Relationships, Sex and Health Education (RSHE) Policy

Executive Head:	**D Nearney**
Chair of Governing Board:	**D Hughes**
Policy reviewed by:	**H Nash/ R Pieterse (HfL Policy adopted)**
Date Reviewed:	**Autumn 2025**
Ratified by:	**Management Committee**
Date:	
Frequency of review:	**Annual**
Date for next review:	**Autumn 2026**

This policy follows the model guidance from the latest Herts for Learning Education "Relationship Sex and Health Education Policy".

Definition and Interpretation:

1. In this policy, except where the policy otherwise requires:

Any reference to **'Nexus Herts Federation'** shall be deemed to include both the Stevenage Education Support Centre and the North Herts Education Support Centre.

'Centre' shall be deemed to include both the Stevenage Education Support Centre and the North Herts Education Support Centre.

'Head of Centre' shall be deemed to include both the Head of Centre from Stevenage Education Support Centre and the Head of Centre for North Herts Education Support Centre.

Document Control/ Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
001	NEW Policy Reviewed, no changes	05/06/2024 09/10/2025

Contents

1. Aims 3
3. Policy development 4
4. Definition 4
5. Curriculum 4
6. Delivery of RSHE 5
7. Roles and responsibilities 5
7.1 The Management Committee 5
7.2 The Executive Head 5
7.3 Staff 5
7.4 Students 6
8. Training 6
9. Monitoring arrangements 6
Appendix 2: By the end of secondary school students should know 10
Appendix 3: Parent form: withdrawal from sex education within RSHE 1

1. Aims

The aims of the Relationships, Health and Sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Learn about relationships, their emotions, sexuality and sexual health
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Personal Safety
- Caring for Others
- Building strong family relationships
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements - we teach RSHE as set out in this policy.

As a maintained secondary school, we must provide RSHE to all students as per the Children and Social work act 2017.
In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

As a Centre we must provide RSHE to all students as per section 34 of the Children and Social work act 2017.
In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
RSHE involves a combination of sharing information and exploring issues and values.
RSHE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online. External professionals may teach certain aspects of the RSHE programme

Parental Rights and the Curriculum

The Relationships, Sex and Health Education Regulation 2019, made under Section 34 and 35 of The Children's Act and Social Work Act 2017, make Relationship Education compulsory for all students receiving primary education and Relationship and Sex Education (RSHE) compulsory for all students receiving secondary education.

Legislation brought in through the Children's and Social Work Act 2017brought important changes in relation to parental rights to withdraw children from school RSHE;

- Parents will not be able to withdraw their child from Relationships education in primary or secondary school
- At secondary school level parents will be able to withdraw their child form sex education (other than the sex education that sits in the National Curriculum part of science in maintained schools) However, a child will also have the right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16)

Requests for withdrawal should be put in writing, using the form found in Appendix 3 of this policy and addressed to the Executive Head. A copy of withdrawal requests will be placed in the student's educational record. The Executive Head will discuss the request with parents/carers and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in ethics lessons. Students also receive stand-alone sex education sessions delivered by a trained health professional and external agencies

The delivery of RSHE is factual, sensitive and balanced. It promotes meaningful and healthy relationships

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

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. Roles and responsibilities

7.1 The Management Committee

The Management Committee will approve the RSHE policy and hold the Executive Head to account for its implementation.

7.2 The Executive Head

The Executive Head is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSHE.

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the Non statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head of Centre and Executive Head. RSHE is taught through PSHE/Personal Development by teaching staff, external agencies and Health Professionals

RSHE resources are chosen and checked for:

- Being inclusive, acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased
- Age and understanding appropriate

Safety and Confidentiality
Staff are aware that RSHE, which brings an understanding of what is and what is not appropriate in relationships, can lead to a disclosure of a safeguarding/ child protection issue.
Staff are aware to discuss and report these concerns with Designated Safeguarding staff (DDSL) and Safeguarding Lead (DSL).

7.4 Students

Students are expected to engage fully in RSHE and when discussing issues related to RSHE, treat others with respect and sensitivity.
Respect will be shown at all times to each other.
Ground rules will be agreed and completed as a class or group, facilitated by the member of staff.

8. Training
Staff are trained on the delivery of RSHE as part of their induction.
The Head of Centre will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training for staff teaching RSHE.

9. Monitoring arrangements
The delivery of RSHE is monitored by the Senior Leadership Teams through:

Work scrutinies, learning walks, and lesson observations. Student evaluation forms will provide a viewpoint of the quality and understanding of the lesson delivered. Tutor times and catch-up sessions will ensure all students participate in RSHE.

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by SLT annually to ensure it meets the needs of students, staff and parents and is in line with the current DFE Advice and guidance. At every review, the policy will be approved by the management committee.

RSHE Policy Review
As part of an effective RSHE provision, the RHSE policy will be reviewed annually to ensure it meets the needs of the students. Staff and parents and it are in line with current Department for Education advice and guidance

Relationships and sex education curriculum map

KS3	TERM	TOPIC/THEME DETAILS	RESOURCES
2025/2026	Autumn 1	Living in the wider world Rights/aspirations/Stereotypes Radicalisation/prevent	Connexions
2025/2026	Autumn 2	Introduction to relationships DA/county lines/consent	External speaker PSHE delivered lessons
2025/2026	Spring 1	Health and wellbeing Substance misuse and healthy choices	Connexions
2025/2026	Spring 2	Relationships Self-esteem/romance/sexuality and consent	External speaker PSHE delivered lessons
2025/2026	Summer 1	Health and wellbeing Healthy choices/puberty/eating disorders/LGBQT and trans	Connexions

2025/2026	Summer 2	Living in the wider world Introduction to **contraception** including condom and the pill (year 9)	External speaker PSHE delivered lessons

KS4	TERM	TOPIC/THEME DETAILS	RESOURCES
2025/2026	Autumn 1	Living in the wider world Radicalisation/prevent E-safety Peer pressure/substance misuse	Connexions
2025/2026	Autumn 2	Introduction to relationships Tackling **domestic abuse** and **forced marriage**/CSE and trafficking (expectations in relationships) E safety	External speaker PSHE delivered lessons
2025/2026	Spring 1	Health and wellbeing Healthy choices/STIs and gambling/Alcohol and tobacco	Connexions

2025/2026	Spring 2	Relationships CSE/healthy relationships/LGBQT and consent E safety	Connexions/Police
2025/2026	Summer 1	Health and wellbeing Healthy choices/emotional well- being and managing stress	External speaker PSHE delivered lessons
KS4	TERM	TOPIC/THEME DETAILS	RESOURCES
2025/2026	Summer 2	Living in the wider world Understanding **different families** and learning parenting skills	External speaker PSHE delivered lessons

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	• 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

TOPIC	STUDENTS SHOULD KNOW

Respectful relationships, including friendships	• 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	STUDENTS SHOULD KNOW
Online and media	• 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 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
Being safe	• 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)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• 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 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 • 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

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	