The COUNTY HIGH SCHOOL Leftwich

Achieving Excellence *for all*

Aspiration Kindness Pride

Document Control Sheet

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Document name	Relationships, Sex and Health Education Policy
Originator	Margery Yates
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Equality Act 2010 issues fully considered	Yes – considered to have a neutral impact

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RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

1 Background

1.1 The Sir John Brunner Foundation is a multi-academy trust created under the provisions of the Academies Act 2010. The Foundation is a company limited by guarantee incorporated in England and Wales with company number 11227336. It is an exempt charity and its Directors are also charity trustees.

1.2 The County High School Leftwich is a member of The Sir John Brunner Foundation and will deliver Relationships and Sex Education in accordance with this policy and ensure that its contents are shared with all relevant stakeholders.

2 Aims

2.1 This policy outlines the provision of Relationships, Sex and Health Education (RSHE) at County High School Leftwich in accordance with the DfE statutory guidance updated July 2025 for implementation from September 2026.

2.2 RSHE is a compulsory part of the curriculum in secondary schools and is central to pupils' personal development, safeguarding, and preparation for adult life.

2.3 At The County High School Leftwich, RSHE is delivered as part of a planned, sequenced curriculum, supported by wider pastoral systems.

2.4 The aims of relationships education, relationships and sex education (RSE) and health education at each secondary academy within The Sir John Brunner Foundation are to:

- Develop **respectful, healthy and safe relationships**
- Understand **consent, boundaries and personal autonomy**
- Build **resilience, self-esteem and emotional literacy**
- Recognise and respond to **risk, harm and exploitation**
- Make **informed decisions about health, relationships and sex**
- Are prepared for **modern life, including digital environments**

The curriculum promotes **positive norms and behaviours**, avoiding language or approaches that may normalise harm.

3 Statutory Requirements

3.1 Secondary academies within The Sir John Brunner Foundation must provide RSE to all students under section 34 and 35 of the Children and Social Work Act 2017.

3.2 In teaching RSHE, secondary academies 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 and Section 80A of the Education Act 2002.

3.3 Secondary academies also have regard to 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

3.4 At each secondary academy within The Sir John Brunner Foundation, RSHE is taughtas set out in their policy.

4 Policy Development

This policy has been developed in consultation with academy staff, students and parents/carers.

5 Curriculum Principles and Content

5.1 Our RSHE curriculum is:

- **Sequenced and progressive** across Key Stages 3 and 4
- Designed to reflect **real-world risks and contemporary issues**
- **Inclusive and adaptive**, particularly for SEND learners
- Embedded within a **whole-school safeguarding approach**

5.2 Content is aligned to statutory expectations and includes:

A. Families and Respectful Relationships

- Types of committed, stable relationships
- Healthy and respectful relationships, including romantic relationships and role of consent
- Marriage and civil partnership and forced marriage
- Successful parenting
- Treating others with kindness and respect, including in public spaces
- Self-esteem and independence
- Types and impact of bullying
- Tolerance, stereotypes and inequalities of power
- Unsafe relationships and where to seek help

B. Online Safety and Awareness

- Online safety, digital relationships and consent
- Pornography and its impact
- Online influencers, misogyny, and harmful ideologies
- AI, deepfakes and digital manipulation
- Financial harms (scams, gambling, gaming risks)

C. Personal Safety and Safeguarding

- Recognising abusive relationships
- Consent, coercion and exploitation
- Increasing personal safety in public spaces
- Sexual harassment, sexual violence and harmful sexual behaviours
- Violence against women and girls (VAWG)
- Knife crime, personal and community safety
- Hazards, including road, rail and water safety
- How and where to seek help

D. Intimate and Sexual Relationships, including Sexual Health

- The law and consent
- Harmful sexual behaviours
- Contraception
- Pregnancy
- Safer sex and reduction of risk
- How to counter misinformation
- How and where to seek help

E. Health and Wellbeing

- Mental health, stress, anxiety and depression
- Grief, loss and bereavement
- Physical health, fitness and healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, and understanding the healthcare system
- Basic First Aid
- Developing Bodies including puberty, menstrual, gynaecological and reproductive health

6 Delivery of RSHE

6.1 Each secondary academy provides a setting in which students are offered appropriate teaching about Relationships and Sex Education. RSE is delivered through:

- Timetabled lessons
- Tutor Time and Assemblies
- Cross-curricular links (e.g. science, PE, computing, citizenship)
- External Providers

6.2 Teaching will:

- Be age-appropriate, inclusive and respectful
- Use correct terminology and evidence-based content
- Provide a safe environment for discussion
- Address misinformation and stereotypes
- Be responsive to pupil need and safeguarding concerns

7 Safeguarding

7.1 RSHE is a key safeguarding curriculum. It supports students to:

- Recognise abuse, exploitation and coercion
- Understand consent and boundaries
- Respond to online and offline risks
- Access support and trusted adults

7.2 The curriculum reflects emerging safeguarding issues such as:

- Online exploitation and harmful content
- Misogyny and incel culture
- Digital risks including AI-generated content

All disclosures are managed in line with the academy's **safeguarding policy.**

7 Parents and Carers

7.1 We work in partnership with parents and carers by:

- Sharing curriculum overviews via our website
- Providing access to resources where appropriate
- Consulting on policy and curriculum changes

7.2 Right to Withdraw:

7.2.1 Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE 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.

7.2.2 Requests for withdrawal should be put in writing and addressed to the Headteacher of The County High School Leftwich.

7.2.3 A copy of withdrawal requests will be placed in the student's educational record. Staff will discuss the request with parents/carers and take appropriate action.

7.2.4 Alternative school work will be given to students who are withdrawn from sex education.

7.2.5 Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

8 Roles and Responsibilities

8.1 The Governing Body:

The governing body will review and approve the RSHE policy and ensure compliance with statutory guidance.

8.2 The Headteacher:

The Headteacher is responsible for ensuring that RSHE is taught consistently across the academy and for managing requests to withdraw students from non-statutory components of RSE (see section 7).

8.3 RSHE Lead

The RSHE Lead is responsible for:

- Curriculum design and sequencing
- Staff training and quality assurance
- Monitoring and evaluation

8.4 Teaching Staff

Teaching Staff are responsible for:

- Delivering RSHE consistently and safely
- Managing discussions appropriately
- Following safeguarding procedures

8.5 Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9 Monitoring Arrangements

9.1 The delivery of RSHE is monitored by a designated Senior Leader in each secondary academy through mechanisms such as planning meetings, student voice and learning walks.

9.2 Students' development in RSHE is monitored by class teachers as part of the academy's internal assessment systems.

9.3 This policy will be reviewed by the designated Senior Leader and Headteacher, annually and reviewed and approved by the Governing Body.