

**Reviewed by:** Charlotte Burdett

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### 1. Aims

This policy sets out our school's approach to Personal, Social, Health and Economic (PSHE) Education, Spiritual, Moral, Social and Cultural (SMSC) Development, and Relationships and Sex Education (RSE).

We aim to:

- Equip pupils with knowledge, skills and attributes to keep themselves healthy and safe, and prepare for life and work.
- To provide information and teaching in an age-appropriate way.
- Promote pupils' spiritual, moral, social and cultural development.
- Enable pupils to build respectful relationships and understand human sexuality and diversity.
- Support the development of self-knowledge, empathy, resilience, and responsible citizenship.

### 2. Statutory Requirements

While PSHE is largely non-statutory, we are required to deliver:

Lower school:

- Relationships Education and Health Education as per the Children and Social Work Act 2017.
- Elements of Sex Education through the science curriculum.

Middle to Upper school:

- Relationships and Sex Education (RSE) as per the same statutory guidance.

We also have regard to:

- The Equality Act 2010 and Public Sector Equality Duty.
- The Education Act 1996 (sections 406, 407, and 403).

### 3. Curriculum Content and Delivery

#### 3.1 What We Teach

Our curriculum is delivered through:

- Main Lesson content.
- Subject lessons on specific topics or content.
- Celebration of festivals.
- Life skills through nature, arts, and storytelling.

#### 3.2 How We Teach It

- Weekly PSHE lessons.
- Integration across curriculum and whole-school events.
- Differentiated teaching for SEND pupils.
- Use of vetted external speakers.
- Parental notification of sensitive content.
- Emphasis on discussion, reflection, and respectful dialogue
- Questions will be answered honestly, factually and age-appropriately.
- Staff will respond with sensitivity and respect, mindful of safeguarding.
- Teaching will promote a safe, trusting environment that supports informed, healthy choices.

### 4. Roles and Responsibilities

Trustees: Approve the policy and monitor implementation.

Pastoral Lead: Oversee delivery and support staff.

Staff: Teach with sensitivity, monitor progress, model positive behaviours.

Pupils: Engage respectfully and reflectively.

### 5. Right to Withdraw

- Parents **cannot withdraw** from Relationships or Health Education (“There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught” ([Relationships education, relationships and sex education \(RSE\) and health education: FAQs - GOV.UK](#)))
- Parents **can withdraw** from non-statutory sex education as part of RSE in classes 5 to 10 (secondary schools) with a written request to the Teaching and Learning lead ([teachingandlearning@waldorfcambridge.uk](mailto:teachingandlearning@waldorfcambridge.uk)).

## 6. Assessment and Monitoring

- Combines self-reflection, peer feedback, and teacher observation.
- Progress is shared in reports and parent meetings.
- Annual policy review by the Pastoral Lead and College.

## 7. Related Policies

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Positive Behaviour Policy
- Equality and Diversity Policy
- Careers and Guidance Policy

## 8. Appendices

### Appendix 1: PSHE and RSE Curriculum Map (Indicative)

- Class 1 - Families, friendships, rules, safety, money, health, growing up and belonging.
- Class 2 - Family life, personal boundaries, respect, rights and responsibilities, online safety, jobs, feelings and everyday safety.
- Class 3 - Positive (including online) friendships, consent and confidentiality, money management, puberty, dental health and everyday drug safety.
- Class 4 - Peer influence, safe physical contact, discrimination, environment, media literacy, careers, wellbeing and emergency safety.
- Class 5 - Pressure and consent, diversity and anti-discrimination, media and online sharing, mental health, reproduction and transition, and drug use and the law.
- Class 6 - Transition and personal safety, puberty and healthy routines, money, careers, diversity, and relationship boundaries.
- Class 7 - Discrimination, identity and FGM, consent and contraception, digital literacy, healthy lifestyle, drugs and alcohol, and emotional wellbeing.
- Class 8 - Healthy relationships and families, RSE (recap), goal setting, employability, peer influence and substance use, and first aid.
- Class 9 - Mental health, media and influence, work experience, financial decision-making, healthy relationships, and extremism and radicalisation.
- Class 10 - Independence and future pathways, financial risk and gambling, work readiness, communication in relationships, and families and pregnancy.

### Appendix 2: British Values Statement is available here [Waldorf Cambridge - Curriculum](#)

We promote:

- Democracy
- Rule of Law
- Individual Liberty

- Mutual Respect and Tolerance of Faiths and Beliefs

These values are embedded in our curriculum and school ethos.