



PSA RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

1. Aims of the RSHE policy

- Sets out how the school meets its legal requirements in respect of RSHE.
- Gives information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSHE.
- Enables parents and carers to support their children in learning about RSHE.
- Gives a clear statement on what the school aims to achieve from RSHE, the values underpinning it and why it is important for secondary school pupils.

2. Statutory requirements

- As a secondary school we must provide RSHE to all pupils. In teaching RSHE, we are required by our funding agreements to have regard to the Relationships Education, Relationships, Sex and Health Education (RSHE) statutory guidance issued by the secretary of state. This policy follows the statutory guidance from the Department for Education issued in July 2025 under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

3. DfE July 2025 Guidance Key Points – the guidance is for implementation in Sept 2026 although schools will start working towards it in 2025-26:

Developing a policy:

- All schools must have an up-to-date written policy for relationships education or, where they teach sex education, for RSE.
- Schools must proactively engage and consult parents when they develop and review their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children.
- Listening and responding to the views of pupils and parents helps to ensure that RSHE meets pupils' needs and that topics are taught at the right time to support children to build positive relationships and avoid harms before they occur.
- Schools must provide a copy of their policy free of charge to anyone who asks for one and publish the policy on the school website.
- Schools may need to include new content in RSHE to respond to emerging needs or issues in the school but should be careful to inform parents of any shifts away from the policy and continue to share relevant materials on request.

The RSE policy should:

- Set out the subject content, how and when it will be taught, and who is responsible for teaching it, including any external providers the school will use.
- Differentiate between relationships and sex education (where sex education is taught), so that parents have clear information.
- Include information about a parent's right to request that their child is withdrawn from sex education.
- Explain how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).
- Describe how the subject is monitored and evaluated.
- Set out how parents can view curriculum materials.
- Explain how teachers will answer questions about topics in sex education
- Explain how the policy has been produced, who approves the policy, and how and when it will be reviewed.

Guiding principles for relationships, sex and health education:

Schools should develop a curriculum with the following key principles in mind:

- Engagement with pupils. An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
- Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents, as described in the DfE guidance section on openness with parents on page 33.
- Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.
- Positivity. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health.
- Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
- Careful sequencing. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- Relevant and responsive. Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
- Skilled delivery of participative education. The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils.
- Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

4. Links to other policies

- This policy links to the Safeguarding Policy, the Anti-bullying and Referral System, Equality Objectives, and the Behaviour Policy.
- Our provision of RSHE is part of our approach to supporting the mental health and well-being of children.

5. What is taught in RSHE?

RSE provides a clear progression from primary relationships education.

- RSE provides young people with the information they need to develop healthy, safe and nurturing relationships of all kinds.
- This includes the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.
- Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation.

- By supporting confidence and self-esteem, RSE enables young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.
- Effective teaching is participative and interactive and gives pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios.
- RSE covers a range of topics, including topics related to abusive behaviour.
- While teaching children how to stay safe, including online, teachers are clear that being a victim of abuse is never the fault of the child or young person.
- Different forms of abuse are addressed sensitively and clearly at appropriate ages. For pupils who are experiencing or have experienced unhealthy or unsafe relationships, including at home, we have an important role as a place of consistency and safety where pupils can find support.

Health and wellbeing:

- Teaching builds on supporting pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention.
- We also choose to teach topics such as eating disorders and self-harm. These topics are taught in a safe and sensitive way. We recognise that these are specialised areas and schools should use qualified support or advice, ensuring that we are using reliable high-quality teaching material.
- We also consider how to safely address suicide prevention. Teachers discuss isolation, loneliness and bullying, and how to cope when things go wrong in life. It is also important to ensure pupils understand how to seek help from a trusted adult, including when they are concerned about another person.
- We consult mental health professionals and put in place high quality, evidence-based staff training before addressing suicide directly with secondary aged pupils, to ensure that staff have the knowledge and skills to do this safely.
- We take a similar approach to addressing eating disorders, ensuring that staff have the knowledge and skills to do this safely.

What we include in RSHE

- Develop the confidence to talk, listen and think about feelings and relationships
- Develop skills to make and maintain positive and healthy relationships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of relationships, including friendships, family relationships (including families with same sex parents), dealing with strangers and intimate relationships
- Recognise, understand and build healthy relationships
- Recognise unhealthy relationships
- Understand about human sexuality, sexual orientation (heterosexual, gay, lesbian, bisexual), gender identity and transgender issues.
- Know about the law in relation to consent, sex, online communication and sharing sexual images and FGM
- Understand the impact of pornography on relationships
- Develop positive and healthy attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic, biphobic and transphobic language and bullying

- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Know how to keep safe online and offline and understand about the consequences of using inappropriate communication and images online
- Recognise when something is risky or unsafe and make healthy and safe choices
- Know where and how to seek information and advice when they need help, including for mental health issues
- Know about contraception and the main types of contraceptives, how to prevent STIs and teenage pregnancy.
- Understand that 'colourism' is an aspect of racism where children put down other children based on the tone of skin.

We have developed our curriculum considering the age and particular needs of pupils and community.

6. Can parents see what is being taught in RHSE lessons?

- Schools must set out how parents can view curriculum materials.
- Schools must provide a copy of their policy free of charge to anyone who asks for one and publish the policy on the school website.
- Schools may need to include new content in RSHE to respond to emerging needs or issues in the school but should be careful to inform parents of any shifts away from the policy and continue to share relevant materials on request.

7. Can I ask for my child to be removed from RHSE lessons?

Parents' right to request withdrawal from sex education

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Schools will want to document this process to ensure a record is kept.
- In secondary, head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.
- From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. Schools should ensure that pupils know they have this option.
- If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

- 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.
- Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

8. Does PSA have to teach RSHE?

- RSHE is mandatory in secondary schools. RHE is mandatory in primary schools. The teaching of RSHE is reviewed by Ofsted at inspection. Schools should also ensure that RSHE curriculum meets the needs of pupils and parents and reflects the community they serve.

9. RSHE at PSA focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Relationships, Sex and Health Education provision at PSA (the table has been updated with the 2026-27 guidance):

RSHE Framework	Where is this covered in the school curriculum?
1. Relationships, Sex and Health Education (RSHE): Secondary	
Families	
<i>Pupils should know:</i>	
<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. 	PD
<ul style="list-style-type: none"> • how these relationships might contribute to human happiness and their importance for bringing up children. 	PD, RS, Psychology (KS5)
<ul style="list-style-type: none"> • 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. 	PD, RS,
<ul style="list-style-type: none"> • why marriage is an important relationship choice for many couples and why it must be freely entered into. 	PD, RS, English

<ul style="list-style-type: none"> the characteristics and legal status of other types of long-term relationships. 	PD, Business (KS5)
<ul style="list-style-type: none"> the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 	PD, Psychology (KS5)
<ul style="list-style-type: none"> 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 to seek help or advice, including reporting concerns about others, if needed. 	Assemblies, Tutor Periods, PD
Respectful relationships, including friendships. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD
<ul style="list-style-type: none"> reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 	Assemblies, Tutor Periods, PD
<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	Assemblies, Tutor Periods, PD
<ul style="list-style-type: none"> 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). 	Assemblies, Tutor Periods, PD, RS
<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD, History, Biology (KS5)
<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 	Assemblies, Tutor Periods, PD
<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 	Assemblies, Tutor Periods, PD
<ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. 	PD

<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD, RS, History.
Online and media. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 	Assemblies, Tutor Periods, PD, ICT.
<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD, ICT.
<ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 	Assemblies, Tutor Periods, PD, ICT.
<ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online. 	Assemblies, Tutor Periods, PD, ICT
<ul style="list-style-type: none"> the impact of viewing harmful content. 	Assemblies, Tutor Periods, PD, ICT.
<ul style="list-style-type: none"> 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 affect how they behave towards sexual partners. 	Assemblies, Tutor Periods, PD, ICT.
<ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> how information and data is generated, collected, shared and used online. 	PD, ICT.
Being safe. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD.

<ul style="list-style-type: none"> • 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). 	Assemblies, Tutor Periods, PD
Intimate and sexual relationships, including sexual health. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> • 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. 	Assemblies, Tutor Periods, PD,
<ul style="list-style-type: none"> • 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. 	PD, Science
<ul style="list-style-type: none"> • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause. 	PD, Science, Biology
<ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 	PD
<ul style="list-style-type: none"> • that they have a choice to delay sex or to enjoy intimacy without sex. 	PD
<ul style="list-style-type: none"> • the facts about the full range of contraceptive choices, efficacy and options available. 	PD, Science.
<ul style="list-style-type: none"> • the facts around pregnancy including miscarriage. 	PD, Science
<ul style="list-style-type: none"> • 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). 	PD, RS
<ul style="list-style-type: none"> • 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. 	PD, Science, Biology
<ul style="list-style-type: none"> • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 	PD, Science, Biology
<ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour. 	Assemblies, Tutor Periods, PD.

<ul style="list-style-type: none"> • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	PD
<p>Pupils should be made aware of the <u>relevant legal provisions</u> when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism and radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM) 	

2. Physical health and mental wellbeing: Secondary	
Mental wellbeing. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> • that happiness is linked to being connected to others. 	Assemblies, Tutor Periods, PD, Spanish.
<ul style="list-style-type: none"> • how to recognise the early signs of mental wellbeing concerns. 	Assemblies, Tutor Periods, PD,
<ul style="list-style-type: none"> • common types of mental ill health (e.g. anxiety and depression). 	PD
<ul style="list-style-type: none"> • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. 	Assemblies, Tutor Periods, PD.

<ul style="list-style-type: none"> the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	Assemblies, Tutor Periods, PD, PE.
Internet safety and harms. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. 	Assemblies, Tutor Periods, Workshops, PD, IT.
<ul style="list-style-type: none"> how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 	Assemblies, Tutor Periods, PD, IT.
Physical health and fitness. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. 	Assemblies, Tutor Periods, PD, Science
<ul style="list-style-type: none"> about the science relating to blood, organ and stem cell donation. 	Science, PD, Biology (KS5)
Healthy eating. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	Assemblies, Tutor Periods, PD, Science, Biology.
Drugs, alcohol and tobacco. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. 	PD, Science.

<ul style="list-style-type: none"> the law relating to the supply and possession of illegal substances. 	PD
<ul style="list-style-type: none"> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. 	Science
<ul style="list-style-type: none"> the physical and psychological consequences of addiction, including alcohol dependency. 	PD, Science.
<ul style="list-style-type: none"> awareness of the dangers of drugs which are prescribed but still present serious health risks. 	PD, Science.
<ul style="list-style-type: none"> the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. 	PD, Science, Spanish.
Health and prevention. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. 	PD, Science, Biology.
<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. 	PD, Science
<ul style="list-style-type: none"> (late secondary) the benefits of regular self-examination and screening. 	PD
<ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination. 	Assemblies, Tutor Periods, Science
<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	Assemblies, Tutor Periods, PD
Basic first aid. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> basic treatment for common injuries. 	PD, workshop.
<ul style="list-style-type: none"> life-saving skills, including how to administer CPR. <p>(15: Cardio pulmonary resuscitation is usually best taught after 12 years old)</p>	
<ul style="list-style-type: none"> the purpose of defibrillators and when one might be needed. 	

Changing adolescent body. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> key facts about puberty, the changing adolescent body and menstrual wellbeing. 	PD, Science, and single sex assemblies.
<ul style="list-style-type: none"> the main changes which take place in males and females, and the implications for emotional and physical health. 	PD, Science

10. Delivery of RSHE

RSHE is taught by PD teachers (in the curriculum) in PD lessons, by tutors, by Heads of Year via assemblies and by specialists and external providers. All teachers have been provided with resources and training to ensure that the content can be delivered effectively to all students. The PD teachers teach the more complex aspects of PD (Teachers complete training on such as peer on peer abuse).

Biological aspects of topics within the RSHE curriculum RSHE are taught by specialist teachers within the science curriculum, and other aspects are taught by teachers within the religious studies (RS), and ICT curricula.

Pupils' progress in learning in RSHE is assessed as peer assessment, self-assessment or teacher assessment.

11. Confidentiality, safeguarding and SEND

Although RSHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. Teachers cannot offer unconditional confidentiality and pupils are reassured that their best interests will be maintained.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse including eating disorders and self-harm, they will talk to the Designated Safeguarding Lead and follow the school's Child Protection Procedures.

We ensure that the SENCO is consulted and SEND pupils are supported. For some content, resources are adapted and if necessary individualized support is provided. Staff are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for SEND pupils, particularly those with social, emotional and mental health needs or learning disabilities.

12. Monitoring and evaluation

A senior leader monitors teachers' delivery and work with the Head of Year to monitor delivery and quality of PD in tutor time, assemblies and dedicated PD lessons. The leader does this by:

- Observations of assemblies
- Observations of PD lessons
- Observations of delivery of RSHE in tutor times
- Student questionnaires
- Student evaluations of outside speakers

Data will be collected through these methods at three points throughout the year during reviews. An annual report will be produced for the local advisory board (LAB) indicating the effectiveness of RSHE provision.

13. Policy Review: This policy will be reviewed and updated annually by LABs with feedback from leaders, parents and pupils.