

SARAH BONNELL SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Coordinator	DHT DSL
Review Frequency	Annually, or sooner following changes to legislation, statutory guidance, safeguarding trends or identified school need
Last reviewed	Sep 2026
Agreed by SLT on	Sep 2026
Agreed by Governors or delegated to	
Committee	Sep 2026
The policy is communicated by the following means	
Governors	Through IEB
Staff	Policy folder on the staff shared drive
Parents	Policy available on the school website; key procedures communicated through parent information and school communications as appropriate.
Students	Students verbally by all staff inside and outside the classroom, classroom display, student bulletin and student planners, assemblies and the wider behaviour curriculum

1. INTRODUCTION

Sarah Bonnell School believes that high-quality Relationships, Sex and Health Education (RSHE) makes an essential contribution to every pupil's health, wellbeing, safety and preparation for adult life.

RSHE is an integral part of the school's wider personal development, PSHE and safeguarding provision. It contributes to our aim of developing confident, compassionate and responsible young women who are able to form healthy relationships, make

informed decisions, recognise harm, respect themselves and others, and contribute positively to society.

Our pupils come from diverse families, communities, cultures, faiths and backgrounds. We recognise that pupils will have different experiences, levels of maturity, beliefs, values and prior knowledge. This diversity is respected within the curriculum and is an important part of preparing pupils to live and work respectfully with people whose experiences and views may differ from their own.

The school recognises that some pupils may have experienced family breakdown, bereavement, care, domestic abuse, exploitation, bullying, harassment or other adverse experiences. These experiences may affect how individual pupils respond to particular RSHE topics. Teaching will therefore be sensitive, inclusive, age-appropriate and informed by safeguarding considerations.

RSHE is also an important part of the school's pastoral role. Through the curriculum, the school's wider ethos and relationships with trusted adults, pupils are encouraged to seek help when they are worried about themselves or another person.

The school will ensure that RSHE reflects the statutory **Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance in force from 1 September 2026**. Schools must have regard to this statutory guidance.

2. PURPOSE AND AIMS OF THIS POLICY

This policy communicates to pupils, parents and carers, staff, governors, trustees and external providers how RSHE will be delivered at Sarah Bonnell School.

The aims of RSHE are to enable pupils to:

- understand themselves and develop positive self-esteem and self-respect;
- understand what constitutes healthy, respectful and supportive relationships;
- develop respectful friendships and relationships both offline and online;
- communicate effectively and respectfully;
- understand personal boundaries and the boundaries of others;
- understand consent and the importance of freely given, informed and ongoing consent;
- understand that kindness, care and consideration are essential to healthy relationships and that ethical behaviour involves more than consent alone;

- recognise pressure, coercion, manipulation, grooming and controlling behaviour;
 - recognise unhealthy, abusive and exploitative relationships;
 - understand sexual harassment and sexual violence;
 - recognise sexism, misogyny and harmful gender stereotypes;
 - critically evaluate harmful or misleading online content;
 - understand the potential harms associated with pornography and sexualised online content;
 - understand image-sharing, AI-generated sexual imagery and deepfakes;
 - understand online grooming, sextortion and exploitation;
 - understand how power inequalities can affect relationships;
 - understand relevant laws relating to relationships, sex, safety and online behaviour;
 - understand puberty, reproduction, contraception, pregnancy and sexual health;
 - understand sexually transmitted infections and how to reduce risk;
 - know where to access reliable information, advice and professional support;
 - develop resilience, assertiveness and decision-making skills;
 - recognise when they or another person may need help;
 - understand equality, dignity and respect;
 - challenge prejudice and discriminatory attitudes;
 - develop the knowledge, attitudes and skills needed to make responsible choices.
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3. STATUTORY AND LEGISLATIVE FRAMEWORK

This policy has regard to the Department for Education's statutory **Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance**, which came into force on 1 September 2026.

The school will also have regard to relevant legislation and statutory guidance, including:

- Education Act 1996;
- Education Act 2002;
- Children and Social Work Act 2017;
- Equality Act 2010;
- Children Act 1989 and 2004;
- Domestic Abuse Act 2021;
- relevant safeguarding legislation;
- *Keeping Children Safe in Education*;
- statutory guidance relating to female genital mutilation (FGM);

- statutory guidance relating to forced marriage;
- relevant legislation concerning online safety, sexual offences and image sharing.

The school will ensure that relevant law is taught factually and accurately. The 2026 guidance specifically identifies areas including consent, age of consent, domestic abuse, stalking, rape and sexual offences, FGM, forced marriage, sexual exploitation, online sexual behaviour, AI-generated sexual imagery and deepfakes, pornography and abortion as areas where pupils should understand relevant legal provisions.

4. FOUNDATIONS OF AN EFFECTIVE RSHE CURRICULUM

Sarah Bonnell School's RSHE curriculum is based on four complementary foundations.

4.1 Knowledge and understanding

Pupils develop accurate and age-appropriate knowledge about:

- relationships and families;
- friendship;
- puberty and physical development;
- emotional wellbeing;
- reproduction;
- pregnancy;
- contraception;
- sexually transmitted infections;
- sexual health;
- consent;
- safeguarding;
- abuse and exploitation;
- online safety;
- sexual harassment and sexual violence;
- relevant law;
- equality and diversity.

Knowledge is revisited and developed progressively throughout Years 7–11.

4.2 Attitudes and values

RSHE provides opportunities for pupils to reflect upon:

- respect;
- dignity;
- kindness;
- equality;
- responsibility;
- self-respect;
- empathy;
- personal values;
- family and cultural values;
- faith perspectives;
- diversity;
- healthy masculinity and femininity;
- gender stereotypes;
- prejudice and discrimination.

The school recognises that families and pupils may hold different views on some matters. Where a topic is contested, staff will distinguish clearly between established fact, the law, religious or philosophical belief and opinion. Where political issues arise, pupils will receive a balanced presentation of opposing views in accordance with the school's legal duties on political impartiality.

4.3 Personal and social skills

Pupils develop skills in:

- communication;
- active listening;
- assertiveness;
- negotiation;
- decision-making;
- boundary setting;
- recognising pressure;
- seeking help;
- managing conflict;
- responding to peer pressure;
- evaluating risk;
- supporting friends appropriately.

These skills should enable pupils to apply their learning in real-life situations.

4.4 Safeguarding

RSHE helps pupils recognise situations in which they or others may be at risk.

It supports pupils to understand:

- safe and unsafe relationships;
- abuse;
- grooming;
- coercion;
- exploitation;
- sexual harassment;
- sexual violence;
- domestic abuse;
- forced marriage;
- FGM;
- image-based abuse;
- online exploitation;
- sextortion;
- harmful sexual behaviour;
- controlling behaviour.

The curriculum will never require pupils to disclose personal experiences.

5. CURRICULUM CONTENT

The school's detailed curriculum map and Learning Journeys will set out the precise sequencing of content across Years 7-11.

The following areas form the core of the programme.

5.1 Families and relationships

Pupils will learn about:

- different types of family;
- characteristics of healthy family relationships;
- friendships;
- respectful relationships;

- intimate relationships;
- marriage and civil partnerships;
- commitment;
- trust;
- communication;
- conflict and reconciliation;
- separation and loss;
- caring responsibilities;
- different beliefs and values concerning relationships.

Teaching will respect the diversity of family circumstances while ensuring pupils understand the characteristics of safe and healthy relationships.

5.2 Healthy relationships

Pupils will explore:

- mutual respect;
- kindness;
- care;
- trust;
- communication;
- boundaries;
- privacy;
- equality;
- emotional safety;
- power within relationships;
- healthy conflict resolution;
- warning signs of unhealthy relationships.

Pupils will understand that ethical relationships require kindness and consideration for another person's needs and vulnerabilities, not simply the absence of coercion. This reflects the 2026 statutory guidance.

5.3 Consent and boundaries

Teaching will include:

- the meaning of consent;
- communicating consent;
- respecting boundaries;
- freely given consent;
- informed consent;
- withdrawing consent;
- the legal framework surrounding consent;
- pressure and coercion;
- manipulation;
- power inequalities;
- online consent and image sharing.

Pupils will understand that consent can be withdrawn and that no person is entitled to sexual activity or attention from another person.

5.4 Sexual harassment and sexual violence

Pupils will learn to recognise and respond appropriately to:

- sexual harassment;
- unwanted sexual comments;
- sexualised bullying;
- sexist language;
- unwanted sexual attention;
- online sexual harassment;
- sexual violence;
- image-based abuse;
- harmful sexual behaviour;
- grooming and exploitation.

The school will reinforce the principle that responsibility for abusive behaviour lies with the person who chooses to behave abusively and that victims are never to blame.

The statutory guidance recognises that anyone can be a victim of sexual violence and cautions against language suggesting that all males are perpetrators or all females are victims.

6. MISOGYNY, SEXISM AND GENDER STEREOTYPES

As a girls' school, Sarah Bonnell School recognises the importance of enabling pupils to understand and challenge sexism, misogyny and harmful stereotypes.

Teaching will include:

- what sexism and misogyny mean;
- gender stereotypes;
- stereotypes about women and girls;
- respectful attitudes towards women and girls;
- power and inequality;
- links between harmful attitudes and abusive behaviour;
- positive representations of women;
- positive conceptions of masculinity and femininity;
- critical evaluation of online influencers and harmful social narratives.

Pupils will be encouraged to challenge harmful ideas rather than stigmatise individuals.

The 2026 statutory guidance specifically requires pupils to be equipped to recognise misogyny and understand how inequalities of power can affect relationships. It also addresses harmful online content and misogynistic influences.

7. ONLINE SAFETY, SOCIAL MEDIA AND DIGITAL RELATIONSHIPS

Online relationships form an important part of pupils' lives. RSHE will therefore address:

- respectful online behaviour;
- digital communication;
- online boundaries;
- privacy;
- personal information;
- image sharing;
- sexualised online content;
- grooming;
- sextortion;
- cyberbullying;
- stalking;
- coercive and controlling behaviour;

- online harassment;
- deepfakes;
- AI-generated sexual imagery;
- misinformation and manipulated content;
- harmful online communities;
- misogynistic content;
- pornography and distorted representations of relationships;
- reporting concerns and seeking help.

Pupils will be taught that the same expectations of respectful behaviour apply online and offline.

The 2026 guidance specifically requires teaching about deepfakes, malicious use of technology, harmful online content, technology-assisted bullying and harassment, pornography, sextortion and emerging AI technologies.

The school will not direct pupils towards specific harmful websites, influencers or online communities. Instead, teaching will develop critical thinking and resilience.

8. PORNOGRAPHY AND SEXUALISED ONLINE CONTENT

Where appropriate to pupils' age and stage, teaching will address the potential harms associated with pornography and other sexualised online content.

Pupils will learn that pornography can:

- present unrealistic expectations;
- distort understanding of relationships;
- normalise harmful behaviours;
- portray unequal or disrespectful relationships;
- influence attitudes towards sex and relationships.

The purpose of teaching is to develop critical understanding, safety and healthy relationship expectations. Lessons will not use pornographic material.

The 2026 guidance specifically requires pupils to understand that pornography may present a distorted picture of sexual behaviour and can negatively affect attitudes and behaviour.

9. ONLINE AND AI-GENERATED SEXUAL IMAGERY

Pupils will receive age-appropriate education about:

- risks associated with sharing intimate images;
- pressure to create or send images;
- image-based abuse;
- AI-generated sexual imagery;
- deepfakes;
- reporting harmful material;
- seeking help if an image has been shared.

Pupils will be taught that they should seek help if they are concerned about an image and should not assume that asking for help will result in them being blamed.

The school will ensure that teaching reflects the legal position concerning sexual and indecent images involving people under 18 and relevant online offences.

10. HARMFUL ONLINE SUB-CULTURES AND INFLUENCES

Pupils will develop the ability to critically evaluate harmful online narratives, including misogynistic ideas and other sub-cultures that may promote unhealthy or exploitative views of relationships.

Teaching may address the concept of "incel" ideology and other harmful online narratives at an age-appropriate level, without directing pupils to specific communities, accounts or harmful content.

Pupils will consider:

- how online communities can influence attitudes;
- how algorithms can reinforce particular views;
- how influencers can shape behaviour;
- how harmful beliefs can be normalised;
- how to question unreliable or manipulative content;
- where to seek trusted advice.

11. BEING SAFE AND SAFEGUARDING

Pupils will learn about:

- recognising unsafe situations;
- communicating boundaries;
- pressure;
- coercion;
- grooming;
- abuse;
- exploitation;
- sexual exploitation;
- criminal exploitation;
- domestic abuse;
- controlling behaviour;
- stalking;
- forced marriage;
- FGM;
- virginity testing;
- hymenoplasty;
- harmful sexual behaviour;
- sexual harassment;
- sexual violence;
- how to seek help.

The statutory guidance specifically requires teaching about FGM, forced marriage, sexual exploitation, grooming and domestic abuse.

The school will ensure that safeguarding teaching is linked directly to the school's safeguarding procedures.

12. FEMALE GENITAL MUTILATION, FORCED MARRIAGE AND HONOUR-BASED ABUSE

Pupils will receive age-appropriate information about:

- FGM;
- the physical and emotional harm caused by FGM;
- the law relating to FGM;
- forced marriage;
- the difference between a forced marriage and a freely entered marriage;
- where pupils can seek help.

The curriculum will be delivered sensitively and without making assumptions about pupils, families, cultures or communities.

Staff will follow safeguarding procedures where a pupil may be at risk.

The 2026 guidance expressly requires teaching about FGM, forced marriage and related legal protections.

13. INTIMATE AND SEXUAL RELATIONSHIPS AND SEXUAL HEALTH

Age-appropriate teaching will include:

- the law concerning sexual relationships;
- the age of consent;
- choice and personal responsibility;
- contraception;
- effectiveness of contraception;
- pregnancy;
- reproductive health;
- sexually transmitted infections;
- sexual health services;
- factors affecting physical, emotional and mental wellbeing;
- healthy intimate relationships;
- the importance of kindness, care and respect.

Teaching will acknowledge that people make different choices based on personal, family, cultural and faith values.

The statutory guidance states that pupils should understand the age of consent, that they have a choice about whether to have sex, and that people can enjoy intimate and romantic relationships without sex.

Protected characteristics, sexual orientation and gender reassignment

Pupils will learn about the protected characteristics set out in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Pupils will learn about the importance of equality, dignity and respect for people who share any of the protected characteristics.

At secondary level, pupils will have equal opportunity to explore the characteristics of healthy and stable same-sex and opposite-sex relationships. This content will be integrated appropriately throughout the RSHE curriculum rather than taught solely as a standalone topic.

Pupils will be taught the facts and law relating to biological sex and gender reassignment, including the legal protections afforded under the Equality Act 2010. Where issues are contested, teaching will distinguish clearly between established facts and law, beliefs and opinions, and will not present contested views as established fact.

Bullying, harassment or discriminatory language relating to sexual orientation, sex or gender reassignment will be challenged.

14. REPRODUCTIVE HEALTH, PREGNANCY AND ABORTION

Teaching will include age-appropriate information about:

- reproduction;
- conception;
- pregnancy;
- fertility;
- pregnancy choices;
- abortion;
- relevant legal provisions;
- sources of reliable medical information and support.

Teaching about abortion will be factual, age-appropriate and respectful of different ethical, religious and personal perspectives.

Where opinions differ, the school will distinguish clearly between matters of law, medical fact and personal belief.

The 2026 guidance identifies abortion as an area where pupils should understand relevant legal provisions.

15. EQUALITY, DIVERSITY AND INCLUSION

The school's Equality Policy underpins RSHE.

The school will ensure that RSHE:

- is accessible to all pupils;
- respects different backgrounds and beliefs;
- does not discriminate;
- promotes dignity and respect;
- challenges prejudice;
- addresses stereotypes;
- recognises different family circumstances;
- takes account of SEND;
- considers the needs of pupils with different levels of maturity and prior experience.

The school will comply with the Equality Act 2010, including its obligations under the Public Sector Equality Duty (section 149), when planning and delivering RSHE.

16. SEND AND ACCESSIBILITY

RSHE will be adapted where necessary so that pupils with SEND can access the curriculum.

Adaptations may include:

- differentiated language;

- visual resources;
- repetition and reinforcement;
- structured discussion;
- additional processing time;
- alternative communication approaches;
- individual support;
- appropriate sensory or environmental adjustments.

The school will maintain high expectations for all pupils while recognising that pupils may require different approaches to understand and apply the curriculum.

The school recognises that some pupils with SEND may be particularly vulnerable to abuse, exploitation, harmful sexual behaviour and bullying, and the curriculum and safeguarding response will take account of these vulnerabilities.

17. HOW RSHE IS ORGANISED

RSHE is not an isolated subject.

It forms part of:

- LFL lessons;
- the Behaviour curriculum;
- assemblies;
- form/registration activities where appropriate;
- Science;
- Computing;
- Citizenship;
- Religious Education
- English and literature;
- PE and health-related learning;
- safeguarding education;
- online safety education;
- wider personal development opportunities.

The school will identify opportunities for concepts introduced in RSHE to be reinforced elsewhere in the curriculum.

The 2026 DfE guidance specifically recommends collaboration between the RSHE lead and related curriculum areas, including citizenship, science, computing and PE.

18. TEACHING AND LEARNING

Teachers will create a safe, respectful and supportive learning environment.

Teaching will normally involve:

- agreed ground rules;
- teacher explanation;
- discussion;
- scenario-based learning;
- case studies;
- reflection;
- structured debate;
- problem-solving;
- decision-making activities;
- anonymous question opportunities;
- retrieval and assessment activities.

Teachers will:

- establish mutual respect;
- avoid requiring personal disclosures;
- avoid assumptions about pupils' experiences;
- use age-appropriate language;
- provide factual and balanced information;
- challenge discriminatory language;
- signpost pupils to appropriate support.

Pupils will not be expected to disclose personal experiences in lessons.

19. STUDENT VOICE

Sarah Bonnell School values pupils' views about their education.

Pupil voice will inform:

- curriculum development;
- review of topics;
- teaching approaches;
- identification of emerging concerns;
- evaluation of resources;
- assessment of pupils' confidence and understanding.

Pupil consultation will not determine whether statutory content is taught, but will help the school determine how content is best taught and where additional support may be needed.

20. QUESTIONS AND DISCLOSURES

Pupils may ask questions about sensitive subjects.

Teachers will:

- answer factual questions appropriately;
- maintain professional boundaries;
- use age-appropriate language;
- explain when a question cannot be answered in the classroom;
- signpost pupils to appropriate support.

Teachers cannot promise absolute confidentiality.

Any disclosure or concern relating to safeguarding will be managed according to the school's Safeguarding and Child Protection Policy.

21. SAFEGUARDING AND RSHE

RSHE is part of the school's whole-school safeguarding approach.

All staff delivering RSHE must understand the school's safeguarding procedures.

Where a pupil discloses information suggesting that they or another person may be at risk, staff will follow the school's safeguarding procedures immediately.

The school will ensure that RSHE complements rather than replaces individual safeguarding support.

The 2026 guidance emphasises the importance of a whole-school culture in which kindness, respect and safeguarding are reflected both inside and outside the classroom.

22. EXTERNAL VISITORS AND PROVIDERS

External organisations may contribute to RSHE where they provide specialist knowledge or expertise.

The school remains responsible for the content and quality of all external provision.

Before an external session, the school will:

- check the organisation's credentials;
- review resources;
- review lesson plans;
- ensure content is age and stage appropriate;
- check that material is accurate and appropriate;
- ensure the session aligns with school policy;
- establish safeguarding arrangements;
- ensure a member of school staff is responsible for the session.

Parents will be able to view relevant materials in accordance with the school's arrangements.

This reflects the 2026 guidance that schools remain responsible for external provision and should check credentials, resources and lesson plans in advance.

The school will not enter into arrangements with an external provider that prevent or restrict the school from making RSHE materials available for parents and carers to view.

23. WORKING WITH PARENTS AND CARERS

The school recognises parents and carers as important partners in pupils' education.

The school will:

- publish this policy on its website;
- consult parents when developing and reviewing the policy;
- provide information about the RSHE curriculum;
- explain the nature and purpose of sensitive content;
- Parents and carers will be able to view all curriculum materials used to teach RSHE on request. The school will proactively provide representative examples of resources where appropriate, particularly in relation to sensitive content. Copyright requirements may affect how materials are shared but will not be used as a reason to prevent parents from viewing them. opportunities for parents and carers to ask questions.

Schools are required to proactively engage and consult parents when developing and reviewing their RSHE policy and to publish the policy and provide it free of charge when requested.

24. RIGHT OF WITHDRAWAL

Parents have the right to request that their child is withdrawn from some or all **sex education delivered as part of statutory RSE**.

Parents do **not** have the right to withdraw pupils from:

- relationships education;
- health education;
- science curriculum content, including relevant teaching about puberty, reproduction and sexual reproduction.

Before granting a withdrawal request, the Headteacher will normally discuss the request with the parent/carers and, where appropriate, the pupil.

The purpose of this discussion is to ensure that parents understand:

- the nature and purpose of the curriculum;
- the benefits of sex education;
- any potential social or emotional effects of withdrawal;

- the potential impact of receiving information indirectly from peers.

The discussion and decision will be documented.

In exceptional circumstances, including safeguarding concerns or a pupil's particular vulnerability, the Headteacher may refuse a request to withdraw a pupil from sex education.

From **three terms before a pupil turns 16**, the pupil may choose to opt back into sex education even where a parent previously requested withdrawal. The school will ensure pupils know that this option exists.

Where a pupil is withdrawn, the school will provide appropriate and purposeful education during the period of withdrawal.

These arrangements reflect the statutory guidance in force from 1 September 2026.

Parents can make this request by writing to the Head of School.

25. ASSESSMENT

Assessment in RSHE will focus on pupils' knowledge, understanding and development of relevant skills.

Assessment methods may include:

- baseline assessment;
- retrieval activities;
- questioning;
- quizzes;
- written responses;
- scenario-based activities;
- reflection;
- pupil self-assessment;
- end-of-unit assessment;
- pupil voice.

Assessment will not require pupils to disclose private or personal experiences.

The curriculum will be sequenced so that knowledge and skills build progressively over time.

26. MONITORING AND EVALUATION

The RSHE Lead, working with senior leaders and relevant staff, will monitor and evaluate the effectiveness of RSHE.

Monitoring may include:

- lesson observations and learning walks;
- curriculum audits;
- work scrutiny where appropriate;
- pupil voice;
- staff feedback;
- parent/carers feedback;
- assessment information;
- safeguarding trends;
- behaviour and bullying data;
- incidents involving sexual harassment or harmful sexual behaviour;
- equality and inclusion data;
- evaluation of external providers.

The school will consider whether pupils are:

- developing secure knowledge;
- able to apply learning to realistic situations;
- developing respectful attitudes;
- increasingly confident in setting boundaries and seeking help;
- able to identify unsafe or unhealthy situations;
- able to challenge harmful stereotypes and prejudice.

The policy and curriculum will be reviewed **at least annually**, and sooner where there are changes to legislation, statutory guidance, safeguarding priorities or the needs of the school community.

27. STAFF TRAINING

Staff involved in RSHE will receive appropriate training and support.

Training will address, as appropriate:

- statutory RSHE requirements;
- safeguarding;
- handling disclosures;
- sensitive questioning;
- sexual harassment;
- harmful sexual behaviour;
- misogyny and sexism;
- online harms;
- AI-generated imagery and deepfakes;
- pornography;
- FGM and forced marriage;
- SEND and inclusion;
- use of external resources.

Staff will have access to advice from the RSHE Lead and Designated Safeguarding Lead.

28. ROLES AND RESPONSIBILITIES

Governing Body / Trust

The Governing Body/Trust will:

- approve the policy;
- ensure statutory requirements are met;
- monitor implementation;
- ensure appropriate resources and training are available.

Head of School

The Head of School will:

- ensure the policy is implemented;
- ensure appropriate staffing and resources;

- oversee consultation with parents;
- ensure safeguarding procedures are followed;
- oversee withdrawal requests.

RSHE Lead

The RSHE Lead will:

- coordinate the curriculum;
- maintain the curriculum map;
- support staff;
- monitor delivery;
- coordinate evaluation;
- review resources;
- liaise with pastoral and safeguarding teams;
- ensure the curriculum responds to statutory requirements and emerging issues.

Designated Safeguarding Lead

The DSL will:

- advise on safeguarding issues arising through RSHE;
- support staff dealing with disclosures;
- ensure concerns are managed in accordance with safeguarding procedures.

Teachers

Teachers will:

- deliver RSHE professionally and sensitively;
- use approved resources;
- maintain appropriate boundaries;
- respond appropriately to questions;
- challenge discriminatory or harmful language;
- follow safeguarding procedures.

29. RELATED POLICIES

This policy should be read alongside:

- Safeguarding and Child Protection Policy;
 - Behaviour Policy;
 - Anti-Bullying Policy;
 - Equality Policy;
 - Online Safety Policy;
 - SEND Policy;
 - Attendance Policy;
 - Complaints Policy;
 - PSHE/RSHE Curriculum;
 - Curriculum Learning Journeys;
 - Staff Code of Conduct.
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30. CURRICULUM OVERVIEW: YEARS 7-11

The detailed Learning Journeys will provide the definitive curriculum sequence. The following provides a broad framework.

Year 7 – Foundations and Safety

Key areas:

- friendships;
- family relationships;
- respect;
- self-esteem;
- puberty;
- boundaries;
- online safety;
- digital relationships;
- recognising unsafe behaviour;
- seeking help;
- equality and stereotypes.
- Health education

Year 8 – Healthy Relationships

Key areas:

- healthy and unhealthy relationships;

- communication;
- peer pressure;
- consent and boundaries;
- online relationships;
- cyberbullying;
- sexual harassment;
- gender stereotypes;
- misogyny;
- safeguarding;
- reproductive health.

Year 9 – Relationships, Power and Online Influence

Key areas:

- consent;
- coercion;
- power and control;
- domestic abuse;
- sexual harassment and violence;
- pornography and media influence;
- online exploitation;
- image sharing;
- deepfakes and AI-generated imagery;
- misogynistic online content;
- harmful online sub-cultures;
- sexual health.

Year 10 – Sexual Health, Law and Responsibility

Key areas:

- sexual consent;
- age of consent;
- contraception;
- pregnancy;
- STIs;
- sexual health services;
- abortion;
- online sexual behaviour;
- image-based abuse;

- sextortion;
- exploitation;
- relevant law;
- healthy intimate relationships.

Year 11 – Preparation for Adulthood

Key areas:

- maintaining healthy relationships;
- communication;
- emotional wellbeing;
- sexual health;
- contraception;
- consent and sexual ethics;
- recognising abuse;
- domestic abuse;
- online safety;
- healthy relationship expectations;
- accessing professional support;
- personal responsibility;
- transition to adulthood.

The detailed RSHE Learning Journey identifies where all statutory secondary Health Education content is taught and revisited across Years 7–11. The precise content, terminology and sequencing will be adjusted according to pupils' developmental needs, prior learning, safeguarding context and statutory requirements.

31. POLICY REVIEW

This policy will be reviewed annually by the RSHE Lead and Senior Leadership Team, with appropriate consultation with pupils, parents/carers and governors/trustees.

The review will consider:

- changes to statutory guidance;
- changes in relevant legislation;
- safeguarding trends;
- pupil voice;

- parent/carer feedback;
- staff feedback;
- curriculum effectiveness;
- accessibility;
- emerging online and technological risks.