

Robin's Nest School 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 students)
- 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 students.

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 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 School Standards, which require Schools 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 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 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 School 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 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 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 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 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 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 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 School 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 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 students 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 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 1 : RNS RSHE Provision

Autumn Term 1	15 th September	RSHE	Families and people who care for me
	6 th October	RSHE	Caring friendships
	3 rd November	RSHE	Respectful relationships
Autumn Term 2	24 th November	RSHE	Online safety and awareness
	8 th December	RSHE	Being Safe
Spring 1	5 th January	RSHE	General well being
	19 th January	RSHE	Online Safety
	9 th February	RSHE	Physical health and fitness
Spring 2	9 th April	RSHE	Healthy eating
	16 th April	RSHE	Drugs, alcohol, tobacco and vaping
Summer 1	13 th April	RSHE	Health protection and prevention
	4 th May	RSHE	Personal Safety
	11 th May	RSHE	Basic first aid
Summer 2	1 st June	RSHE	Developing bodies
	29 th June	RSHE	Comprehensive puberty