

Gladesmore Community School



Relationships, Sex and Health Education Policy

[C9.2]

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Status : Statutory	Index : Core		Website : Y

[Relationships, Sex and Health Education \(RSHE\) Policy](#)

1. Aims

Effective and inclusive PSHE education is integral to our school's REACH ethos. Our PSHE curriculum (which includes the statutory RSHE content) teaches pupils to be Respectful, to have high Aspirations, and to Co-operate. Through PSHE, everyone is Included, Respected, and United, fostering a sense of belonging and shared purpose. The REACH ethos binds together our ways of working and our expectations of each other, ensuring that every member of our community is valued and supported.

Specifically, the aims of relationships, sex and health education (RSHE) 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
- Ensure that pupils are aware of how and where to seek support if necessary

2. Statutory requirements

As a maintained secondary school we must provide RSHE to all pupils.

In teaching RSHE, we must have regard to:

- Relationships Education, Relationship and sex education and Health education (2025)
- Relationships and sex education and health education (2019)
- The Equality Act (2010) and the Advice for Schools (2013, updated 2018)

RSHE teaching will be adapted to meet the needs of pupils with SEND (special educational needs and disabilities), ensuring accessibility and inclusivity for all learners. This includes using adapted teaching approaches, providing additional support where necessary, and ensuring content is delivered in a way that is age-appropriate and sensitive to individual needs.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE team pulled together the relevant information to create a draft policy
2. Pupil consultation – we investigated what exactly pupils want from their RSHE (Summer and Autumn Term 2019).

3. Draft policy was shared with PTA and governors (Autumn Term 2019)
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations (during PSHE CPD in January 2020)
5. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy (in Spring 2020)
6. Ratification – once amendments were made; the policy was shared with governors and ratified.
7. The policy was reviewed again in Summer 2023. The PSHE team worked with the RSHE Advisor for Haringey to review the policy in Summer 2023 as part of a review of RSHE.
8. Further consultations were held with Pupils in the Summer Term 2023.
9. In Autumn 2023, the governors, including parent governors, met to review the policy and to ratify it.

4. Definition

RSHE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, personal identity, and emotional well-being. It equips pupils with the knowledge and skills to manage their emotions, build resilience, and develop positive mental health strategies alongside fostering healthy relationships and understanding their personal identity.

RSHE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity. In fact, according to the 2018 RSE Impact Assessment: *“There is additional evidence that Relationships Education/RSE has the potential to influence young people’s sexual behaviour; such as delaying initiation of sex, reducing the frequency of sex or the numbers of partners and increasing the use of contraceptives.”*

5. Curriculum

Our curriculum is set out and teaching materials and activities will be adapted and updated as appropriate to aid pupils learning. Mental health and emotional well-being are core aspects of RSHE, ensuring that pupils are equipped with the knowledge and skills to manage their emotions, build resilience, and seek support when needed. The curriculum is also designed to challenge stereotypes and promote gender equality, fostering a culture of respect and inclusion.

The School developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs, culture, background and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond as appropriate, aiming for pupils to be informed.

Curriculum maps are shared on the school website. If parents wish to see the materials used, they can contact the PSHE team and this can be arranged.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. It is taught by form tutors in a dedicated weekly lesson. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Specific aspects of RSHE also occur within other subjects including Drama and English Literature.

RSHE 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

For more information about our RSHE curriculum, see Appendix.

As a school, we are acutely aware that family life takes many forms. We aim to ensure that these areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, 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).

7. Responsibilities

7.1 Overall

The governing board will approve the RSHE policy, the headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from the sex education components of RSHE (see section 8). The designated SLT lead is responsible for the curriculum design and oversight of delivery.

7.2 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSHE

In this school, all teaching staff are teachers of RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

7.3 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from sex education within RSHE 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. The school has given considerable thought to which lessons in our curriculum are relationships education and which are sex education. The exact detail of the lessons will be shared with parents in the withdrawal meeting.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. A senior member of staff will discuss the request with parents and take appropriate action.

Pupils who are withdrawn from sex education will be provided with alternative work that aligns with their educational needs and ensures they remain engaged in learning.

9. Training

Newly qualified staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

Consultants and visitors from outside the school, such as school nurses or sexual health professionals, may provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by the designated SLT lead through:

- Centralised planning and resourcing
- Staff questionnaires following each lesson
- Pupil surveys
- Learning walks
- Discussions with pastoral leads and teams
- Review of online learning tasks set as Own Your Learning
- Pupil voice activities including google forms and Pupil panels

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems as part of the school's progress check cycle.

This policy will be reviewed annually by the designated SLT lead or earlier if required due to statutory changes.

Appendix: RSE Statutory Curriculum: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> ● 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 e.g. 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); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● The characteristics of positive and healthy friendships (in all contexts, including online) including: 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 (e.g. 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

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● There is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. ● Critically evaluate 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. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. ● 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 e.g. 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 ● Criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information 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. ● 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. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> ● The concepts of, and laws relating to, privacy, 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. ● Fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. ● 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) ● How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault. ● How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. ● That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) 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.

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● 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, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● 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. ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● 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/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. ● 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 ● 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.

Withdrawal from Sex Education: Parental Request Form



Pupil Name: _____

Pupil TG: _____

I am requesting that my child be excused from Sex Education in PSHE for the academic year 202____ - 202____.

My child is currently in:

Year 7	
Year 8	
Year 9	
Year 10	

Parent / Carer Name:

Parent / Carer Signature:

Date of request:

To be completed during the meeting.

Notes - (please tick after they have been discussed):

	<p>I have met with the pastoral and the PSHE team to see the resources and I still wish to withdraw my child from Sex Education.</p> <p>Date of Meeting: _____</p> <p>Individuals present: _____</p>
	<p>I understand that I do not have the right to withdraw my child from statutory Science and that I do not have the right to withdraw my child from Relationships and Health Education.</p>
	<p>I understand that there may be consequences for my child and I am willing to accept these. These could include:</p> <ul style="list-style-type: none">● Pupils withdrawn from Sex Education may hear this information second-hand from other Pupils● Pupils withdrawn from Sex Education may seek out information online which could be less reliable than the information delivered in schools● Withdrawal from Sex Education may have a social and emotional impact for example that Pupils may feel left out or excluded
	<p>I understand that I do not have the right to request withdrawal from Sex Education for their entire school career. Once a child is 3 terms from their 16th birthday, they are able to decide for themselves whether to attend Sex Education lessons. If a child wishes to access Sex Education after this date, the school will arrange to catch up any content missed.</p> <p>If the Pupil is in Year 9 or Year 10, please note here the date that this will apply:</p> <p>_____</p>
	<p>I understand that this request needs to be reviewed annually so that I can fully understand what my child will be missing each year.</p>
	<p>The school will provide alternative purposeful activity for the Pupil whilst Sex Education is being taught</p>

Parent / Carer Name: _____

Parent / Carer Signature: _____

Date: _____