

Relationship, Sex and Health Education (RSHE) Policy 2026/2027

Draft: pending Governor's approval



Little Ilford School

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Date ratified by governors:

Date of last review: September 2026

When the policy will be reviewed: September 2029 (reviewed every three years)

**A copy of the policy will be available, free of charge, to anyone who asks for one and will be published on the school website.*

1. Policy Context & Rationale

Personal, Social, Health and Economic (PSHE) education is an essential part of every pupil's education at Little Ilford School. In accordance with Department for Education (DfE) expectations, our curriculum equips pupils with a sound understanding of risk and the knowledge and skills necessary to make safe, informed decisions throughout life.

At Little Ilford School, RSHE delivery is anchored in our core values, encouraging pupils and staff to:

- **Ownership:** Fulfill unique potential by taking ownership of learning and personal aspirations.
- **Respect:** Foster equality, mutual respect, and a protective environment where everyone feels valued.
- **Challenge:** Embrace challenge and change with confidence to broaden personal horizons.
- **Resilience:** Achieve through resilience and self-reflection as active role models in the local and global community.

These values are practically lived out through the school's Three Cs: Courage, Commitment, and Compassion.

1.1 Multi-Agency Community Consultation

The RSHE policy and curriculum framework were established following extensive consultation led by Jo Sell (Newham RSHE Advisor) and Claire Clinton (Religious Education Advisor), incorporating feedback across key stakeholder groups:

- **Parents & Carers:** Briefings with over 30 parent/carer governors and wider parent/carer survey input.
- **Faith & Community Leadership:** Engagement with 20 faith organisations, a dedicated meeting with 30 Imams, and Newham SACRE representation across Muslim (Sunni & Shia), Christian (Catholic & Protestant), Hindu, Buddhist, Jewish, Sikh, and Humanist traditions.
- **Governance & Civic Leadership:** Briefings with 30+ local councillors and 130+ school governors and trustees.
- **Teaching Staff:** Over 80 staff members completed specialized RSHE training, with 55+ participating in professional network sessions.
- **Student Voice:** Input from 130+ pupils across three primary and three secondary schools.
- **Specialist Services:** Consultation with Young People's Sexual Health Services, SEND Educational Services, PSHE association, LGBTQ+ advocacy groups/teachers, and Head Teachers.

2. Legislation (Statutory Regulations and Guidance)

This policy complies strictly with statutory legislation and guidance issued by the Department for Education:

- **Education Act 2002:** Mandates that all schools provide a balanced curriculum promoting spiritual, moral, social, and cultural (SMSC) development while preparing pupils for adult opportunities and responsibilities.
- **Children and Social Work Act 2017 (Sections 34 & 35):** Provides statutory backing for secondary Relationships and Sex Education (RSE) and Health Education regulations.
- **RSHE Statutory Regulations 2025 :** Replaces the 2019 Sex and Relationship Education guidance, establishing mandatory secondary RSE and Health Education expectations.
- **Equality Act 2010:** Requires schools to eliminate discrimination, advance equality of opportunity, and foster good relations across protected characteristics under Section 149 (Public Sector Equality Duty).

3. Curriculum Design & Delivery

RSHE is delivered during dedicated registration periods as part of the structured PSHE programme. Lessons take place in form rooms and are led primarily by Form Tutors. Form Tutors maintain daily contact with pupils, establishing strong interpersonal relationships and understanding individual strengths and developmental needs. This consistent tutor-pupil relationship provides a supportive, safe environment for discussing sensitive RSHE topics. Curriculum mapping is co-designed with the Designated Safeguarding Lead (DSL) and School Counsellor to address specific cohort needs.

4. Safe and Effective Practice

To ensure a protective learning environment when exploring real-life experiences, teachers establish clear ground rules for every unit. Pupils are informed of available support channels, including Form Tutors, the Pastoral Team, and the School Counsellor, if discussions evoke personal distress.

All staff members complete annual Safeguarding training (last completed September 2026). Staff members delivering RSHE are provided with dedicated guidance, training, and support mechanisms if materials present delivery challenges.

5. Equality of Opportunity & Protected Characteristics

Little Ilford School complies fully with the Equality Act 2010 and the Public Sector Equality Duty (PSED). Unlawful discrimination is strictly prohibited across all protected characteristics: age, sex, race, disability, religion/belief, gender reassignment, pregnancy/maternity, marriage/civil partnership, and sexual orientation.

Provisions within the Equality Act permit positive action to address specific disadvantages. For example, targeted support is implemented for girls if evidence indicates disproportionate exposure to sexual violence or harassment. The curriculum actively tackles everyday sexism, misogyny, homophobia, and gender stereotypes.

Our approach aligns directly with Keeping Children Safe in Education (KCSIE) guidance on sexual violence and sexual harassment between children, reinforcing that harmful behaviours are never acceptable and will not be tolerated.

6. Aims of the RSHE Curriculum

The overarching aim of RSHE is to foster pupil wellbeing, resilience, and character attributes essential for happy, productive adult lives. Specific curriculum aims include:

- Equipping pupils with age appropriate knowledge to navigate complex online and offline environments safely.
- Promoting physical and mental health wellbeing, with an increased focus on risk management regarding drugs, alcohol, and lifestyle choices.
- Developing self efficacy, emotional self-regulation, and strategies to access professional help when needed.
- Building practical financial capability and career management skills to prepare pupils for post-secondary transitions.
- Delivering inclusive instruction that respects diverse family backgrounds and beliefs while ensuring full understanding of legal rights and responsibilities.

7. Statutory Withdrawal Rights

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Upon receiving a request, the Headteacher meets with parents/carers (and the pupil as appropriate) to clarify the curriculum's nature and purpose.

The school respects parent requests up until three terms before the pupil turns 16. At that point, if the pupil wishes to receive sex education, the school will arrange provision during one of those terms.

8. Key Documents for Planning and Training

Staff reference the following statutory and non-statutory documents for curriculum planning and professional development:

- **DfE RSHE Statutory Guidance:** Statutory framework for Relationships, Sex and Health Education.
- **Keeping Children Safe in Education (KCSIE):** Core safeguarding duties for protecting children in education.
- **Respectful School Communities Self-Review Tool:** Whole-school framework for promoting respect and discipline.
- **Behaviour and Discipline in Schools:** Guidance aligned with the LIS Behaviour Policy for maintaining positive conduct.

- **Equality Act 2010 and Schools Guidance:** Guidance on implementing statutory non-discrimination duties
- **PSHE Association:** Guidance on curriculum mapping and lesson planning

9. What Will Be Taught? (Curriculum Overview)

The RSHE curriculum is developed in close collaboration with Science, PE, IT, and Safeguarding departments to prevent content overlap and ensure cohort relevance. Detailed weekly lesson plans and termly units for Years 7 through 11 are specified in the official Pastoral Programme of Study documents hyperlinked below:

Year 7 Pastoral Programme of Study (2026–2027)

Focuses on emotional wellbeing and transition, healthy friendships vs. bullying, changing family dynamics, independence and puberty/health awareness, online media influences, and the 5-week CRESST conflict resolution programme.

[2026-2027 Pastoral Programme of Study - Year 7.pdf](#)

Year 8 Pastoral Programme of Study (2026–2027)

Focuses on healthy lifestyle choices and climate change, personal safety and risk management (road, water, firework, substance safety), community belonging and challenging discrimination, online algorithms and financial risk, and healthy vs. unhealthy relationships.

[2026-2027 Pastoral Programme of Study - Year 8.pdf](#)

Year 9 Pastoral Programme of Study (2026–2027)

Focuses on advanced mental health self-regulation, career interests and KS4 GCSE options planning, drug/vaping education, risk assessment in relation to the law (cybercrime and county lines), intimate sexual relationships and consent, and tackling online misogyny and deepfakes.

[2026-2027 Pastoral Programme of Study - Year 9.pdf](#)

Year 10 Pastoral Programme of Study (2026–2027)

Focuses on Key Stage 4 transition and independent health choices, navigating AI and digital risks, challenging extremism and inclusion, evaluating media influence and misogyny, consent and abuse recognition, and post-16 career pathways.

[2026-2027 Pastoral Programme of Study - Year 10.pdf](#)

Year 11 Pastoral Programme of Study (2026–2027)

Focuses on life-long mental wellbeing and exam stress management, substance risk and personal safety, safe intimate relationships and sexual health, family structures and pregnancy choices, online financial harms, and Post-16 transition preparation.

[2026-2027 Pastoral Programme of Study - Year 11.pdf](#)

The curriculum is being adapted termly in line with new changes made to the curriculum

10. Pupils with Special Educational Needs and Disabilities (SEND)

Pupils with SEND cover the core RSHE themes through adapted delivery tailored to individual developmental needs. To address heightened vulnerabilities, instruction emphasizes personal boundaries, relationship communication, and social safety.

The SEND framework draws on two established evidence-based resources:

- **SoSafe User Manual (2nd Edition, 2005):** Core framework focusing on social safety and boundary awareness.
- **Fiona Speirs Visual Programme (2017):** Visual learning programme tailored for pupils on the autism spectrum or with learning disabilities.

11. Assessment, Outcomes, Monitoring & Accountability

While RSHE is not formally examined, pupil progress is assessed through questioning, group presentations, end-of-unit Go4Schools assessments, content quizzes.

Key learning outcomes evaluate pupil understanding across seven domains: family/friendship dynamics, digital/media safety, community safety, sexual health, mental wellbeing, physical fitness, and financial/career planning.

Curriculum effectiveness is monitored by the RSHE Lead via staff/student surveys and work scrutinies. Delivery is subject to Ofsted inspection under the Personal Development and SMSC evaluation frameworks.

12. Safeguarding, Abuse Reporting & Confidentiality

RSHE plays a vital preventative role in safeguarding. In accordance with KCSIE, lessons teach pupils how to identify abuse, maintain online safety, and report concerns regarding themselves or peers.

Staff follow strict confidentiality guidelines: disclosures of abuse or neglect must be referred immediately to the Designated Safeguarding Lead (DSL) and cannot be kept confidential from safeguarding authorities.

When discussing self-harm or suicide, instruction remains preventative and protective, avoiding emotive language or instructive details. Concerns regarding specific pupils trigger immediate safeguarding intervention.

13. Counselling Services

Referrals for school counselling or external therapeutic support for pupils (or families) are managed through the Pastoral Team and Safeguarding Team.

14. External Visitors & Facilitators

External specialist organisations enhancing RSHE delivery must align with the school's published policy and planned scheme of work. Lesson plans and resources are vetted in

advance, and facilitators agree to school safeguarding and confidentiality protocols prior to delivery.