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| <b>Policy: Relationships and Sex Education (RSE) and Health Education Policy</b>                         |
| <b>Legal Status: Statutory</b>   |
| <b>Updated: April 2026</b>   |
| <b>Adopted and ratified by: LGB 6 May 2026</b>   |
| <b>Next Review: May 2027</b>   |
| <b>Responsible: Paul Scarborough (Headteacher)<br/>Beth Furlong (Progress Leader for PSHE &amp; RSE)</b> |

This policy is to be read in conjunction with:  
Anti-bullying Policy  
Behaviour for Learning Policy  
Safeguarding Policy

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### **Location and dissemination**

This policy document is freely available on request to the entire school community. Parents will be informed about the policy. The policy will be available to parents through the school website and hardcopies will be made available on request.

### **Rational and ethos**

This policy covers our school's approach to Relationships and Sex Education (RSE) for Key Stage 3 and 4 (KS 3 & 4). The policy has been produced by the Progress Leader for Religious Studies and Personal Social Health Economic education (PSHE) through consultation with Governors, staff, parents and carers.

This policy will be used by: teachers - to guide their lesson planning, parents - to inform them of the curriculum content and the values that Up Holland is promoting, health professionals and visiting speakers - to familiarise themselves with the aims, objectives and values the school's RSE promotes, agreed teaching methodologies, and boundaries for their work with young people.

Up Holland High School is dedicated to excellence and prides itself on the excellent opportunities it offers to all students in order for them to develop and succeed. This is achieved by offering a broad and balanced curriculum that includes the provision of the RSE and PSHE curriculum.

### **Definitions**

This document uses RSE to include both relationships education and relationships and sex education.

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in order to help young people to make informed choices which will lead them to positive sexual lifestyles, having responsibility for themselves and towards other people.

### **Statement of intent**

Up Holland recognises that the development of the 'whole child' is an integral part of our work. We want the students to achieve both fantastic outcomes and to develop their interpersonal skills so that they are prepared for life beyond school. PSHE education is a school subject through which students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes should help students at Up Holland to stay healthy, safe and prepare them for life in modern Britain, so that they can thrive as individuals, family members, and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the challenges and responsibilities they will face growing up. Alongside our core values of leadership, organisation, resilience, initiative, and communication, we hope that Up Holland students will develop into responsible citizens who make a positive contribution to the wider community.

At Up Holland High School we recognise that RSE is not just about Sex Education. It covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships, and sex (including understanding consent, negotiating life online and intimate relationships). We endeavour to ensure that Up Holland's PSHE (including RSE) lessons reflect the reality, experiences, and needs of all students. We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities

(SEND) by providing differentiated provision, small nurture groups and one-to-one provision where necessary. We ensure RSE fosters gender equality and LGBT+ equality by not making assumptions about students' sexual orientation, gender identity, values, beliefs, experience or future choices that students will make. Teachers avoid the use of heteronormative language, resources, and activities. Teachers seek to challenge stereotypes and prevent prejudice-based bullying (see Anti-bullying policy).

### **Legislation (statutory regulations and guidance)**

Current regulations and guidance from the Department for Education (DfE) state that all schools are required to teach relationships education and sex education from September 2020. Up Holland's RSE and Health Education policy has been drafted in line with guidance from the DfE alongside the Secretary of State's 2000 guidance on SRE and the Education Act 2002, which states that 'all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'. Other documents that inform the school's RSE and Health Education policy include: The Education and Inspections Act (2006), The Equality Act (2010), Keeping children safe in education – Statutory safeguarding guidance (2016) and the Children and Social Work Act (2017).

All students have an equal entitlement to RSE regardless of gender, ability, ethnicity, religion or sexuality. However, common sense, sensitivity, and awareness is vital in ensuring that RSE delivery is appropriate. Sometimes it will be appropriate for us to teach in small groups or organise follow-up sessions for individuals and small groups if a need for such arises.

The RSE and Health Education policy complements the following school policies: Anti-bullying Policy, Behaviour for Learning Policy, Safeguarding Policy.

### **Roles and Responsibilities**

As of September 2020, all teachers at Up Holland High School are responsible for the PSHE provision, whether that is through the teaching of Personal Development Curriculum or Character and Culture Days or supervising visiting speakers. Elements of the statutory curriculum are taught by a variety of specialist visiting speakers that complement the taught curriculum. This may include charities and local organisations.

When teaching the Personal Development Curriculum and/or the timetabled Character and Culture Day lessons, it is the responsibility of all staff to:

- Create a safe environment for discussion and learning based on mutual respect, genuine openness, and honesty
- To affirm the importance of positive responsible choices which express beliefs and respect for self and others
- To be fully aware of the need for sensitivity and also their own responsibilities when dealing with confidential issues and to uphold Up Holland's Safeguarding Policy
- To encourage appropriate contributions from community agencies to taught programmes and pastoral care provision.

### **Safe and effective practice**

It is effective practice to establish ground rules within the PSHE classroom. These rules will be negotiated with students on the student council and shared with all students. Rules of behaviour, particularly in discussion, will be outlined at the beginning of each year and students will be reminded when they are crucial to the lesson topic e.g. contraception, pregnancy, and consent. Examples of ground rules include no personal stories, confidentiality, and to respect the views of others. When the rules are not followed, the usual school sanctions will apply (see Behaviour for Learning Policy). Students will be encouraged to engage in all lessons but will be able to opt out of answering questions and being involved in discussion should they feel uncomfortable due to the sensitive nature of the topics covered in PSHE/RSE.

It is important that distancing techniques be applied to help distance the student from the topic in order to allow students to engage objectively with the topic, to avoid embarrassing or retraumatizing, to prevent public disclosures and to make the learning safe for all students at Up Holland.

### **Safeguarding**

We are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. While students will be encouraged not to include personal stories, there may be times when students share information that the teacher has a duty to report. In this instance teachers will consult with the designated safeguarding lead (see Safeguarding Policy).

Visitors/external agencies which support the delivery of RSE will be required to provide all essential documentation prior to their visit.

### **Signposting**

Teachers will endeavour to ensure that all questions are valued. Where students may have further questions or if students feel unable to ask questions in lesson time, every effort will be made to signpost students to a variety of sources of support for that particular topic. Signposting will be shared at the end of every PSHE lesson. Signposting may be in school, in our local community, or online.

### **Engaging stakeholders**

We seek to work in partnership with parents/carers. This is essential to effective sex and relationship education. Parents/carers are the key people in:

- Teaching their children about sex and relationships

- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Working with school to follow guidance and advice relating to sex and relationships

We recognise that as educators we share the privilege of helping young people to learn and grow as individuals. Although we also recognise that parents have the legal right to withdraw children from elements of the curriculum. The school seeks to work with the family and would urge those parents/carers considering withdrawal to consider the aims of RSE:

- To give students a full understanding of their own physical and emotional development
- To foster self-esteem and a sense of moral responsibility
- To encourage students to build relationships based on mutual respect

Student voice will be used to review and tailor our RSE programme to match the different needs of pupils.

### **Curriculum design**

RSE is taught as part of the planned PSHE curriculum at Up Holland through Character and Culture days and as part of our Personal Development Curriculum and follows the guidance provided by the PSHE Association. The curriculum also includes opportunities to learn from relevant outside agencies and respond to current affairs. Character and Culture days are fantastic opportunities to introduce students to topics not covered in class and allow them to engage with outside speakers/organisations. However, we recognise that PSHE education needs regular curriculum time like any other subject. In lieu of the statutory nature of RSE from September 2020, we will be introducing PSHE to form time, so that students have weekly access to this provision.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning across the curriculum. This is monitored through an annual PSHE audit and can be viewed on the PSHE Learning Journey available on the website. Progress Leaders have completed a PSHE audit of their faculties to reveal which PSHE standards we need to cover in more depth; these topics have been added to the form time curriculum, as well as those that allow for discussion and complement the development of students' oracy skills. This audit will be completed annually.

Our RSE programme is an integral part of our whole school PSHE education provision. Our RSE programme will be delivered by all teachers, who have had the opportunity to offer their expertise who have contributed to the planning of the RSE provision.

To meet the statutory requirements set out by the DfE we endeavour to address the following issues:

- Relationships
- Contraception
- Sexually Transmitted Infections (STI)
- Teenage pregnancy
- Peer and media pressure
- Healthy relationships and inappropriate relationships
- Consent
- Sexual identity and sexual orientation
- Sexual harassment
- Child sexual exploitation
- Online relationships and online safety
- Female Genital Mutilation (FMG)

The intended outcomes of our RSE programme are that students will develop a knowledge and understanding of:

- Understanding of physical development at appropriate stages
- Understanding of human sexuality, reproduction, sexual health, emotions and relationships
- Understanding of moral dilemmas and the importance of making good choices
- Know about contraceptive methods and the range of local and national sexual health advice, contraception and support services
- Know the reasons for delaying sexual activity, and the benefits to be gained from such delay

As well as developing the core LORIC values, students will develop the following attitudes and values, and personal and social skills:

- Learn the importance of values and individual conscience and moral considerations
- Learn the value of family life and healthy, stable and loving relationships for the nurture of children
- Learn the value of respect, love and care
- Learn how to recognise and avoid exploitation and abuse
- Learn how to stay safe online
- Developing critical thinking as a part of decision making
- Learn to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made and taking responsibility for those choices
- Develop strategies to manage conflict

All lessons are underpinned by the PSHE standards and our school values. Lessons offer opportunities for students to develop the LORIC values.

### **Right to withdrawal**

Following discussion with the school, parents can withdraw their children from the 'sex' elements of RSE. We advise that parents who wish to withdraw their child should meet with the Progress Leader and Headteacher to discuss. Alternative arrangements for the student(s) who is withdrawn will be agreed upon following this discussion. However, parents should be aware that three terms (an academic year) before the student turns 16, a student can opt back in to RSE lessons against their parents' wishes. Up Holland High School will then have a duty to provide sex education to the student during one of the remaining three terms.

Parents do not have a right of withdrawal for 'health', 'relationships' or any other aspect of PSHE education. Puberty falls under health education in the statutory guidance, so there is no right to withdraw. This is because there is no right of withdrawal from National Curriculum science which includes elements of sex education such as puberty, reproduction, and STIs.

Withdrawal from lessons covering the topic of 'consent' may not be of service to the student, as consent has a role in all relationships, not just sexual relationships. As such, consent will still be taught but in the role of friendships and family relationships.

### **Monitoring, reporting and evaluation**

The Personal Development Curriculum will be delivered as part of staff INSET (in-service training). NQTs (Newly Qualified Teachers) and RQTs (Recently Qualified Teachers) will be provided with PSHE CPD (Continued Professional Development) sessions delivered by the Progress Leader for PSHE.

Students will have opportunities to review and reflect on their learning during lessons in lesson activities and afterwards in student voice. Student voice surveys will be influential in adapting and amending planned learning activities.

As part of effective RSE and Health Education provision, this policy will be reviewed every 12 months. This will ensure that it continues to meet the needs of students, staff, and parents and that it is in line with current Department for Education advice and guidance.

This policy is developed in consultation with Governors, staff, parents and carers.

The policy is available on the school website.

The Policy is given to everyone who teaches RSE, Personal Development Managers, SENCo, Progress Leaders, SLT and Governors.

Personal Development Managers/Progress Leaders should ensure that members of their team are fully aware of its implications for all staff.

Hard copies of the full Policy will be available for any parent/carer/prospective parent on request.