# Nurture Education Trust

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

# [Statutory Updates included for 1st September 2026]

Date policy last reviewed: 19/03/2026

Signed by:

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| Mark Anderson | Head of Centre | Date: | 19/03/2026 |
| Emma Culley | Chair of Trustees | Date: | 19/03/2026 |

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## Statement of intent

At Nurture Education Trust, 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:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'National curriculum in England: science programmes of study'
- DfE 'Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education' 2026

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Device and Technology Acceptable Use Agreement for Pupils

## 2. Roles and responsibilities

The trustee board 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 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 Head of Centre 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 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 governing board on the effectiveness of this policy and the curriculum. The

RSHE subject leader 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 Head of Centre.

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 subject leader 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.

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

When organising the curriculum the school will ensure:

- Content & delivery is in line with the needs of pupils.
- Effective, high quality teaching breaks down core knowledge and skills into manageable and well sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations.
- It builds knowledge and skills sequentially, with regular feedback provided on pupil progress.
- Lessons challenged all pupils, and assessments identify where pupils need extra support or intervention.

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 and Sex Education (RSE) and Health Education' guidance at all times.

When developing the curriculum, the school will consult with parents, pupils and staff, as well as consider the context and views of the wider local community 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 managed.

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

The school understands that effective RSE does not encourage early sexual experimentation but in fact builds pupil's confidence and self-esteem and helps them to understand the reasons for delaying sexual activity. This curriculum will therefore aim to support pupils, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

The curriculum will provide knowledge about safer sex and sexual health and that it is important to ensure that pupils are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgmental, factual way and allow the pupils to ask questions in a safe environment. Teachers may use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Secondary RSE teaching will provide a clear progression from what is taught to pupils in primary school. It will build on the foundations of RHE and, as pupils grow up, at the appropriate time extend to teaching to include intimate relationships.

Pupils will be taught the facts about the law, sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils will be offered a curriculum which is relevant to them and their developing sexuality. The curriculum will recognise that pupils may be discovering or understanding their sexual orientation or gender identity.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly, along with physical and emotional damage caused by female genital mutilation (FGM).

The school will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their bodies. This will also include

an understanding on boundaries in friendships with peers, families and with others, in all contexts, including online.

## 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

Through the curriculum content, pupils will be taught:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to wellbeing and their importance for bringing up children.
- Why marriage or civil partnership is an important relationship choice for many couples.
- The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
- That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
- That forced marriage and marrying before the age of 18 are illegal.
- How families and relationships change over time, including through birth, death, separation and new relationships.
- About the roles and responsibilities of parents with regard to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
- How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

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

Through the curriculum content, pupils will be taught:

- About the characteristics of positive relationships of all kinds (including online), including romantic relationships, for example:
  - The role of consent.
  - Trust.
  - Mutual respect.
  - Honesty.
  - Kindness
  - Loyalty.
  - Shared interests and outlooks.
  - Generosity.
  - Boundaries.
  - Tolerance.
  - Privacy.
  - The management of conflict.
  - Reconciliation and ending relationships.
- How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers.
- About the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
- About the importance of self-esteem, independence and having a positive relationship with themselves, and how these characteristics support healthy relationships with others – including developing interests, hobbies, friendship groups and skills.
- About what it means to be treated with respect by others.
- What tolerance requires, including the importance of other people's beliefs.
- About the practical steps pupils can take and skills they can develop to support respectful and kind relationships, including skills for communicating respectfully within relationships and with strangers, including in situations of conflict.

- About the different types of bullying, including online, the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
- Skills for ending relationships or friendships with kindness and managing the difficult feeling that endings might bring, including disappointment, hurt or frustration.
- About the role of consent, including in romantic and sexual relationships and that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils will also understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage.
- How to recognise misogyny and other forms of prejudice.
- How inequalities of power can impact behaviour within relationships, including sexual relationships.
- How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviour and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing people with a sense of sexual entitlement to the bodies of others.

Pupils will also have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

### Online safety and awareness

Through the curriculum content, pupils will be taught:

- About their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online.
- About the difference between public and private online spaces and related safety issues.
- About the characteristics of social media, including that some social media accounts are fake or post things which aren't real or are created with AI.

- That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- That any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up.
- About the serious risks of sending material to others, including the law concerning the sharing of images.
- That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the pupil and/or using AI generated imagery.
- About the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment.
- How to seek support if an image of themselves has been shared.
- That sharing indecent images of people over 18 without consent is a crime.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons.
- Where to go for advice and support about something they have seen online.
- That online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners and that this can affect pupils who see pornography accidentally as well as deliberately.
- That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
- How information and data is generated, collected, shared and used online.
- That websites may share personal data about their users, and information collected on their internet use for commercial purposes, e.g. to enable targeted advertising.
- That criminals can operate online scams, e.g. using fake websites to extort money or valuable personal information, and how this can be used to the detriment of the person or wider society.
- About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
- That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice.
- How to critically think about new types of technology as they appear online and how they might pose a risk.

### Being safe

Through the curriculum content, pupils will be taught:

- How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships and early sexual relationships that might involve kissing and touching.
- That kindness and care for others requires more than just consent.
- That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and to avoid putting pressure on others.
- How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe and how to seek help, advice and report concerns about others.
- How to increase personal safety in public spaces, including when socialising with friends, family, the wider community or strangers.

- How to learn ways of seeking help when needed and how to report harmful behaviour.
- About the strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour.
- About reflecting on the importance of trusting their instincts when something doesn't feel right, and that in some situations a person might appear trustworthy but have harmful intentions.
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
- That sexual harassment includes:
  - Unsolicited sexual language, attention, touching or talking.
  - Sharing intimate images without consent.
  - Public sexual harassment.
  - Pressuring other people to do sexual things.
  - Upskirting.
- About the concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- About the concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- About the concepts and laws relating to forced marriage.
- About the physical and emotional damage which can be caused by FGM, virginity testing and hymenoplasty, where to find support, and the law around these areas.
- That strangulation and suffocation are criminal offences and that strangulation is an offence, regardless of whether it causes injury.
- That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
- That pornography presents some extreme activities as normal, some of which can be emotionally and/or physically harmful.

- How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including how to report abuse and where to seek medical attention.

### Intimate and sexual relationships, including sexual health

Through the curriculum content, pupils will be taught:

- That, for people who feel ready and are over the age of consent, sex can and should be enjoyable and positive.
- About the law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
- About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values.
- 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.
- That some sexual behaviours can be harmful.
- The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
- 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 the different sexually transmitted infections, including HIV, are transmitted.
- How risk can be reduced through safer sex.
- About the use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis and Post Exposure Prophylaxis and how and where to access them.
- The importance of, and facts about, regular testing and the role of stigma.
- About the prevalence of STIs and the short and long term impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.

- How and where to seek support for concerns around sexual relationships including sexual violence or harms
- How to counter misinformation, including signposting towards medically accurate information and further advice, 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 in the 'RSE subject overview' section of this policy.

## 6. Health education subject overview

Health Education in the school will equip pupils with the knowledge, understanding and skills needed to make informed, responsible decisions about their health and wellbeing. Teaching will support pupils to understand the links between physical and mental health, recognise when something is not right in themselves or others, and know how and where to seek appropriate support.

The school will support pupils to develop resilience and positive coping strategies, including self-regulation, perseverance and determination, particularly when experiencing challenge or setbacks. High-quality health education will actively reduce stigma around health issues, particularly around mental health, and will promote respectful language, discouraging derogatory or pejorative terms relating to illness or wellbeing. The school will promote a culture of openness so pupils will feel confident asking questions, checking their understanding, and seeking advice or support when needed.

Teaching about puberty and menstruation will be delivered sensitively and will be supported by practical arrangements that help pupils manage menstruation with dignity. This will include ensuring pupils will be able to request and access period products. The school will use clear and appropriate language such as period pads and menstrual products, and will avoid terms such as sanitary items or feminine hygiene products.

Health education in the school will build on learning from primary school. It will support pupils to understand the physical and emotional changes of adolescence, how to protect and promote their health and wellbeing, and when a physical or mental health concern will require further help or intervention.

The school may choose to include additional health-related topics beyond statutory curriculum content, such as eating disorders and self-harm. Where these areas are taught, the school will ensure this is done carefully and sensitively, using reliable high-quality resources and, where appropriate, qualified support or external advice, e.g. NHS or local specialist services. The school will ensure staff are appropriately trained and confident in managing discussions safely, including responding appropriately if a pupil makes a disclosure, and ensuring clear signposting to support.

The school will also consider how to address suicide prevention safely and appropriately. Many preventative aspects will be covered through the wider mental wellbeing curriculum, including recognising emotions, building supportive relationships, understanding bullying and loneliness, and learning how to manage difficult experiences. The school will ensure pupils understand how to seek help from trusted adults, including when they are concerned about someone else.

Where suicide prevention is addressed directly, the school will consult mental health professionals and will ensure staff receive high-quality, evidence-based training before delivery.

Teaching will be factual, age-appropriate and straightforward, and will avoid discussing methods or instructions relating to self-harm or suicide. The school will ensure emotive language and potentially harmful media, including graphic videos or images, are not used.

The school will apply similar safeguarding principles when addressing eating disorders, and will avoid language that could romanticise disordered eating or introduce harmful behaviours or ideas. If staff have concerns about a pupil in relation to eating disorders, self-harm, suicidal ideation, or where a disclosure is made, the school will follow safeguarding procedures in line with the school's Child Protection and Safeguarding Policy.

## Mental wellbeing

Through the curriculum content, pupils will be taught:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- About the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
- That happiness is linked to being connected to others.
- That loneliness can be an inevitable part of life at times and is not something to be ashamed of.
- About how to recognise what makes them happy and unhappy.

- That worrying and feeling down are normal emotions that can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
- About the characteristics of common types of mental ill health, e.g. anxiety and depression, including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions.
- How to critically evaluate which activities will contribute to their overall wellbeing.
- About strategies to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
- That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
- That the co-occurrence of alcohol or drug use and poor mental health is common and that the relationship is bi-directional, i.e. mental health problems can increase the risk of alcohol and/or drug use and vice versa.
- That stopping smoking can improve people's mental health and decrease anxiety.

### Wellbeing online

Through the curriculum content, pupils will be taught:

- About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- About the similarities and differences between the online and physical world, including the impact of unhealthy or obsessive comparison with others online, how people may curate a specific image of their life online, over-reliance on online relationships, including relationships formed through social media, can have.
- 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.
- About the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.

- How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
- About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.

### Physical health and fitness

Through the curriculum content, pupils will be taught:

- The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, and the links between an inactive lifestyle and ill health – including cardiovascular ill-health.
- Factual information about the prevalence and characteristics of more serious health conditions.
- That physical activity can promote wellbeing and combat stress.
- About the science relating to blood, organ and stem cell donation.

### Healthy eating

Through the curriculum content, pupils will be taught:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
- About the risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
- About the impacts of alcohol on diet and unhealthy weight gain.

### Drugs, alcohol, tobacco and vaping

Through the curriculum content, pupils will be taught:

- The facts about legal and illegal drugs and their associated risks, including the risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
- The law relating to the supply and possession of illegal substances.

- The physical and psychological risks associated with alcohol consumption, what constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.
- How to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of the misuse of prescribed and over-the-counter medicines.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.
- About the facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

### Health protection and prevention, and understanding the healthcare system

Through the curriculum content, pupils will be taught:

- About personal hygiene, germs including bacteria and viruses, how they are spread, treatment and prevention of infection, and antibiotics.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
- How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
- About the importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
- About the facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance – aligned with when vaccinations are offered to pupils.
- About the importance of healthy behaviour before and during pregnancy, including the importance of pre-conception health, including taking folic acid.
- About the importance of pelvic floor health.
- Information on miscarriage and pregnancy loss, and how to access care and support.

- How to navigate their local healthcare system, including what a GP is, when to use A&E, accessing sexual health and family planning clinics, the role of local pharmacies and how to seek help via local third sector partners which may have specialist services.
- About the concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves.
- About the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

### Personal safety

Through the curriculum content, pupils will be taught:

- How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings – and water, and in unfamiliar social or work settings.
- How to recognise and manage peer influence in relation to risk taking behaviour and personal safety, including peer influence online and on social media.
- How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence.
- Which trusted adults they can talk to if pupils are worried about violence or knife crime.
- About the law as it related to knives and violence – involving content and examples relevant to the local context whilst avoiding the use of fear as an educational tool and explaining how carrying knives is uncommon.
- About the risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

### Basic first aid

Through the curriculum content, pupils will be taught:

- Basic treatments for common injuries and ailments.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators, when one might be needed and who can use them.

### Developing bodies

Through the curriculum content, pupils will be taught:

- About the main changes which take place in males and females, and the implications for emotional and physical health.
- The facts about puberty, the changing adolescent body, including brain development.
- About menstrual and gynaecological health, including what is an average period, period problems such as premenstrual syndrome, heavy menstrual bleeding, endometriosis and polycystic ovary syndrome – and when to seek help from healthcare professionals.
- The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

## 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 in the 'Health education subject overview' section of this policy.

## 8. Delivery of the curriculum

The school will ensure that the RSHE curriculum will be aligned with the needs of pupils. Teaching will be planned and delivered to a high standard, with core knowledge and skills broken down into manageable, well-sequenced units. Pupils will be given regular opportunities to practise and apply skills so that they will feel confident to use them in real-life situations.

The school will build knowledge and skills progressively and sequentially, with regular feedback provided to support pupil progress. Lessons will ensure that all pupils will be appropriately challenged, and assessment will be used to identify where additional support or intervention will be required.

The RSHE lead teacher will work closely with colleagues in related curriculum areas so that learning can complement content taught through other subjects such as citizenship, science, computing and PE. The school will seek opportunities across the wider curriculum to reinforce key RSHE concepts, for example, by exploring misogyny through history or using literature to discuss positive and less positive examples of relationships.

The school may work with external organisations to enhance delivery by bringing specialist knowledge and varied approaches to engaging young people; however, the school will remain

responsible for the content and the way in which pupils will be taught. The school will ensure that any external resources and contributions are accurate, age-appropriate, developmentally suitable and unbiased. The school will be particularly cautious when considering materials from organisations that may promote harmful products or have a strong partisan view on contested topics.

The school will check the suitability and credentials of any visiting speaker or organisation and request lesson materials and plans in advance. The school will also ensure that materials will be available for parents to view.

The school will ensure that all teaching resources are appropriate for the age and maturity of pupils, accessible for all learners, including pupils with SEND, and consistent with the planned programme and this policy. Resources will be selected and delivered in a way that are sensitive to pupils' needs.

The school will establish clear expectations around confidentiality within lessons and will ensure that any visitor understands how safeguarding concerns or disclosures will be managed in line with school safeguarding procedures.

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.

Teaching will be factual, balanced and sensitive, including in relation to sexual health where relevant, and the school will ensure that pupils understand that discrimination, bullying and disrespectful language or behaviour are never acceptable.

Where topics are contested or subject to wider debate, the school will not promote any particular viewpoint as fact, will avoid reinforcing gender stereotypes, and will ensure that resources used are suitable, unbiased and appropriate for pupils' age and maturity.

The curriculum will be designed to focus on pupils 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 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 focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils 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 pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

The school will consult with parents and families regarding curriculum content and delivery.

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:

- Designated PSHE time as part of a spiral curriculum

- MICR (Mentoring, Intervention, Careers and Reading) and Social Skills
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Enrichment days or weeks
- School trips and visits

## 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.

## Equality

The school will comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty when teaching RSHE.

The school will ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils will understand the importance of equality and respect, and learn about the law relating to the protected characteristics by the end of their secondary education.

## The Law

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including but not limited to:

- Marriage, including forced marriage and civil partnerships

- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, FGM, 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour.
- The Online Safety Act.
- Online behaviours including image and information sharing, "sexting," youth-produced sexual imagery, nudes, etc, including AI-generated sexual imagery and deepfakes.
- Pornography
- Abortion

  Protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
- Alcohol, smoking, vaping and nicotine products and illicit drug use
- Gambling
- Carrying knives and weapons
- Extremism and radicalisation
- Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- Hate crimes
- The age of criminal responsibility
- Medical consent, Gillick competence and parental responsibility

### LGBTQ+ content

The school will teach LGBTQ+ topics as part of a broad and inclusive RSHE curriculum which promotes equality, respect and dignity for all. Pupils will learn about protected characteristics, including sexual orientation and gender reassignment, and will be supported to understand different types of healthy, stable relationships, including same-sex relationships, in an integrated and age-appropriate way.

## Religion and belief

RSHE in the school will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Where topics are contentious, the school will support balanced discussion and debate, and will be clear when teaching reflects religious belief rather than statutory guidance or wider factual content.

## Pupils with SEND

The school will develop and deliver RSHE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).

The school will recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence.

## Addressing sexual harassment and sexual violence

The school will address sexual harassment and sexual violence through a planned RSHE curriculum that promotes kindness, care and respect in all relationships and makes clear that harmful behaviour is never acceptable.

Teaching will emphasise boundaries, consent, respectful communication and awareness of power dynamics, while supporting pupils to recognise risk, seek help and report concerns.

The school will ensure learning is accessible for all pupils, including those with SEND who may be more vulnerable to abuse, exploitation or bullying, and will use safeguarding procedures and sensitive teaching approaches to create a safe and supportive environment for discussion.

## Dealing with difficult questions

The school will ensure that staff delivering RSHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions.

The school will recognise that where a member of staff does not feel confident leading discussion, this may affect pupils' engagement and learning.

The school will provide regular professional development to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to awkward or difficult questions.

Pupils may ask questions that go beyond the RSHE curriculum content covered by the school, or that relate to sex education from which they have been withdrawn. In these situations, the school will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the RSHE subject leader or the safeguarding lead.

Where appropriate, pupils may be encouraged to speak with their parents/carers or a trusted adult, and the school will signpost to internal or external support services when needed. The school will recognise that unanswered questions may lead pupils to seek information from unreliable or inappropriate sources, including online, and will ensure that staff will receive guidance and training on how to handle such situations safely and sensitively.

## 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:

- Citizenship – pupils 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 – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing – 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.
- 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, take proactive steps to ensure

parents are aware of what is being taught and why it is important for wellbeing and safety. 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.
- A representative sample of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from some or all of the sex education delivered as part of statutory RSE up to and until three terms before the child turns 16.

The school will ensure that parents are able to view all curriculum materials used to teach RSHE on request. The school will respond positively to reasonable requests from parents to see lesson resources, particularly where content may be considered sensitive.

The school will ensure that any materials delivered by external providers are shared with the school in advance and available for parents to view on request. The school will not enter into contractual agreements that prevent the school from sharing RSHE materials with parents.

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 to office@rbnorwich.org.uk to arrange a meeting with the Head of Centre on 01603 622288.

## 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.

## 12. Parents' right to request withdrawal from sex education

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 RSE. 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 Head of Centre.

Before granting a withdrawal request, the Head of Centre 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 Head of Centre 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.

The Head of Centre will reserve the right to refuse a request in exceptional circumstances, for example, because of safeguarding concerns or a pupil's specific vulnerability.

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 Head of Centre will take the pupils' specific needs into account when making their decision.

Parents will not have the right to withdraw their children from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

## 13. Safeguarding and confidentiality

Teachers of the RSHE curriculum will be aware that discussions around sensitive topics can lead to increased safeguarding reports. All staff will know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse.

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.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with

the school's Pupil Confidentiality Policy. Teachers will, however, understand that some aspects of RSHE may lead to a pupil 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. Pupils 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.

## 14. 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.

Assessments 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 Head of Centre and governing board to report on the quality of the subjects. They will also work regularly and consistently with the Head of Centre and RSHE link trustee, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## 15. 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.

## 16. Monitoring and review

This policy will be reviewed by the Head of Centre 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 Head of Centre. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.

The next scheduled review date for this policy will be 19/03/2027.