



The Radclyffe School

“Working Together for Excellence”

RELATIONSHIPS AND SEX EDUCATION POLICY

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1. Context

At The Radclyffe School, Relationships, Sex and Health Education (RSHE) forms a key part of our wider Personal Development curriculum and supports our commitment to preparing all pupils, regardless of background, for successful, healthy and fulfilling lives. Through a planned, progressive and inclusive curriculum, underpinned by our values of Respect, Excellence and Kindness and aligned to our Big Idea Framework, pupils develop the knowledge, understanding and skills needed to build positive relationships, maintain good physical and mental wellbeing, make informed decisions, stay safe in an increasingly complex world and become responsible, respectful and active citizens.

2. Aims

The aims of Relationships, Sex and Health Education, (RSHE), at The Radclyffe School are to:

- Meet the statutory requirements for Relationships, Sex and Health Education and ensure that the curriculum supports safeguarding, equality, inclusion and the personal development of all pupils.
- Comply with the Equality Act 2010 and ensure that the needs of all pupils are appropriately met, promoting equality, diversity, inclusion and respect for others.
- Provide a framework in which discussions can take place sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents/carers, whilst ensuring that pupils develop the knowledge and understanding of their rights, responsibilities and the law.
- Prepare pupils for puberty and adulthood, giving them an understanding of physical, emotional and sexual development, and the importance of health, wellbeing and hygiene.
- Build on the knowledge acquired at primary school and further develop pupils' understanding of physical health, mental wellbeing and healthy relationships, including an increased focus on risk, consent, decision-making, online safety and intimate relationships.
- Help pupils develop self-respect, self-worth, confidence, resilience, empathy and emotional literacy.
- Create and maintain a positive culture around relationships, sexuality, identity, equality and mutual respect.
- Teach pupils the correct vocabulary to describe themselves, their bodies, relationships and their experiences appropriately and confidently.
- Create a culture where pupils understand what is right and wrong, can recognise harmful, unsafe or inappropriate behaviours, and know when and how to report concerns.
- Support pupils to develop resilience and understand how and when to ask for help, including knowing where and how to access appropriate support.
- Teach about mental wellbeing, recognising the challenges that young people increasingly face both in person and online, and promoting strategies to support positive mental health.
- Give pupils the knowledge and capability to take care of themselves and others, including understanding how to maintain healthy relationships, stay safe online and seek support if problems arise.
- Develop pupils' understanding of personal safety, including the risks associated with exploitation, harmful online content, artificial intelligence, deepfakes and manipulated content, and unhealthy or abusive relationships.
- Promote understanding of consent, personal boundaries, respectful relationships and the importance of challenging prejudice, discrimination, sexism, misogyny and other harmful behaviours.
- Ensure that the statutory RSHE curriculum is taught as part of the school's wider Personal Development curriculum and contributes to pupils' preparation for adult life.
- Provide opportunities for pupils to gain the knowledge, skills and attributes needed to support their own wellbeing and attainment, contribute positively to society and become successful, responsible and fulfilled adults.

3. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education, Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education, and Health Education compulsory for all pupils in state-funded schools.

The Radclyffe School delivers Relationships, Sex and Health Education (RSHE) in accordance with the statutory guidance issued by the Department for Education. The curriculum is designed to meet statutory requirements whilst reflecting the needs of our pupils and supporting their personal development, wellbeing and preparation for adult life.

In developing and delivering the RSHE curriculum, the school also has regard to its duties under the Equality Act 2010, the Public Sector Equality Duty, the SEND Code of Practice, Keeping Children Safe in Education and other relevant safeguarding legislation and guidance.

The school will ensure that RSHE is delivered in a way that is age-appropriate, inclusive, accessible and sensitive to the needs and backgrounds of all pupils.

At The Radclyffe School, Relationships, Sex and Health Education is taught as part of our wider Personal Development curriculum and is delivered in accordance with this policy.

For the purposes of this policy, Relationships, Sex and Health Education (RSHE) refers to the statutory teaching of Relationships Education, Relationships and Sex Education and Health Education as outlined in Department for Education guidance.

4. Policy Development

This policy has been developed in consultation with staff, pupils, parents and governors and reflects current statutory guidance and local context.

The consultation and policy development process involved the following steps:

- **Review** – designated staff pulled together all relevant information including relevant national and local guidance;
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations;
- **Student consultation** – students were given the opportunity to look at the policy and make recommendations to ensure it meets the needs of all students;
- **Parent/Carers** – all parents/carers were given the opportunity to look at the policy and make any comments or recommendations
- **Ratification** – once amendments were made, the policy was shared with governors and ratified;

5. Relationships and Sex Education (RSE) Secondary Education

The aim of RSE is to give pupils the information they need to help them develop healthy, nurturing and respectful relationships of all kinds, not just intimate relationships. It is about the emotional, social and

cultural development of pupils and involves learning about relationships, consent, sexual health, sexuality, healthy lifestyles, diversity, personal identity and online relationships.

It should enable pupils to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will cover contraception and sexually transmitted infections, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what is acceptable and unacceptable behaviour in relationships, including recognising coercion, exploitation, abuse and harmful behaviours both online and offline.

RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality, develop healthy attitudes towards relationships and respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

RSE provides knowledge about sex and sexual health so that young people can make informed, responsible and healthy choices as they progress through adult life.

RSE involves a combination of sharing information and exploring issues, beliefs and values within a safe environment. It is delivered in a non-judgemental, factual and inclusive way and allows pupils to ask questions in a safe and supportive environment.

RSE provides pupils with an understanding of the benefits of healthy relationships to their mental wellbeing, self-respect and personal development. It also helps pupils to understand the importance of consent, personal boundaries, mutual respect and effective communication.

Staff recognise that some pupils may have experienced unhealthy, unsafe or abusive relationships at home, online or within their wider lives. In delivering RSE, staff have an important role in listening to pupils, responding appropriately to concerns and following the school's safeguarding procedures where necessary.

RSE also supports pupils to understand how to stay safe in an increasingly digital world, including understanding online influences, social media, sharing of images, online exploitation, misinformation and emerging technologies.

RSE is not about the promotion of sexual activity. It is about enabling young people to make healthy and informed choices about their relationships (both sexual and non-sexual), to recognise risk, respect others and keep themselves and others safe and healthy.

6. Delivery of RSE

Relationships, Sex and Health Education (RSHE) is taught through The Radclyffe School's wider Personal Development curriculum (see Key Stage 3 and Key Stage 4 Personal Development long-term plans).

At Key Stage 3, pupils develop their understanding of friendships, healthy lifestyles, personal health and safety, puberty and personal hygiene, healthy relationships, peer influence, consent, the law, equality, diversity and inclusion. Pupils are also taught about online relationships, personal safety, digital wellbeing and the responsible use of technology.

These themes are revisited and developed at Key Stage 4 through age-appropriate learning that includes sexual health, contraception, sexually transmitted infections, HIV and AIDS, consent, sexual violence and sexual harassment, domestic abuse, exploitative relationships, forced marriage, Female Genital Mutilation (FGM), online harms and the impact of pornography on developing and maintaining healthy and respectful relationships. Pupils also explore issues relating to digital relationships, online influences, sharing of nude and semi-nude images, misinformation and emerging technologies.

Biological aspects of RSHE are taught through the Science curriculum. Online safety, digital citizenship and the safe use of technology are reinforced through Computing and across the wider curriculum. Other aspects, including faith and ethical perspectives, are explored through Religious Studies and the Personal Development curriculum.

Pupils may also receive additional RSHE education through sessions delivered by appropriately trained professionals and external agencies, such as the Local Authority, Oldham Safeguarding Partnership, the National Health Service and Brook. All external contributions are planned and quality assured by the school to ensure that they complement and support the curriculum.

Across all key stages, pupils are supported to develop the knowledge, understanding and skills needed to build positive relationships, stay safe and make informed decisions. In line with current safeguarding guidance, pupils will be supported to develop:

- Effective communication skills, including managing relationships and emotions.
- An understanding of healthy, respectful and equal relationships.
- Knowledge of consent, personal boundaries and the law.
- An understanding of sexual violence, sexual harassment and harmful sexual behaviour.
- The ability to recognise, assess and manage risk, both online and offline.
- An understanding that any concerns relating to sexual violence, sexual harassment or abuse should be reported.
- An awareness that anyone can be affected by abuse, exploitation or harmful behaviours.
- An understanding of the impact of victim blaming and the importance of respect and empathy.
- Confidence in seeking help and accessing support when required.
- Informed decision-making and responsible choices.
- Self-respect, resilience and empathy for others.
- The ability to recognise and maintain healthy lifestyles.
- The ability to recognise, build and maintain healthy relationships.
- Skills to manage conflict, challenge prejudice and contribute positively to society.

These skills are taught within the context of family life and reflect the diversity of relationships, families and experiences found in modern Britain. The RSHE curriculum contributes directly to the school's Big Idea Framework and wider Personal Development entitlement, supporting pupils to develop the knowledge, skills and attributes required to thrive in modern society.

7.Roles and Responsibilities

7.1 Local Governing Committee

The Local Governing Committee has a strategic responsibility for the school's RSHE provision. The Local Governing Committee will:

- Approve this policy and hold the Headteacher to account for its implementation.
- Ensure that RSHE is effectively led, managed and planned in accordance with statutory requirements and the needs of pupils.
- Ensure that RSHE is appropriately resourced, staffed and timetabled to enable the school to fulfil its legal obligations.
- Monitor the quality and effectiveness of RSHE through appropriate reporting, evaluation and review.
- Ensure that clear information is available to parents/carers regarding the content of the curriculum and the right to request withdrawal from non-statutory elements of sex education.
- Ensure that RSHE is delivered in a way that is inclusive, accessible and appropriate for all pupils, including those with Special Educational Needs and Disabilities (SEND).

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and is delivered in accordance with this policy and statutory guidance.

The Headteacher is also responsible for managing requests to withdraw pupils from the non-statutory components of sex education (see Section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive, inclusive, age-appropriate and factually accurate manner.
- Modelling positive attitudes, values and behaviours.
- Creating a safe and supportive learning environment in which pupils feel able to ask questions and explore sensitive issues appropriately.
- Monitoring pupil progress and responding to the needs of individual pupils.
- Identifying and responding appropriately to safeguarding concerns in line with the school's safeguarding procedures.
- Responding appropriately to pupils whose parents/carers have requested withdrawal from non-statutory elements of sex education.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE should discuss these with the Head of Personal Development and/or their Senior Leadership Team link.

Staff delivering RSHE will receive appropriate training and support to ensure they have the knowledge, confidence and skills required to deliver the curriculum effectively. Opportunities for professional development, mentoring and collaboration will be provided where appropriate.

7.4 Working with parents/carers and the wider community

The role of parents and carers in the development of their child's understanding of relationships, health and wellbeing is vital.

Parents and carers are the first educators of their children and have an important role in supporting their children's emotional, social and moral development.

The Radclyffe School is committed to working in partnership with parents and carers and will:

- Provide clear information about the RSHE curriculum, including what is taught and when.
- Make this policy available to parents/carers and the wider community.
- Consult with parents/carers regarding the development and review of the policy.
- Respond positively to reasonable requests for information about curriculum content and resources.
- Support parents/carers in understanding the aims and purpose of RSHE and how it contributes to pupils' personal development, wellbeing and preparation for adult life.

7.5 Students

Pupils are expected to engage fully in RSHE and, when discussing issues related to relationships, sex and health, treat others with respect, sensitivity and consideration in accordance with the school's values and expectations, including the Five Respects.

8. Parents' Right to Withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education (RSE). There is no right to withdraw from Relationships Education, Health Education or the biological aspects of human growth and reproduction taught within the Science curriculum.

Requests for withdrawal should be made in writing to the Headteacher. A copy of the request will be placed on the pupil's educational record.

The Headteacher, or a member of staff delegated by the Headteacher, will meet with the parent/carer to discuss the request, consider the reasons for withdrawal and ensure that parents/carers understand the curriculum content and the potential implications of withdrawal. Parents/carers will be informed that a request for withdrawal can be withdrawn at any time.

Following these discussions, and except in exceptional circumstances, the school will respect a parent's/carer's request to withdraw their child from sex education up to and until three terms before the child turns 16.

After this point, if the pupil wishes to receive sex education rather than remain withdrawn, the school will make arrangements for the pupil to receive sex education during one of those terms.

Appropriate and purposeful alternative educational provision will be provided for pupils who are withdrawn from sex education.

The process for considering requests for withdrawal is the same for all pupils, including those with Special Educational Needs and Disabilities (SEND). In considering requests relating to pupils with SEND, the school will take account of the individual needs and circumstances of the pupil and will work in partnership with parents/carers to ensure that appropriate support is in place.

9. Training

The school is committed to ensuring that all staff delivering RSHE are appropriately trained, supported and confident in delivering the curriculum effectively.

Staff who deliver RSHE will receive appropriate training and professional development to ensure that lessons are delivered in a sensitive, inclusive, age-appropriate and factually accurate manner. Training will reflect current statutory guidance, safeguarding requirements and emerging issues relevant to young people.

The Head of Personal Development, or their delegate, is responsible for identifying training needs and coordinating appropriate professional development opportunities. Training may be delivered by internal staff or external specialists, including health professionals, the Local Authority, safeguarding partners and other recognised organisations. All external contributions will be quality assured in line with the school's policies and procedures.

Staff are expected to engage with relevant training and professional development opportunities, including any mandatory training identified by the school. Records of training and professional development will be maintained by the school.

The effectiveness of staff training will be reviewed regularly to ensure that the RSHE curriculum remains current, inclusive and responsive to the needs of pupils.

10. Monitoring Arrangements

The delivery and effectiveness of RSHE is monitored by the Senior Leadership and Management Team (SLMT) through the school's monitoring, evaluation and quality assurance processes. This may include curriculum reviews, lesson visits, work scrutiny, staff feedback, pupil voice activities and other quality assurance procedures as appropriate.

Pupils' progress and development in RSHE are monitored by teaching staff through ongoing assessment and evaluation activities as part of the wider Personal Development curriculum.

The Head of Personal Development will review the content and delivery of the RSHE curriculum regularly to ensure that it remains relevant, inclusive, responsive to pupils' needs and reflects current statutory guidance and safeguarding requirements.

This policy will be reviewed annually and approved by the Local Governing Committee.

11. Safeguarding and Confidentiality

Relationships, Sex and Health Education may give rise to questions, concerns or disclosures that indicate a pupil may be at risk of harm, or that the safety and wellbeing of another person may be at risk. All staff delivering RSHE have a responsibility to safeguard pupils and to act in accordance with the school's Safeguarding and Child Protection Policy.

Teachers cannot offer or guarantee absolute confidentiality to pupils. Whilst staff will always seek to respect pupils' privacy and respond sensitively to any concerns raised, information may need to be shared with appropriate safeguarding staff where there is a concern that a pupil is at risk of harm or where a safeguarding issue is identified.

It is important that pupils understand the boundaries of confidentiality and are aware that any safeguarding concerns, including concerns relating to abuse, neglect, exploitation, harmful sexual behaviour, sexual harassment, online harms or peer-on-peer abuse, must be reported and acted upon appropriately.

Any external visitors contributing to RSHE lessons will be expected to work within the school's safeguarding, confidentiality and child protection procedures, regardless of any policies held by their own organisation. External contributions will be planned and quality assured by the school to ensure that content is accurate, appropriate and delivered safely. External agencies supplement, but do not replace, the school's responsibility for delivering a comprehensive RSHE curriculum.

The school will ensure that pupils know where and how to access support, advice and guidance both within school and through appropriate external services. Appropriate opportunities will be provided for pupils to seek support following RSHE lessons where required.

This policy should be read alongside the school's Safeguarding and Child Protection Policy and is delivered in accordance with current safeguarding guidance, including Keeping Children Safe in Education.

12. Students with Special Educational Needs and Disabilities (SEND)

It is important that RSHE is accessible, inclusive and ambitious for all pupils. The Radclyffe School recognises that high-quality Relationships, Sex and Health Education is particularly important for pupils with Special Educational Needs and Disabilities (SEND), who may be more vulnerable to exploitation, abuse, unhealthy relationships and online harms.

The school will ensure that all pupils, including those with SEND, receive their full entitlement to RSHE. Teaching will be appropriately differentiated and adapted to meet individual needs, whilst maintaining high expectations and ensuring that pupils are able to access age-appropriate content alongside their peers wherever possible.

The curriculum will be personalised where necessary to support pupils' understanding of relationships, consent, personal safety, health, wellbeing, independence and preparation for adult life. Staff will take account of individual needs, learning profiles and communication requirements when planning and delivering RSHE.

The Radclyffe School will have regard to the Preparing for Adulthood outcomes outlined within the SEND Code of Practice and will ensure that RSHE supports pupils to develop the knowledge, understanding and skills needed to lead safe, healthy, independent and fulfilling lives.

The school will work collaboratively with pupils, parents/carers and relevant professionals where appropriate to ensure that RSHE provision is accessible, meaningful and responsive to individual needs.