

### RSHE Policy 2025/26

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### Supporting Documents

- Relationships, Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025)
- Behaviour and Anti-Bullying Policy
- Risk Assessment Policy
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children
- Independent School Standards (part 2 – SMSC development of pupils)
- SEND Code of Practice
- Education Inspection Framework (EIF)

## 1. Introduction and Aims

Effective from September 2020, Relationships Education became mandatory in primary schools, while Relationships and Sex Education (RSE) was introduced as a requirement in secondary schools. Health Education is now compulsory across all state-funded schools. This policy aligns with the updated Statutory Guidance issued by the Department for Education in July 2025 and details the school's approach to delivering RSHE in compliance with statutory obligations and tailored to the specific needs of its pupils.

The policy sets out clear procedures regarding curriculum content, delivery methods, parental involvement, accessibility, and equality. At the school, RSHE constitutes a vital part of the educational programme and is delivered collaboratively with parents and carers. The curriculum is designed to foster a safe environment for discussing sensitive issues, equipping pupils for the physical and emotional developments associated with puberty and promoting healthy sexual development. Furthermore, RSHE seeks to instil self-respect, confidence, empathy, and the capacity to establish and sustain healthy relationships. Pupils are provided with essential knowledge and practical skills to safeguard themselves and others, both offline and online, and are taught accurate terminology to describe their bodies and relationships, thereby enhancing effective communication.

This policy is informed by Part 2 of the Independent School Standards, which require schools to promote respect for others and prepare pupils for life in contemporary British society. RSHE is integral to this objective, supporting mutual respect, fostering appreciation of diversity, and enabling pupils to participate constructively within society.

Through the RSHE curriculum, pupils gain a robust understanding of their rights and responsibilities and are prepared to contribute positively as active, responsible citizens in a modern democracy.

## **2. Curriculum**

The RSHE curriculum has been modified to address the needs of all pupils, including those with SEN and health conditions. The programme is designed to build knowledge and understanding progressively from Key Stage 1 to Key Stage 5 (as applicable), introducing topics according to pupils' age, development, and readiness to learn. The curriculum aligns with the statutory content outlined in the July 2025 DfE guidance, covering topics such as:-

- consent and respect in relationships,
- online safety and digital literacy,
- puberty and menstrual health,
- reproductive health,
- mental health and emotional wellbeing,
- physical health and lifestyle choices,
- strategies for preventing abuse, harassment, exploitation, and unsafe behaviours.

A clear framework and approved resources are implemented throughout all settings to support consistency, while flexibility is maintained to adapt delivery to local circumstances and pupil needs. Teaching adheres to statutory requirements and is presented in an age-appropriate manner that considers pupil maturity and the school's values. Staff receive training to deliver content factually and respectfully, fostering open discussion and critical thinking.

Where necessary, specific topics may be delivered one-to-one to address individual needs.

Feedback from pupils and parents/carers informs RSHE provision, supporting the delivery of topics at appropriate times and helping pupils develop positive relationships and avoid potential harm.

## **3. Engagement with Parents/Carers and Pupils**

The school is committed to incorporating the perspectives of both parents and pupils in the development of the RSHE curriculum. Each year, we engage parents in a comprehensive review of the RSHE policy to ensure alignment with the community's values and needs. Parents receive advance notice each term regarding upcoming topics, allowing them to prepare their children and facilitate constructive discussions at home. Additionally, pupil feedback is solicited on a regular basis to help us maintain content that is relevant, engaging, and effective.

#### 4. Parents'/Carers' Right to Withdraw

Parents and carers have the legal right to withdraw their child from the non-statutory components of sex education within the Relationships and Sex Education (RSE) curriculum, up to and including three terms before the child's 16th birthday. After this point, if the pupil requests to participate in sex education, the school will make appropriate arrangements for them to do so. Any withdrawal request must be submitted in writing to the Headteacher. The Headteacher will meet with the parent or carer, and, where appropriate, the pupil, to discuss the request, ensure full understanding, and outline the nature and objectives of the curriculum content. Should withdrawal be granted, the pupil will be provided with alternative, purposeful educational activities during the relevant lessons. Please note that there is no right to withdraw a pupil from Relationships Education or Health Education, as these are statutory requirements.

#### 5. Accessibility

The RSHE programme is designed to be accessible to all pupils, including those with special educational needs (SEN). Lesson materials are modified as required through differentiated resources, alternative teaching methods, and personalised approaches to accommodate individual requirements. When external visitors participate in the programme, they are required to comply with safeguarding protocols and ensure their contributions are consistent with the curriculum framework.

It is recognised that some topics may be challenging for pupils who have direct experience of the subjects discussed or have experienced trauma. Staff consider the use of pre-teaching and the careful introduction of sensitive content as part of their approach to supporting pupil engagement. Collaboration with pastoral teams, the SENCO, DSL, and, when necessary, Keys Specialist Advisors and Clinical staff, is undertaken to provide appropriate support where required.

#### 6. Roles & Responsibilities

**The Headteacher** holds overall responsibility for the delivery and review of the RSHE policy and for ensuring compliance with statutory requirements. The Headteacher will ensure communication with parent/carers is timely, appropriate and purposeful.

**Teaching staff** are responsible for delivering RSHE lessons in a sensitive and inclusive manner, modelling positive attitudes, adapting lessons to suit the needs of their pupils, and following safeguarding procedures in line with school policy, as laid out in section 2 and 5.

**The SENCO and DSL** both play a key role in supporting staff to adapt and differentiate the curriculum for pupils with SEN, ensuring that all pupils can access and benefit from RSHE. This will also include informing staff of necessary adaptations and potential triggers. This will allow staff to teach in the most effective way.

**All staff** are made aware that RSHE contributes directly to the school's performance under the inspection framework, particularly in the areas of personal development and safeguarding. This includes all staff having access to the RSHE curriculum in order to be made aware of how this provides pupils with the knowledge, skills, and confidence to make safe, informed choices, and to build respectful relationships. By promoting resilience, wellbeing, and awareness of safeguarding risks, RSHE supports the school in meeting inspection expectations for preparing pupils to thrive in a safe and supportive environment.

## **8. Monitoring and Review**

This policy will undergo an annual review in collaboration with staff, parents, and pupils to ensure its continued relevance, responsiveness to evolving needs, and compliance with statutory and regulatory requirements.

The policy will be accessible via the school website and can also be provided in printed format upon request.

## **9. Equality Statement**

The school is dedicated to ensuring equality of opportunity and cultivating an environment that respects and celebrates diversity. We acknowledge and appreciate the varied backgrounds that comprise our community, including distinctions of race, faith, age, gender, disability, and sexual orientation. RSHE will be delivered in a manner that encourages mutual respect, addresses stereotypes, and equips pupils to engage effectively within a diverse society.

## **10. Cross-Policy References**

RSHE is integrally connected to other core school policies. Notably, the Safeguarding Policy establishes clear procedures for managing disclosures and addressing safeguarding concerns that may arise during RSHE instruction. Additionally, the Alternative Provision Policy mandates that RSHE delivered off-site or by external providers maintains equivalent standards in safeguarding, curriculum quality, and pupil support. Staff are required to consult these policies when planning or delivering RSHE content in alternative educational settings.

## **12. Staff Training and CPD**

All staff involved in delivering RSHE will participate in ongoing training and professional development to ensure:-

- Confidence in addressing sensitive topics with a trauma-informed and inclusive approach.
- Awareness of safeguarding issues associated with RSHE content.
- Proficiency in responding to disclosures and managing pupil concerns.
- Comprehensive understanding of statutory guidance and curriculum requirements.

Training will be organised by the DSL and RSHE Lead, with annual review processes in place.

### **13. Curriculum Map Reference**

A comprehensive visual curriculum map detailing the delivery of RSHE across all year groups is available within the RSHE planning folder. This resource clearly outlines the sequencing and adaptation of statutory content throughout each educational phase, specifying delivery methods, lead staff responsibilities, resources, SEND considerations, and strategies for parental engagement. All staff are expected to consult this map when planning lessons and evaluating curricular coverage.

## Appendix: Local Delivery Plan – Statutory RSHE Content

### All Key Stages PSHE/RSHE (KS3-4)

**N.B Identified throughout the scheme of work, are social and emotional skills (SES) that are directly linked to the learning outcomes**

**N.B Due to the developmental stages of our students, the curriculum includes criteria from KS2 to support with gaps in learning as and where the need arises**

**N.B All outcomes including SES, correlate to RSHE statutory guidance (families, respectful relationships including friendships, online and media, being safe, intimate and sexual relationships, including sexual health, 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)**

### Intent

At Unity College, PSHE/RSHE is taught to underpin students' development as people because we believe that this also supports their capacity for learning. Jigsaw, the mindful approach to PSHE/RSHE, provides a programme that offers a comprehensive and carefully thought-out scheme of work which allows for sequential progression throughout each student's learning journey. Jigsaw also allows our curriculum to focus on social and emotional skills, which are particularly vital for our vulnerable and disadvantaged students. Our PSHE/RSHE curriculum supports the "personal development" and "behaviour and attitude" aspects, as well as contributing to the school's safeguarding and Equality duties, British Values and SMSC development for all our students. The statutory RSE is embedded throughout our curriculum in a sequential manner to support with all aspects of life our students will face.

Our curriculum offers valuable opportunities to help students develop the knowledge, skills and attributes needed to keep themselves healthy and safe, as well as preparing them for life and work. We aim to provide our students with opportunities at Unity College, to learn about the life skills they need to thrive in the wider world. We create an environment which allows students to become confident in making informed choices, with an understanding of how to maintain physical, emotional and mental health and wellbeing as well as their relationships.

<b>Gatsby Benchmarks Skills and Knowledge</b>	<b>Implementation in PSHE/RSHE</b>
<p><b>1.3</b> Can make challenging but realistic plans for their future learning and work</p> <p><b>4.2</b> Have set challenging but realistic learning and work goals</p>	<p><i>Implemented throughout the “Dreams and goals” topic, adapting, building on and developing their plans in regard to their futures</i></p>
<p><b>1.4</b> Can recognise barriers to the achievement of their plans and understand how these can be overcome</p> <p><b>1.5</b> Are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances</p>	<p><i>Implemented throughout the “Dreams and goals” topic, adapting, building on and developing their plans in regard to their futures, as well as understanding that these may change over time and how to face challenges</i></p>
<p><b>2.1</b> Can understand what motivates them, their strengths and their learning/work preferences</p>	<p><i>Implemented throughout the “Being me in my world” topic, reflecting on their identity, individualities, attainments, attitudes and values</i></p>
<p><b>2.2</b> Know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs</p>	<p><i>Implemented throughout the scheme of work where students are signposted to various sources of external support, ensuring students understand how to find support as and when needed</i></p>



<b>2.5</b> Can influence the design and delivery of careers education/information and advice services	<i>In year 11, students have the opportunity to have bespoke learning around CV writing and interview skills (cross curricular with Lifeskills). The PSHE/RSHE curriculum targets these two areas, however if needed on an individual basis, students have access to extra information based on their relevant needs</i>
<b>3.10</b> Can understand their rights and responsibilities at work	<i>Implemented through the education of The Equality Act and protected characteristics</i>
<b>5.1</b> Are able to recognise and challenge stereotypical views of opportunities in learning and work	<i>Implemented through the education of stereotypes within “celebrating differences”, “being me in my world” and “relationships”, students will be able to apply their learning to a range of scenarios including learning and work</i>
<b>6.1</b> Can understand the relevance to their future lives each part of the curriculum	<i>As part of PSHE/RSHE and RSE learning, students will be reflecting regularly on each aspect of the curriculum and how it has relevance to their own futures</i>

	Autumn 1 <b>Being Me in My World</b>	Autumn 2 <b>Celebrating Differences</b>	Spring 1 <b>Dreams and Goals</b>	Spring 2 <b>Healthy Me</b>	Summer 1 <b>Relationships</b>	Summer 2 <b>Changing Me</b>
<b>Year 6</b>	Who am I and how do I fit?	Respect for similarity and difference. Anti-bullying and being unique	Aspirations, how to achieve goals and understanding the emotions that go with this	Being and keeping safe and healthy	Building positive, healthy relationships	Coping positively with change
<b>Year 7</b>	How do I fit into the world I live in?	Do we need to feel ‘the same as’ to belong?	Can my choices affect my dreams and goals?	To what extent am I responsible for my mental and physical health?	What can make a relationship healthier or less healthy?	How do I feel about becoming an adult?



<b>Year 8</b>	Can I choose how I fit into the world?	How different are we really?	Can the choices I make now influence my future?	Can I become more responsible for my health and happiness?	How much should what and who are around us impact our self-worth?	What factors can make an intimate relationship happy and healthier?
<b>Year 9</b>	To what extent does the world I live in affect my identity?	Is being different a good thing?	Who do I dream of becoming?	How can substances impact on wellbeing?	Can relationships ever be equal?	How can change affect mental health?
<b>Year 10</b>	Is managing my online and offline world within my control?	Does difference result in inequality?	Is success only possible when physical and emotional needs are in balance?	When it comes to health, to what extent am I in control?	Is love all you need?	Can all change be positive in some way?
<b>Year 11</b>	Are we in the adult world at 16?	Lifeskills – Interview Skills (Cross curricular)	Can I rely on myself to achieve my goals or do I need luck or destiny?	Should relationships, sex and sexual health be discussed more openly?	Is it possible to stay true to yourself and be in healthy relationships?	Lifeskills – CV Program (Cross curricular)