

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 3 to Key Stage 4 (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:

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

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








Key:

-  Primary – statutory in the primary phase only
-  Secondary – statutory in the secondary phase only
-  Both – statutory in both primary and secondary phases

For each row, the school should record:-

- Year group(s) where it will be taught
- Term/timing within the school year
- Delivery method
- Lead staff/agency
- Resources used
- SEND adaptations
- Parental engagement







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

Phase	Statutory Topic Area	Year Group(s)	Term / Timing	Delivery Method	Lead Staff / Agency	Resources	SEND Adaptations	Parental Engagement
 Primary	Families and People Who Care for Me							
 Primary	Caring Friendships							
 Primary	Respectful, Kind Relationships							
 Primary	Online Safety and Awareness							
 Primary	Being Safe							
 Secondary	Families – Secondary Content (including marriage, legal rights, forced marriage)	Y9/10/11	Autumn 1	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
 Secondary	Respectful Relationships	Y9/10/11	Autumn 1	Timetabled PHSE		PHSE Association	See SOW & class	


	– Secondary Content (including consent, tolerance, stereotypes, pornography)			Lessons		Course materials	profile sheets	
Secondary	Online Safety and Awareness – Secondary Content (including indecent images law, deepfakes, sextortion)	Y9/10/11	Spring 1	Timetabled PHSE Lessons		PHSE Association Course materials & Digital Resilience Programme	See SOW & class profile sheets	
Secondary	Being Safe – Secondary Content (including sexual harassment, sexual violence, exploitation, FGM)	Y9/10/11	Spring 2	Timetabled PHSE Lessons		PHSE Association Course materials & Digital Resilience Programme	See SOW & class profile sheets	

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

Phase	Statutory Topic Area	Year Group(s)	Term / Timing	Delivery Method	Lead Staff / Agency	Resources	SEND Adaptations	Parental Engagement
Primary (optional)	Human Reproduction (aligned to science curriculum)							
Secondary	Intimate and Sexual Relationships, Including Sexual Health	Y9/10/11	Summer 1	Timetabled PHSE Lessons/ In class		PHSE Association Course materials & Digital Resilience Programme	See SOW & class profile sheets	

 Secondary	Age of Consent and Sexual Choices	Y9/10/11	Summer 1	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
 Secondary	Contraception (types, efficacy, access)	Y9/10/11	Summer 1	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
 Secondary	Pregnancy Choices (keeping baby, adoption, abortion)	Y9/10/11	Summer 2	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
 Secondary	STIs and Prevention (including HIV, PrEP, PEP)	Y9/10/11	Summer 2	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
 Secondary	Impact of Alcohol and Drugs on Sexual Behaviour	Y9/10/11	Spring 1	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
 Secondary	Accessing Sexual and Reproductive Health Advice	Y9/10/11	Summer 2	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	

C. Health Education (Primary and Secondary)

Phase	Statutory Topic Area	Year Group(s)	Term / Timing	Delivery Method	Lead Staff / Agency	Resources	SEND Adaptations	Parental Engagement
 Both	Mental Wellbeing (emotional literacy, recognising feelings, mental health support)	Y9/10/11	Autumn 1	Timetabled PHSE Lessons/ In class		PHSE Association Course materials & Digital Resilience Programme	See SOW & class profile sheets	

<input checked="" type="checkbox"/> Both	Wellbeing Online (screen time, gaming risks, online harms)	Y9/10/11	Autumn 1	Timetabled PHSE Lessons/ In class		PHSE Association Course materials & Digital Resilience Programme	See SOW & class profile sheets	
<input checked="" type="checkbox"/> Both	Physical Health and Fitness	Y9/10/11	Autumn 2	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
<input checked="" type="checkbox"/> Both	Healthy Eating	Y9/10/11	Autumn 2	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
<input checked="" type="checkbox"/> Both	Drugs, Alcohol, Tobacco and Vaping	Y9/10/11	Autumn 1	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
<input checked="" type="checkbox"/> Both	Health Protection and Prevention (illness signs, sun safety, sleep, hygiene, vaccinations)	Y9/10/11	Autumn 1	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
<input checked="" type="checkbox"/> Both	Personal Safety (road, rail, water safety, hazard awareness)	Y9/10/11	Summer 2	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
<input checked="" type="checkbox"/> Both	Basic First Aid (emergency calls, CPR, defibrillator use)	Y9/10/11	Summer 2	Timetabled PHSE Lessons/ In class		PHSE Association Course materials	See SOW & class profile sheets	
<input checked="" type="checkbox"/> Both	Developing Bodies	Y9/10/11	Autumn 2	Timetabled PHSE		PHSE Association	See SOW & class	

	(puberty, menstrual health, reproductive health, menopause)			Lessons/ In class		Course materials	profile sheets	
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