Relationships, Sex and Health Education (RSHE) Policy

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SIGNATURES:

Principal	Mrs J. Owens
Chair of Governors	Mrs H. Mottram

Statutory Duty

This policy has been developed in accordance with the Department for Education's statutory guidance on Relationships, Sex and Health Education (2025).

Intent

Our RSHE curriculum supports the Academy's wider intent to develop:

- healthy and active students.
- students' emotional wellbeing.
- a 'love of learning'.
- resilience, confidence and character.
- debating, listening and respecting viewpoints.
- the emotional intelligence required to be a productive member of the workforce.
- an understanding, through the careers programme, of the opportunities available to students once they leave school.
- an understanding of 'British Values' and the implications for life in modern day Britain.
- students' spiritual, moral, social and cultural development.

The intent of Relationships, Sex and Health Education (RSHE) is to give students the information they need to help them develop healthy, nurturing relationships of all kinds. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful committed relationship. RSHE includes what is acceptable and unacceptable behaviour in relationships to help students to understand the positive effects that good relationships can have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. RSHE supports students in developing resilience, to know how and when to ask for help, and where to access support.

Implementation

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

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

RSHE will be delivered through the PSHE curriculum with elements taught in other National Curriculum subjects. The PSHE lead works closely with colleagues in related curriculum areas to ensure the RSHE curriculum within PSHE complements, and does not duplicate, content covered in subjects such as science and ICT.
RSHE is taught through a spiral curriculum. At each encounter, the level of knowledge and understanding is enriched, learning is progressively deepened and essential skills rehearsed and developed.

See Appendix A for the statutory content which must be delivered by the end of secondary school.

See Appendix B for an outline of the Academy curriculum for RSHE.

Clear ground rules are agreed and re-visited each lesson with students. This establishes a safe and supportive environment which allows students to develop the confidence to ask questions, challenge information, reflect on their own experience and put what they have learned into practice.

Each lesson has clear learning outcomes which are mapped against the PSHE Association programme of study and the statutory RSHE guidance.

The PSHE lead liaises with local professionals and external organisations including local health professionals, the police, the school nursing team and other appropriate agencies to prioritise learning within the RSHE curriculum and ensure that it is relevant to our students.

RSHE education needs to consider students' starting points. Students will bring different levels of knowledge and understanding to any issue explored through the RSHE curriculum. Any new topic begins by determining students' prior knowledge through, for example, confidence scales and baseline activities.

The PSHE lead provides learning materials, resources and teaching guides to staff delivering RSHE. Staff adapt these materials to meet the needs of their individual students.

Working with external agencies can enhance the delivery of RSHE by bringing in specialist knowledge. As with any visitor to the Academy, appropriate checks of the visitor and visitor's organisation will be carried out. The Academy will ensure that the teaching delivered by the visitor fits with our planned programme and our published RSHE policy. The PSHE lead will ask to see the materials to be used by any visitor in advance of the session being delivered; to ensure that it is age appropriate and that it meets the full needs of all students. The PSHE lead will meet with external agencies before their sessions to agree how confidentiality will work in any session and to ensure that the visitor understands the Academy safeguarding procedures.

All teaching of RSHE will be sensitive, and age and stage appropriate in approach and content. All statutory content will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and their parents while always with the aim of providing students with the knowledge they need.

The curriculum may be adapted where appropriate to ensure that all students, including those with SEND, can access the learning and develop the knowledge and skills required to stay safe, healthy and prepared for adult life.

Teachers are responsible for delivering RSHE in a sensitive and balanced way; modelling positive attitudes to RSHE; monitoring progress and responding to the needs of individual students. Research shows that attempts to scare or shock students into making healthy choices rarely work. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, students often overestimate how often their peers take part in risky behaviours. National and local statistics are used to address such misconceptions and to reassure students that the majority of their peers make positive, healthy lifestyle choices.

Teachers are aware that some issues covered within the programme may be sensitive for both students and teachers. Teachers are provided with appropriate resources, teaching guides and support, where needed or requested, from specialist teachers or other professionals. The PSHE lead

conducts a training needs analysis with teaching staff to inform the RSHE CPD required. Additional support and research materials are signposted to teachers and made available through the Staff Lifeskills Teams channel.

Safeguarding

Due to the nature of RSHE, students learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer confidentiality; it is important for everyone's safety that teachers and students understand this. If a disclosure is made or a member of staff is concerned about a student, they must act in accordance with the Academy Safeguarding policy.

Central to RSHE is the focus on keeping students safe. In RSHE, students are made aware of the processes to enable them to raise a concern or make a report and how this report will be handled. This includes processes for when they have a concern about a peer. Each RSHE topic includes sources of support which students can access and these are also made available on the Academy website.

The PSHE lead works with the DSL to identify any students who may require additional support in relation to specific topics or content. The involvement of the Designated Safeguarding Lead (DSL) in the planning of RSHE ensures that their knowledge of any particular local issues or needs helps to inform the RSHE curriculum.

Equality and diversity

The RSHE programme is fully inclusive and no group is discriminated against. Equality and diversity are woven throughout the RSHE curriculum. The curriculum promotes equality and celebrates difference and diversity. Teaching considers the age, ability, readiness and cultural backgrounds of students to ensure that they can fully access the RSHE curriculum.

The curriculum is used to challenge stereotypes and no form of discrimination is tolerated. A range of diverse resources, case studies and materials are used within lessons. External support including teaching materials and CPD from external organisations such as Brook and Diversity Role Models are used to ensure a fully inclusive curriculum.

The curriculum provides opportunities for students to engage with people beyond their own community. This allows student to develop relationships and interact with a broader range of people with a protected characteristic.

Working in Partnership with Parents

Parents and carers are the primary educators of their children in many aspects of relationships, health and wellbeing. The Academy is committed to working in partnership with parents and will provide opportunities to view curriculum materials and discuss the content of the RSHE programme.

Right to withdraw

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSHE.

Before granting any request, the Principal will discuss the request with parents and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of

the curriculum. A record will be kept of the request and the subsequent discussion with the Principal.

Once these discussions have taken place, except in exceptional circumstances, the Academy will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the student wants to receive sex education, rather than be withdrawn, the Academy will make arrangements to provide the student with sex education during one of those terms.

If a student is withdrawn from sex education, the Academy will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education.

Monitoring, Evaluation and Review

Monitoring includes curriculum reviews, student voice, parental feedback, safeguarding trends, attendance data, behaviour data and emerging local and national issues relevant to young people.

This policy will be reviewed by the SLT link for PSHE every two years to ensure that it continues to meet the needs of students, parents and staff and that it is in line with current DfE advice and guidance.

The Governing Body has strategic oversight of Relationships, Sex and Health Education. The designated Link Governor for Personal Development/RSHE will monitor the implementation and effectiveness of the curriculum and this policy.

A copy of this policy is available on request by contacting enquiries@cvea.co.uk and is published on the Academy website.

Links to other policies

This policy supports and is underpinned by other Academy policies including Anti-bullying, Health and Wellbeing, Personal Development, Safeguarding, Equality and Diversity, and Careers.

Appendix A
RSHE Statutory Content

By the end of secondary school, the following content will be covered:

Families
Students should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

Respectful Relationships, including Friendships
Students should know:

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

Online and Media
Students should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being Safe

Students should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

Intimate and Sexual Relationships, including Sexual Health

Students should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)

Appendix B
Academy curriculum for RSHE

Year 7

- Health and puberty.
- Healthy routines.
- Influences on health.
- Puberty.
- Unwanted contact.
- FGM.
- Building relationships.
- Self-worth.
- Romance and friendships (including online).
- Relationship boundaries.
- Transition.
- Internet safety.
- Smoking / caffeine.
- Child-on-child abuse.
- Consent.

Year 8

- Identity and relationships.
- Consent.
- Different types of families.
- CCE (Child Criminal Exploitation).
- Relationship abuse.
- Effects of alcohol.

Year 9

- Respectful relationships.
- Families and parenting.
- Healthy relationships.
- Conflict resolution.
- Relationship changes.
- Intimate relationships.
- Consent, contraception, risks of STIs.
- Attitudes to pornography.
- Introduction to contraception.
- Identity and sexuality.
- Gangs.
- Masculinity.
- Gender based violence.
- Personal safety including sexting.

Year 10

- Healthy relationships.
- Relationships and sex expectations.
- The impact of the media and pornography.
- Child-on-child abuse.
- Transition to GCSE.

- Mental health.
- Toxic relationships.
- Self-examination.
- Harassment.
- CCE (Child Criminal Exploitation).

Year 11

- Personal values.
- Assertive communication.
- Relationship challenges and abuse.
- Different families and parental responsibilities.
- Pregnancy.
- Changing relationships
- Child-on child abuse
- Radicalisation
- Stress
- Valuing Diversity
- Revenge Pornography
- Fertility
- Abortion
- AI