



## Relationship and Sexual Health Education (RSHE) Policy

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An academy within:



“Learning together, to be the best we can be”



## 1. Introduction

- 1.1. Our policy on Relationship and Sexual Health Education (RSHE) is based on the requirements of the Education Act 2002, The Academies Act of 2010 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended RSHE guidance.
- 1.2. In the DfE document, RSHE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.
- 1.3. RSE is a statutory requirement that will be taught as an identifiable part of the PSHE curriculum, explicitly planned for, with timetabled lessons across all key stages.
- 1.4. The National Curriculum states that RSHE is that it helps pupils to understand and manage a wide range of relationships as they mature and show respect for the diversity of, and differences between people. It also aids the development of pupils' well-being and self-esteem.

## 2. Aims

- 2.1. The aims of relationships and sex education (RSE) at our school are to:
  - Provide a framework in which sensitive discussions can take place
  - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
  - Help pupils develop feelings of self-respect, confidence and empathy
  - Create a positive culture around issues of sexuality and relationships
  - Teach pupils the correct vocabulary to describe themselves and their bodies

## 3. Statutory requirements

- 3.1. As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).
- 3.2. In teaching RSE, we're required to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).
- 3.3. We also have regard to legal duties set out in:



- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3.4. At Pennine View we teach RSE as set out in this policy.

## 4. Policy Development

4.1. This policy was curated by:

- reviewing all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
- Pupil consultation – we investigated what exactly pupils want from their RSE.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

## 5. Definition

5.1. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

5.2. RSE involves a combination of sharing information, and exploring issues and values.

5.3. RSE is not about the promotion of sexual activity.

## 6. Values

6.1. At Pennine View, we believe that RSE should:



- Be an integral part of lifelong learning process, beginning in early childhood through to adulthood
- Be an entitlement for all students irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religion
- Foster a sense of moral responsibility, to understand the meaning of consent and give students the confidence and ability to resist unwanted sexual experience or abuse
- Be mindful of student's previous experiences ACE's and issues
- Be continuous and progressive, being both appropriate to the age and maturity of the pupils
- Provide accurate, unbiased information
- Taught in the context of family life
- Provide an opportunity for discussion and clarification around values and attitudes
- Make a significant contribution to our duty to safeguard and protect all children.

## 7. Curriculum

- 7.1. We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers upon request.

## 8. Delivery of RSE

- 8.1. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- 8.2. In Key Stage 2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- Families and people who care for me
  - Caring friendships
  - Respectful relationships
  - Online relationships



- Being safe

8.3. In Key Stage 3 and 4 RSE focuses on giving young people the information they need to help them 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

8.4. These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

8.5. We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

8.6. Other additional sessions for small groups may be organised to re-visit or consolidate learning, or for individuals with a particular need.

## 9. Inclusivity

9.1. We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages



9.2. We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed and be taught by stage rather than age

9.3. We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 10. Use of external organisations materials

10.1. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

10.2. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.



### 10.3. We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage and comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers
- We **won't**, under any circumstances:



- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 11. Roles and responsibilities

11.1. The policy review board will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2. The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-science components of RSE.

- Staff are responsible for:
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of RSE

11.3. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

11.4. Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 12. Parents right to withdraw

In KS2



- 12.1. Parents/carers do not have the right to withdraw their child from relationships education.
- 12.2. Parents/carers have the right to withdraw their child from the non-science components of sex education within RSE.
- 12.3. Requests for withdrawal should be put in writing and addressed to the headteacher.
- 12.4. Alternative school work will be given to pupils who are withdrawn from sex education.

#### In KS3 and 4

- 12.5. Parents/carers have the right to withdraw their child from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- 12.6. Requests for withdrawal should be put in writing and addressed to the headteacher.
- 12.7. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

## 13. Monitoring arrangements

- 13.1. The delivery of RSE is monitored by Zoe Hirst, Deputy headteacher and Grey Roberts, equalities lead through:
- 13.2. This is completed through QA including planning scrutinies, learning walks, and conversations with pupils.
- 13.3. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

## 14. Safeguarding



14.1. All RSE lessons are conducted in a sensitive manner and in confidence. If a pupil makes a disclosure of a child protection issues, staff should follow procedures outlined in the Safeguarding Policy. However, where discussions and information are of a routine nature, confidentiality should be maintained wherever possible. All staff revisit their safeguarding training annually and safeguarding training is also continually updated through termly CPD and weekly briefings.