

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 Rivacre Brook, 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 instill 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 2 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: A Statutory RSHE Content

A. Relationships Education (Primary) / Relationships and Sex Education (Secondary)

B. Sex Education (Primary where taught, compulsory in Secondary)

C. Health Education (Primary and Secondary)

At Rivacre Brook School, we deliver our compulsory RSHE content using the Jigsaw PSHE program. This is a comprehensive scheme of work that provides all the resources required to ensure the statutory topics are taught alongside the invaluable personal and social skills that our students require.

Parents and carers are encouraged to engage with the Jigsaw PSHE website to fully understand the RSHE curriculum and confidently support their child's learning.

Staff engage with the resources to ensure they are suitable for each of our students and make adaptations to either the resource or delivery of the content. This ensures our students are taught in a trauma-informed manner and to a suitable academic level.

| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-------------------|--|---|---|---|---|--|
| Ages 7-8 | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives | Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments | Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting | Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices | Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends | How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition |
| Ages 8-9 | Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour | Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes | Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength | Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals | Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change |
| Ages 9-10 | Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures | Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules | Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |
| Ages 10-11 | Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments | Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress | Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition |

| Age 11-12 | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|--------------|---|--|--|--|---|--|
| 1 | Who am I?, fitting in | Prejudice, discrimination, assertiveness, what's important to you? | My dreams and goals, achievements and failures | Managing emotions, tips to combat stress and anxiety, mindfulness | Relationship with self, consent, change, healthy relationships | Puberty, how these changes affect emotions and feelings, menstrual cycle |
| 2 | Influences and influencers, gateway emotions | Who influences you?, ethical issues, changing attitudes | Key skills needed for the future, what skills would I like to develop | Nutrition, exercise, mental health, using food and exercise to support mental health and wellbeing | Healthy relationships and support | Responsibilities of having a baby, pregnancy and birth, IVF |
| 3 | Peer pressure, belonging, child-on-child abuse | Stereotypes and examples | Learning from mistakes, setbacks | What is sleep? How sleep cycles work, sleep and mood, health, and memory, supporting good sleep | Emotions in relationships, scenarios, managing conflict within friendship groups | UN Children's rights, factors to consider when choosing whether to have/or not have a child, different types of families |
| 4 | Online identity, risks and tips to keep safe | Challenging discrimination, protected characteristics and Equality Act | Influences, consequences of decisions, how could I positively affect my future? | Stress, effects of stress on the body, recovering from a state of stress, combatting stress with mindfulness and movement | Discernment, social media vs real life, fake news, authenticity | Body image, media and filters, self-esteem, body confidence |
| 5 | Consequences of online comments, sexting, child-on-child abuse | Bullying, why be a bully?, Would you intervene?, child-on-child abuse | Child criminal exploitation, gangs, county lines | Health choices, physical illness and medicine, vaccination, substance misuse | Assertiveness, rights and responsibilities, sexting, child-on-child abuse | Emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain |
| 6 | Online safety | Inclusion or exclusion, importance of being included | Control over your life <i>(Piece 7 includes an optional lesson on first aid)</i> | Working together to improve well-being, mindful movement | Healthier and less healthy relationships | Becoming an adult |
| Age 12-13 | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| 1 | Who am I?, influences, uniqueness of me | Anne Frank, celebrating similarity, fear, racial and religious prejudice, hate crime | Short, medium & long-term goals, flexibility, employability skills, grit | Different types of health, nutrition and exercise, cardiovascular health and disease, diabetes | Relationship with self, social media, self-image | Intimate relationships, me and my relationships, attraction, healthier and less healthy relationships |
| 2 | Family, definitions, community living | Social injustice, inequality, causes, benefits of multi culturalism, what is racist or religious hate crime? | Money impact, positives and negatives, what can't be bought? | Perceived risk and actual risk, illegal substance use risks, legal substances use risks | Pressures of different relationships, freedom and control | What makes a healthier relationship (friendship or romantic)? |
| 3 | Family expectations, active listening, roles within the family (i.e. stereotypes, firstborn etc.) | Religion in decline?, fundamentalism, stereotypes, celebrating diversity, positive aspects of religion | Online safety - digital footprint, impact on career | Habits for a healthy lifestyle, dental health, how to see a dentist, skin health and sunscreen | Personal space, mindfulness, introvert/extrovert, setting boundaries | Me and my relationships, attraction, love or crush? |
| 4 | First impressions, managing influences on our identity, self-image, be positive | Bullying, the law, types of bullying, LGBT+, get involved, golden rule, child-on-child abuse consequences | Money, wages and career goals, what affects your earning potential, budgeting | Vaccination, UK vaccination programme, Does vaccination work?, herd immunity, Covid 19 vaccination and social responsibility | Knife crime and the law, imbalance of power in relationships, coercive behaviour, positive futures | Pornography and the law, dealing with unwanted messages |
| 5 | Marriage and the law, beliefs and religions, protected characteristics, respect | Making a positive contribution, making a stand, Malala, what matters to you? | Weekly costs, debt, gambling, emotions linked to too much/little money | Peer pressure, the changing teenage brain, risks in social situations, social risk and substance misuse | Social media, safety tips, laws, trolling, sharing information online, personal data, employer's rights to access | Alcohol, the law, effects of alcohol, scenarios |
| 6 | Being unique, expectations, managing them, online and offline identity | Is it only the rich that can change the world?, Charles Drew, How can I make a difference?, taking positive action | Gambling issues and support | Interactive play and well-being choices | Neurodiversity, being aware of senses | A summary of recognising healthier and less healthy relationship characteristics |

| Age 13-14 | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|--------------|--|--|---|---|---|---|
| 1 | Groups, being me in a group, peer v friendship, conflict or celebration, child-on-child abuse | Prejudice, discrimination, protected characteristics and equality act, banter, child-on-child abuse, law and bullying, schools, hate crime | Personal strengths, health goals | Teenage brain development, three 'ways of thinking', changing social and physical environment during teenage years, physical health recap, the brain, learning and memory | Positive and negative impact of relationships, imbalance and equality in relationships, peer pressure | Mental health, dopamine, addiction, substances |
| 2 | Relationships, expectations and perceptions, love or abuse?, coercive control, child-on-child abuse | LGBT+ rights in the workplace, challenging negative attitudes, why do people judge? | Importance of planning, career options, world of work, choices | Protecting the brain from risks such as alcohol, smoking, vaping, illegal drugs. County lines REAL link (optional) | Self-worth, consent, assertiveness skills, assertive body language | Change, reactions and responses to change, resilience |
| 3 | Peer approval, managing personal relationships, child-on-child abuse, damaging relationships, grooming, county lines, radicalisation | Power of positive and negative language, being understood, banter or verbal bullying | Happiness pressure, being happy, cosmetic procedures, appearance | Windows of development, decision making, physical and mental health decisions | Pornography and the law, how real is pornography?, effects of porn | Sleep facts and needs, how to sleep better, benefits of relaxing |
| 4 | Self-identity, influences, social groups, social media, risks and experimentation | Types of bullying including online effects on mental health, self-awareness, anti-bullying strategy | Mental health and ill-health, causes, support, stigma | Emergency situations, life saving skills (link with Resuscitation Council UK interactive lesson) | Sex and the law, age of consent, contraceptive choices | Resilience, dealing with obstacles, tips on developing resilience |
| 5 | Positive and negative self-identity, fitting in (leading to crime?) risks, consent, perception, misperception | Diversity, discrimination, protected characteristics, prejudice and stereotyping, protecting against discrimination | Media manipulation & fake news, effects on mental health, self-esteem | Mental health first aid, self care, being a good listener, helping someone with mental health difficulties, where to find mental health support | Consequences of unprotected sex, physical and emotional, (pregnancy, STIs), contraceptive choices, worries surrounding intimacy | Self-expression, influences, body image, choices |
| 6 | Perception, misperception | Prejudice and stereotyping, protecting against discrimination | Mental well-being strategies | Role play conversation, fitting in and taking risks | Age of consent | Dealing with change |

| Age 14-15 | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-----------|---|---|---|--|--|--|
| 1 | Freedom, human rights & act, safety, violations | Hidden disability, examples, challenges for those affected, protected characteristics, Equality Act | Important relationships, resilience & how to develop it | My health MOT, top tips for health, adopting healthy habits | Long term relationships, love, lust, attachment, types of attraction, good relationship with self | Societal change, how will it affect me?, social media and social change, supporting the environment |
| 2 | Grief cycle, loss, responses to loss, support | Equality act in the workplace, rights and responsibilities, promoting equality | My future goals, physical and mental health and how they may impact future goals, looking after mental health | Cardiovascular disease, diabetes, cancer, breast cancer and risk factors, breast checking, skin cancer and SPF, substance misuse and physical health | Relationship life-cycles, ending a relationship, toxic relationships, managing a break up and rejection | Managing change, decision making |
| 3 | Social media - pros and cons, algorithms, managing screen time and exposure | What makes a society, agree to disagree, multiculturalism, equality in society | Work/life balance, success, social media and potential impact on career | Mental health, mental health disorders, seeking help, substance abuse and mental health, | Types of intimacy in a relationship, attraction, long term relationships, acceptable and unacceptable behaviours | Gaining independence, personal safety, cycling, water safety, public transport, alcohol |
| 4 | Online identity, sharing/enhancing images and the law, netiquette | Imbalance of power in relationships, coercion, equity, equality | Achieving life balance, self care | Sex, STIs, STI transmission, STI rates and data, testing for STIs, HIV/AIDS, HIV around the world | Relationships and the media, discernment, pornography vs real life, how does pornography affect relationships | Gender stereotypes, sexuality stereotypes, marriage stereotypes, maintaining values in a relationship |
| 5 | Personal data and risk, GDPR, social media and data collection, where to find help with online activity | Equality/ inequality, groups or individuals that may be treated unfairly in society, challenging inequality | Health goals, looking after others, blood and organ donation | Safer sex contraception, hormonal contraception vs barrier methods of contraception, menstrual cycle, where to get contraceptives | Healthier and less healthy behaviours in a relationship, coercion, abuse and the law | Reflecting on physical and emotional changes, family changes, managing change, self esteem, influences |
| 6 | Different types of relationships, strategies for managing relationships on and offline | Health and life chances, healthcare systems | Developing resilience, achieving goals | Actions to support good physical and mental health | Healthy relationships and control | Responses to positive and negative change, choices, self-esteem |

| Age 15-16 | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-----------|--|------------------------|--|---|---|-------------|
| 1 | Pros and cons of becoming an adult, age limits | N/A | Anxiety & effects, tips, solution-based thinking, sleep needs and advice, benefits of relaxing | Self worth and identity, changing identity as a teenager, positive role models, sleep, sleep, devices and mental health, nutrition and exercise | Intimate romantic relationships, scenarios, sex perceptions, Are you ready for sex? | N/A |
| 2 | Relationships and the law, marriage and alternatives, consent, advice on sexual health, coercive control, domestic abuse, 'honour-based violence', arranged/ forced marriage | N/A | Money, work, debt, gambling, employment, types of employment e.g., self-employed, employee, zero hours, financial goals, budgeting, credit cards | Relationships and consent, being ready for sex, coercion, sexual harassment, sexual violence | Equality act, gender, gender diversity, sexuality LGBT+ | N/A |
| 3 | Equality Act, coercive control, county lines, possession of drugs, identify ways to keep safe | N/A | Jobs in the future, dream job, managing your skillset, employment opportunities | Hormonal health, puberty, hormones and fertility, female infertility, male infertility, protecting fertility, testicle checking, menstrual cycle, IVF | Perceptions of LGBT+, timeline, Do's and Don'ts of coming out | |
| 4 | Self-review, online law and safety, including pornography and gambling, misuse of mobile phones, sexting, child-on-child abuse | N/A | Intimate relationships, parenting, marriage and civil partnerships | Contraceptives and sexual health, emergency contraception | Balance of power in relationships, case studies, child-on-child abuse | N/A |
| 5 | Being an adult, keeping safe, emergency situations, advice and support, first aid, scenarios | N/A | Barriers to D&G, when things go wrong, resilience | Pregnancy and choice, what is a pregnancy?, knowing if you are pregnant, keeping a baby, abortion, adoption. | My body my choice, breast ironing and FGM, challenging harmful social or cultural norms | N/A |
| 6 | Situations and consequences | N/A | Can technology help us reach our goals? | Summary of ways you can be healthy mentally, physically and sexually, healthy choices | Being you in a relationship, staying true to yourself | N/A |