

# **WHOLE SCHOOL RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY RSHE - SECONDARY**

**Presented to:**

**Trustee Standards Meeting  
18 June 2026**

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<sup>1</sup> This is the date the policy was approved by the meeting

<sup>2</sup> This is the date the policy was reviewed prior to its approval above

<sup>3</sup> This is the date as set by the policy review clause or the date approved plus three years

- Headteacher also means Head of College and Principal
- School also means College, Academy or Academies
- References to School are taken to mean any school within the Four Cs Multi-Academy Trust

# WHOLE SCHOOL RELATIONSHIPS, SEX, AND HEALTH EDUCATION POLICY (RSHE) - SECONDARY

This policy is freely available to the entire school community. It will also be made available on the school website.

## 1.0 DEFINITION

The Trust is fully committed to ensuring every student receives a comprehensive understanding of relationships, sex and health education. When considering relationship and sex education we are concerned with lifelong learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, developing skills and informing positive beliefs, values and attitudes. The Trust is particularly keen to ensure that students can make informed choices regarding issues related to their physical and emotional health.

## 2.0 AIM

To deliver effective RSHE to ensure that young people are able to make well informed decisions about their health and life. To work collaboratively with parents/carers to ensure a combined approach and to make certain they feel empowered and confident discussing RSHE with their child.

## 3.0 OBJECTIVES: STUDENTS SHOULD KNOW BY THE END OF SECONDARY SCHOOL

(Please note, lessons and content will be age appropriate and developmentally appropriate for all students. The scheme of work can be found on the school website).

<b>Families</b>	<ul style="list-style-type: none"> <li>• Recognise the characteristics of healthy family relationships, including care, commitment and support.</li> <li>• Understand the diversity of family structures, including single-parent/carer, same-sex, blended, adoptive and foster families.</li> <li>• Understand that family relationships can change over time, including through birth, separation, divorce, bereavement and new partnerships.</li> <li>• Understand the legal status of relationships, including marriage and civil partnerships.</li> <li>• Recognise that forced marriage is illegal and that the legal minimum age for marriage in the UK is 18.</li> <li>• Understand how cultural, religious and social influences can shape views on relationships and family life.</li> <li>• Pupils / students are taught how to recognise when a relationship may be unsafe, including concerns relating to violence, harm or exploitation, and how to seek help and access trusted support.</li> <li>• Teaching includes the roles and responsibilities of parents and carers in raising children, including the characteristics of positive parenting and the importance of early childhood development.</li> </ul>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>• Develop self-worth, self-esteem and emotional independence in relationships.</li> <li>• Form and maintain positive friendships and respectful relationships.</li> <li>• Identify characteristics of healthy, unhealthy and abusive relationships.</li> <li>• Understand and demonstrate mutual respect, trust, honesty, kindness and equality.</li> <li>• Communicate effectively, manage conflict and end relationships respectfully.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise and respond to pressure, coercion, manipulation and exploitation.</li> <li>• Understand consent as freely given, informed and withdrawable at any time, including how capacity to consent may be affected by age, alcohol, drugs or power imbalance.</li> <li>• Recognise and challenge stereotypes, sexism, misogyny and other forms of prejudice.</li> <li>• Understand the influence of media, pornography and online content on attitudes, relationships and expectations.</li> <li>• Teaching promotes respect, tolerance and understanding of different beliefs, backgrounds and perspectives within a diverse society.</li> <li>• Pupils / students are taught about different forms of bullying, including online bullying, the impact bullying can have on individuals, the importance of reporting concerns and how to access support.</li> <li>• Teaching addresses the influence that online communities, social media and harmful sub-cultures may have on attitudes, relationships and behaviours, including the promotion of harmful or discriminatory views.</li> </ul>
<b>Online Safety and Awareness</b>	<ul style="list-style-type: none"> <li>• Understand how online environments, including social media, influence behaviour and relationships.</li> <li>• Critically evaluate online content, including misinformation, manipulation and AI-generated material.</li> <li>• Recognise online risks, including exploitation, sextortion, scams, grooming and harmful ideologies.</li> <li>• Understand the legal and social consequences of sharing sexual images, including indecent or non-consensual content.</li> <li>• Develop strategies to manage online conflicts, reduce risk and seek help when needed.</li> <li>• Know how and where to report concerns and access support.</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• Recognise risk in real-life and online contexts and apply strategies to maintain personal safety.</li> <li>• Understand that abuse is never the fault of the victim.</li> <li>• Identify different forms of abuse, including physical, emotional, sexual, financial and psychological abuse.</li> <li>• Understand key safeguarding issues, including coercive control, domestic abuse, stalking, harassment and forced marriage.</li> <li>• Recognise warning signs of abusive or exploitative relationships.</li> <li>• Access appropriate support within school and from external agencies</li> <li>• Teaching covers consent, personal boundaries and respectful relationships, including how consent is communicated and withdrawn.</li> <li>• Pupils / students are taught how to recognise and respond to pressure, coercion and exploitation within relationships and peer groups, and how to seek support where needed.</li> <li>• Teaching develops pupils/ students' ability to evaluate the reliability of information and identify trusted sources of advice and support.</li> <li>• Age-appropriate teaching addresses the law relating to sexual violence, harmful sexual behaviour, domestic abuse, coercive control, sexual exploitation and grooming.</li> <li>• Pupils / students are taught about harmful practices, including Female Genital Mutilation (FGM), virginity testing and</li> </ul>

	<p>hymenoplasty, including their physical and emotional impact, the legal protections in place and where to access support.</p> <ul style="list-style-type: none"> <li>• Teaching also addresses the risks associated with harmful online and sexual content, including the potential impact on attitudes, relationships and behaviour.</li> </ul>
<b>Intimate Relationships and Sexual Health</b>	<ul style="list-style-type: none"> <li>• Understand that individuals have the right to choose whether and when to engage in sexual activity.</li> <li>• Understand the legal age of consent and the legal implications of sexual activity.</li> <li>• Understand that consent must be actively communicated and can be withdrawn at any time.</li> <li>• Recognise that sexual relationships should be based on mutual respect, care, communication and responsibility.</li> <li>• Understand how beliefs, values, religion and culture may influence decisions about relationships and sex.</li> <li>• Understand the emotional, physical and social consequences of sexual activity.</li> <li>• Understand the importance of sexual health, including contraception and sexually transmitted infections (STIs), delivered in line with the school's PSHE and Science curriculum.</li> <li>• Understand how pornography can influence attitudes, expectations and behaviour in relationships.</li> <li>• Teaching includes factual, age-appropriate and impartial information about pregnancy and the choices available in relation to pregnancy, delivered in line with current medical and legal guidance.</li> <li>• Teaching addresses the risks associated with alcohol and drug misuse, including the impact on decision making, personal safety and relationships.</li> <li>• Pupils / students are provided with information about where and how to access medically accurate advice, support and confidential sexual and reproductive health services.</li> </ul>
<b>Equality, Diversity and Inclusion</b>	<ul style="list-style-type: none"> <li>• Reflects and respects the diversity of modern society.</li> <li>• Complies with the Equality Act 2010.</li> <li>• Promotes respect for all individuals and protected characteristics.</li> <li>• Challenges discrimination, prejudice and harmful stereotypes.</li> <li>• Ensures all pupils / students feel represented, respected and included</li> </ul>
<b>Responding to Emerging issues</b>	<ul style="list-style-type: none"> <li>• The curriculum is reviewed annually and adapted where necessary to reflect:</li> <li>• Changes in technology, including artificial intelligence and digital communication.</li> <li>• Emerging safeguarding risks such as deepfakes, sextortion and online exploitation.</li> <li>• Updates to statutory guidance and legislation.</li> <li>• Local and national safeguarding priorities.</li> <li>• This ensures pupils / students are equipped to navigate modern relationships and the evolving digital world safely and responsibly</li> </ul>

#### 4.0 SAFEGUARDING AND CHILD PROTECTION

RSHE is delivered within a whole-school safeguarding framework and supports pupils / students to recognise risk and seek help.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy and statutory guidance, including Keeping Children Safe in Education (KCSIE) issued by the Department for Education.

All staff will always follow safeguarding procedures and will not promise confidentiality to pupils / students. The Designated Safeguarding Lead (DSL) has overall responsibility for managing safeguarding concerns.

RSHE is delivered in a safe and respectful environment with agreed classroom expectations. Staff will respond to any concerns appropriately and in line with safeguarding procedures.

## **5.0 MORALS AND VALUES FRAMEWORK**

Students are encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. They will consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity of other's needs, loyalty and fidelity. They will consider the physical, emotional and moral implications and risks of certain types of behaviour. Young people will be given RSE facts in a clear, objective, balanced and sensitive manner; all presented within a clear framework of values and the laws. Students will be encouraged to develop their resilience, develop their personal attributes such as kindness, integrity, generosity and honesty with the outcome to be well-rounded citizens in society.

## **6.0 PROVISION AND DELIVERY**

RSHE is delivered through a timetabled PSHE curriculum, Science, Collapsed Days and enrichment activities. The basic biology of reproduction is taught through Year 7 Science lessons, as part of the Science National Curriculum. Through PSHE, RSHE is taught by skilled teachers who feel comfortable in delivering the topic. Team members include experienced teachers, health professionals and other professional bodies. Post 16 RSHE is delivered during their Personal Development lessons.

## **7.0 SEND AND INCLUSION IN TEACHING**

The Trust is committed to ensuring that Relationships and Sex Education is accessible to all students, including those with special educational needs and disabilities (SEND). Teaching will be differentiated and personalised where appropriate to meet the developmental needs of individual students. Staff will use a range of approaches, including visuals, structured discussion, and additional support materials to ensure understanding. The Trust recognises that students with SEND may be more vulnerable to exploitation, bullying or other issues related to relationships and sex education, and will ensure that content is delivered in a way that is clear, sensitive and inclusive. All staff delivering RSHE will work closely with the SENCO and relevant pastoral staff to ensure the curriculum is fully inclusive and that no student is left behind in their learning.

## **8.0 INCLUSION, EQUALITY AND RESPECT FOR DIVERSITY**

The Trust is committed to delivering Relationships, Sex and Health Education that is inclusive, respectful and reflective of the diverse society in which we live. The curriculum recognises and celebrates different family structures, including same-sex parents/carers, single-parent/carer families, blended families and extended families. It also includes teaching about LGBTQ+ relationships in a factual, age-appropriate and sensitive way, in line with statutory guidance and the Equality Act 2010. While the Trust respects the religious and cultural beliefs held by members of its school communities, it has a duty to ensure that all students receive accurate, inclusive and legally compliant education. Teaching will acknowledge different faith and cultural perspectives, while promoting mutual respect, equality and the importance of understanding and valuing the experiences of others. The aim is to ensure that every student feels represented, respected and supported within the RSHE curriculum.

## **9.0 RSHE AND CONFIDENTIALITY**

A teacher taking a RSHE lesson is not in a position to promise that all information that might emerge would be kept confidential. If issues arise which may suggest sexual abuse or an illegal sexual activity, the teacher cannot guarantee confidentiality. Any concerns need to be reported to the designated teacher responsible for Child Protection, who will then work with Peterborough Child Protection Procedures for the Education Services or refer to the relevant health professional. Refer to the Trust's Safeguarding and Child Protection Policy for more detailed information.

## **10.0 CONTRACEPTIVE ADVICE**

Schools will provide general education on contraception. However, it is not the responsibility of any member of staff to offer individual student advice on contraception. It is however appropriate that these young people are made aware of relevant health professionals and services available who can offer a comprehensive service. Young people will always be encouraged to discuss these issues with their parents/carers.

**11.0 HYPA** (Health and Young Persons Advice Clinic) is provided on site weekly during a lunchtime. Students from Year 9 upwards are made aware of the clinic and what it offers if they ever feel the need to access it for confidential advice on the following areas:

- Sexual health, including STI's, contraception and pregnancy
- Drugs
- Smoking
- Alcohol
- Health issues
- Friendship issues

The service is manned by fully trained professionals in:

- Sexual Health and Contraception
- Alcohol Awareness
- Drugs Awareness
- Youth Workers
- Qualified Nurses

All run through the NHS Integrated Contraception and Sexual Health Service (iCaSH).

## **12.0 USE OF EXTERNAL AGENCIES**

Some areas of RSHE are supported by visiting professionals from local authorities. These visitors will be made aware of the Trust's ~~RE~~ RSHE policy and will be asked to discuss the material to be presented with the appropriate staff before the session. This will ensure that the content fits into the RSHE framework appropriately. A teacher will always be present and responsible for the class welfare.

## **13.0 EQUAL OPPORTUNITIES**

In presenting information on RSHE, different rates of physical, intellectual and emotional development will be considered. Questions from individual students will be handled sensitively. We are aware of different religious and cultural views and aim to present a balanced view in our resource material. We will also ensure that the work is relevant to all students, without exclusion, in line with the Equality Act 2010.

## **14.0 PARTNERSHIP WITH PARENTS/CARERS**

- 14.1 The partnership between home and school is crucial in shaping how young people behave, particularly in relation to their health and making informed choices. Each needs to support and reinforce the positive messages of the other. Communication between school and home is a vital part of this policy to ensure parents/carers feel fully informed and included within the RSHE education of their child.
- 14.2 Parents/carers have the right to request withdrawal of their child from the non-statutory sex education elements of Relationships, Sex and Health Education (RSHE), in accordance with current statutory guidance. Parents/carers do not have the right to withdraw their child from relationships education, health education or content delivered through the National Curriculum for Science. The school will ensure that information about the RSHE curriculum is made available to parents/carers and that opportunities are provided to discuss any questions or concerns with the appropriate member of staff. Parents/carers considering withdrawal are encouraged to discuss this with their child and the PSHE/RSHE Lead before making a final decision. Requests for withdrawal should be made in writing to the Headteacher. Appropriate alternative arrangements will be made for students who are withdrawn from sex education lessons. In line with statutory guidance, students may choose to opt into sex education during the three terms before their 16th birthday where a request for withdrawal has previously been made by a parent/carer.

## **15.0 ROLE OF THE TRUSTEES / GOVERNORS**

Trustees and Governors will be responsible for ensuring that the Trust's policy is upheld and can also offer guidance in areas where they have professional expertise.

## **16.0 MONITORING AND REVIEWING**

- 16.1 Monitoring and reviewing of RSHE will be ongoing.
- 16.2 RSHE lessons taught in Science will be reviewed within the schemes of work by the Science department.
- 16.3 RSHE lessons taught through PSHE will be reviewed through termly PSHE meetings and lesson observations. The PSHE Lead will sample students' work, feedback from students, and keep up to date with issues via discussions with local health professionals.
- 16.4 The school Performance Management system will ensure that the quality of RSHE is consistently delivered.
- 16.5 The PSHE Lead will review the policy in light of changes to the curriculum and national agenda.
- 16.6 Teachers of RSHE will continue to be given the opportunity to further their skills through peer observation or courses as appropriate.
- 16.7 This policy has been written to reflect the needs and views of teachers and students, to ensure it is fully inclusive.
- 16.8 The RSHE Policy is overseen by the PSHE Lead.

## **17.0 Policy Review**

The Trustees will review this policy in line with the procedure for policy review. Date for review - If no other reason for review (see policy review procedure) this policy will be reviewed in three years.