



## Relationships, Sex and Health Education Policy

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## Relationships, Sex and Health Education Policy

### Introduction

The Prescott School Relationships, Sex and Health Education (RSHE) Policy forms part of the school's overall commitment to maximizing the potential of each pupil and preparing them for life in modern Britain. RSHE contributes to pupils' spiritual, moral, social, cultural, mental and physical development and equips them with the knowledge, skills and values they need as they move from childhood through adolescence into adulthood.

Relationships, Sex and Health Education is predominantly taught through the school's PSHCE (Personal, Social, Health and Citizenship Education) programme. Teaching is carefully sequenced on a year-by-year basis, reflecting pupils' stages of development and emerging needs.

The school recognises the importance of working in partnership with parents and carers, who remain the prime educators in these matters. RSHE provision is therefore developed and reviewed in consultation with parents and carers wherever possible.

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### Policy Overview

#### Definition

Relationships, Sex and Health Education is lifelong learning about physical, moral, emotional, cultural and social development. It includes the understanding of the importance of family life, stable and loving relationships, respect, care and responsibility. It also includes the teaching of sex, sexuality and sexual health. RSHE is not about the promotion of sexual activity, sexual orientation or particular lifestyle choices.

RSHE provides pupils with essential knowledge and skills to develop healthy, respectful and non-exploitative relationships of all kinds, supporting personal wellbeing and safeguarding.

#### Health Education – Physical Health and Wellbeing

Health Education builds upon primary-phase learning and supports pupils to understand their changing bodies, feelings and emotional wellbeing. It develops pupils' confidence in discussing health, mental wellbeing and emotional literacy, whilst supporting inclusive understanding for all genders and identities.

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### Principles and Values

Relationships, Sex and Health Education at The Prescott School:

- Is an entitlement for all pupils.
- Is inclusive and respectful of families in all forms.
- Supports pupils to develop confidence, self-esteem and respect for others.
- Encourages open discussion within safe, supportive boundaries.
- Recognises parents and carers as key partners.
- Draws on expertise from education, health and safeguarding professionals.

### Programme Aims

The RSHE programme aims to enable pupils to:

- Build positive, respectful relationships.
- Understand consent, personal boundaries and the law.
- Recognise and challenge discrimination and prejudice.
- Develop awareness of online safety, digital behaviour and media literacy.
- Protect themselves from exploitation, abuse and harm.
- Understand sexual health, contraception and access to support.
- Develop emotional resilience and help-seeking skills.

### Roles and Responsibilities

Role	Responsibility
Assistant Principal – Clare Fox	Ensuring that Relationships, Sex and Health Education is taught consistently across the school and managing requests to withdraw pupils from non-statutory components of Relationships, Sex and Health Education
Head of PSHE – Claire Haigh	Co-ordinating Relationships, Sex and Health Education provision Accessing and coordinating training and support for staff Policy Development and Review Implementation of the policy; monitoring and assessment
All teachers	Delivery of the Relationships, Sex and Health Education curriculum
Designated Safeguarding Lead – Emma Earps	Safeguarding trends across school and context

### Legislation and Statutory Guidance

This policy reflects statutory responsibilities under:

- [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
- [Keeping children safe in education 2025](#)
- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Equality Act Advice Final.pdf](#)
- [SEND Code of Practice January 2015.pdf](#)
- [Arranging Alternative Provision - guide for LAs and schools](#)
- [Mental health and behaviour in schools](#)
- [Preventing and tackling bullying](#)
- [Cyber bullying: advice for headteachers and school staff](#)
- [Advice for parents and carers on cyberbullying](#)
- [Review of sexual abuse in schools and colleges - GOV.UK](#)
- [Advice template](#)

Updated Statutory Guidance (July 2025)

This policy has been reviewed in light of the Department for Education's **updated statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education**, published in **July 2025**. The revised guidance comes into statutory force from **1 September 2026**. During the 2025–2026 academic year, The Prescott School is taking steps to ensure that its RSHE provision, staff training, parental consultation and published policy are fully aligned with the updated requirements.

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### Curriculum Design and Delivery

The Prescott School acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships, Sex and Health Education will be set in the context of a wider whole-school approach to supporting students to be safe, happy, and prepared for life beyond school. The curriculum on relationships and sex education will complement and be supported by the Trust and School's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, and safeguarding. Relationships, Sex and Health Education will sit within the context of the Trust and School's broader ethos and approach to developing students socially, morally, spiritually, and culturally, and its pastoral care system.

The curriculum on Health Education will similarly complement, and be supported by, the Trust and School's education on healthy lifestyles through Physical Education, Food Technology, Science, and extra-curricular sporting activities.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. The Lead Teacher will work closely with staff in related curriculum areas to ensure Relationships, Sex and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as Science, Information Technology and Physical Education. The Prescott School delivers Relationship and Sex Education and Health Education throughout KS3 and KS4 within:

- Standalone PSHE lessons
  - Tutor Groups and related pastoral programme
  - Learning for Life Days
  - Assemblies
  - Whole Academy Extended Sessions
  - External speakers, dramas, and agencies
  - Interactive workshops
  - Health care professionals
  - Other curriculum delivery including Science, ICT, Food Technology, English, and PE.
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## Safeguarding Priorities

### Violence Against Women and Girls (VAWG)

RSHE plays an important preventative role in addressing **violence against women and girls**, including sexual harassment, exploitation, coercive behaviour and harmful gender stereotypes. Teaching focuses on respect, empathy, positive relationships and recognising unsafe behaviours.

### Online Harms and Digital Relationships

The curriculum addresses evolving online risks, including image sharing, grooming, harassment, misinformation, disinformation, and AI-generated content such as deepfakes. RSHE is closely linked to the school's safeguarding and online safety policies.

### Suicide Prevention and Emotional Wellbeing

Pupils are supported to develop emotional literacy, resilience and help-seeking skills. In line with national guidance, the school takes a planned, age-appropriate approach to addressing mental health and suicide prevention, ensuring staff are trained and pupils know how to access support.

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## Inclusion

The Prescot School wants to ensure young people from a range of backgrounds and those with diverse needs feel they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment and the interactions and relationships within our school must be considered for a true inclusive environment. Please see our Equality policy for further information.

### *Ethnic, Cultural and Religious Groups*

The Prescot School will be sensitive to the religious backgrounds of pupils and comply with the relevant provisions of the Equality Act 2010. The Prescot School will teach about faith perspectives and teachings about a variety of topics.

### *Pupils with special educational needs and disabilities (SEND)*

We will ensure that all young people receive Relationships, Sex and Health Education and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary. It is important that SEND pupils receive the knowledge they need to build up their independence. The Prescot School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meet the specific needs of children at different development stages.

### *Gender, Identity and Sexual Orientation*

The Relationships, Sex and Health Education lead will ensure that LGBTQIA+ content is fully integrated into the programme of study and threads across the curriculum. Schools are free to determine how they do this; all pupils will be taught LGBTQIA+ content at a timely point. We aim to deal sensitively and honestly regarding gender, sexual orientation, and identity, and to answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that Relationships, Sex and Health Education is relevant to them.

No-one is treated in any way less favourably on the grounds of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief, or political/ other personal beliefs.

The Prescot School will ensure an equal opportunity to explore the features of relationships. This will be integrated into programmes of study and will not be taught as a standalone unit or lesson.

A safe learning environment is set early in PSHCE with a discussion and agreement of ground rules at the start of each topic. Distancing techniques are modelled by staff and used by students in discussion to avoid the learning becoming unnecessarily personal. CPD sessions will be used to discuss any potential difficulties in forthcoming Relationships, Sex and Health Education lessons, pre-empting any difficulties that may arise, with the pastoral team in the strongest position to make informed choices regarding this.

All staff have access to training and support from the PSHE Association website.

### Engaging Stakeholders

The policy is available on the school website. A hard copy can be requested through the school office. Pupil voice will be used to review and tailor our Relationships, Sex and Health Education programme to match the different needs of students. Students will also be able to communicate this through their form tutors.

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### Working in Partnership with Parents and Carers

The Prescott School is committed to openness with parents and carers regarding RSHE content. Parents will be informed about curriculum coverage, provided access to long-term plans and invited to engage in consultation. The school recognises that some content is preventative in nature and may be introduced earlier than expected in response to safeguarding need, using professional judgement at all times.

Parents can ask for their child to be withdrawn from some **sex education lessons**, but not from **relationships or health education**.

Relationships and health education are compulsory for all pupils.

The school will always talk to parents about any concerns, but lessons linked to safeguarding may still be taught where this is in a pupil's best interests.

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### Monitoring, reporting and evaluation

Assessment is carried out, where appropriate and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. The school will monitor progress and impact through the delivery of Relationships, Sex and Health Education. At The Prescott School, all staff will use scientifically correct terminology for the body parts, including the genitals, breasts, and pubic hair, to avoid misunderstandings and ambiguity. Assessment in Relationships, Sex and Health Education is not by exam, but by a combination of students' reflection on their own learning and teacher judgement. Although it is important that students learn facts about the subjects covered, particularly with respect to the law, the development of softer skills such as discussion, reflection and empathy can be carried forward into all aspects of their futures and as such are also measured.

Using the correct language strengthens our approach to safeguarding students and links strongly to Relationships, Sex and Health Education. It is the responsibility of the PHSE Co-ordinator to oversee the monitoring and evaluation of PHSE, in the context of the overall School plans for monitoring the quality of teaching and learning. Students will be asked their views on the Relationships, Sex and Health Education curriculum and teaching through student voice.

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social, and cultural development of students.

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### Special Educational Needs and Learning Difficulties

The Prescott School has a duty to ensure that students with special educational needs and learning difficulties are properly included in sex and relationship education. Relationship, Sex and Health Education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

Link with other Policies.

This policy should be read in conjunction with the following Trust/School policies:

- Acceptable Use Policy
- Anti-Bullying Policy
- Equality Information
- Online Safety Policy
- Safeguarding Policy

### Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality.
- All students are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.
- At all times teaching will take place in the context of an explicit moral framework.
- All points of view they may express during teaching Relationships, Sex and Health Education are unbiased.
- The teaching of Relationships, Sex and Health Education is delivered in ways that are accessible to all pupils with SEND.

- The emphasis of teaching Relationships, Sex and Health Education will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights, and legislation underpin the teaching of Relationships, Sex and Health Education.
- Where appropriate staff direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

### Working with External Agencies

The Prescot School is aware that working with external partners will enhance the delivery of Relationships, Sex and Health Education and will provide support by bringing in specialist knowledge and implement different ways of engaging with young people. Where the school use external agencies, the credentials of the visiting organisation and any visitors linked to the agency will be checked. The school will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. The school will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session. The Head of PSHCE will take reasonably practicable steps to secure that where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views. The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the School's Safeguarding Policy

### Working with Health Professionals

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

### *Fraser Guidelines*

It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines which states that:

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment.

- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment.
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer.
- The young person's best interests require the health professionals to give contraceptive advice, treatment, or both without parental consent.

These procedures are read in conjunction with the Durham LSCB protection procedures with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18'.

### *Young People under the age of 13 years*

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to the Local Authority.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under-13s should be fully documented and reported.

### *Young people between 13 – 16*

Sexual activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, nonexploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed. Consideration should be given in every case of sexual activity involving 13-15-year-olds as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services.

### *Safeguarding*

The Prescott School recognises that at the heart of Relationships, Sex and Health Education, the focus is on keeping children safe, and acknowledges the significant role played in preventative education. In our Academies, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to

increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

#### [Addendum: Preparing for Revised RSHE Guidance \(2026\)](#)

In preparation for full implementation from September 2026, the school will:

- Review curriculum content in line with revised guidance.
- Provide targeted staff training.
- Consult with parents and carers.
- Ensure inclusive, age-appropriate and safeguarding-led delivery.

These steps reflect the Department for Education's expectation that schools prepare during the 2025–2026 academic year.

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**Policy Review Date:** September 2027