



Birchwood

Relationships, sex and health education policy

Approved by Management Committee on – May 25
Review date – May 2026

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1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained secondary school we must provide RSHE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSHE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with the Management Committee and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is taught for 2 hours per week as part of the Birchwood KS3 and KS4 timetables. The pupils will complete the NCFE CACHE Level 2 Award in Relationships, Sex and Health Education over three years. Pupils who do not remain at Birchwood for the full three years will be accredited by NCFE for any singular units they have completed.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Sex Education is also covered in the science curriculum in KS3 and KS4.

For more information about our RSE curriculum see Appendix 1

RSHE 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
- Taking responsibility for health and preventing future health problems

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The Management Committee

The governing board will approve the RSHE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Rob Westhire (Qualified Teacher) will take the lead on the planning and delivery of RSHE at Birchwood and will act as Internal Quality Assessor for the NCFE qualification. Rob Westhire will deliver the content to KS4 and KS3.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE 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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Staff will also be trained as Assessors and Internal Quality Assessors by NCFE.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Jane Waters, Headteacher, through: planning scrutinies, learning walks, work scrutinies, review of Assessor and IQA feedback forms and formal assessment feedback from the NCFE External Quality Assessor.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Jane Waters, Headteacher, annually. At every review, the policy will be approved by the Management Committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|--------|---|---|
| KS3 class | Autumn | <ol style="list-style-type: none">1. Understand how the choices I make and the risks I take impact on my health and relationships2. Understand how prejudice, discrimination and bullying can arise and how these can affect mental health | <p>Birchwood has purchased the iAchieve RSHE package to support the delivery of the NCFE Level 2 Award. This package provides videos, tasks, activities and presentations for each aspect of the qualification. It also provides a workbook for each year group to record their evidence for each criteria.</p> |

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|-----------|--------|---|--|
| KS3 class | Spring | <ol style="list-style-type: none"> 1. Understand my own mental health and how to recognise signs of mental illhealth in myself and others 2. Understand how substances can affect wellbeing | Birchwood has purchased the iAchieve RSHE package to support the delivery of the NCFE Level 2 Award. This package provides videos, tasks, activities and presentations for each aspect of the qualification. It also provides a workbook for each year group to record their evidence for each criteria. |
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| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|--------|--|-----------|
| KS3 class | Summer | <ol style="list-style-type: none"> 1. Understand that respect and choice underpin healthy intimate relationships 2. Understand how change can affect mental health | |

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| | | | <p>Birchwood has purchased the iAchieve RSHE package to support the delivery of the NCFE Level 2 Award. This package provides videos, tasks, activities and presentations for each aspect of the qualification. It also provides a workbook for each year group to record their evidence for each criteria.</p> |
| Year 10 | Autumn | <ol style="list-style-type: none"> 1. Understand how to be safe in my online and offline relationships 2. Understand how equality and inequality can affect relationships | <p>Birchwood has purchased the iAchieve RSHE package to support the delivery of the NCFE Level 2 Award. This package provides videos, tasks, activities and presentations for each aspect of the qualification. It also provides a workbook for each year group to record their evidence for each criteria.</p> |

| Year 10 | Spring | <ol style="list-style-type: none"> 1. Understand how relationships and being part of a community can support people 2. Understand how to take responsibility for my health and for preventing future health problems | Birchwood has purchased the iAchieve RSHE package to support the delivery of the NCFE Level 2 Award. This package provides videos, tasks, activities and presentations for each aspect of the qualification. It also provides a workbook for each year group to record their evidence for each criteria. |
|------------|--------|--|--|
| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
| Year 10 | Summer | <ol style="list-style-type: none"> 1. Understand the importance of love, trust and respect in intimate relationships and what can happen when these are missing 2. Understand that change can feel positive and negative | |

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|---------|--------|--|---|
| | | | <p>Birchwood has purchased the iAchieve RSHE package to support the delivery of the NCFE Level 2 Award. This package provides videos, tasks, activities and presentations for each aspect of the qualification. It also provides a workbook for each year group to record their evidence for each criteria.</p> |
| Year 11 | Autumn | <ol style="list-style-type: none"> 1. Understand some of the rights and responsibilities that affect me, including preserving life and helping others 2. Understand what I need to do to achieve successful health, relationships and life goals | <p>Birchwood has purchased the iAchieve RSHE package to support the delivery of the NCFE Level 2 Award. This package provides videos, tasks, activities and presentations for each aspect of the qualification. It also provides a workbook for each year group to record their evidence for each criteria.</p> |

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|---------|--------|--|--|
| Year 11 | Spring | <ol style="list-style-type: none"> 1. Understand the importance of sexual and reproductive health 2. Understand that relationships are influenced by personal identity | Birchwood has purchased the iAchieve RSHE package to support the delivery of the NCFE Level 2 Award. This package provides videos, tasks, activities and presentations for each aspect of the qualification. It also provides a workbook for each year group to record their evidence for each criteria. |
|---------|--------|--|--|

Appendix 2: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|----------|---|
| Families | <ul style="list-style-type: none"> • 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 to seek help or advice, including reporting concerns about others, if needed |

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| <p>Respectful relationships, including friendships</p> | <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, reconciliation and ending relationships. This includes different (nonsexual) types of relationship • 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 • 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 |
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TOPIC

PUPILS SHOULD KNOW

Online and media

- 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 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

- 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)

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| Intimate and sexual relationships, including sexual health | <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 • 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 • 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 |

Appendix 3: Parent form: withdrawal from sex education within RSE

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| TO BE COMPLETED BY PARENTS | | | |
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with parents