

Queen Elizabeth High School



Secondary School

RSE Policy

#QE3

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Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Organisation of the RSHE curriculum
4. RSE subject overview
5. RSE programmes of study
6. Health education subject overview
7. Health education programmes of study
8. Delivery of the curriculum
9. Curriculum links
10. Working with parents
11. Working with external agencies
12. Withdrawal from lessons
13. Equality and accessibility
14. Safeguarding and confidentiality
15. Assessment
16. Staff training
17. Monitoring and review

Statement of intent

At Queen Elizabeth High School, we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2025) 'Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2025) 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Device and Technology Acceptable Use Agreement for Pupils

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.

- Providing clear information to parents on the subject content and the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and updating a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.
- Ensuring that the RSHE curriculum covers the teaching of safeguarding, including in relation to online safety.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all teaching staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSHE subject leader will be responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age- and stage-appropriate, inclusive, and high-quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.

- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.
- Organising a safe space for pupils to go should they need additional support or time to talk after an RSHE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material.

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of high quality and appropriate for each year group.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the RSHE subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSHE.

- Reporting any concerns regarding the teaching of RSHE to the RSHE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Providing an inclusive approach to their lesson delivery.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.
- Engaging in training in relation to the teaching of safeguarding, including in relation to online safety.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the RSHE curriculum

For the purpose of this policy:

- **"RSHE"** is used to refer to the overall programme of relationships, sex and health education.
- **"RSE"** refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- **"Health education"** is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

The school will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

When organising the curriculum the school will ensure:

- Content & delivery is in line with the needs of pupils.
- Effective, high quality teaching breaks down core knowledge and skills into manageable and well sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations.

- It builds knowledge and skills sequentially, with regular feedback provided on pupil progress.
- Lessons challenged all pupils, and assessments identify where pupils need extra support or intervention.

The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships and Sex Education (RSE) and Health Education' guidance at all times.

When developing the curriculum, the school will consult with parents, pupils and staff, as well as consider the context and views of the wider local community to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately managed.

The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

The school understands that effective RSE does not encourage early sexual experimentation but in fact builds pupil's confidence and self-esteem and helps them to understand the reasons for delaying sexual activity. This curriculum will therefore aim to support pupils, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

The curriculum will provide knowledge about safer sex and sexual health and that it is important to ensure that pupils are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgmental, factual way and allow the pupils to ask questions in a safe environment. Teachers may use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Secondary RSE teaching will provide a clear progression from what is taught to pupils in primary school. It will build on the foundations of RHE and, as pupils grow up, at the appropriate time extend to teaching to include intimate relationships.

Pupils will be taught the facts about the law, sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils will be offered a curriculum which is relevant to them and their developing sexuality. The curriculum will recognise that pupils may be discovering or understanding their sexual orientation or gender identity.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly, along with physical and emotional damage caused by female genital mutilation (FGM).

The school will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their bodies. This will also include an understanding on boundaries in friendships with peers, families and with others, in all contexts, including online.

4. RSE subject overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including its legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, pupils will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, and consent; and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority, and show due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to seek help.

- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including imprisonment.
- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, pupils will know:

- About the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlooks, sex, and friendship.

- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and the options available.
- The facts around pregnancy, including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate impartial information on all options, including parenthood, adoption, abortion and where to get further help.
- How different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

5. RSE programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of pupils and includes the statutory content outlined in the [‘RSE subject overview’](#) section of this policy.

Year 7

Year 7	Half term 1	Half term 2
Autumn	Introduction to PSHE Transition Talking about emotions Growth Mindset Health and Wellbeing Being positive Halloween	Rights, responsibilities and opportunities online Online Risks Managing Screen Time Cyber Bullying Life online and the real world Harmful online behaviours Online Gaming and Skin Gambling
Spring	Characteristics of positive relationships Conflict reconciliation Protected Characteristics Tolerance Bullying Skills to develop respectful relationships	Puberty- Physical Changes Puberty- Emotional Changes Menstrual Health Healthy Lifestyle Personal Hygiene Spread of Germs

	Difference of opinion/ conflict	Consent and Personal Space
Summer	Identifying/ managing risk Road Safety Rail Safety Water Safety Summer Safety Managing Peer Pressure Calling 999 in an Emergency	Introduction to Money Opening a Bank Account Making Safe Financial Decisions Consumerism Recommendations Budgeting Time management

Year 8

Year 8	Half term 1	Half term 2
Autumn	First Romantic Relationships Waiting for intimacy/ consent Introduction to sex including age of consent Resisting pressure How to tell if someone is trustworthy or unsafe Grooming Abusive and Harmful Sexual Language	Social Media Misuse of Social Media Digital Footprint Sharing Nudes Sextortion Consumerism Social Media Influencers
Spring	Evaluating our impact on others Public perception of ourselves and others Positive relationships with ourselves and others Analysing information for reliability Personal safety in public Positive bystanders Toxic Friendships	Healthy eating and consequences of a poor diet Risks of obesity Sleep Treatment for common injuries and ailments Lifesaving skills enc CPR Defibrillators Body Image
Summer	Different types of relationships and contributions to wellbeing Social connection for mental health Relationship breakdown and divorce Bereavement Characteristics of mental ill health Local healthcare systems and Gillick competence Homelessness	Smoking inc quitting Vaping Alcohol Vaccinations Dental Health Caffeine and energy drinks Exercise

Year 9

Year 9	Half term 1	Half term 2
Autumn	Marriage and Civil Partnerships Parenting Contraception Pregnancy Choices STIs inc PrEP and PEP for HIV Dealing with rejection Healthy and unhealthy friendships	Online data collection and use Online Scams Deep Fakes AI Chatbots Online Gambling Negative online content Snapchat

Spring	<p>Misogyny Pornography Harmful sexual behaviour Sexual exploitation Coercive control Ending relationships respectfully and dealing with difficult emotions Offensive language/ bullying</p>	<p>Drugs and the law Consequences of taking illegal drugs Other drug concerns Vapes- illegal, synthetic and cannabis Anxiety Healthy Coping Strategies Portrayal of mental health</p>
Summer	<p>Criminal exploitation (County Lines) Knife Crime Grooming and Exploitation Illegal online behaviours Fighting and violent behaviour Conflict and Violent- Stepping Away Swearing and Bad Language</p>	<p>Fundamental British Values Damaging Stereotypes- Racism Damaging Stereotypes- Disability Damaging Stereotypes- LGBTQ+ Damaging Stereotypes- Sexism Hate Crimes Sexuality and Gender</p>

Year 10

Year 10	Half term 1	Half term 2
Autumn	<p>Consent in romantic relationships including ethical behaviour and power dynamics Pregnancy Fertility and menopause Gynaecological Health Abortion Adoption Thinking about Exams</p>	<p>Illegal and upsetting content online Social media and conflict/ mob mentality Sharing explicit materials Extremism, Radicalisation and Grooming Extremism, Radicalisation and Lac Incels Online Misogyny</p>
Spring	<p>Sexual harassment and sexual violence Types of sexual harassment Concepts and law in relation to sexual violence Obsessive behaviours and stalking Domestic Abuse Contraception Recap Unacceptable communications and behaviours</p>	<p>The relationship of alcohol and illegal drugs on mental health Relationship of drugs and alcohol on sexual decisions Quitting Smoking and Vaping Exercise and mental health Eating disorders Impact of Gambling on mental health Loneliness</p>
Summer	<p>Gender stereotypes Victim blaming Unacceptable communications and behaviours Anti-Social Behaviour Reasons for Unconscious Bias and Stereotyping Unconscious Bias and Stereotyping- Consequences Sleep, Screens and Stimulants</p>	<p>Health and Wellbeing Health Screening Body Enhancement and alteration The impact of Digital Life on Mental Health Coping with Pressure and Burnout Goal Setting</p>

Year 11

Year 11	Half term 1	Half term 2
Autumn	Online dating and relationships Stress and emotional wellbeing Promoting emotional wellbeing Career options post 16 CVs Cover letters	Forced marriage Honour based abuse FGM Virginity testing and hymenoplasty Inequalities of power within relationships Pornography including suffocation and strangulation
Spring	Money and work Rent and mortgages Tax and Government spending Financial contracts Fraud and money laundering Debt Payslips	Drinking alcohol safely including spiking and methanol Impact of alcohol on weight Long term alcohol concerns Misuse of prescribed and over the counter medicine Serious health conditions Taking responsibility for our health including screening Exercise- influencers and supplements
Summer	Foreign travel Personal safety- festivals and events Self-care for minor ailments and pharmacists First aid CPR and Defibrillators Blood, organ and stem cell donation Drugs- consequences and emergencies.	

6. Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

The health and wellbeing curriculum will focus on enabling pupils to make well-informed, positive choices for themselves. This will include an understanding on how their bodies are changing, how they are feeling and why. Pupils will be taught to further develop the language they use to talk about their bodies, health and emotions and to understand why the terms associated with mental and physical health difficulties should not be used pejoratively.

Pupils will be taught about the relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers will cover self-care and the benefits of physical activity and time spent outdoors. This will be linked to providing information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Mental wellbeing

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation, and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, pupils will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them, and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report or find support if they have been affected by those behaviours.

Physical health and fitness

By the end of secondary school, pupils will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, pupils will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.

- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

By the end of secondary school, pupils will know about:

- Personal hygiene, germs including bacteria and viruses, how they are spread, treatment and prevention of infection, and antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators and when one might be needed.

Changing adolescent body

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

7. Health education programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in the '[Health education subject overview](#)' section of this policy. Please see the grids above which cover the RSE content- the health education topics are also outline

8. Delivery of the curriculum

Through effective organisation and delivery of the RSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSHE curriculum will be delivered by appropriately trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on pupils' physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity, stereotypes, and the features of stable and healthy same-sex relationships. All pupils are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background. All teaching and resources will be assessed by the RSHE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any pupils with SEND, if applicable.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and the Devices and Technology Acceptable Use Agreement for Pupils.

Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

The school will consult with parents and families regarding curriculum content and delivery.

The procedures for assessing pupil progress are outlined in the '[Assessment](#)' section of this policy.

Curriculum organisation

The RSHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks

Terminology

Pupils will be taught the anatomically correct names for body parts; the school will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure pupils are not left vulnerable.

The Law

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including but not limited to:

- Marriage
- Consent, including the age of consent
- Violence against woman and girls
- Online behaviours including image and information sharing, “sexting,” youth-produced sexual imagery, nudes, etc.
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism and radicalisation
- Criminal exploitation, including through gang involvement or ‘county lines’ drugs operations
- Hate crimes
- Female genital mutilation (FGM)

Dealing with difficult questions

It is important that all school staff feel comfortable to take RSHE classes and answer questions from pupils. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the pupils, and their learning will be compromised.

The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the RSHE subject leader.

9. Curriculum links

The school will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils’ learning. RSHE will be linked to the following subjects:

- **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty. At key stages 3 and 4 teaching will include reproduction in humans for example the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.
- **ICT and computing** – aims to ensure pupils can understand and apply the fundamental principles and concepts of computer science. Pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – pupils learn about respect and difference, values, and characteristics of individuals.

10. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum and give them regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from some or all of the sex education delivered as part of statutory RSE up to and until three terms before the child turns 16.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will submit these to Mrs Lloyd the Assistant Headteacher for Personal Development or contact the school office to arrange a meeting with Mrs Lloyd on 01885482230.

11. Working with external agencies

Working with external agencies will be used to enhance the school's delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.
- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and accessible for the pupils.
- That the materials the expert intends to use, as well the lesson plan, meet all pupils' needs, including those with SEND.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.
- All resources used by guest speakers will be available to parents to view prior to lesson delivery.

12. Withdrawal from lessons

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Requests to withdraw a child from sex education will be made in writing to Mrs Lloyd the Assistant Headteacher for Personal Development.

Before granting a withdrawal request, Mrs Lloyd will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. Mrs Lloyd will inform parents of the benefits of their child receiving

sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

The headteacher will reserve the right to refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

13. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the RSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

14. Safeguarding and confidentiality

All pupils will be taught about keeping themselves and others safe, including online, as part of a broad and balanced curriculum.

To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

In teaching about safeguarding, the RSHE curriculum will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

When teaching issues that are particularly sensitive, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy. Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

In relation to safeguarding, the RSHE curriculum will cover the following aspects:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to:
 - Sexual consent
 - Sexual exploitation
 - Abuse
 - Grooming
 - Coercion
 - Harassment
 - Rape
 - Domestic abuse
 - So called 'honour'-based violence, e.g. forced marriage and FGM, and how to access support
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

The RSHE curriculum will be kept under constant review and the school will consider scenarios in which safeguarding concerns and patterns of concerning behaviours, e.g. reports of sexual harassment, should be addressed by updating relevant parts of the RSHE curriculum.

15. Assessment

The school will have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSHE; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Self-assessment
- Written assignments

The RSHE subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSHE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

16. Staff training

Training will be provided by the RSHE subject leader to the relevant members of staff on a termly basis to ensure they are up to date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. "sexting," which may need to be addressed in relation to the curriculum.

17. Monitoring and review

This policy will be reviewed by the headteacher in conjunction with the RSHE subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.

The next scheduled review date for this policy will be September 2026.