

# Pathway Schools Ltd

## Primary Relationships and Health Education (RHE) & Secondary Relationships, Sex and Health Education (RSHE) Policy

### Statement of intent

At Pathway Schools Ltd, we understand the importance of educating students 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 students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

We have an obligation to provide students 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 students.

Date policy last reviewed: June 25

Date for next review: June 26

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## 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
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RHE & RSHE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2025) 'Keeping children safe in education 2025'

## 2. Roles and responsibilities

The Director/Governing board will be responsible for:

- Ensuring all students 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 students 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- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.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 published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.
- Ensuring that the RSHE curriculum covers the teaching of safeguarding, including in relation to online safety.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all teaching staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the PSHE (incl RSHE) curriculum.
- Discussing withdrawal requests with parents, and the student 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 students 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 Director/Governing board on the effectiveness of this policy and the curriculum.

The Headteacher 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 student 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 student that have arisen through the teaching of RSHE.
- Organising a safe space for students 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 students 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 SENDCO to identify and respond to individual needs of students with SEND.
- Liaising with the RSHE subject leader on key topics, resources and support for individual students.
- Monitoring student 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 students may make as a result of the subject content to the DSL.
- Providing an inclusive approach to their lesson delivery.
- Responding appropriately to students 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 SENDCO will be responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' 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.
- “**RHE & RSHE**” refers to relationships and sex education and is defined as teaching students 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 students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

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

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

- [Questionnaires](#)
- [Meetings](#)
- [Letters](#)
- [Training sessions](#)

The majority of the RSHE curriculum is delivered through PSHE education, with statutory elements taught via the science curriculum. The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

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

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 students 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 students’ needs.

### 4. RHE & RSHE subject overview

RHE

**Families and people who care for me**

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
- That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**Caring friendships**

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others – even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

RSHE will continue to develop students' 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, students 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.

Students 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, students will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, and consent; and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority, and show due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

## Online and media

By the end of secondary school, students will know:

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

- How information and data is generated, collected, shared and used online.

### Being safe

By the end of secondary school, students 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, students 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. Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop students' 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, students 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, students will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them, and how to be a discerning consumer of information online.

- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report or find support if they have been affected by those behaviours.

### Physical health and fitness

By the end of secondary school, students 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, students 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, students 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, students 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, students 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, students 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.

## 6. Delivery of the curriculum

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

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for students 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 students' physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students 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 students understand what the law does and does not allow, and the wider legal implications of the decisions they make.

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

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

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

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 students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

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

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

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how will be planned in conjunction with parents.

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

## Curriculum organisation

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

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

## Terminology

Students 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 students 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 students. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the students, 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.

## 7. Curriculum links

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

- **PSHE** – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – students can develop competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – students learn about respect and difference, values, and characteristics of individuals.

## 8. 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.

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. If parents have concerns regarding RSHE, they will submit these via the school office.

## 9. 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 students. 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 students.
- That the materials the expert intends to use, as well the lesson plan, meet all students' 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.

## 10. Withdrawal from lessons

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

Requests to withdraw a child from sex education will be made in writing to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the student, 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. These records will be kept securely in the school office in line with the school's Records Management Policy.

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

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

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

## 11. 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 students because of any of the protected characteristics.

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

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

Where there is a need to tailor content and teaching to meet the needs of students 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.

## 12. Safeguarding and confidentiality

All students 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.<sup>4</sup>

In teaching about safeguarding, the RSHE curriculum will be tailored to the specific needs and vulnerabilities of individual students, including students who are victims of abuse and students 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 students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.

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

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

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

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

## 13. Assessment

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

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

- [Tests](#)
- [Written assignments](#)
- [Self-evaluations](#)

The RSHE subject leader will create annual subject reports for the headteacher and Director/Governing board to report on the quality of the subjects. They will also work regularly and consistently with the

headteacher and RSHE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## 14. Staff training

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

## 15. Monitoring and review

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

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