

HELENA ROMANES SCHOOL



Relationships, Sex and Health Education (RSHE) Policy

Date of Adoption:	Pending Governor Approval on 08/09/26
Last Reviewed:	
Next Review Date:	

1. Definitions, Rationale and Ethos

As an all-through school, Helena Romanes provides a developmental curriculum for pupils from EYFS through to Key Stage 5. We believe high-quality RSE supports pupil wellbeing and prepares them for the responsibilities of adult life. Our ethos is rooted in mutual respect, honesty, and kindness. This policy is informed by the DfE 2025 statutory requirements.

- **Primary Relationships Education:** Teaches the building blocks of positive relationships, including families, friendships, and personal safety.
- **Primary Sex Education:** For the Primary Phase, we define 'Sex Education' as learning that goes beyond the National Curriculum for Science, specifically focusing on human reproduction. This is distinct from 'Relationships Education,' which focuses on families, friendships, and personal safety.
- **Secondary (Relationships and Sex Education - RSE):** Equips young people with the information needed to develop healthy, safe, and nurturing relationships, including sexual health and the law. In the secondary phase, 'sex education' is interweaved with some relationship and health education. Specific parts of our curriculum that would be deemed as 'sex education' is: gauging readiness for sexual intimacy, choices about sex, the law relating to sexual consent, different types of intimacy, consequences of choices people make about sex.

Diversity and Inclusion

Our RSHE programme is inclusive and meets the needs of all pupils, including those with

special educational needs and disabilities (SEND). The school fulfills its legal requirements as outlined in the Equality Act 2010 and the Public Sector Equality Duty. We ensure that teaching related to protected characteristics—including sexual orientation and gender reassignment—is delivered clearly, sensitively, and respectfully, in line with statutory guidance and best practice.

2. Roles and Responsibilities

- **The Governing Body (LGB):** Holds final responsibility for the policy and its legal compliance.
- **The Executive Head Teacher / Primary Head Teacher:** Responsible for consistent delivery and managing parent withdrawal requests.
- **PSHE/RSHE Co-ordinator:** Leads curriculum planning, quality assurance, and provides staff training annually.
- **Teachers:** Deliver high-quality, evidence-based lessons in a safe and supportive environment.
- **External providers:** While the curriculum is primarily delivered by school staff, we may use external visitors or health professionals to enhance provision. The PSHE Co-ordinator is responsible for ensuring these providers are aware of the school's aims and safeguarding protocols.

3. Curriculum Design

Our curriculum follows a sequenced, spiral approach, where learning is revisited and extended as pupils mature. An overview of our materials is available below.

Primary Phase (KS1-KS2)

RSHE is taught within PSHE lessons. These are taught by class teachers, for an hour each week using the PSHE Association Curriculum Model, units include:

- **Year 1:** *"Making friends: playing and learning together"* (Listening and asking for permission).
- **Year 2:** *"Me, my body and staying safe"* (Naming body parts and the NSPCC's 'Talk Pants' underwear rule to teach personal safety and boundaries).
- **Year 3:** *"Making choices online"* (Age ratings and protecting information).
- **Year 6:** *"Changes in puberty (and sex education)"* (Human reproduction and managing physical changes).

	Statutory RSHE KS1	Statutory RSHE KS2	Economic wellbeing and careers KS1	Economic wellbeing and careers KS2		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Mental health and wellbeing	Making friends: playing and learning together	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Mental health and wellbeing	Me, my friends and belonging	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Mental health and wellbeing	Friendships, stereotypes and bullying	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Assessment

We use an 'ipsative' model of assessment in PSHE, meaning a pupil's progress is measured against their own prior learning rather than against their peers. This ensures that children can safely reflect on their personal, social, and emotional development through self-assessment, quizzes, and class learning.

Secondary Phase (KS3-KS4)

PSHE is taught by the PSHE team in secondary. Year 7-8 have 1 hour a week, Year 9-11 have 1 hour per fortnight.

- **Year 7:** *"Friendship and bullying"* (Empathy and peer influence).
- **Year 8:** *"Health and unhealth relationships"* (Sexualised media, sexual harassment and harmful sexual behaviour, consent)
- **Year 9:** *"Exploring consent and recognising abuse"* (Addressing harmful sexual behaviour and the law).
- **Year 10:** *"Intimate sexual relationships"* (Consent, values, and contraception).
- **Year 11:** *"Safe relationships and sexual health"* (Power, control, and STI prevention).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional wellbeing: managing change and transition	Friendship and bullying	Families and changing relationships	Puberty and keeping safe	Influences on relationships	Financial decisions
Year 8	Health and wellbeing	Personal safety and managing risk	Belonging and community	The online world	Healthy and unhealthy relationships	Managing money
Year 9	Mental health and wellbeing	Careers and future choices	Drug education	Managing risk in relation to the law	Exploring consent and recognising abuse	Navigating online harms
Year 10	Independence, health choices and wellbeing	Navigating the online world	Friendship, diversity and challenging extremism	Managing influence	Intimate sexual relationships	Study, work and careers
Year 11	Life-long wellbeing	Drugs and personal safety	Safe relationships and sexual health	Families, fertility and pregnancy	Online financial harms	

Statutory RSHE - Key Stage 3

Statutory RSHE - Key Stage 4

Economic Wellbeing & Careers

Assessment

In the secondary phase we continue to use an 'ipsative' model of assessment in PSHE, meaning a pupil's progress is measured against their own prior learning rather than against their peers. This ensures that children can safely reflect on their personal, social, and emotional development through self-assessment, quizzes, and class learning.

Sixth Form (KS5)

Learning focuses on independent living, next steps and professional boundaries, including relationship values in platonic, UCAS, university and employment applications, and sexual contexts. PSHE content is delivered by our Year 12 and 13 form tutors and is timetabled as an hourly lesson each week, delivered in classrooms with planned and structured resources.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Transition, study skills and wellbeing	Addiction and substances	Sexual Health	Employment	Preparing for University	Life Skills
Year 13	Work and Careers	Risk & Personal Safety	Choices & Pathways: University	Health, Diversity & Safety	Wider World: Workplace Readiness)	Exam & Transition Period
Base on core themes from PSHE Association Programme of Study for PSHE Education						

Assessment

In the sixth form, we measure personal growth, attitudes, and the acquisition of life skills through formative assessment tasks. These tasks measure the students' understanding during discussions and activities e.g. Scenario-Based Discussions.

Accessibility and Pupils with SEND

To ensure RSHE is accessible to all pupils, including those with SEND, lessons are differentiated by using a range of methods within lessons, and through discussion with the SEND team around the most appropriate way to teach individual students. We ensure that the curriculum is matched to the developmental needs of our pupils rather than just their chronological age.

4. Openness and Engagement with Parents

We proactively work in partnership with parents to ensure they are aware of what is being taught.

- **Consultation Process:** This policy, including the curriculum overviews above, are sent to all parents, who are invited to share their feedback.
- **Transparency:** Parents are entitled to view teaching materials and resources used within the RSHE curriculum on request. We respond positively to these requests and ensure copyright protections are respected.
- **Safeguarding updates:** We send home regular safeguarding updates with links, resources and support with up to date information to help inform parents on conversations at home.

5. Right to Withdraw from Sex Education

There is no right to withdraw from Relationships Education, Health Education, or National Curriculum Science (including puberty and reproduction). Parents have the legal right to request withdrawal from sex education.

- **Primary:** Requests are granted automatically, other than content that is taught as part of the science curriculum.
- **Secondary:** The school may refuse in exceptional circumstances.
- **Opt-back in:** Students have the right to receive sex education three terms before their 16th birthday, regardless of parental wishes and students are informed of this.

If a parent/carer wishes to withdraw their child from some or all of sex education, they can contact the PSHE coordinator and Assistant Headteacher who will then contact you for a discussion. This discussion will 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. A record of this meeting will be held. Following this, the student will receive alternative education during the withdrawal period. To determine if the student should continue to be withdrawn from these classes, an annual review will be conducted with the parents. Students who are within three terms of their

16th birthday will also be included in this discussion.

Alternative Provision during withdrawal from lessons

The school will fulfill its responsibility to ensure that any child withdrawn from sex education receives appropriate and purposeful education during the period of withdrawal. This will typically involve supervised study in a separate classroom focused on other areas of the PSHE curriculum.

6. Safe and Effective Practice

Teachers establish clear ground rules at the start of each unit. We use distancing techniques (e.g., case studies) so pupils can discuss sensitive issues without being pressured to share personal experiences.

Pupils' questions are answered by teachers in an age-appropriate and factual manner. Anonymous question boxes are used to enable students to ask questions during lessons. Answers to these questions are shared with the class to ensure any misconceptions are addressed. Staff answer factually and use correct terminology.

In the primary phase, pupils have the opportunity to leave a question in the classroom jar at any time. In the secondary phase, any additional questions can also be emailed to the teacher after the lesson or to worrybox@hrs.education.

If a pupil's question goes beyond the sex education topics covered by the school, or relates to topics from which they have been withdrawn, the school will take the following action:

- In the primary phase, if pupils ask questions about curriculum content outside the primary curriculum, this would be discussed with parents on an individual basis. In particular circumstances, they will be referred to the safeguarding team.
- In the secondary phase, students are made aware of a range of people they are able to talk to in school including: a trusted adult, form tutor, HOY, LSA, emailing worrybox@hrs.education and the safeguarding team. In particular circumstances, they will be referred to the safeguarding team.
- In the sixth form phase, we provide a safe environment for the student to discuss matters with their form tutor or HoY. In particular circumstances, they are referred to the safeguarding lead.

This ensures that sensitive topics are handled within a safe and structured framework.

7. Safeguarding

The RSHE policy supports our school's approach to safeguarding and links to and is informed by other policies and statutory and non-statutory guidance for schools including the Safeguarding policy and Anti-bullying policy.

Effective RSHE can lead to disclosures of child protection issues. Staff are trained to consult with the Designated Safeguarding Lead (DSL) immediately. External visitors must follow school protocols, have a valid DBS, and never be left alone with pupils.

8. Monitoring and Evaluation

The school's RSHE provision is monitored and evaluated by the PSHE Co-ordinator and the Senior Leadership Team. We ensure the curriculum remains relevant and high-quality through:

- **Learning Walks and book checks:** To observe the consistency and quality of RSE delivery across all year groups.
- **Staff Feedback:** To identify further training needs and evaluate the effectiveness of lesson resources.

- **Pupil Voice Surveys:** Conducted regularly to ensure the curriculum matches the different needs of pupils and to inform future planning.
- **Safeguarding analysis:** Designated safeguarding lead completes regular analysis to identify any key topic areas for inclusion in the curriculum.

Progress and findings from these activities are reported to the Governing Body as part of the safeguarding updates.

9. Policy Review

The review process involves staff evaluations and consultation with parents. We gather student perspectives through pupil voice initiatives, and final approval of the policy is granted by the Governing Body.

This policy will be reviewed regularly to ensure it continues to meet the needs of pupils, staff, and parents, and remains in line with Department for Education guidance.