RSHE Policy

Policy Information		
Policy Author: Anna Hulme Governing Board approval date/date policy is in effect from: 15/11/2022 Principal: Amy Clewlow RSE/PSHE Lead: Clare Hammond		
Latest Review information:	**Summary of amendments**	**Date of next review:**
Date: January 2026 Name of reviewer/s: Amy Clewlow	Amended format, added updates	**January 2027**

Relationships and Sex Education (RSE/RSHE) Policy

1. Policy Statement and Context

Intuition School recognises that high quality Relationships, Sex and Health Education (RSHE) is vital to prepare pupils for adult life, supporting their personal development, wellbeing, and safeguarding. RSHE contributes to pupils' spiritual, moral, social and cultural development (SMSC) and ensures they develop the skills to make informed choices in relationships, online environments, and their own health.

Our pupils have special educational needs (SEND) and social, emotional, and mental health needs, so RSHE is delivered in a differentiated, accessible, and practical way to meet their learning and emotional needs.

This policy aligns with:

- RSHE statutory guidance (DfE, updated July 2025), preparing for full compliance by 1 September 2026.
- Independent School Standards (Education (Independent School Standards) Regulations 2014).
- Equality Act 2010, ensuring inclusivity regardless of gender, sexual orientation, religion, race, or ability.

It is designed to meet the needs of our pupils, reflecting our ethos of safe, respectful, inclusive learning, and incorporates the latest statutory updates, including digital safety, misogyny, online harms, and suicide awareness.

Parents may withdraw pupils from sex education up to three terms before the pupil turns 16. After this point, the pupil may opt to receive sex education themselves.

2. Policy Purpose and Aims

The purpose of this policy is to ensure that:

1. Pupils develop knowledge, skills, and attitudes to form safe, healthy, and respectful relationships.
2. Pupils understand physical and emotional changes in puberty, and human reproduction.
3. Pupils can identify risks in relationships and online, including abusive behaviours, harassment, and coercion.
4. Pupils develop resilience and self-esteem, recognising personal boundaries and consent.
5. Pupils with SEND receive accessible RSHE tailored to their needs.
   Staff, parents, and governors have clear guidance on RSHE delivery, safeguarding, and pupil engagement.

3. Definitions

- Relationships Education: Teaching about respectful friendships, families, and wider communities.
- RSE: A component of RSHE focused on human reproduction, sex, sexuality, and sexual health.
- RSHE: Encompasses relationships, sex, and health education, including physical and mental wellbeing.
- Online safety in RSHE: Understanding digital relationships, risks of sharing personal information, exposure to pornography, deepfake media, and social media pressures.

4. Legal Framework

Intuition School ensures compliance with:

- RSHE statutory guidance (DfE, 2019/updated 2025).
- Independent School Standards Regulations 2014 (Part 2: spiritual, moral, social, cultural development; Part 3: welfare, health and safety).
- Equality Act 2010 to ensure no discrimination based on protected characteristics. Keeping Children Safe in Education (KCSIE) 2025 – RSHE content supports safeguarding practices.

5. Consultation and Review

This policy is reviewed annually or when statutory guidance changes. Consultation included:

- Parents/carers discussions.
- Pupil class discussions.
- Staff and governors for curriculum planning and safeguarding alignment.

This policy was initially produced by Anna Hulme. Key staff were given the opportunity to look at the policy and make recommendations, parents were invited to provide feedback on the policy and student voice was consulted about RSE content and means of delivery. Once amendments were made, the policy was shared with governors and ratified. This policy will be reviewed every two years.

6. Curriculum Content

RSHE at Intuition School is progressive, differentiated, and SEND sensitive, delivered through PSHE, Science and discrete sessions. Please see our curriculum maps for Science and PSHE for more detail on what we deliver formally in lessons.

RSHE content is delivered in an age appropriate, developmentally appropriate, and emotionally safe sequence, taking account of pupil's cognitive development and readiness.

6.1 Core Themes

6.1.1 Relationships & Respect

- Respectful friendships and family relationships
- Understanding consent and personal boundaries
- Recognising and challenging harassment, bullying, and coercive behaviours
- Healthy conflict resolution
- Introduction to LGBTQ+ inclusion and acceptance

6.1.2 Physical Health & Wellbeing

- Puberty, menstruation, erections, masturbation, hygiene
- Mental health awareness: anxiety, grief, suicide awareness, and seeking help
- Healthy lifestyle choices: diet, exercise, sleep
- Safe use of medication and understanding the role of health professionals

6.1.3 Sex Education

- Reproduction, conception, contraception, pregnancy
- Sexually transmitted infections (STIs) awareness
- Understanding emotional aspects of sexual relationships
- Safe behaviours and online sexual risks (sexting, pornography, AI/deepfakes)

6.1.4 Digital Safety & Online Risks

- Safe online behaviour, protecting personal information
- Identifying misinformation, grooming, and coercive online interactions
- Understanding online social pressures and influence of harmful media
- Encouraging positive digital citizenship

6.1.5 Contemporary Issues

- Addressing misogyny and harmful gender norms
- Understanding sexual harassment and abuse
  Awareness of legal protections and pupil rights
- Suicide awareness and seeking mental health support

7. Delivery Methods

- Trained staff deliver RSHE lessons with differentiated materials. Staff delivering RSHE receive regular training, including safeguarding updates, managing disclosures, trauma informed practice, and delivering sensitive content to pupils with SEND.
- Practical, scenario based learning is emphasised for SEND pupils.
- Small group discussions and role play to build confidence and social skills.
- External specialists/visitors are used after safeguarding checks and alignment with policy.
- One-to-one pastoral support is provided when sensitive issues arise.

The main RSE programme will be planned and delivered through PSHE lessons/tutor time/RSE focus days. In addition, certain biological aspects are delivered through Science lessons, other aspects of RSE arise in tutor time and cross-curricular links exist within a number of subject areas including Religious Education, Biology and English. An Overview of the objectives covered in our RSE scheme of work, which runs over a two year rolling programme, can be found below:

Families	Respectful relationships, including friendships	Online and media
Pupils should know • that there are different types of committed, stable relationships. •how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how	Pupils should know • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 28 • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Pupils should know • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online . • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively

to seek help or advice, including reporting concerns about others, if needed.	• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe Pupils should know • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	**Intimate and sexual relationships, including sexual health** Pupils should know • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	

	• that they have a choice to delay sex or to enjoy intimacy without sex . • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	

8. Inclusion and SEND

- RSHE content is adapted to ensure all pupils can access and understand lessons.
- Visual aids, simplified language, social stories, and repeated teaching are used for SEND pupils.

- Emotional support and scaffolding are provided for pupils with anxiety or social communication challenges.

Our RSE programme is inclusive of all our learners. Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their needs. In line with the Equalities Act, we are mindful of sexuality/sexual orientation, Gender identity, ethnicity, gender special educational needs and disability. We are also mindful that 'family' is a broad concept and includes a variety of types of family structure, and acceptance of them. When planning teaching for pupils with special educational needs and disabilities, high quality teaching that is differentiated and personalised is the starting point to ensure accessibility of this subject area. We consider the preparation for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration when designing sessions.

9. Assessment and Monitoring

- Pupils are formally and informally assessed through:
    - Observations
    - Pupil discussions and reflections
    - Tracking of skills development (e.g., understanding consent, digital safety, resilience)

- Monitoring ensures coverage of statutory content and identifies areas for curriculum improvement.
- Feedback informs future planning and staff CPD.

The programme is regularly monitored and evaluated by the RSE Lead. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools and carried out by, for instance, auditing workbooks, sharing good classroom work and practice and observation of RSE delivered by staff.

10. Parental Engagement and Withdrawal

- Parents may withdraw pupils from sex education up to three terms before the pupil turns 16. After this point, the pupil may opt to receive sex education themselves.

- Parents are informed in advance about RSHE content.

- Teaching materials are available to parents on request.

- Parents may withdraw secondary age pupils from sex education elements, but not wider relationships or health education.

- Withdrawal requests are handled by the Principal, with alternative provision where appropriate.

11. Safeguarding and Confidentiality

- RSHE is integrated with school safeguarding procedures.
- Staff act in accordance with KCSIE 2025: any disclosures are reported immediately.
- Pupils are taught safe help-seeking behaviours, including who to contact in school or external agencies.
- Staff maintain confidentiality, but safeguarding takes priority over privacy.

Teachers 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. If a pupil discloses something of a personal nature, teachers will consult with the Designated Safeguarding Lead and in his/her absence one of the Assistant DSLs. A decision will be made about whether parents / carers need to be informed and the student will be kept informed about how the disclosure is treated and who will have access to the information. Staff cannot promise absolute confidentiality if approached by a student for help. Staff will make this clear to students.

All external visitors are selected carefully in line with our values framework and school ethos and are required to follow the School's safeguarding procedures from the point of arrival.

Visitors/external agencies which support the delivery of RSE will be required to meet with the PSHE Co-ordinator before delivering any sessions to discuss content and make-up of the groups. Teachers will always be present during visitors' sessions.