of students when planning and delivering sensitive content.

Any concerns about harmful sexual behaviour, sexual harassment, abuse, exploitation, coercion, self-harm or other safeguarding issues will be reported and managed through the school's established safeguarding procedures.

Assessment and Monitoring:

The PSHE and RSHE curriculum is reviewed annually, and adjustments are made based on student feedback, staff input, assessment information, quality assurance findings and changes in statutory requirements or national guidance.

The PSHE/RSHE Coordinator will ensure that curriculum coverage is reviewed regularly against the current DfE statutory RSHE guidance so that statutory content is appropriately sequenced and delivered across Key Stage 3 and Key Stage 4.

- Student feedback: Regular surveys and discussions to assess the relevance and impact of the curriculum.
- Teacher assessment: Assessment will focus on students' knowledge, understanding, participation and development of relevant skills rather than formal examination-style assessment.
- Tracking progress: Monitoring of student progress against the learning objectives of the curriculum.
- Quality assurance visits: Observations of lessons through drop-ins by the SLT responsible for Personal Development and the PSHE lead will be conducted frequently to ensure the effectiveness of delivery.

Online and Social Media:

Teaching on online etiquette and safety is aligned with the latest statutory requirements for PSHE and RSE. Key areas of focus include:

- Online Behaviour:
- Students are taught that the same expectations of respectful and responsible behaviour apply online as they do offline. This includes how they communicate, share, and respond to others on digital platforms.
- Digital Responsibility:
- Lessons include discussions about the risks of sharing content online, especially material that may be personal or compromising. Students learn that once something is shared, it can be difficult or impossible to fully remove.
- Consent and Boundaries Online:
- Students are encouraged to consider whether they would be comfortable with shared content being made public and are taught never to share material sent to them without consent.
- Support and Reporting:
- Students are provided with clear guidance on where and how to seek help if they encounter harmful content or experience issues online, including reporting mechanisms both in and outside of school.
- Harmful Content Awareness:

The curriculum addresses the impact of exposure to harmful or extreme content, including pornography, deepfakes, AI-generated or manipulated sexual imagery, AI chatbots, fake social media accounts and digital scams.

Students are taught to recognise harmful online influences, including online misogyny, incel culture, harmful stereotypes and other content that may negatively influence attitudes towards sex, relationships, women, men and other people.

Teaching explores how pornography and other sexualised content may create unrealistic or harmful expectations about bodies, sex, relationships, consent and behaviour.

Students are taught about grooming, sextortion, coercion, exploitation, non-consensual image sharing and other forms of online abuse, and are supported to understand where and how to seek help.

Legal Implications:

- Teaching includes a clear understanding that creating, possessing with intent to distribute, distributing or sharing indecent images of children is a serious criminal offence. Students are taught that the law applies to self-generated images as well as images created by others.
- Students are taught about the serious legal and safeguarding consequences of creating, possessing, requesting, distributing or sharing sexual images involving children and young people.

Data Awareness:

- Students are educated about how data is generated, collected, and shared online, including how this can influence advertising, content exposure, and privacy.

Use of External Organisations and Materials

Before working with any external organisation or individual, we will undertake appropriate due diligence and ensure that the school retains responsibility for the content and quality of all RSHE teaching.

We ensure all external agencies and materials used in PSHE and RSE are appropriate, balanced, and in line with statutory duties, including political impartiality.

- The school remains responsible for all content delivered to students.
- All external input must be consistent with the school's duties relating to fundamental British values, political impartiality and safeguarding.
- Before working with any external organisation, we will:
- Ensure full confidence in the agency's approach and resources.
- Check all materials are age-appropriate, developmentally suitable, and aligned with:
  - This policy
  - Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- Confirm that content meets the intended learning outcomes of the curriculum.
- Review case studies and seek feedback from others who have used the agency.
- Request and review all materials in advance.
- Confirm that contractual agreements with external providers do not contain terms that restrict or prohibit the school from sharing teaching materials with parents/carers.
- Ensure resources are grounded in legal accuracy and do not present contested theories as objective facts.
- Clarify:
  - What will be said
  - The speaker's stance on the issues discussed
- Know the names of any individuals involved and follow safeguarding procedures.
- Conduct an online search to flag any concerns for the school or parents/carers.
- Check the agency's data and photo policy.
- Ensure a teacher is always present during sessions and can intervene or stop the session if necessary.

Roles and Responsibilities:

The following individuals have specific roles and responsibilities in the delivery of the PSHE and RSE curriculum at Carisbrooke College:

- Senior Leadership Team (SLT): Oversee the strategic planning and implementation of the PSHE and RSE curriculum.
- PSHE/RSHE Coordinator: Responsible for the coordination, development and review of the curriculum, ensuring that it is delivered effectively and that statutory RSHE content is appropriately covered, sequenced and monitored across Key Stage 3 and Key Stage 4.

Staff delivering PSHE and RSHE will receive appropriate training and support to ensure that they are confident in delivering sensitive and potentially challenging content in an age-appropriate, factual and impartial manner. Staff will know how to respond to disclosures and safeguarding concerns arising from lessons.

Teachers: Deliver the PSHE and RSHE curriculum as part of the broader school curriculum.

- Deliver RSHE in a sensitive, age-appropriate and developmentally appropriate way.
- Model positive and respectful attitudes towards relationships, health and wellbeing.
- Present factual information accurately and impartially.
- Avoid presenting contested views as established fact.
- Monitor students' understanding, engagement and wellbeing.
- Respond appropriately to the needs and vulnerabilities of individual students.
- Follow safeguarding procedures where concerns are raised or identified.

- Carisbrooke College delivers its PSHE provision, including statutory Relationships and Sex Education (RSE) and Health Education, in accordance with current Department for Education statutory guidance and relevant legislation.
- Staff do not have the right to opt out of teaching RSE.
- Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.
- Academy Committee: Monitor the implementation of the PSHE and RSE policy and ensure that appropriate arrangements are in place to meet statutory requirements.
- Parents and Carers: Support the learning and development of students by engaging with the curriculum and providing feedback.
- Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Conclusion:

At Carisbrooke College, our PSHE and RSHE policy ensures that students are given the knowledge, skills, and support they need to thrive in today's and tomorrow's world. By delivering the Jigsaw Curriculum, we are committed to fostering a safe, inclusive, and nurturing environment where students feel valued and empowered to lead healthy, fulfilling lives.

Policy Review:

This policy will be reviewed annually by the PSHE/RSHE lead in consultation with staff, students and parents and carers to ensure that it remains relevant, effective, inclusive and in line with current statutory requirements and Department for Education guidance.

The review will consider changes to RSHE statutory guidance, safeguarding requirements, relevant legislation, curriculum developments, student feedback, staff feedback and any issues identified through monitoring and quality assurance.