

Relationships, Sex and Health Education

POLICY STATEMENT

- At our school, we believe that high-quality Relationships, Sex and Health Education (RSHE) is essential to the personal, social, emotional and safeguarding development of every Pupil. RSHE provides Pupils with accurate information, practical skills and positive values that help them build safe, respectful and healthy relationships both online and offline. It also supports Pupils to develop confidence, self-awareness and the ability to make informed decisions about their wellbeing as they grow and mature.
- Our approach reflects the values and ethos of our school, celebrating diversity, promoting equality, and recognising that our Pupils may require adapted, therapeutic and personalised approaches to ensure their understanding and safety. By delivering RSHE in a supportive, child-centred and trauma-informed way, we aim to empower Pupils to navigate relationships with kindness, respect and confidence.
- We recognise and uphold UNCRC Article 28, which states that every child has the right to an education. In line with this, we are committed to providing RSHE that is accessible to all Pupils, responsive to their needs, and grounded in their rights, dignity and wellbeing.

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1. Rationale

1.1 Scope

- 1.1.1 We believe that effective Relationships and Sex Education (RSHE) is essential to our Pupil's personal development and will help them to make responsible and well-informed decisions. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental, and physical development of our Pupils, preparing them for the opportunities, responsibilities, and experiences of adult life.
- 1.1.2 We believe RSHE should not be delivered in isolation but be firmly rooted in our Personal, Social and Health Education, and Computing, during oral interaction as part of one-to-one sessions and embedded in the wider curriculum. We seek to enable our Pupils to feel positive about themselves, to manage relationships and to access the infrastructure of support available to them.
- 1.1.3 This policy sets out the framework for RSHE at our School, providing clarity on how the curriculum is informed, organised, and delivered.

1.2 Moral Framework

- 1.2.1 RSHE is delivered within a framework that promotes:
- Respect for self and others
 - Kindness, empathy, honesty and responsibility
 - Understanding of diversity and equality under the law
 - Critical thinking around peer influence, power dynamics and stereotypes
 - A child centred approach where Pupils' dignity and safety are paramount
- 1.2.2 We explicitly challenge stereotypes, misogyny, homophobia, ableism and prejudice, supporting Pupils to develop healthy, positive selfidentity and relationships.

1.3 Aims and Objectives

- 1.3.1 We aim to provide our Pupils with an age appropriate RSHE programme that is tailored to their physical and emotional maturity. It should enable them to make positive choices about their sexual and emotional health, both now and in the future.
- 1.3.2 In order to ensure the RSHE content is taught in an inclusive manner, the curriculum also considers a range of views, values and diversity of relationships; and gender and sexuality, including LGBTQIA+ lives.
- 1.3.3 The aims of RSHE at our School are to:
- 1.3.4 We aim to provide Pupils with a curriculum that:
- Builds self-respect, confidence and empathy
 - Teaches accurate vocabulary for body parts (including genitalia), relationships and consent
 - Develops emotional regulation, communication and boundary setting skills

- Prepares Pupils for puberty, adolescence and healthy intimacy
- Equips Pupils to recognise and report abuse, including online harms
- Reflects diversity in families, gender, sexuality, culture and experiences
- Integrates content relevant to Pupils with SEND and known vulnerabilities

1.3.5 We aim to achieve this by having three main elements to our programme:

1.4 Attitudes and Values

1.4.1 Our RSHE curriculum promotes positive attitudes and values that help Pupils develop safe, respectful and nurturing relationships. Pupils are supported to:

- Understand the importance of kindness, empathy, honesty, trust, and respect in all relationships, both offline and online.
- Recognise and value difference, including family structures, cultures, beliefs, sexual orientation, disability and gender reassignment, in line with the Equality Act.
- Develop respect for themselves and others, including understanding why stereotypes and prejudice (e.g., misogyny, homophobia, ableism) can be harmful.
- Explore ideas around fairness, boundaries, consent and personal responsibility in a developmentally appropriate way.
- Understand that ethical behaviour goes beyond consent and includes kindness, care, awareness of power dynamics and attentiveness to others' feelings and vulnerabilities.
- Recognise the value of healthy, stable relationships, including friendships, family relationships, and romantic relationships and their importance for emotional wellbeing.
- Develop the ability to think critically about influence, pressure, misinformation and online content, including harmful influencers and unrealistic portrayals of relationships

1.5 Personal and Social Skills

1.5.1 We support Pupils to develop the personal and social skills needed to build healthy relationships and manage challenges safely and confidently. Pupils learn to:

- Communicate feelings, needs and boundaries clearly and respectfully.
- Build emotional regulation, resilience and problemsolving skills through relational and therapeutic approaches.
- Manage friendships, conflict and peer influence with kindness and respect, recognising how their behaviour affects others.

- Develop confidence in recognising safe and unsafe situations, including online interactions, image sharing and digital communication.
- Identify and resist pressure, including pressure to take risks online, share images, engage in harmful behaviours, or conform to stereotypes.
- Recognise when they or others need support, and how to seek trusted help, including reporting unsafe or worrying behaviour.
- Understand healthy and unhealthy dynamics in relationships, including bullying, controlling behaviour, exploitation, coercion and sexual harassment, practice skills needed for safer decisionmaking as they grow towards independence, including in online spaces and public environments.

1.6 Knowledge and Understanding

- Our curriculum provides Pupils with accurate, accessible and developmentally appropriate knowledge to help them understand themselves, their relationships and how to stay safe. Pupils will learn:
- How bodies grow and change, including puberty, menstruation, hygiene and the development of emotional and physical changes.
- The facts about relationships, consent, personal boundaries, privacy and respecting others' rights.
- The law relating to relationships, sexual behaviour, image sharing, AI-generated sexual imagery, deepfakes, pornography, sexual harassment, public sexual harassment, domestic abuse and harmful sexual behaviour.
- How online platforms work, including social media, privacy settings, content targeting, misinformation and the risks associated with grooming, scams, sextortion and digital manipulation.
- The importance of sexual health, including factual information about contraception, STI prevention, consent and safer relationships (taught in an accessible way, at the right developmental stage).
- The physical, emotional and social risks of harmful behaviours such as substance use, vaping, gambling and exposure to harmful online content.
- Where to access support for health, wellbeing, relationships or safety concerns, including how to report worries to trusted adults in school and beyond.

1.6.1 By delivering much of the RSHE programme through informal discussion, we feel that Pupils will feel safe, relaxed, and have confidence and trust in the knowledge, ability, and skills of our Team Members.

2. Implementation

2.1 Curriculum Design

2.1.1 At our school, RSHE is designed to be inclusive, carefully planned and developmentally sequenced. It is taught primarily through our PSHE curriculum, with strong links to SMSC. Some RSHE themes are explored across multiple topics, while other areas are taught discretely at an age- and stage-appropriate time. Additional teaching is embedded within subjects such as Science, RE, Literacy and wider curriculum areas. These lessons form part of our planned whole-school approach and are never delivered as an “add-on”

2.1.2 Through effective organisation and delivery of RSHE, we ensure that:

- RSHE is delivered in a safe, non-judgemental and inclusive way, using factual information and accessible teaching approaches that enable Pupils to ask questions confidently, including those they may find sensitive or embarrassing.
- Pupil voice is valued. Team Members listen to Pupils’ views and encourage curiosity, discussion and critical thinking. Ground rules are established with each group to support respectful and emotionally safe dialogue.
- Core knowledge is broken down into manageable units, with opportunities to revisit and deepen understanding over time. Lessons are carefully sequenced to support memory, confidence and progression.
- Learning is applied to real life contexts so Pupils can use their knowledge safely and appropriately. Teaching methods are chosen to meet the developmental, emotional and communication needs of each Pupil.
- Groupings are thoughtfully planned. Delivery may occur in whole class groups, small groups, gender specific groups or 1:1 sessions, depending on the topic, cultural or personal needs, age, maturity and SEND considerations.
- Resources are selected with great care, ensuring they are appropriate, accessible and safe. No inappropriate or illegal images, videos or materials will ever be used.
- Pupils are never stigmatised. We recognise that Pupils may have diverse home circumstances, including care experience or young carer responsibilities, and our curriculum reflects this sensitively.
- We remain alert to vulnerability. Pupils with SEND may be more at risk of exploitation, bullying or harmful relationships; teaching is adapted to mitigate risk and strengthen protective factors.
- Safety and safeguarding are central. Pupils learn how to stay safe, including online, while being reminded clearly that abuse is never the fault of a child and victim blaming is unacceptable.

- Exploration of sexual orientation and gender identity is approached sensitively. Content is relevant to all Pupils and delivered at an appropriate time, with respect, clarity and balance.
- LGBTQIA+ content is integrated throughout the curriculum, rather than delivered as a standalone topic, so Pupils understand diversity as a natural part of relationships and society.
- We actively challenge derogatory attitudes and discrimination linked to any protected characteristic, promoting kindness, respect and inclusion.
- We foster healthy peer relationships, encouraging Pupils to communicate respectfully and challenge harmful stereotypes, beliefs or behaviours.
- We address issues such as sexism, misogyny, homophobia, sexual harassment, violence and gender stereotypes, helping Pupils understand why these behaviours are harmful and how to seek help.
- Topics such as sexting and youth produced sexual imagery are taught within a developmental sequence, where Pupils first learn about consent, boundaries, online behaviour and personal safety.
- Team Members are supported by the Integrated Therapies Team, ensuring delivery is trauma informed, emotionally attuned and responsive to individual need.

2.2 Impact and Assessment

- 2.2.1 The school has the same high expectations of the quality of Pupils' work in RSHE as for other curriculum areas. Our curriculum builds on the knowledge Pupils have previously acquired, including in other subjects, with regular feedback provided on Pupil progress. Learning is assessed and assessments are used to identify where Pupils need extra support, intervention, or additional challenge.
- 2.2.2 Progress is monitored through the school's assessment tools, as well as using Motional to monitor well-being.

3. Specific Issues

3.1 Personal Beliefs

- 3.1.1** Team Members deliver RSHE impartially and in line with statutory guidance. Personal beliefs, values or attitudes must not influence the content or delivery of teaching. All Pupils receive consistent, factual and balanced information that supports their safety, wellbeing and understanding.

3.2 Language and Ground Rules in Lessons

- All Team Members teaching RSHE will establish clear, supportive ground rules with their class or group before beginning any sensitive content. These rules help create a safe, respectful and predictable learning environment. Examples include:
 - No Team Member or Pupil will be asked to answer a personal question.
 - No one will be required to contribute to a discussion if they do not feel comfortable.
 - Language used will be clear, inclusive, developmentally appropriate and understood by all.
 - Vocabulary will be explained factually, calmly and without judgement.
- 3.2.1** Pupils will be involved in the negotiation and setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role-play and speaking in the third person.

3.3 Dealing with Difficult Questions

- 3.3.1** If a Pupil asks a question that is not appropriate for the whole group, is too explicit for their age or developmental stage, or requires a private conversation, the Team Member will speak with the Pupil individually at a more suitable time. Where relevant, the Team Member may decide to inform the Pupil's Parents/Carers so they can support follow-up conversations at home.
- 3.3.2** If a Pupil makes a disclosure or asks a question that raises a safeguarding concern, the Team Member will follow the school's safeguarding procedures immediately. This includes reporting the concern to the Designated Safeguarding Lead (or Deputy) that same day. The Pupil will be listened to, reassured and appropriately supported in line with our safeguarding and therapeutic practice.

4. Working with Parents/Carers and External Agencies

- 4.1.1 We value the central role Parents and Carers play in helping their children understand relationships, safety and wellbeing, and we aim to work alongside them through open conversation, reassurance and a supportive, collaborative approach. As such, we understand the importance of the role of Parents/Carers in the development of their child's understanding about relationships, sex, and health.
- 4.1.2 The statutory guidance requires schools to be open and transparent with Parents/Carers about all materials used in RSHE. To comply, we will:
- Make all teaching materials available for Parents/Carers to view on request.
 - Provide a representative sample of curriculum resources proactively.
 - Ensure that any external materials (e.g., slides, worksheets, videos) are shared with Parents/Carers, if requested.
 - Avoid entering into any contract with external providers that restricts sharing content with Parents/Carers.
- 4.1.3 If the school decides to adapt, add or change RSHE content due to emerging needs (e.g., current safeguarding trends, local issues, therapeutic needs), Parents/Carers will be notified before the content is delivered.
- 4.1.4 We will respond to any concerns with sensitivity and consideration, recognising that some Parents/Carers may feel anxious about RSHE content.
- 4.1.5 The law requires schools to consult with Parents/Carers on their RSHE policy. Consultation is carried out when the policy is updated. We will provide a window of opportunity for all Parents/Carers to respond with their views following any update to the policy. The final version of the policy will then be available on the school website for reference. We provide opportunities for Parents/Carers to ask questions about the delivery and content of the RSHE curriculum, including any updates to this policy.
- 4.1.6 Parents and Carers of new Pupils will be provided with all the above information at the point of admission, regardless of the time of year they join the school. We understand that Parents /Carers may have concerns about some aspects of RSHE and all views will be listened to and carefully considered. However, the School will ultimately make the final decision about what is to be taught and when. This will be informed by our statutory obligations as well as the needs of our Pupils. Parents/Carers and Carers will be provided with opportunities to find out about the progress of their children in RSHE related topics; for example, as part of Annual Reviews of EHCPs, during Parents/Carers' Evenings and within termly progress reports.
- 4.1.7 External agencies may contribute to delivery but must follow school safeguarding procedures and provide materials to the school in advance

5. Right to Withdraw

- 5.1.1 Parents and Carers may request that their child is withdrawn from the sex education elements of RSHE that are not part of the statutory Science curriculum. When a request is made, the Headteacher will offer a supportive conversation with the Parent/Carer and with the Pupil where appropriate to understand the reasons for the request and to explain the purpose and benefits of this part of the curriculum. This discussion also helps us explore any potential impact of withdrawal on the Pupil's wellbeing, confidence or understanding, as well as the likelihood that they may receive inaccurate information from peers. A record of this conversation will be kept.
- 5.1.2 For Primary aged Pupils, where sex education is taught beyond the Science curriculum, the Headteacher must agree to the withdrawal request. For Secondary aged Pupils, the Headteacher may decline a request only in exceptional circumstances, such as safeguarding concerns or known vulnerabilities. From three terms before their 16th birthday, Pupils may choose to opt back in to sex education, even if they were previously withdrawn, and we will ensure Pupils know they have this option.
- 5.1.3 If a Pupil is withdrawn, we will provide appropriate, purposeful alternative learning during this time. Parents/Carers cannot withdraw their child from Relationships Education, Health Education, or any content taught as part of the statutory Science curriculum, such as puberty or human biological processes. Relationships Education remains essential for helping all Pupils build respectful, safe and healthy relationships, recognise risks and seek help, without going into the detail of sexual activity.
- 5.1.4 Bespoke programmes of education can be provided to tackle specific issues or concerns raised by Parent, Carers, or external agencies.

6. Confidentiality

- 6.1.1 Team Members approach confidentiality in RSHE sensitively, ensuring Pupils understand that while their questions and feelings are respected, information cannot be kept private if it relates to their safety or the safety of another person. At the start of sessions, Team Members explain clearly using accessible, developmentally appropriate language — what confidentiality means and what might need to be shared with the Safeguarding Team. This helps Pupils feel safe, reduces anxiety and supports trauma-informed practice.
- 6.1.2 If a Pupil asks a personal question or raises a concern that is not appropriate to address within the group, the Team Member will speak with them privately at a suitable time. This allows questions to be answered sensitively and maintains emotional safety for all Pupils.
- 6.1.3 If a Pupil makes a disclosure, or shares information that suggests they may be at risk of harm, the Team Member must follow safeguarding procedures immediately. This includes informing the Designated Safeguarding Lead (or Deputy) on the same day. The Pupil will be listened to with care, reassured that they have done the right thing by speaking up, and given appropriate support.
- 6.1.4 All Team Members understand the legal duty to report concerns of child sexual abuse, which applies to anyone working in regulated activity with children. Any information indicating that a child may be experiencing sexual abuse must be reported without delay.
- 6.1.5 Pupils will never be asked to disclose personal experiences within RSHE lessons. Distancing techniques such as scenarios, case studies or third-person language help Pupils explore sensitive topics safely while maintaining personal boundaries.
- 6.1.6 Team Members may guide Pupils toward trusted sources of advice and support, including internal and external services. Any signposting will remain factual, accessible and age-appropriate, and will always reinforce the message that help is available and asking for help is a positive step..

7. Legislative Framework

7.1.1 This policy was and developed in response to the following guidance:

- Keeping Children Safe in Education, DfE, 2026
- Relationships Education, Relationships and Sex Education (RSHE) and Health Education (DfE, 2026)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)
- Preventing and tackling bullying (DfE, 2017)
- The Online Safety Act and related legislation, including legal provisions on harmful online behaviour, the sharing of sexual images (including AI generated images), grooming, sextortion and digital manipulation
- Sharing nudes and semi-nudes: advice for education settings working with children and young people: Guidance on responding to incidents and safeguarding children and young people. (UKCIS 2024)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, 2015)
- Equality Act 2010: advice for schools (DfE, 2014)
- Safeguarding and Child Protection Policy and Procedures
- Anti-Bullying Policy
- Therapeutic Approaches Policy
- SEND Policy
- Equality And Cohesion Policy
- Curriculum Policies (including Science and Religious Education)
- PSHE, SMSC and Citizenship Policies
- Online Safety Policy
- Acceptable Use of Technology and Social Media Policy
- Child on Child Policy