



# **Relationship, Sex and Health Education Policy September 2025**

Governor responsibility	Academic Committee
Owner/Author	Headteacher
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## Relationship, Sex & Health Education (RSHE) Policy

**Rationale and Ethos** This policy covers our school's approach to ensuring all our students are aware of the key issues facing young people today and to make sure it meets their needs. This is an important part of their well-being and development.

RSHE is part of our PSHE (Personal, Social, Health Education) offer across all Year groups.

The policy is produced by the school, through consultation with key stakeholders, such as students, parents, staff and governors.

We define 'Relationships, Sex and Health Education' (RSHE) as:

- Scientific and biological aspects of this topic
- Lifelong learning about physical, sexual, moral and emotional development
- Understanding of the importance of stable and loving relationships, respect, love and care for family life
- Developing a respect for keeping safe, even when the lines between online and day-to-day life become less clear
- Physical Health
- Emotional and Mental Wellbeing
- First Aid

Overall, it involves acquiring information, developing skills and forming positive beliefs, values and attitudes. We believe relationships, sex and health education is important for our students and our school because, in this ever-changing environment in which we live, our students must feel confident in dealing with its many challenges, opportunities and risks that it brings. We view the partnership of home and school as vital in ensuring our students feel supported on this important and, at times, sensitive issue. By fostering such a partnership, students will understand how this fits into the context of their own lives. RSHE is mandatory from September 2020.

## Aims of the RSHE Policy

Our school's overarching aims for our students are to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health, as all children have a right to information and guidance relating to their health and development.

Our RSHE programme aims to prepare students for their current and future lives in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- promote the spiritual, moral, cultural, mental and physical development of students in the school and of society
- prepare for the opportunities, responsibilities and experiences of now and later life

- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and platonic relationships
- avoid being exploited or exploiting others or being pressured into unwanted relationships or actions
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality, diversity and the rights of everyone to freedom of expression, thought and sexuality
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships Relationship, Sex and Health Education in our school contains the following elements: Families Relationships within these; marriage and other forms of long-term relationships; roles and responsibilities of parenting, developing judgements on what is safe/unsafe in a relationship

### **Respectful Relationships and Friendships**

Positive, respectful and healthy friendships; understand how stereotypes and prejudice can cause damage; the legal rights and responsibilities of equality; respect in school and the wider society between self and others; bullying, its forms, impact and how to access help and support; know that some types of behaviour are criminal.

### **Being and Keeping Safe (incl. Online and Media)**

Laws regarding relationships, consent, exploitation and abuse; making clear the opportunities and risks of online behaviour, including the law; where to get help and report concerns; impact on mental health e.g. body image; the differences between the online and physical world; the risks of online gambling and debt; being aware of advertising.

### **Intimate and Sexual Relationships, including Sexual Health**

Positive, healthy intimate relationships; how health can be affected by choices they make; facts about reproductive health; the changing adolescent body; discussing strategies for managing pressure from others; contraception and pregnancy; choices in relation to pregnancy; sexually transmitted infection facts, how these can be reduced through safer sex and where to get help; evaluate how the use of alcohol and drugs can lead to risky behaviour.

## **The Law**

How it underpins all aspects of these elements.

## **Mental Wellbeing**

Know how to talk about emotions; common types of mental ill health; recognise early signs of mental wellbeing concerns; evaluate how their behaviour can positively or negatively affect others; strategies to help mental health and wellbeing.

## **Physical Health and Fitness**

Positive associations of physical activity and benefits; understand what constitutes a healthy lifestyle and healthy eating; science of blood, organ and stem cell donation.

## **Drugs, Alcohol and Tobacco**

Facts and risks associated with legal and illegal substances; the law and how it relates to a young person/adult; analyse the consequences of addiction.

## **Health and Prevention**

Personal hygiene, spread, treatment and prevention of infection; dental health; benefits of self-screening/examination; the science and facts of immunisation and vaccination; the benefits of sleep for oneself.

## **Basic First Aid**

Treatment for common injuries, CPR and the purpose of a defibrillator.

## **Legislation (statutory regulations and guidance)**

We are required to teach relationships education/RSHE, as set down in the statutory guidance from the Department for Education. Requirements are set out in “Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)”. It will form part of our PSHE curriculum offer.

The DfE has published revised statutory guidance on RSHE to be implemented from September 2026. The changes will be incorporated into the 2026/27 policy. Changes to teaching resources will take effect from this date to reflect the new changes. More information can be found at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

## **The RSHE policy supports/complements the following policies:**

- [Anti-Bullying Policy](#)
- [Behaviour Policy](#)
- Equality Policy
- [Safeguarding and Child Protection Policy](#)

- PSHE Policy

Documents that inform the school's RSHE policy include:

- o Education Act (1996)
- o Equality Act (2010)
- o Keeping children safe in education – Statutory safeguarding guidance (2025)

### Curriculum design

Our RSHE programme is an integral part of our whole school PSHE education provision and will cover all elements, as set out in statutory guidance. In particular, we will be basing the RSHE curriculum around the PSHEE Jigsaw curriculum.

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring elements are carefully planned and delivered with the needs of different students (e.g. age, ability, understanding) in mind. Lessons will utilise expert help and support from named adults, who support our SEND students. We ensure RSHE fosters equality by allowing every student to have a voice and ensure facts are presented clearly, with stereotypes and prejudices being challenged appropriately. Teaching of RSHE within school Our RSHE programme will be planned and delivered through:

- PSHE timetabled lessons, during our PSHE days once every half term
- Assembly programme

Our RSHE programme will be taught through a range of teaching methods and interactive activities, including, but not exhaustive:

- Discussions-based tasks
- Independent research
- Quizzes and role play

There are times when visitors/external agencies are invited into school to support the delivery of RSHE. They can greatly enhance the delivery of topics, bringing in specialist knowledge and different ways of engaging with young people. All visitors will be organised via the Assistant Heads and visitors will be made aware of our RSHE Policy and check any material to be used in school. The Assistant Heads will also ensure all DBS checks are in place prior to any visit, as per our policy.

Informal Assessment in RSHE will be carried out ongoing through classroom-based discussions in addition to an annual written assessment.

An overview of the learning in each year group can be found in our PSHE policy and is sent home at the beginning of each academic year. If you require this to be resent, please contact your child's form tutor.

### **Inclusion Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups.

Students with Special Needs

We will ensure that all young people receive Relationship, Health and Sex Education, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary.

### **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

Safeguarding Teachers are aware that effective RSHE, can lead to a disclosure of a child protection issue. If this were to occur, then staff will consult with the Designated Safeguarding Lead or a Child Protection Officer, as per our Safeguarding and Child Protection policy.

Roles and responsibilities The RSHE programme will be led by our Form Tutors and supported by our AHT (Pastoral). It will be taught by a core group of trained staff; in addition, tutors will deliver aspects through our tutor programme.

Training will be given to all staff for specific sessions and where this is required.

### **The Governing body:**

- To regularly review the policy and ensures it is fulfilling its statutory duties
- To have an overview of local and national developments which affect the RSHE curriculum

### **The Headteacher and Senior Leadership Team:**

- To update the policy
- To keep abreast of local and national changes and apply these appropriately
- To ensure the RSHE curriculum allows clear progression
- To have a broad understanding of the RSHE curriculum
- To ensure that the curriculum model leads to suitable allocated time in school which supports learning
- To provide appropriate and ongoing professional development for staff

### **PSHE lead:**

- To monitor curriculum developments in RSHE and implement these in discussion with the SLT
- To design and implement a coherent curriculum that ensures students' progression within the subject and meets the principles set out in this policy

- To review, evaluate and update schemes of work to ensure all staff have access to a series of lessons, activities and resources that contribute to the delivery of the curriculum
- To ensure that suitable assessment methods are chosen
- To monitor the impact of the curriculum on standards of student learning and progress, ensuring delivery is equitable for all
- To quality assure the delivery and assessment of content within their subject areas to ensure no student is disadvantaged

#### **Teaching Staff:**

- Create an environment in which students are comfortable and can focus on learning
- To deliver the curriculum in line with this policy
- To differentiate and personalise the curriculum to allow all students, through choice or appropriately levelled work, to access the learning at the appropriate level

#### **Non-Teaching Staff:**

- Support the leader of subject and teachers in delivering lesson content effectively to all students
- Be aware of their role, both formally and informally, in supporting our students

Engaging Parents/Carers Parents/carers will be informed about the policy through communication, such as School Comms, letter or e-mail, at the start of each academic year. Parents have a legal right to view this policy and the content of our RSHE curriculum.

Parents/carers will be aware of when aspects of the curriculum are being covered by consulting the curriculum maps in the appendices. Alternatively, a parent/carer can contact the Assistant Heads for further discussion.

#### **Right to Withdraw - There is no right to withdraw from the Relationships Education or Health Education.**

Statutorily, all students must be taught RSHE, as contained in the statutory Science National Curriculum. There may be some aspects of the content, however, which parents/carers feel they would like the right to withdraw their children from. These could be all, or part, of the sex education delivered as part of the statutory RSHE curriculum. If a parent/carer wanted to explore this, then we would always deal with these on an individual basis.

If a parent/carer requests that their child be removed from relationships and sex education, we will most likely follow this course of action:

- Request is submitted by the parent/carer, in writing, to the child's Form tutor

- Discussion had between school, parents/carers and child to clarify any wishes and understand the nature and purpose of the curriculum
- If withdrawal is still requested, then Headteacher will be informed to make a final decision
- The Leader of Year will keep a record of these discussions and any decisions made
- If a student is withdrawn from sex education, it is the school's responsibility to ensure the student receives appropriate, purposeful education during the period of withdrawal. It would be beneficial to note the social and emotional effects that withdrawal may have on a child, especially if they were to learn these aspects incorrectly from their peers.

Withdrawal can be given up to, and until, three terms before the child turns 16 (usually Year 11). After this point, if a student wishes to receive sex education, rather than be withdrawn, the school should make arrangements to provide the student with sex education during one of those terms.

Our school will need to consider any SEND issues when making a decision.

### Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSHE, as is usual practice, during planning, once delivered or during PSHE/RSHE training sessions. Students will have opportunities to review and reflect on their learning during lessons and at the end of each term, as a minimum. We will always try, where possible, to listen to responses from students during lessons, evaluations and through our Student Voice body. This will enable us to adapt and amend our curriculum offer and delivery to have the greatest impact. Glossary PSHE – Personal, Social, Health Education – non-statutory subject with a planned programme of learning opportunities and experiences, which help children and young people grow and develop as individuals, as members of families and of social and economic communities.

It covers topics such as:

- RSHE
- Citizenship
- Democracy
- Careers
- Finance

RSHE – Relationship, Sex and Health Education – schools have a statutory duty to deliver this to every student (from Sept 2020). It covers the scientific and biological aspects of this area, alongside lifelong learning about physical, sexual, moral and emotional development



### **Equality, Diversity and Inclusion Statement**

**Our school has a ZERO TOLERANCE approach to any racist, bigoted or negative views towards other faiths and cultures. The same applies to any negative views towards any members of the LGBTQ+ community.**

**Staff are trained to know that any exclusion of these communities is not tolerated and will be dealt with. “Banter” when in a negative sense that makes individuals feel marginalised, unwelcome or intimidated is unacceptable.**