



Secondary Relationships, Sex and Health Education (RSHE) Policy

Date of Review: September 2026

Date of Next Review: September 2027

Signed: C Fleming-Smith

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Statement of intent

At Invested Education 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:

- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Education (Independent School Standards) Regulations 2014, including the requirements for PSHE and the quality of education
- DfE (2026) 'Independent school standards guidance'
- DfE (2015) 'National curriculum in England: science programmes of study' - used as relevant curriculum guidance where appropriate
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' - revised statutory guidance applying from 1 September 2026
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2026) 'Keeping Children Safe in Education'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Device and Technology Acceptable Use Agreement for Pupils

2. Roles and responsibilities

The Proprietor, acting through the Directors, 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.
- 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 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 curriculum time to deliver RSHE in accordance with the statutory requirements applying to independent schools.
- 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 Directors on the effectiveness of this policy and the curriculum.

The RSHE leads 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.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- 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 leads 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.
- As an independent school, Invested Education delivers health education through its PSHE and wider curriculum obligations under the Independent School Standards and has regard to the current statutory RSHE guidance.

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

The majority of the RSHE curriculum is delivered through PSHE education, with relevant biological and scientific content also taught through science. As an independent school, Invested Education is not required to follow the National Curriculum; National Curriculum programmes of study may be used as relevant curriculum guidance where appropriate. The RSHE leads will work closely with colleagues in related curriculum areas to ensure the curriculum is coherent and avoids unnecessary duplication.

The school will ensure that the curriculum has regard to the DfE’s revised statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education applying from 1 September 2026.

The school will consider the context and views of the wider local community when developing the curriculum 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 handled.

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

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.
- How coercive and controlling behaviour, stalking, sexualised bullying, unwanted sexual attention and image-based abuse can present in relationships, and how to seek help.
- How victim blaming can cause harm, why responsibility always rests with the person causing abuse, and how bystanders can challenge harmful behaviour safely.
- 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 sexually explicit material, including pornography, can present distorted and unrealistic expectations about bodies, consent, relationships and sexual behaviour; can contribute to objectification, misogyny or harmful attitudes; and can negatively affect wellbeing and relationships.
- 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.
- How AI-generated or digitally manipulated intimate images and deepfakes can be created and shared, why non-consensual creation or sharing is harmful, and how to report concerns.
- How sextortion, online coercion and blackmail can operate and where to seek urgent help.
- How algorithms, AI chatbots, influencers, misinformation and disinformation can shape attitudes, relationships and beliefs, and how to evaluate online content critically.

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 below.

Year 7

In year 7 students will develop knowledge around building relationships. During this they will cover behaviours relating to positive relationships, how to recognise unhealthy relationships and how to evaluate expectations for romantic relationships including how to seek and communicate consent.

Year 8

During year 8 students will look at identity and relationships. They will develop more in-depth knowledge of healthy relationships and how to demonstrate positive behaviours within relationships. They will learn about biological sex, sexual orientation, gender reassignment and relevant legal protections, the law and consent, the risks associated with sharing nudes and semi-nudes (including AI-generated or digitally manipulated sexual imagery), and basic forms of contraception.

Year 9

In year 9 students will develop their knowledge on intimate relationships. Students will look at the readiness for sexual activity, STIs and the consequences of unprotected sex, including pregnancy. They will focus on how the media portrays sexual relationships and how to secure personal information online.

Students will also focus on respectful relationships and within this, students will focus on different types of families and parents. They will look at different types of conflict with family and friends and will look at how this can be resolved.

Year 10

During year 10 students will develop their knowledge on healthy relationships. Students will focus on the ethical and legal implications in relation to consent, they will look at how to recognise and respond to pressure and how to challenge victim blaming about asexuality, abstinence and celibacy.

Year 11

During year 11 students will look at communication in relationships. Students will develop their knowledge by looking at the importance of communication in relationships and how to communicate effectively. Students will develop more of an understanding into unhealthy relationships and how to overcome challenges. Students will also look at families and within this students will look at pregnancy, birth and miscarriage as well as fertility and how it varies and changes. Students will look at 'honour based' marriages and how to safely access support.

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.

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.
- How AI chatbots, social media algorithms and online communities can influence emotions, beliefs and relationships, including the risks of dependency, manipulation and harmful advice.
- How to recognise and respond to misogynistic, extremist or incel-related content and harmful online influencers without stigmatising individuals or groups.

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 below.

Year 7

During year 7 pupils will look at health and puberty. Students will develop their knowledge on how to manage influences relating to smoking and alcohol, how to manage emotional changes, about FGM and how to recognise and respond to inappropriate and unwanted contact.

Year 8

During year 8 students will look at emotional wellbeing. Students will look at attitudes towards mental health, daily wellbeing, unhealthy coping strategies and healthy coping strategies. Students will also focus on drugs and alcohol and within this, students will develop their knowledge about medicinal drugs and recreational drugs, how to take medicinal drugs safely, how to assess the risks of tobacco, nicotine and e-cigarettes and how to manage negative influences.

Year 9

During year 9 students will look at healthy lifestyles. Students will look at the similarities between mental and physical health. Students will look at how to balance work, sleep leisure and exercise as well as making healthy eating choices.

Year 10

During year 10 students will develop their knowledge in mental health. Students will look at how to manage challenges during adolescence, how to access support and treatment for mental health, how to reframe negative thinking and strategies to promote positive mental health and wellbeing.

Year 11

During year 11 students will develop their knowledge on independence. Students will look at how to safely assess and manage risk in new independent situations, emergency first aid skills, the importance of screening and how to perform self-examination and about vaccinations and immunisations.

8. Delivery of 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.

The school will integrate age-appropriate LGBT content into the RSHE curriculum as part of the overall programme rather than as a standalone topic. Teaching will be factual, sensitive and respectful and will include same-sex relationships, sexual orientation, gender reassignment, relevant legal protections and the importance of treating others with dignity. Where contested issues relating to sex and gender are discussed, staff will distinguish clearly between established facts, the law and contested views and will not present contested beliefs as established fact. Parents do not have a statutory right to withdraw pupils from relationships education simply because it includes LGBT content.

The curriculum will be inclusive of all pupils, including pupils who are lesbian, gay, bisexual, transgender or questioning their gender, and activities will be planned so that all pupils can participate safely and respectfully.

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 emphasise the importance of healthy, respectful relationships, including marriage where relevant, without stigmatising pupils because of their home circumstances. When teaching about self-harm or suicide, staff will use a planned, preventive and safeguarding-led approach focused on help-seeking, protective factors, recognising when someone may need support, and accessing trusted adults and professional services. Teaching will avoid detailed descriptions of methods, sensationalised material or content that could inadvertently encourage imitation. Staff delivering this content will receive appropriate preparation and support from the RSHE Lead and DSL.

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 RSHE curriculum will play a vital role in preventative education, preparing pupils for life in modern Britain and challenging sexism, misogyny, misandry, homophobia, biphobia, sexual violence and sexual harassment. Age-appropriate teaching will address harmful stereotypes, coercive attitudes, online influencers and incel-related content, while promoting respectful relationships and positive, non-harmful models of masculinity and femininity.

Parents and carers will be appropriately consulted when the school's RSHE policy and curriculum are developed or reviewed. Their views will be considered carefully; responsibility for determining curriculum content and delivery remains with the school in accordance with statutory requirements and the needs of pupils.

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:

- 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.

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:

- **English** - pupils analysing a novel, pupils discuss how the characters demonstrate healthy communication, empathy and respectful relationships.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT** – 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.
- **Art** – pupils creating artwork based on identity and emotions helps pupils express themselves and build self-esteem.
- **Geography** - pupils compare access to healthcare around the world to develop an understanding of wellbeing and global citizenship.
- **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 school's to make.

The school will be open with parents and carers about the resources used to teach RSHE and will provide access to curriculum materials on request where reasonably practicable and lawful.

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 non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. Parents or carers with concerns regarding RSHE should contact the school office to arrange a discussion with the Headteacher on 01642 502224.

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.
- External visitors will not provide personal medical advice or act as confidential counsellors to pupils during lessons. Any safeguarding disclosure or concern must be passed immediately to the member of school staff present and, where appropriate, to the DSL.

12. Withdrawal from lessons

The school recognises that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of RSE, other than content required through other statutory curriculum requirements. Parents do not have a right to withdraw their child from relationships education or from health education delivered as part of the school's statutory curriculum obligations.

Requests to withdraw a child from sex education will be made in writing to the headteacher and an information and option form is included in the admissions pack.

Before granting a withdrawal request, the headteacher 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. The headteacher 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.

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 recognises that pupils with SEND may be particularly vulnerable to exploitation, bullying, coercion and online harm and may experience communication, social-understanding or sensory barriers. Teachers will liaise with the SENCO and adapt teaching through accessible language, repetition and overlearning, visual supports, practical rehearsal, social stories or other communication approaches where appropriate. Adaptation will not mean that pupils with SEND are denied access to important safeguarding knowledge; content will be made accessible in a form they can understand.

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.

Sensitive information shared during RSHE will be treated respectfully, but staff will never promise confidentiality. Pupils will be told before sensitive discussions that information may need to be shared where necessary to safeguard them or another person. Where a pupil raises a safeguarding concern or makes a disclosure, staff will follow the Child Protection and Safeguarding Policy and alert the DSL without delay. Pupils will be taught how to raise concerns or make a report, including concerns about a peer, and what will happen after a report is made.

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
- Image-based abuse, sharing nudes and semi-nudes, AI-generated intimate images, deepfakes, sextortion and online coercion
- Stalking, sexualised bullying, victim blaming and safe bystander responses

- Misogyny, harmful online influencers and incel-related content, taught in an age-appropriate and non-stigmatising way

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.

Assessment will be 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:

- Tests
- Written assignments
- Self-evaluations

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 Directors to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and Director, e.g. through half-termly 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 relevant members of staff on an annual basis to ensure they are up to date with the RSHE curriculum. Additional training will be provided when guidance changes or new safeguarding issues emerge, including sharing nudes and semi-nudes, AI-generated sexual imagery, deepfakes, sextortion, online harms, suicide prevention and other sensitive topics relevant to the pupil cohort.

17. Monitoring and review

This policy will be reviewed annually by the Headteacher, RSHE Lead and Proprietor/Directors, or sooner where statutory guidance or the needs of the pupil cohort change.