



Long Term Planning Horizons Pathway Relationships, Sex and Health Education

Curriculum Intent

Chadsgrove's Post-14 RSHE curriculum forms part of the Health strand of the Preparing for Adulthood framework and is designed to support students to make safe, informed and supported decisions as they move towards adult life. The curriculum places safeguarding, dignity and wellbeing at its core and reflects the diverse and individual needs of learners within the Post-14 pathway.

Through meaningful and developmentally appropriate learning, students develop an understanding of their own bodies, relationships and emotions. This includes building awareness of consent, personal boundaries and bodily autonomy, supporting students to develop confidence, self-esteem and self-advocacy at a level appropriate to their individual needs.

For students in Horizons Aspire and Horizons Living, our intention is for students to develop the knowledge and understanding needed to recognise risk, stay safe and seek support when required. Students are supported to understand relationships, sexual health and the wider aspects of adult life in ways that are accessible and relevant. Through this approach, we aim to support students to develop the skills and confidence needed to maintain their wellbeing and navigate relationships safely as they move beyond Chadsgrove.

For students in Horizons Connect, the curriculum prioritises the foundations of personal development and wellbeing. The intent is to improve students' quality of life by supporting them to develop an awareness of themselves, their bodies, their emotions and their interactions with others. Teaching focuses on helping students to feel safe, secure and valued, and to communicate comfort, discomfort, needs and preferences through their individual communication systems. There is an emphasis on trusted relationships, body awareness, personal care routines, safety and dignity, laying essential foundations for understanding of relationships, health and independence.

Curriculum Implementation

The Post-14 RSHE curriculum is delivered through a carefully structured and highly personalised approach, ensuring that all students can access learning that is appropriate to their cognitive ability, emotional readiness and communication needs. Teaching is adapted to reflect individual EHCP outcomes and levels of independence, with flexibility to revisit and reinforce key concepts over time.

A safeguarding-first approach underpins all teaching. Staff use professional judgement to sequence content appropriately, ensuring that students are supported to develop understanding while remaining safe. Learning is responsive, with opportunities for overlearning, repetition and reinforcement to support understanding and retention. Staff delivering RSHE are supported through safeguarding guidance and appropriate training to ensure teaching is accurate, sensitive and responsive to students' needs.

Students are taught about relationships, health and wellbeing through a combination of planned lessons and responsive teaching, using a range of strategies to support accessibility, including visual supports, structured discussion and AAC where appropriate. Content is delivered sensitively, with consideration given to students' individual circumstances, family background and level of understanding.

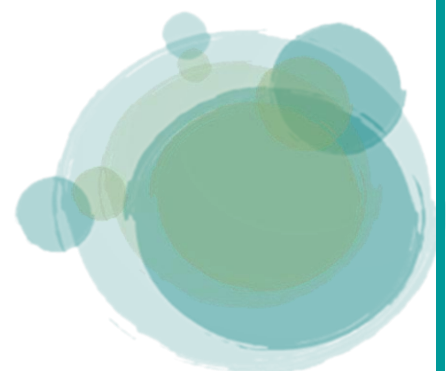
Key themes such as consent, personal boundaries and safety are explicitly taught in developmentally appropriate ways. Students learn that consent must be freely given and can be withdrawn, and they are supported to recognise situations where consent cannot be given. Teaching addresses risk, including harmful behaviour, coercion, grooming, exploitation and abuse, both in person and online.

Online safety is an integral part of the curriculum. Students are supported to understand online relationships, including exposure to explicit content, and are taught about safety, the law, and how to report concerns. A strong emphasis is placed on recognising unsafe situations and seeking support from trusted adults.

Where appropriate, learning is further adapted or delivered through targeted or bespoke interventions to ensure that all students can engage meaningfully with the curriculum. This ensures that RSHE remains inclusive, relevant and responsive to the needs of all learners.

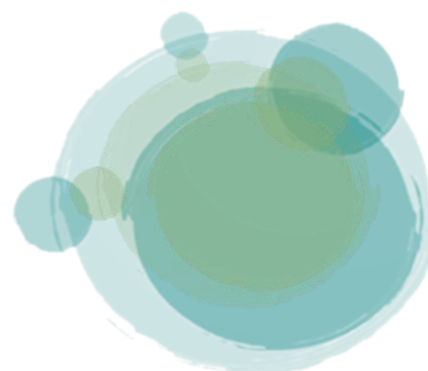
Parental Engagement and Right to Withdraw

Parents and carers are informed about the PSHCE and RSE content taught at Chads Grove School. In line with statutory guidance, parents have the right to withdraw their child from sex education components of RSE up to the age of 16, following discussion with the school, while Relationships Education remains compulsory for all students.



	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
2026-27	Relationships and Emotions Understanding self and others Key learning: - Communicating about feelings and emotions - Identifying safe, trusted adults and peers - Understanding what makes a relationship healthy or unhealthy - Recognising personal boundaries Suggested resources: - Yasmine and Tom teaching aids - Equals Unit 4.4e – Communicating about feelings and relationships - Equals Unit 4.3a – Safe relationships and lifestyle	Pregnancy and Parenthood Responsibility and future planning Key learning: - Pregnancy and birth - Teenage pregnancy - Responsibilities of parenthood - Considering physical, emotional and financial implications Suggested resources: - Equals Unit 4.5e – Pregnancy and birth. Responsibilities of parenthood - Equals Unit 4.5b – Teenage pregnancy - Red contraceptives box	Diversity and Identity Respecting difference and challenging stereotypes Key learning: - Understanding stereotypes and their impact - Appreciating ethnic and cultural diversity - Developing respect for difference - Introducing community belonging Suggested resources: - Yasmine and Tom teaching aids - Equals Unit 4.4a – Stereotypes - Equals Unit 4.4d – Ethnic diversity and radicalisation - Equals Unit 3.5d – Community belonging
2027-28	Healthy Relationships and Change Relationships over time Key learning: - Healthy and unhealthy relationships revisited - Understanding family changes and divorce - Exploring different types of relationships, including LGBT relationships - Developing empathy and resilience Suggested resources: - Equals Unit 4.5d – Relationships and divorce - Equals Unit 4.4e – Communicating about feelings and relationships	Conflict, Influence and Safety Making safe and informed choices Key learning: - Managing disagreements and conflict resolution - Making compromise - Introduction to radicalisation and influence - Understanding explicit images, pornography and the law (contextualised and developmentally appropriate) Suggested resources: - Equals Unit 3.4f – Making compromise, goodwill and conflict resolution - Equals Unit 4.4d – Ethnic diversity and radicalisation	Human Development Understanding the body and change Key learning: - Human development - Understanding bodily changes - Managing personal care and privacy - Delaying sexual activity Suggested resources: - Equals Unit 3.5f – Human development - Equals Unit 4.5a – Understanding my bodily needs. Delaying sexual activity - Yasmine and Tom teaching aids

	• Yasmine and Tom teaching aids	• Equals Unit 4.4a – Stereotypes, explicit images, pornography and the law	
2028-29	Sexual Health and Being Safe Health, safety and the law Key learning: • Sexual relationships and the law • Being safe in intimate and sexual relationships • Understanding sexual exploitation • Introduction to sexually transmitted infections Suggested resources: • Equals Unit 4.3a – Safe relationships and lifestyle • Equals Unit 4.5f – Sexuality and enjoyment. Sexually transmitted infections • Yasmine and Tom teaching aids	Contraception, and Inclusion Informed choices and inclusion Key learning: • Contraception and safe sex, including for LGBT individuals • Reviewing healthy relationships and sexual health knowledge • Reinforcing where and how to seek help • Preparing for adulthood and independence Suggested resources: • Equals Unit 4.5c – Sexual health. Contraception and safe sex for LGBT • Equals Unit 4.5f – Sexuality and enjoyment • Yasmine and Tom teaching aids	Online and Media Awareness Staying safe in a connected world Key learning: • Introduction to online safety • Understanding the role of media • Recognising unsafe online situations • Knowing where to seek help Suggested resources: • Equals Unit 4.2f – The media • Equals Unit 4.3a – Safe relationships and lifestyle • Yasmine and Tom teaching aids



Horizons Connect

Relationships and Sex Education focuses on body awareness, communication of comfort and discomfort, personal care routines, privacy, safety and dignity. Learning is reinforced through consistent daily routines, personalised interventions and trusted adult support, ensuring students are safeguarded and able to express preferences and concerns in ways meaningful to them.

- Relationships and Sex Education, is embedded across all areas of learning and daily provision.
- Teaching is delivered in line with personalised targets linked to students' Education, Health and Care Plan long-term outcomes for social, emotional and mental health, and Preparing for Adulthood outcomes
- Students learn the knowledge and skills required to meet statutory requirements at a developmentally appropriate level, with learning personalised to meet individual communication, cognitive and physical needs.
- Personalised RSE interventions are provided where appropriate, ensuring that learning is age-appropriate, carefully scaffolded and responsive to students' understanding and emotional readiness.

	Physical Health and Mental Wellbeing	Relationships and Sex Education
DfE Statutory Guidance	Mental Wellbeing Internet Safety and Harms Physical Health and Fitness Healthy Eating Drugs, Alcohol and Tobacco Health and prevention Basic First Aid Changing Adolescent Body	Families Respectful relationships including friendships Online and Media Being safe Intimate and Sexual Relationships including sexual health
PSHE Association Framework for Pupils with SEND – Encountering Stage	Self-Awareness SA1, SA2, SA4, SA5 Self-Care, Support and Safety SSS1, SSS2, SSS3, SSS4, SSS6, SSS7 Managing Feelings MF1, MF2, MF3 Changing and Growing CG1 Healthy Lifestyles HL1, HL2, HL3, HL4, HL5, HL6, HL7	Self-Awareness SA3, SA4, SA5, SA6 Self-Care, Support and Safety SSS1, SSS2, SSS3, SSS4, SSS6 Managing Feelings MF1, MF2, MF3 Changing and Growing CG3, CG4, CG5 Healthy Lifestyles HL1 The World I Live In WILI 1
Barrs Court Curriculum	SL.2 To acquire a persistent self-image SL.12 To use body language / natural gesture to communicate basic needs and emotions SL.15 To initiate and maintain interaction with a familiar person BSA1 To develop whole body awareness BSA2 To develop awareness of body movement	SL.5 To develop an awareness of self in relation to others SL.19 To develop an effective means of expressing choices, needs and preferences DLS2 To relate one object to another DLS3 To use newly acquired action routines in a range of situations and on a variety of different objects COG.11: To establish a pattern of mutual interaction with an adult. Pupil signals/ indicates that he wants the activity to continue or cease
EQUALS Pre-Formal and Informal Curriculum	Communication and Social Relationships / My Communication Sensory / My Sensory Play Physical / My Physical Wellbeing Creative Self-Determination and Independence / My independence Well-Being	Self-Determination and Independence / My independence Cognition and Challenge / My Sensory Play Well-Being / My Physical Wellbeing
Learning Opportunities	Intensive Interaction, TACPAC, Sensory/Social Storytelling, Sherborne Developmental Movement, Physiotherapy Movement Plans, Movement to Music, Rebound Therapy, Hydrotherapy, Personal Care Routines especially eating and drinking	Inclusive Community Awareness, Personal Care Routines especially intimate care
Personalised PSICHE/RSE Interventions	CG2 –Respond with curiosity to adult prompting for the names of body parts and changes of puberty including menstrual wellbeing	CG2 –Respond with curiosity to adult prompting for the names of body parts and changes of puberty including menstrual wellbeing CG4, CG5 – intimate relationships and long term relationships

Curriculum Impact

Through the Post-14 RSHE curriculum, students develop increasing confidence, self-awareness and understanding of themselves, their bodies and their relationships. They are able to apply their learning to real-life situations, supporting them to make safer, more informed and increasingly independent decisions as they move towards adulthood.

Students demonstrate a growing ability to recognise personal boundaries, respond appropriately to different situations and seek support from trusted adults when needed. Over time, they develop the skills to better understand risk, manage relationships and navigate social and emotional situations with greater awareness and confidence.

Students achieve outcomes appropriate to their individual pathways, including progress towards their RSHE-related EHCP targets and accredited unit work where relevant. These outcomes support their wider development and preparation for adult life, including further education, training, supported employment and independent living.

