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Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	July 2026	LRA/SBR	New Policy

TABLE OF CONTENTS

1. AIMS AND OBJECTIVES	3
2. STATUTORY REQUIREMENTS	3
3. POLICY DEVELOPMENT	3
4. DEFINITION OF RSHE	4
5. GUIDING PRINCIPLES.....	5
6. ROLES AND RESPONSIBILITIES	5
7. SAFEGUARDING	6
8. PLANNING AND DELIVERY	7
9. ONLINE SAFETY, MEDIA LITERACY AND EMERGING TECHNOLOGY	7
10. VIOLENCE AGAINST WOMEN AND GIRLS	8
11. INCLUSIVITY AND SEND	8
12. USE OF EXTERNAL ORGANISATIONS	8
13. VALUES FRAMEWORK.....	9
14. GUIDANCE FOR TEACHERS	9
15. PARENTAL ENGAGEMENT AND TRANSPARENCY	9
16. RIGHT TO WITHDRAW	9
17. STAFF TRAINING	10
18. MONITORING, EVALUATION AND REVIEW	10
APPENDIX 1 – THE TAUGHT CURRICULUM	11

1. AIMS AND OBJECTIVES

AIMS

The Academy aims to provide a high-quality, age-appropriate, evidence-informed Relationships, Sex and Health Education (RSHE) curriculum that supports pupils to:

- Develop healthy, respectful, and positive relationships.
- Understand the importance of equality, dignity, and mutual respect.
- Stay safe both online and offline.
- Recognise unhealthy, coercive, exploitative, or abusive behaviours.
- Understand the physical, emotional, and social aspects of growing up.
- Develop resilience, emotional literacy, and positive mental wellbeing.
- Make informed decisions about health, relationships, and future aspirations.
- Prepare successfully for adult life in modern Britain.

OBJECTIVES

RSHE will:

- Provide a safe environment for discussion of sensitive issues.
- Support pupils to understand consent, personal boundaries, and respectful behaviour.
- Develop understanding of healthy friendships, family relationships, and intimate relationships.
- Promote positive attitudes towards diversity and inclusion.
- Equip pupils with knowledge of online safety and emerging digital risks.
- Address contemporary safeguarding concerns such as harmful online influences, misogyny, child-on-child abuse, sexual harassment, and exploitation.
- Support pupils to maintain positive physical and mental health.
- Ensure pupils understand how and where to access support when needed.

2. STATUTORY REQUIREMENTS

The Academy will provide RSHE in accordance with:

- Children and Social Work Act 2017.
- Education Act 1996.
- Education Act 2002.
- Equality Act 2010.
- Human Rights Act 1998.
- Keeping Children Safe in Education.
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE 2025).

The Academy recognises that RSHE is a key component of safeguarding and personal development and contributes significantly to children's safety, wellbeing, and preparation for adult life.

3. POLICY DEVELOPMENT

This policy has been developed through consultation with:

- Pupils.
- Parents and carers.
- Staff.
- Trustees/Governors.
- Wider stakeholders where appropriate.

Consultation includes:

- Curriculum review.
- Analysis of pupil needs.
- Safeguarding reviews.
- Parental feedback.
- Governor scrutiny.
- Annual policy evaluation.

The policy will be reviewed annually and whenever statutory guidance changes.

4. DEFINITION OF RSHE

RSHE encompasses learning about:

RELATIONSHIPS

Including:

- Healthy friendships.
- Family relationships.
- Respectful relationships.
- Online relationships.
- Consent and boundaries.
- Recognising abuse and exploitation.

SEX EDUCATION

Including:

- Intimate relationships.
- Sexual health.
- Contraception.
- Sexually transmitted infections.
- Pregnancy and parenthood.

HEALTH EDUCATION

Including:

- Mental wellbeing.

Reviewed: July 2026

- Physical health.
- Healthy lifestyles.
- Substance misuse.
- Internet safety.
- Personal safety.
- First Aid.
- Health services and prevention.

5. GUIDING PRINCIPLES

RSHE at the Academy will be:

AGE APPROPRIATE

Content will be carefully sequenced to reflect pupils' age, maturity, and developmental stage.

INCLUSIVE

Teaching will reflect:

- Different family structures.
- Protected characteristics.
- Cultural diversity.
- SEND needs.
- Individual experiences.

FACTUAL AND EVIDENCE BASED

Information provided will be:

- Accurate.
- Balanced.
- Unbiased.
- Informed by credible evidence.

SAFEGUARDING FOCUSED

The curriculum will support pupils in recognising risks and accessing help.

6. ROLES AND RESPONSIBILITIES

TRUSTEES AND GOVERNORS

Governors and Trustees will:

- Ensure statutory compliance.

- Monitor policy implementation.
- Review effectiveness of provision.
- Ensure appropriate resources and training are available.

PRINCIPAL/HEAD TEACHER

The Principal/Head Teacher will:

- Oversee implementation.
- Ensure quality assurance.
- Monitor safeguarding aspects.
- Lead parental engagement.

SUBJECT LEADER

The Subject Leader will:

- Oversee curriculum planning.
- Quality assure resources.
- Coordinate staff development.
- Monitor impact.

STAFF

Staff will:

- Deliver RSHE professionally and objectively.
- Maintain appropriate boundaries.
- Respond to disclosures appropriately.
- Follow safeguarding procedures.

PUPILS

Pupils are expected to:

- Participate respectfully.
- Follow agreed discussion protocols.
- Contribute positively and safely.

7. SAFEGUARDING

RSHE forms a central part of the Academy's safeguarding curriculum.

Teaching will support pupils to recognise:

- Abuse.
- Coercive control.
- Grooming.

- Child sexual exploitation.
- Criminal exploitation.
- Domestic abuse.
- Harassment.
- Stalking.
- Violence and sexual violence.
- Online exploitation.

Where safeguarding concerns emerge, staff will follow the correct procedure, as outlined in the Safeguarding Policy and report concerns immediately to the Designated Safeguarding Lead.

8. PLANNING AND DELIVERY

The curriculum is delivered through:

- Life Skills/PSHE lessons.
- Tutor programmes.
- Assemblies.
- Themed safeguarding events.
- Enrichment opportunities.
- Wider curriculum links.

Teaching methods may include:

- Discussion.
- Case studies.
- Role play.
- Reflection.
- Scenarios.
- Digital learning activities.

Ground rules will be established in every classroom to ensure safe and effective learning. These will be revisited regularly to ensure that all pupils understand the specific expectations around safe and effective learning.

9. ONLINE SAFETY, MEDIA LITERACY AND EMERGING TECHNOLOGY

The Academy recognises the rapidly changing digital world.

Pupils will learn about:

- Online relationships.
- Social media influences.
- Misinformation and disinformation.
- Harmful online communities.
- Cyberbullying.
- Online exploitation.
- Image sharing.
- Pornography.
- Deepfakes.
- Artificial intelligence generated content.

- Online fraud and manipulation.
- Harmful influencers and extremist narratives.

Teaching will support pupils in critically evaluating online content and developing digital resilience.

10. VIOLENCE AGAINST WOMEN AND GIRLS

The Academy recognises growing national concerns regarding:

- Misogyny.
- Sexual harassment.
- Harmful gender stereotypes.
- Violence against women and girls.

Pupils will learn:

- The importance of respect and equality.
- Recognising inappropriate behaviour.
- Understanding consent.
- Challenging harmful attitudes.
- Bystander responsibilities.
- Reporting concerns safely.

11. INCLUSIVITY AND SEND

RSHE will be accessible to all pupils.

Teaching will:

- Be adapted where necessary.
- Reflect individual needs.
- Use appropriate differentiation.
- Make reasonable adjustments.

The Academy recognises that pupils with SEND may require additional support in understanding relationships, personal safety, and consent.

12. USE OF EXTERNAL ORGANISATIONS

External organisations may enhance curriculum delivery.

The Academy will ensure that any external provider:

- Is appropriately qualified.
- Uses accurate information.
- Provides age-appropriate materials.
- Complies with safeguarding expectations.
- Remains politically impartial.

Teachers will always remain present during sessions.

13. VALUES FRAMEWORK

RSHE teaching is underpinned by:

- Respect.
- Equality.
- Dignity.
- Inclusion.
- Responsibility.
- Kindness.
- Tolerance.

Teaching will acknowledge different beliefs and viewpoints whilst remaining consistent with:

- The law.
- Equality duties.
- Safeguarding responsibilities.

14. GUIDANCE FOR TEACHERS

Staff will:

- Create safe classroom environments.
- Establish agreed discussion rules.
- Use appropriate distancing techniques.
- Manage difficult questions professionally.
- Avoid promoting personal beliefs.
- Provide balanced and factual information.

Any disclosures made during lessons will be managed in accordance with safeguarding procedures.

15. PARENTAL ENGAGEMENT AND TRANSPARENCY

The Academy values partnership with parents and carers.

We will:

- Publish this policy on the Academy website.
- Provide curriculum overviews.
- Explain content before delivery.
- Provide opportunities for parental discussion.
- Communicate significant curriculum changes.

Parents will be able to understand what is being taught and when it is being taught.

16. RIGHT TO WITHDRAW

In a Secondary Academy context Parents cannot withdraw children from:

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- Relationships Education.
- Health Education.
- National Curriculum Science.

Parents may request withdrawal from some or all aspects of Sex Education. Such requests should be made by parents/carers in writing and be addressed to the Principal/Head teacher of the Academy.

The principal will discuss requests with parents/carers and consider them in line with statutory guidance.

Pupils may opt into sex education from three terms before their sixteenth birthday, regardless of previous parental decisions.

Alternative educational provision will be provided for withdrawn pupils.

17. STAFF TRAINING

All staff delivering RSHE will receive appropriate training.

Training may include:

- Safeguarding.
- Managing sensitive discussions.
- Consent.
- Online safety.
- Sexual harassment.
- Violence against women and girls.
- Equality and inclusion.
- Mental health and wellbeing.

Regular updates will form part of continuing professional development.

18. MONITORING, EVALUATION AND REVIEW

Monitoring will include:

- Lesson visits.
- Curriculum reviews.
- Pupil voice.
- Parent feedback.
- Work scrutiny.
- Staff feedback.
- Safeguarding review.

The policy will be reviewed annually by the Executive Leadership Team and approved by the Chief Executive Officer.

APPENDIX 1 – THE TAUGHT CURRICULUM

Following the 2025 revised statutory guidance, the following additional themes have been mapped explicitly across relevant year groups. These themes include:

- Violence Against Women and Girls
- Misogyny and harmful gender stereotypes
- Online influencers and online subcultures
- Deepfakes and AI-generated content
- Personal safety in public spaces
- Water, rail, and road safety
- Loneliness, grief, and loss
- Financial exploitation and scams
- Coercive and controlling behaviours.
- Bystander intervention and reporting pathways.
- Digital resilience and misinformation.