

Great Oaks College RSHE Policy 2025/26

Policy Number	ED/POL/003	Author/Reviewer	Kate Martin/ S Cliff
Issue Number	4	Approver	James Madine
Issue Date	01/09/2025	Next Review Date	01/09/2026
College		Headteacher	
Chair of Governors	James Madine	RSHE Lead	

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 College Standards (part 2 – SMSC development of students)
- SEND Code of Practice
- Education Inspection Framework (EIF)

1. Introduction and Aims

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

The policy sets out clear procedures regarding curriculum content, delivery methods, parental involvement, accessibility, and equality. At the College, 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 students 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. Students 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 College Standards, which require Colleges to promote respect for others and prepare students for life in contemporary British

society. RSHE is integral to this objective, supporting mutual respect, fostering appreciation of diversity, and enabling students to participate constructively within society. Through the RSHE curriculum, students 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 students, including those with SEND 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 students' 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 student needs. Teaching adheres to statutory requirements and is presented in an age-appropriate manner that considers student maturity and the College'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 students and parents/carers informs RSHE provision, supporting the delivery of topics at appropriate times and helping students develop positive relationships and avoid potential harm.

3. Engagement with Parents/Carers and Students

The College is committed to incorporating the perspectives of both parents and students 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. Additionally, student 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 student requests to participate in sex education, the College 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 student, to discuss the request, ensure full understanding, and outline the nature and objectives of the curriculum content. Should withdrawal be granted, the student will be provided with alternative, purposeful educational activities during the relevant lessons. Please note that there is no right to withdraw a student from Relationships Education or Health Education, as these are statutory requirements.

5. **Accessibility**

The RSHE programme is designed to be accessible to all students, including those with special educational needs (SEND). 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 students 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 student 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 students, and following safeguarding procedures in line with college 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 students with SEN, ensuring that all students 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 College'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 to be made aware of how this provides students 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 College in meeting inspection expectations for preparing students 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 students to ensure its continued relevance, responsiveness to evolving needs, and compliance with statutory and regulatory requirements.

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

9. Equality Statement

The College 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 students to engage effectively within a diverse society.

10. Cross-Policy References

RSHE is integrally connected to other core College 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 student 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 student 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:

Suggested Local Delivery Plan – Statutory RSHE Content (Phase Coded)

The College will capture the below information in this or a similar format.

Planned topic list 2025 2026

Subject: PSHE

Year Group: KS3 – Y8 and Y9

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Relationships Being Safe Online Social Awareness	Social Awareness (continued) Health education	Health Education (continued) Importance of exercise	Body Image and mental health Drug and alcohol Awareness	LGBTQIA+ Causes of racism Challenging racism	How to save and budget money Awareness of scams and viruses
During this term, students will be learning about relationships in their life that are important to them. They will also look at changes in relationships and how to cope with this. Moving onto being safe online, students will learn about the signs of grooming, trolling and harassment online, password safety and	During this term, we will be continuing social awareness looking into how we treat others, recognising our own emotions and how to deal with them, being aware of social norms and cues and valuing different cultures and diversity. After, we will then move onto health education where we will look at healthy eating and the impacts of maintaining a healthy diet. We will also look at promoting healthy	During this term, we will continue with health education and explore creating our own healthy diets/ eat well plates and explore guidance around this and why this is in place. We will then move onto the importance of exercise and why we do this to maintain a healthy lifestyle. We will also look at the impacts of no	During this term, we will be learning about positive body image, how we view ourselves, our attitudes and beliefs around this and how this can impact our mental health. We will also explore the meaning of mental health and why it is important to us and people around us.	During this term, we will begin looking at what LGBTQIA+ is and the importance of this. We will be looking at the different flags and their meaning. We will then be looking at racism and the impact this can have on our diverse community. We will then alongside this look at challenging racism and how to overcome barriers to racism.	During this term, we will be exploring money and how we can budget the money we are gaining. We will also be looking at budgeting skills and how to implement this into our lives. We will then be looking into scams in relation to money and viruses online and the effects of this.

how to report concerns with online issues. We will then move onto social awareness where we will learn about exploring human rights and children's rights, how they can contribute to their community and youth connections/unifrog.	eating habits and how healthy eating can support our development.	exercise can have on us and how to overcome barriers around this.			
--	---	---	--	--	--

Planned topic list 2025 2026

Subject: PSHE

Year Group: KS4 – Y10

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Sex education Sexually transmitted infections Forms of contraception	Different types of relationships Domestic violence Grooming and exploitation	Challenging discrimination Gender and language	Recognising and balancing emotions Stress, pressure and exams	Money stresses and pressure.	Online gambling and addiction Drug awareness

During this term, we will be working on sex education and looking into safe sex practice. We will also be looking into different sexual transmitted diseases along with the effects this can have on us and others. After this, we will then be looking into different forms of contraception for both male and female and how this can benefit us with safe sex.	During this term, we will be learning about types of relationships throughout our lives and the different impacts relationships can have on us. We will then move onto learning about domestic violence within relationships along with how to overcome this and contacts for support. Finally, we will then move onto learning about grooming and exploitation, we will look at definitions and examples of this and look at real life scenarios relating to this topic.	During this term, we will be looking into discrimination, we will be identifying the different types of discrimination. We will then be looking into strategies to overcome discrimination and the benefits of overcoming it. After this, we will then be looking into gender and language comparing it from 2000's to the present day along with the impact this has on our generation.	During this term, we will be learning about different emotions, identifying them and how to balance them. We will then relate this to real life scenarios and our own students' emotions. We will then move onto working through managing stress, pressure and exam pressure. This will support our students ahead of the exam season.	During this term, we will be learning about the pressure of money and the stress this can provide through different scenarios. We will then be creating our own strategies of how to cope with our own money to prevent any money pressure and stress.	During this term, we will be learning about gambling and the effects of this following on from money stress and pressure. We will also be then working on addiction and the impacts of this. After covering that topic, we will be working through drug awareness and relating this to real life scenarios and discussing the impacts.
---	--	---	---	---	---

Planned topic list 2025 2026

Subject: PSHE

Year Group: KS4 Y11 AND Y12

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

Conflict in relationships Long term commitments and parenthood	Peer pressure and coercion Negative thinking patters	Positive mental health Recognizing signs of mental illness	Loss and bereavement Managing risks	County Lines	Planning for my future
During this term, we will be learning about how to manage conflict in relationships along with strategies to support this. We will then move onto working through different long-term commitments relating this also to parenthood and the impacts of this.	During this term, we will be learning about peer pressure ad coercion and relating this to experiences and scenarios to give a realistic and relatable approach. Alongside this we will learn about negative thinking patterns and how this can affect our day-to-day life and long-term effects of this.	During this term, we will be learning about positive mental health and how this supports our wellbeing alongside recognizing signs of mental illness and how to prevent this / overcome barriers.	During this term, we will be working on strategies to cope with loss and bereavement and how this can impact our life throughout along with impacting our development. We will then move onto managing risks in and outside our lives creating strategies to overcome this too.	During this term, we will be learning about county lines and the impact this takes on our community. We will also be identifying the risks within this and support systems around this to support people exiting the system of county lines.	During this term, we will be supporting students to think about their future and ideas of the direction they wish to take in their journey. We will also be supporting our students with different things they can do to plan ahead of time for their future.