Relationships, Sex and Health Education Policy

Approved by:	Last reviewed on:	Next review due by:
Governors	21st November 2025	November 2026

1. 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.
- Raise awareness of sources of help and acquire the skills and confidence to access confidential health advice and support and treatment if necessary.

2. Statutory requirements

As a secondary AP academy we must provide RSHE to all pupils as per section 34 of the Children and Social Work Act 2017.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At CE Academy we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – members of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/carer/stakeholder consultation – the policy was posted online with an invitation to parents/carers to comment.

4. Pupil consultation – we used discussion, questionnaires and anecdotal feedback from staff to identify specific pupil requirement.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

Relationships, Health and Sex Education (RSHE) is lifelong learning about physical, moral and emotional development and helps and supports young people move with confidence into adulthood. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, sexual health, healthy lifestyles, diversity and personal identity. Effective relationships, health and sex education is essential if young people are to make responsible and well-informed decisions.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. It is important that the RSHE curriculum responds to the needs of all CE Academy pupils and addresses both local and national issues.

We have developed the curriculum, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and as a result do not need to seek answers online.

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum, known at the CE Academy as PSHE. PSHE is formally timetabled during the week at both KS3 and KS4 and is delivered by CE staff. In addition, biological aspects of RSHE are also taught within the science curriculum. In order to develop pupils' social and communication skills, staff are with the young people all day throughout breaks and lunchtimes. This arrangement encourages opportunities for informal discussions and information sharing on a range of RSHE topics.

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 Appendix 1

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/carer families, LGBT parents/carers, families headed by grandparents, adoptive parents/carers, foster parents/carers/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. We will be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, maturity, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Follow our usual safeguarding procedures for visitors
- Be clear on:
  - What they are going to say
  - Their position on the issues to be discussed
- Make sure that a member of CE staff is in the room during any sessions with external speakers
- Remind staff that they can say "no" or, in extreme cases, stop a session.

8. Roles and responsibilities

8.1 The Governing Board

The governing board will approve the RSHE policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring content is accessible to all pupils, including those with SEND
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

At the academy the RSHE Lead is responsible for developing the RSHE curriculum and appropriate resources in line with up-to-date statutory guidance and will support staff and help with the delivery of elements of the curriculum across campuses where available.

The RSHE Lead for the CE Academy is Cathy Ralph. Her email address is cralph@ce-academy.org

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents/carers' right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turn 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Parents/carers are not permitted to withdraw their child from the relationships element of the RSHE curriculum.

Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity. If a parent/carer wishes to withdraw their child from RSHE they will need to meet with the Headteacher to discuss their concerns and then confirm their decision in writing. A copy of withdrawal requests will be placed in the pupil's educational record.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff agree to the delivery of RSHE during interview and it is included in our continuing professional development calendar.

The RSHE lead and SLT will provide and organise specific training for staff where appropriate.

11. Monitoring arrangements

The RSHE curriculum is monitored and reviewed by Lou Bridger, Deputy Head, who has overall responsibility for the PSHE programme at the CE Academy, which encompasses RSHE. This is done through meeting with the RSHE lead, lesson observation, campus programme updates, resource checks and feedback from the young people, parents/carers and staff.

12. Review

This policy will be reviewed annually by Lou Bridger, Deputy Head and approved by the governing body.

Policy Control Sheet

Version:	04
Approved by:	Governors
Date approved:	21 November 2025
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Policy Owner:	Lou Bridger/SLT

Document History			
Version	**Date of review**	**Author**	**Note of revisions**
03	June 2024	LB	Change RSE to RSHE Change parent(s) to parent(s)/carer(s) Section 2: Additional points re regard to legal duties Section 8: Small additional point Section 9: Additional point re pupils withdrawn from RSHE
04	November 2025	LB	Section 7: small addition regarding external visitors

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Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• 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/carers with respect to raising of children, including the characteristics of successful parenting • 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• 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 relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in 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 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 get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another 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 is sent to them • 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 (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• 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 (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• 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 or 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 men and women • That there are a 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 to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally 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), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and 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