



Relationships, Sex & Health Education Policy (Secondary)

SCHOOL POLICY & PROCEDURE

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Relationships, Sex & Health Education (Secondary)

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Relationships, Sex & Health Education (Secondary)

Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school would like to emphasise that by providing comprehensive Relationships, Sex & Health Education (RSHE) we are not encouraging pupils to become sexually active. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media

We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

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1. Roles and Responsibilities

The Board of Trustees and the Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

1.1 The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

1.2 The Relationships, Sex and Health Education Subject Lead is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the Relationships, Sex and Health Education Curriculum.
- Ensuring the Relationships, Sex and Health Education Curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the Relationships, Sex and Health Education Curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher.

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1.3 The SENDco is responsible for:

- Advising teaching staff on how best to identify and support pupils' individual needs.

1.4 Pupils should:

- Attend PSHE / RSHE classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and preparation for adulthood.
- Support one another with issues that arise through RSHE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision.
- Feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to Relationships, Sex & Health Education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.
- Feedback on the school's RSHE provision yearly and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

2. Organisation of the Curriculum

All schools providing secondary education are required to deliver statutory RSHE and health education.

- For the purpose of this policy, "Relationships & Sex Education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- For the purpose of this policy, "Health Education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.
- The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships,

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Education, Relationships and Sex Education and Health Education' guidance.

- The Relationships, Sex and Health Education Curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole school community.
- The Relationships, Sex and Health Education Curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.
- The school has organised a Relationships, Sex and Health Education Curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

3. Consultation with Parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school is open to communication and all parents are welcome to contribute to provide their views at any time.

3.1 Parents can request the following information:

- The content of the Relationships, Sex and Health Education Curriculum.
- The delivery of the Relationships, Sex and Health Education Curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from the subjects.

3.2 The school aims to build positive relationships with parents therefore parents are welcome to come into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

4. Relationships & Sex Education Per Year Group (See also Appendix A)

- The school is free to determine, within the statutory curriculum what pupils are taught during each year group.
- The school always considers the age and development of pupils when deciding what will be taught in each year group.
- The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school.

5. Health Education per Year Group (See also Appendix B)

The school is free to determine, within the statutory curriculum content what pupils are taught during each year group.

- The school always considers the age and development of pupils when deciding what will be taught in each year group.

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- The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

6. Delivery of the Curriculum

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

6.1 Teachers provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

- **Years 1-6 will follow the PSHE Association 'PSHE' and Relationships' framework.**
- **Years 7-11 will follow the PSHE Association 'PSHE and Relationships and Sex Education' framework.**

6.2 Through this aspect of our curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships.

- It is important that pupils know the difference between fact, opinion and belief.

6.3 RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

For more information about our RSHE curriculum, see the PSHE long term plan which feature on the Talbot House Children's Charity Website.

6.4 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents / carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: children looked after or young carers).

7. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age

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- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

- 7.1 The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 7.2 The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about Relationships, Sex and Health Education, and the programme will be designed to be inclusive of all pupils.
- 7.3 In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust **Behavioural Management Policy**, as well as a **Safeguarding Policy**, which sets out expectations of pupils.

8. Curriculum Links

The school seeks opportunities to draw links between Relationships, Sex and Health Education and other curriculum subjects wherever possible to enhance pupils' learning.

- 8.1 Relationships, Sex and Health Education will be linked to the following subjects in particular:
- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
 - **ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
 - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sports and understand how exercise can lead to healthier lifestyles.
 - **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
 - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

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9. Withdrawing from the Subjects

Relationships, Sex and Health Education are statutory at secondary and parents **do not** have the right to withdraw their child from the subjects.

- The Head Teacher will automatically grant withdrawal requests however, the Head Teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The Head Teacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- The Head Teacher will keep a record of the discussion between themselves, the pupil and the parent.
- The Head Teacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- The parent will be informed in writing of the Head Teacher's decision.
- Where a pupil is withdrawn from sex education, the Head Teacher will ensure that the pupil receives appropriate alternative education.

10. Staff Training

The member of staff responsible for teaching the subject will attend training when available to ensure they are fully equipped to teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

11. Confidentiality

Confidentiality within the classroom is an important component of Relationships, Sex and Health Education, and teachers are expected to respect the confidentiality of their pupils as far as possible.

- Teachers will alert the Head Teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's **Safeguarding Policy**.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to a DSL / DDSL and handled in accordance with the **Safeguarding Policy**.

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12. Monitoring Quality

The Relationships, Sex and Health Education Subject Lead:

- is responsible for monitoring the quality of teaching and learning for the subjects.
- will conduct subject assessments, which will include a mixture of the following:
 - Topic feedback
 - Work scrutiny
- will work regularly and consistently with the Head Teacher and RSHE Link Governor, to evaluate the effectiveness of the subjects and implement any changes.

13. Review

This policy will be reviewed on an annual basis by the Deputy Head Teacher / SENDco (in conjunction with the PSHE / RSHE Teachers and the Head Teacher). This policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

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Appendix A

RSHE Subject Overview

RSHE 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 their 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.
- The characteristics and legal status of other types of long-term relationships.
- 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.
- How to seek help or advice if needed, including reporting concerns about others.

Respectful Relationships, Including Friendships

By the end of secondary school, pupils will know:

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, 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.

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- 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 have 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.
- 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?
- 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 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 to be 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 jail.
- How information and data is generated, collected, shared and used online.

Being Safe

By the end of secondary school, pupils will know:

- 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.

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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 outlook, 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 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 keeping the baby, adoption, abortion and where to get further help.
- How the 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.

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Appendix B

Health Education Subject Overview

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

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.
- 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.
- 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:

- 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:

- 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.

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Drugs, Alcohol and Tobacco

By the end of secondary school, pupils will know:

- 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.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harm 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, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- This should be taught to pupils in the later years of late secondary school, e.g. at KS4. 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.
- CPR is best taught from Year 8 onwards Life-saving skills, including how to administer CPR.
- 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.
- The main changes which take place in males and females, and the implications for emotional and physical health.