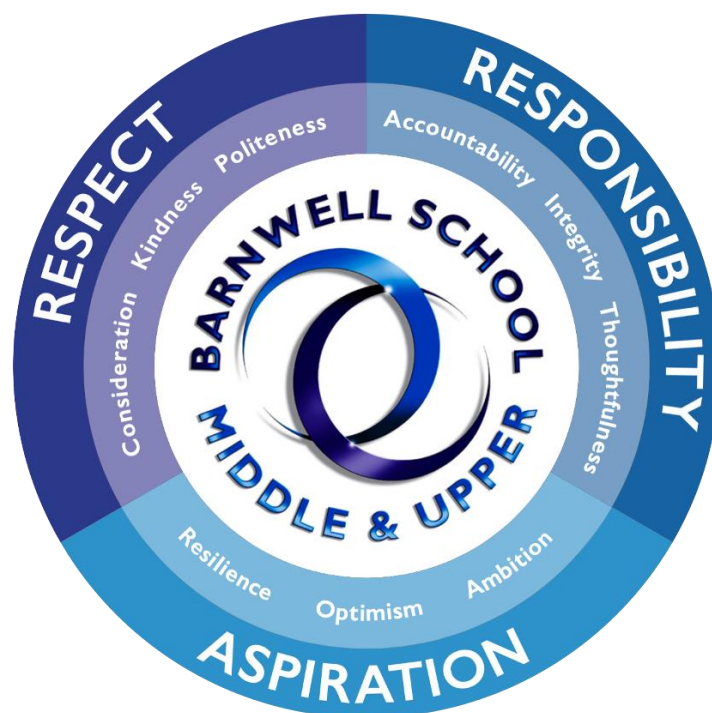


RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY



Next Review	March 2026
Governor Approval Committee	
Staff Role Responsible	Martyn Patching - Assistant Headteacher Personal Development

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1. Aims

The aims of relationships and sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- To promote and uphold the school's character values of Respect, Responsibility and Aspiration

2. Statutory requirements

As a maintained secondary school, we must provide RSHE to all pupils under the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education statutory guidance 2025](#) and the [Children's and Social Work Act 2017](#). In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Barnwell School we teach RSHE as set out in this policy. Further details of the RSHE curriculum content can be found in the school's PSHE Learning Journey and schemes of learning. Our approach to RSHE and the development of this policy has been created in consultation with staff, students, parents and governors to ensure it meets the needs of our community.

3. Definitions

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.

Barnwell School 'Sex Education' Definition

Sex Education is a planned, age-appropriate programme of learning that equips students with the knowledge, skills, and values to make informed, responsible, and safe decisions about sexual health and relationships. It focuses on the emotional, social, and ethical dimensions of sexuality, including consent, respect, healthy relationships, personal safety, and understanding diversity in sexual orientation and gender identity.

Sex Education does not encourage early sexual activity or promote any particular lifestyle; instead, it aims to prepare pupils for adult life, reduce risks, and support wellbeing. It is delivered in a way that is inclusive, safeguarding-aware, and respectful of pupils' backgrounds and beliefs.

How It Differs from Science Curriculum

- Our science curriculum covers the biological and physiological aspects of human reproduction, anatomy, puberty, and the life cycle, taught factually and without reference to relationships or ethics.
- Our sex education during PSHE lessons goes beyond biology to address the wider context of relationships, consent, sexual health, and personal responsibility, as required by statutory guidance for RSE in secondary schools.

4. Delivery of RSHE

RSHE is mainly taught through PSHE schemes of learning within discrete PSHE Lessons. Year 7/8 students have one PSHE lesson a week and Year 9/10/11 students having one lesson a fortnight. Biological aspects of RSHE are also taught within the science curriculum, and other aspects are included in Religious Education lessons in KS4. Some of the personal safety and safeguarding lesson content is also addressed via our pastoral system, with the new artificial intelligence content being looked at in IT/Business lessons. Our pastoral system, via the vehicle of assemblies and form time activities, responds to, and address any key issues involving our students in the local area or across the national picture.

At Barnwell we use the excellent 'Cre8tive Curriculum' resources. Click [here](#) to access our Personal Development Information from our website to see the full Cre8tive Curriculum 5 year learning journey package that we follow, as well as our updated PSHE Learning Journey. The lessons that are highlighted in red text are the specific sex education units.

RSHE is taught in discreet topics but content is also covered over a blended range of Personal Development areas across the school which ensures a more cohesive and embedded approach to the subject. Delivery of the RSHE curriculum is varied and adapted as needed for student need to ensure the content is accessible to all students, including those with SEND. We use the Cre8tive Resources Company's 5 year PSHE programme for our content. It has

been recently updated (October 2025) following the latest Government guidelines launched in 2025.

We have developed our curriculum in consultation with parents, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Across all Key Stages, students will be supported in developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

4.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them.
- Is sensitive to all students' experiences.
- During lessons, makes students feel:
 - Safe and supported.

- Able to engage with the key messages.

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

5. Roles and responsibilities

5.1 The Governing Board

The governing board will approve the RSHE policy and hold the Headteacher and PSHE Leadership staff to account for its implementation. The Governing board has a Personal Development Link Governor who works with the PSHE leadership staff.

The role of the Personal Development Governor is to support the school in ensuring that students receive a broad and balanced education that helps them grow as individuals. This includes:

- **Monitoring provision** for personal development, including RSHE, PSHE, careers education, and wellbeing.
- **Ensuring compliance** with statutory guidance and that policies are up to date.
- **Championing inclusivity and equality**, making sure all students have opportunities to thrive.
- **Evaluating impact** by reviewing reports, student voice, and outcomes related to personal development.
- Acting as a **critical friend** to school leaders, offering support and challenge to improve provision.

This role helps ensure that students are prepared for life beyond school, with the knowledge, skills, and values they need to succeed.

5.2 The Headteacher

The Headteacher is responsible for monitoring RSHE to ensure that it is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSHE in collaboration with the named RSHE lead.

5.3 Staff

PSHE lessons are taught by experienced and confident teachers, mainly from the Physical Education Department. They 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 components of RSHE

An RSHE specialist will be consulted to ensure staff teaching this SOL will have the necessary training.

PSHE Staff Training

Our school is committed to delivering high-quality Relationships, Sex, and Health Education (RSHE) that is accurate, inclusive, and responsive to the needs of all students. To achieve this, staff teaching RSHE must undertake regular, up-to-date training. This ensures:

- **Compliance** with statutory guidance and safeguarding responsibilities.
- **Accuracy and relevance** of information in line with current legislation, research, and societal changes.
- **Confidence and sensitivity** in addressing complex and diverse topics.
- **Inclusivity**, promoting equality and respect for all students.
- **Preparedness** to respond to emerging issues such as online safety, mental health, and consent.

Regular training is essential to maintain professional standards and provide a safe, supportive learning environment for every student.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

5.4 Students

Students are expected to engage fully in RSHE lessons and, when discussing issues related to RSHE, act responsibly and treat others with respect and sensitivity, in alignment with our school values.

6. Use of Resources

As well as the Cre8tive Curriculum resources, we will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Parental Partnership

Parents and carers are the key people in teaching their children about sex and relationships; maintaining the culture and ethos of their family; helping children to cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings. Parents are encouraged to:

- create an open home environment where young people can engage, discuss and continue to learn about matters that been raised through PSHE activities.
- be vigilant and responsive to concerns relating to inappropriate material available or viewed online.
- seek additional support from Barnwell School where they feel it is needed.

It is intended that Barnwell School's RSHE programme will complement and support the role of parents/carers.

8. Use of External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Relationships Education, relationships and Sex Education \(RSE\) and health Education statutory guidance 2025](#)
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Parents do not hold the right to remove their children from the 'Relationships' aspect of the RSHE curriculum.

The PSHE lessons come under our sex education content are highlighted in red text on our learning journey.

The school will work actively to ensure that parents have prior understanding of the content that will be delivered in RSHE rotations, giving parents the opportunity to withdraw from non-statutory elements of the curriculum.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

All requests will be treated in confidence and considered carefully by the head teacher and the named RSHE lead. Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. All staff that teach PSHE have open to them a plethora of staff training opportunities.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by the named RSHE lead (Martyn Patching) through:

- Learning walks and StepLab drop-ins
- Work scrutiny via book looks
- Collaborative meetings and planning sessions
- Ensuring that the RSHE team attend relevant training
- Ensuring knowledge of RSHE updates and their implementation in school
- Students' development in RSHE is monitored by class teachers as part of our internal assessment systems

- This policy will be reviewed by the Headteacher and the Governing Body annually and will be approved by them in collaboration.

12. Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy developments are on going and the process involves the following steps:

1. **Review** – PSHE Lead teacher pulls together all relevant information including relevant national and local guidance including any updates or changes in statutory guidance.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations. PSHE Teaching staff feedback at every department meeting throughout the term.
3. **Parent/stakeholder consultation** – parents and any interested parties were provided RSHE curriculum information and invited to provide feedback about the policy and to discuss any issues raised with Mr Patching. Curriculum information as well as a short questionnaire goes out to all parents and carers at the start of each new PSHE scheme of learning. This highlights the content to be taught and provides the opportunity for regular two-way communication between home and school.
4. **Ratification** – once amendments are made, the policy is updated and shared with Governors and ratified.