Outcomes First Group

Relationships, Sex and Health Education (RSHE) Policy

Smallbrook School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

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1.0 Legal framework and linked policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

➢ Education Act 1996
➢ Education Act 2002
➢ Children and Social Work Act 2017
➢ DfE (2025) 'Keeping children safe in education' (KCSIE)
➢ DfE (2020) 'Relationships and sex education (RSHE) and health education'
➢ DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:

➢ Safeguarding Policy
➢ Careers Education, Information, Advice and Guidance Policy
➢ Spiritual, Moral, Social, and Cultural (SMSC) policy
➢ Equal opportunities Policy
➢ Online safety policy
- Curriculum policy

2.0 Policy context and rationale

This relationships, sex and health education policy covers Smallbrook's school approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at Smallbrook school and covers all statutory requirements as per the DFE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, **Keeping Children Safe in Education** and the provisions of the **Equality Act (2010)** , our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

This approach is underpinned by our commitment to trauma-informed practice (TIP) and ask, accept, develop (AAD). We recognise that behaviour and wellbeing are shaped by individual experiences, including trauma and neurodivergence. Staff understand the impact of early experiences on a child's internal world, so our RSHE delivery is grounded in strong, trusting relationships that support pupils to feel safe and understood. We recognise some topics may feel confronting and trigger survival behaviours, meaning bespoke and individualised approaches to delivery of RSHE content may be required.

RSHE provision at Smallbrook school strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3.0 Principles and aims of effective RSHE

RSHE provision at Smallbrook school

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by Zoe Thomason (head of department and Lyndsay Grove-Guy (head teacher)
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.

- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest Keeping Children Safe in Education guidance.

4.0 Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- In Key stage 2 we define sex education as learning about human reproduction beyond the statutory elements of the science curriculum.
- In KS3, 4 and 5 we define sex education as the teaching of intimate and sexual relationships. Sex education is integrated into relationships education. It includes sex for pleasure, learning about intimate acts and the details of sexually transmitted infections (STIs). Content is delivered in an age-appropriate, factual and non-judgemental way.
- Any content that supports safeguarding—such as consent, sexual health, and understanding contraception for health purposes—is part of our commitment to keeping pupils safe.

5.0 Delivery of RSHE

RSHE is delivered through a planned programme of weekly timetabled lessons, typically consisting of one discrete session of approximately 50 minutes per week for each class. These sessions are delivered by trained staff who know the pupils well, such as class teachers, form tutors or a dedicated PSHE/RSHE lead, ensuring a safe, consistent and supportive learning environment.

In addition to timetabled RSHE sessions, pupils encounter rich, personalised learning related to relationships, personal development and social understanding throughout the school day and within topic-based activities. Our curriculum recognises that learning happens both formally and informally; staff proactively identify and capitalise on "in-the-moment" opportunities to reinforce RSHE themes in real contexts, adapting to pupils' interests, needs and communication styles. This approach supports the development of practical understanding, social development and self-awareness and is responsive to individual learning pathways informed by the PSHE Association SEND planning framework.

RSHE is taught through a range of teaching methodologies, such as storytelling, role-play, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Smallbrook school will adhere to the principles set out in the DFE statutory guidance 2025. We will only work with external speakers/providers where we have full confidence in their approach, intended outcomes and have viewed all resources to be used.

Roles and responsibilities

The governing board will approve the RSHE policy and hold the Head to account for its implementation.

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from sex education.

The PSHE lead has responsibility for:

- Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.
- Overseeing all required content is coherently planned and consistently taught across year groups.
- Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.
- Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress and understanding
- Responding to the needs of individual students

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

6.0 Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice (AAD)** Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7.0 Curriculum and monitoring

RSHE will be taught through a student-centred approach to the curriculum'. Meaning that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum at Smallbrook school**.** The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including PSHE Association, EC Publishing, Oak Academy and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.
Pupils' learning will be assessed lesson by lesson to ensure that that teaching strategies and resources remain relevant and effective, and pupils are making sufficient progress, building on prior knowledge and skills. Assessment activities may include informal quizzes, knowledge checks, recap, observations and self-assessment tasks to confirm pupils' understanding of the topics and address gaps. Progress over time will be tracked through individual tracking documents held in each pupil's PSHE book.
Pupils' knowledge and understanding is assessed through a combination of informal and formal methods that support each pupil's individual level of engagement and understanding such as 1:1 discussions, role play, responses to stimuli. Where appropriate, formative and summative assessment methods such as written materials and quizzes will be used to monitor progress.

The quality of RSHE teaching and learning will be monitored through lesson blinks, book scrutiny, quality assurance checks and supervisions, conducted by members of the senior leadership team (SLT) and the PSHE leader. The observations and findings will be used to identify and inform planning and future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

For more information about our RSE curriculum, see Appendices 1 and 2.

8.0 Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9.0 RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10.0 Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at Smallbrook school through mutual understanding, trust and cooperation.

The school will proactively engage parents/carers and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey. A representative sample of the planning and resources is available as an appendix to this policy. Parents/carers are able to view other curriculum materials used to teach RSHE on request. The school will provide support to parents and carers through an annual workshop which provides a valuable

opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with The PSHE team, making clear which sessions they do not wish their child to participate in. The PSHE lead/team will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, Smallbrook school will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11.0 Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2025).

Appendix one
Curriculum coverage PSHE, RSE and health education

KS2 Scheme of work

PSHE SOW.xlsx

KS3, 4 and 5 schemes of work

SOWS - OneDrive

Appendix two
PSHE, Statutory Relationships and Sex Education content

Year 7 - Health and Wellbeing
Health and Wellbeing Introduction
Mental Health Introduction
Building Resilience
Kindness and Empathy
Online Safety Introduction
Vaping and Smoking Cessation
Illegal Drugs Introduction
Personal and Oral Hygiene
Boys' Puberty
Periods and Menstruation (Girls' Puberty)
Gratefulness

Year 7 – RSE
Safe, Healthy Positive Relationships
The Importance of Trust
Friendships and Fallouts
Anti-bullying Focus
Peer Pressure and Influence
Online Grooming
Different Families, Stability and Commitment
Romantic Feelings and Falling in Love
Marriage (Includes Civil Partnerships)

Year 7 – Living in the Wider World
Personal Development and Target / Goal Setting
The Importance of Respect and Respectful Relationships
Wants, Needs and Priorities
Self-Esteem Throughout Life
Media and Online Literacy
Racism Focus
Stereotyping and Prejudice
Protected Characteristics and the Equality Act
Careers, Skills and Qualities
Money and Budgeting Introduction

Year 8 - Health and Wellbeing

Balanced Diet Healthy Food Introduction
The Importance and Benefits of Exercise
Lifestyle Diseases and Cancer
Eating Disorders
Social Media and Online Stress
Online Bullying and Large Group Chats
Self-Harm Prevention
Knife Crime Introduction
Exploring Identity and Diversity

Year 8 – RSE

Tolerance and Mutual Respect
Masculinity
Alcohol, Relationships and Risks
Cyberbullying and Online Trolls
Consent, Boundaries and Law
Contraception
Sexual Health and STIs inc. AIDS/HIV Prevention
Condoms (and how to use them)

Year 8 – Living in the Wider World

Attendance and Punctuality
Ambition, Aspiration and Realistic Careers
Employability Skills Introduction
Entrepreneurship Introduction
Saving, Managing and Investing Money
The Importance of Teamwork
Sexism in Society
Ableism (Invisible and Visible Disabilities)
County Lines and Gangs
The Importance of Communication Skills
Mental Health in the Wider World

Year 9 - Health and Wellbeing

Mental Health, Stigma and Language
Managing Anxiety
Happiness and Positivity
Gratefulness
FGM
The Benefits of Sleep and Sleep Hygiene
Healthy Eating on a Budget
Health Advice and Services
Prescription Drugs and Antibiotics
First Aid and CPR

Year 9 – RSE

Relationships and the Media / Social Media
Diverse Relationships
Gender Stereotypes and Harms
Gender Equality and Misogynistic Views
Sexual Harassment and the Law

Misogyny and the Manosphere
Pornography, Dangers and Our Brains
Grief, Loss and Separation
Conflict Management for all Relationships

Year 9 – Living in the Wider World

Getting Ready for KS4 and the GCSE Options Process
Responsible Finances and Avoiding Debt
Financial Exploitation and Online Fraud
Workplace Skills, AI and the Future Labour Market
Online Reputation / E-Reputation
The Importance of Community
Anti-Social Behaviour
The Importance of Volunteering
Algorithms and Dangerous Subcultures

Year 10 - Health and Wellbeing

Social Media and Resilience
Loneliness, Mental Health and Social Media
Deepfakes, Pornography and Malicious AI
Body Image and Social Media
Managing Social Anxiety
Cancer, Self-Examination and Screening
Unplanned Pregnancy and Choices
Illegal Party Drugs – Nitrous Oxide
Exam Stress and Stress Management
Mental Health Support and Networks
Porn, Sexual Ethics, Strangulation and Online Harms

Year 10 – RSE

Coercive, Controlling Abuse and Exploitative Relationships
Gaslighting and Emotional Abuse in Relationships
Forced Marriage and the Law
Divorce, Separation and Loss
Stalking, Sexual Harassment and the Law
Assessing Readiness for Sex
Abortion
LGBT Rights
Adoption and Fostering

Year 10 – Living in the Wider World

Social Media, Influencers and Online Validation
Hate Crime and Extremism in UK
Equity and Equality
Future Careers and the Rise of AI
Employment Rights and Responsibilities
Tattoos, Piercings, Body Modifications and Our Appearance
Work Experience Preparation
Health and Safety at Work
Cyber Crime and Online Illegal Criminal Behaviour

Year 11 - Health and Wellbeing

Compulsive, Unwanted and Fixed Behaviours
Mob Mentality and Criminal Behaviour
Fertility, Gynaecological, Menstrual and Reproductive Health
AI Chatbots, Poor Advice and Misplaced Affections
Neurodiversity Explained and Explored
Personal Safety and Risk on the Streets
Sugar, Health and Processed Foods
Suicide Prevention
Virginity Testing, Hymenoplasty and the Law

Year 11 – RSE

Offensive Language, Bullying and Microaggressions
Parenthood and Brain Development Throughout life
Online Dating Dangers and Risks
The Role of Pleasure in Intimate Relationships
Parenting Costs and Considerations
Sex in the Media / Social Media
Pornographic Deepfakes, Image Sharing and the Law
Honour Violence and Killings
Responsible Health Choices (vaccinations, organ and blood donation, PrEP)
Sextortion and Criminal Online Behaviour

Year 11 – Living in the Wider World

Getting Ready for KS5 and Choosing Post 16 Options
Personal Safety – Independent Travel Abroad
Online Extremism and Radicalisation (subcultures)
Online Privacy and Data Protection
Navigating a Cost-of-Living Crisis
Different Types of Employment in the Modern World
CVs, Cover Letters and Job Applications
Job Interviews
Revision Management and Study Skills



Outcomes
First Group