



INNOVATE2EDUCATE  
Partnership



## Relationships, Sex and Health Education

This policy outlines our commitment to provide a comprehensive RSE program that is age-appropriate, inclusive, and respects the diverse backgrounds and beliefs of our students and their families.

### This policy was approved as follows:

<b>Approver:</b>	A Grattage	<b>Date:</b>	April 2026
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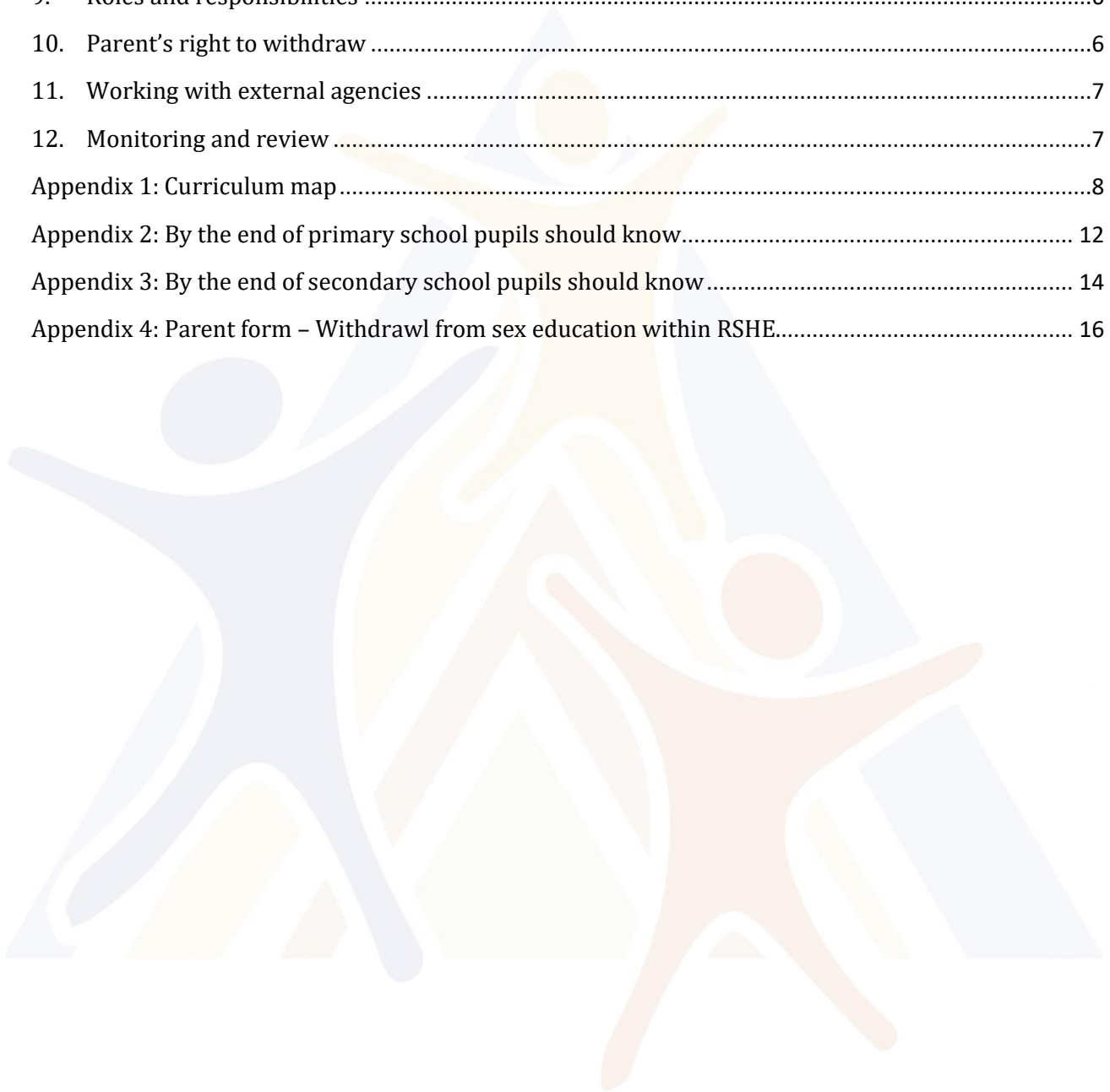
## Document History

Version	Version Date	Author	Summary of Changes
V1.1	April 2026	K Bould	Policy reformatted using new template and Trust name change updated. No material changes to policy content; Governance review not required.



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## 1. Vision and Ethos

Windsor Park CE Middle School is an inclusive Church of England school where the teachings of Jesus are at the heart of all we do. Our vision, 'Learning for Life – Teach me good judgement and knowledge (Psalm 119:66)', underpins our approach to education and personal development.

Relationships, Sex and Health Education (RSHE) supports our Christian values of **Respect, Resilience** and **Responsibility**. Through RSHE we encourage pupils to develop strong moral values, respect for others and the confidence to make safe and responsible choices.

We believe every child is uniquely valued and loved by God. RSHE supports pupils to flourish spiritually, emotionally, socially and physically while recognising the dignity and worth of every person.

## 2. Aims

The aims of RSHE at Windsor Park CE Middle School are to:

- Provide accurate, age-appropriate knowledge about relationships, health and sexual development.
- Support pupils to develop healthy, respectful relationships.
- Promote self-respect, confidence and empathy.
- Prepare pupils for the physical and emotional changes of puberty and adolescence.
- Help pupils understand the importance of consent, personal boundaries and respect.
- Enable pupils to recognise unhealthy or abusive relationships and know how to seek help.
- Promote positive mental health and wellbeing.
- Equip pupils with the knowledge and skills needed to stay safe both offline and online.
- Encourage pupils to develop values consistent with our Christian ethos and the dignity of all people.

## 3. Statutory requirements

As a middle deemed-secondary academy, the school must provide **Relationships Education, Relationships, Sex and Health Education (RSHE)** in accordance with:

- the Children and Social Work Act 2017
- the Education Act 1996
- statutory guidance issued by the UK Department for Education on **Relationships Education, Relationships and Sex Education (RSE) and Health Education**.

The school also has duties under the Equality Act 2010 to ensure teaching is inclusive and does not discriminate against pupils based on protected characteristics.

Schools must also consider safeguarding guidance, including:

- Keeping Children Safe in Education
- Sexual violence and sexual harassment between children in schools and colleges

RSHE teaching at Windsor Park CE Middle School is delivered in line with this statutory guidance.

## 4. Definition

Relationships, Sex and Health Education (RSHE) is lifelong learning about:

- emotional wellbeing
- relationships
- families
- sexual health
- sexuality
- personal identity
- online relationships
- staying safe

RSHE helps pupils develop the knowledge, skills and attitudes they need to make informed decisions, build healthy relationships and respect others.

RSHE **does not promote sexual activity**. Instead, it provides **accurate, age-appropriate information** and encourages pupils to consider values, responsibilities and consequences.

## 5. Curriculum

RSHE is delivered through the school's Learning for Life (PSHE) programme as well as through Science and Religious Education.

Topics include:

- Families and caring relationships
- Friendships and respectful relationships
- Online relationships and digital safety
- Personal safety and safeguarding
- Puberty and physical development
- Consent and boundaries
- Intimate relationships and sexual health (KS3)
- Mental wellbeing
- Bullying, including cyberbullying
- Equality and diversity

The curriculum is age-appropriate and builds progressively as pupils move through the school.

## 6. Delivery of RSE

RSHE is taught in a safe, supportive learning environment where pupils feel able to ask questions and explore issues sensitively.

Teaching approaches include:

- discussion and group work
- scenario-based learning
- reflection activities
- external specialist sessions where appropriate

Teachers establish ground rules to ensure respectful discussion. Pupils are encouraged to listen to others and respect differing views.

Biological aspects of RSHE are taught through the Science curriculum, while ethical and moral considerations may also be explored through Religious Education.

## 7. Safeguarding

RSHE plays a vital role in safeguarding pupils.

Through the curriculum pupils learn:

- how to recognise abuse or exploitation
- how to identify unsafe relationships
- how to report concerns and seek support
- the importance of personal boundaries and consent

All staff follow the school's safeguarding procedures and guidance outlined in **Keeping Children Safe in Education**.

If a pupil makes a disclosure during RSHE lessons, staff will follow the school's safeguarding procedures.

## 8. Equality & Inclusion

The school is committed to providing RSHE that is inclusive and respectful of diversity.

Teaching reflects that families may take different forms including single-parent families, adoptive families, foster families, families with same-sex parents and extended family structures.

All pupils are entitled to receive RSHE regardless of gender, ethnicity, faith, disability or sexual orientation.

Teaching is adapted where necessary to support pupils with Special Educational Needs and Disabilities (SEND).

## 9. Roles and responsibilities

**Governing Board:** The governing board approves the RSHE policy and monitors its implementation.

**Headteacher:** The headteacher ensures RSHE is delivered effectively across the school and manages parental withdrawal requests.

**Staff:** Staff are responsible for delivering RSHE sensitively, modelling respectful attitudes and responding to the needs of pupils.

**Pupils:** Pupils are expected to engage respectfully in lessons and treat others with sensitivity during discussions

## 10. Parent's right to withdraw

Parents have the right to withdraw their child from **non-statutory sex education** delivered as part of RSHE.

Parents **cannot withdraw** their child from:

- statutory **Relationships Education**
- **Health Education**
- **Science curriculum content**

If a parent wishes to withdraw their child, they should put the request in writing to the headteacher.

The headteacher will arrange a meeting with parents to:

- discuss the request
- clarify the curriculum
- explain the benefits of RSHE

Alternative supervised work will be provided for pupils who are withdrawn.

## 11. Working with external agencies

The school may work with external organisations such as school nurses or health professionals to support RSHE delivery.

External visitors are carefully selected and their sessions are planned and monitored by school staff to ensure they align with the school's ethos and safeguarding policies.

## 12. Monitoring and review

The RSHE programme will be regularly reviewed to ensure it remains:

- compliant with statutory guidance
- age appropriate
- inclusive
- effective

Monitoring may include:

- lesson observations
- planning scrutiny
- pupil voice
- staff feedback
- governor review

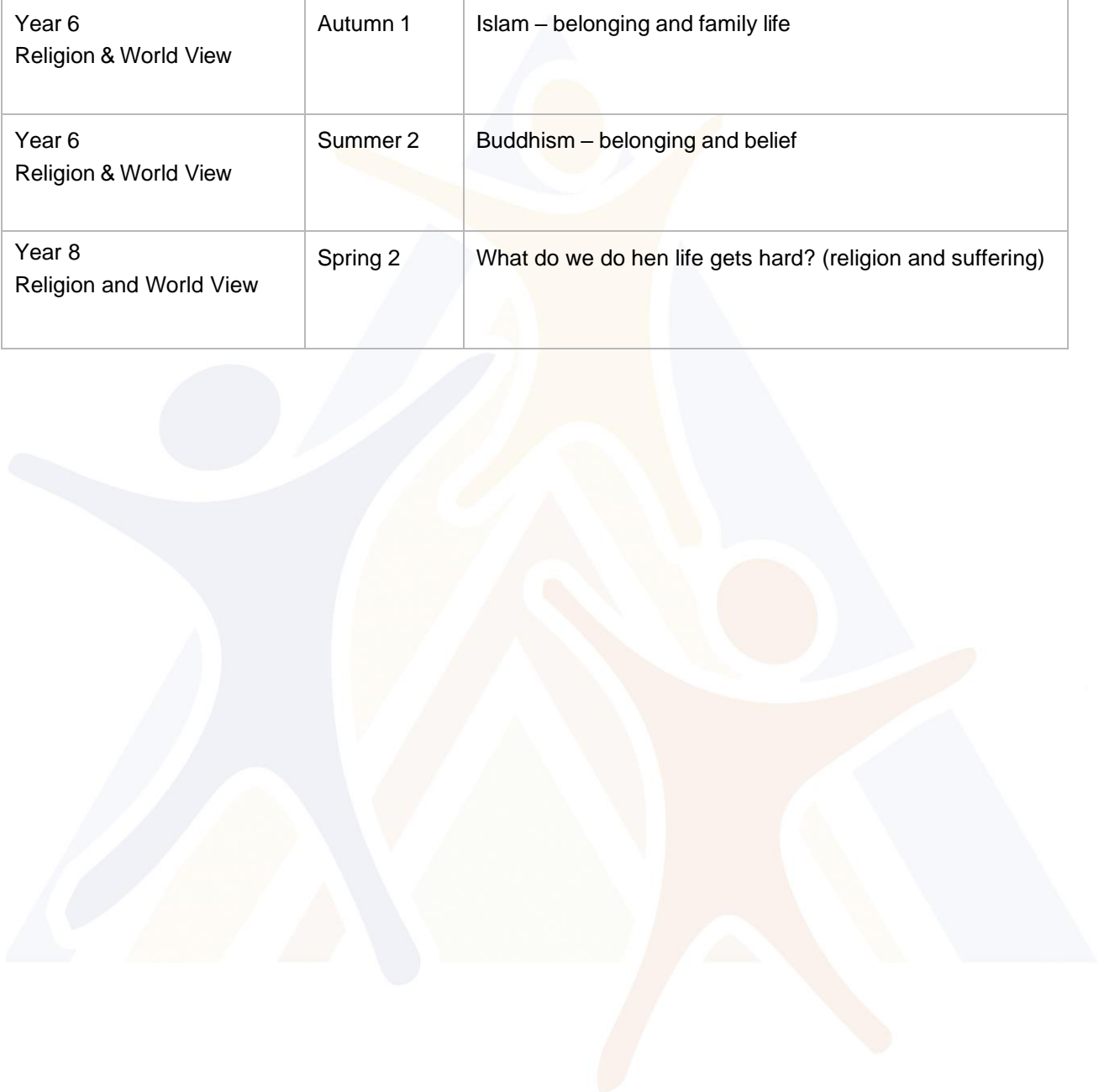
The policy will be reviewed **every two years** or earlier if statutory guidance changes.

## Appendix 1: Curriculum map

### Relationships sex and health education curriculum map

Year 5	<b>Respect and bullying:</b> Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	<b>Mental wellbeing:</b> Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	<b>Staying safe:</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	<b>Careers:</b> Career types; challenging career stereotypes; Enterprise project - <i>CROSS-YEAR, GROUP WITH Y7</i>	<b>Substances:</b> Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	<b>Keeping active:</b> Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing
Year 6	<b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	<b>Puberty and reproduction:</b> Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	<b>Health and hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	<b>Managing change:</b> Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	<b>Media literacy:</b> How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	<b>Friendships and staying safe:</b> Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online
Year 7	<b>Economic wellbeing:</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	<b>Healthy lifestyles:</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	<b>Substances:</b> Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use	<b>Careers:</b> Developing enterprise skills; The world of work and young people's employment rights; Enterprise project - <i>CROSS-YEAR, GROUP WITH Y5</i>	<b>Relationships:</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	<b>Friendships and diversity:</b> Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online
Year 8	<b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	<b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	<b>Relationships:</b> Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	<b>First aid and keeping safe:</b> First aid including CPR and defibrillator use; Personal safety including travel safety	<b>Mental health and wellbeing:</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	<b>Moving forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change

Year 7 Religion & World View	Autumn 1	Judaism – belonging and family life
Year 8 Religion & World View	Autumn 1	Sikhism – belonging and family life
Year 5 Religion & World View	Summer 1	Hinduism – belonging and family life
Year 5 Religion & World View	Summer 2	Religion and Science: Conflicting or Complimentary
Year 6 Religion & World View	Autumn 1	Islam – belonging and family life
Year 6 Religion & World View	Summer 2	Buddhism – belonging and belief
Year 8 Religion and World View	Spring 2	What do we do hen life gets hard? (religion and suffering)



## **RSHE Science Curriculum: Key Stage 2 Reproduction**

### Key concepts

The key concepts of scientific thinking, applications and implications of science, cultural understanding, and collaboration will all be addressed within this scheme of work.

### Key Processes

The key processes of practical skills will not be emphasised but enquiry skills will be encouraged. Key processes of critical understanding of evidence and in particular communication will be undertaken in this study of reproduction.

### Range and content

As part of the topic on plant reproduction and life cycles pupils will also cover types of fertilisation (external or internal). However greater detail on the reproductive organs and sex will not be covered until KS3.

### Curriculum opportunities

This scheme of work will have particular emphasis on the physical and emotional changes boys and girls go through during puberty.

## **RSHE Science Curriculum: Key Stage 3 Reproduction**

### Key concepts

The key concepts of scientific thinking, applications and implications of science, cultural understanding, and collaboration will all be addressed within this scheme of work.

### Key Processes

The key processes of practical skills will not be emphasised but enquiry skills will be encouraged. Key processes of critical understanding of evidence and in particular communication will be undertaken in this study of reproduction.

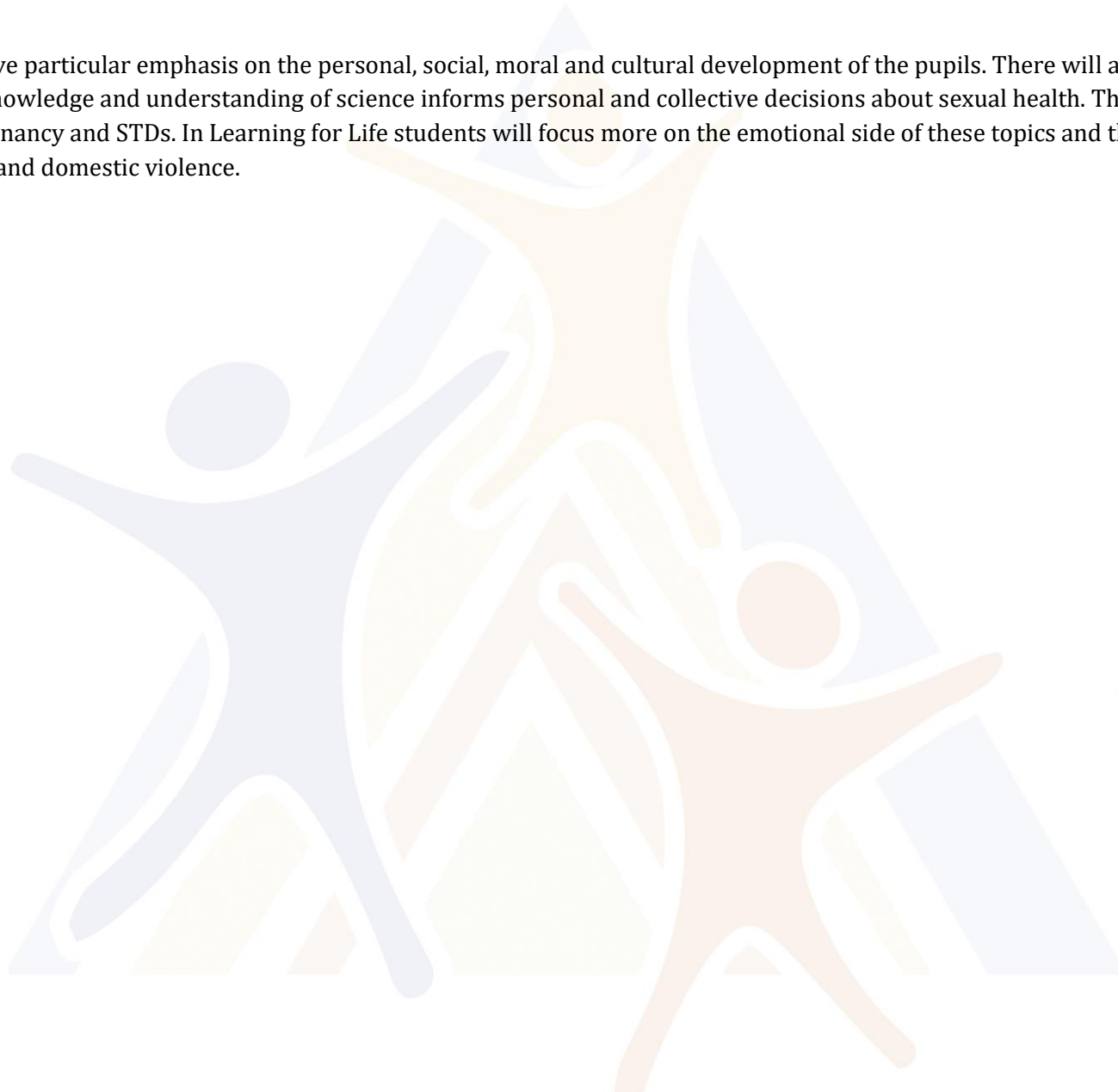
### Range and content

3.3 b. the human reproductive cycle includes adolescence, fertilisation and foetal development.

3.3 c. conception, growth

#### Curriculum opportunities

This scheme of work will have particular emphasis on the personal, social, moral and cultural development of the pupils. There will also be opportunities for students to 'consider how knowledge and understanding of science informs personal and collective decisions about sexual health. This will include examining issues of contraception, pregnancy and STDs. In Learning for Life students will focus more on the emotional side of these topics and the curriculum also covers areas such as mental health and domestic violence.



## Appendix 2: By the end of primary school pupils should know

### Year 5 and 6:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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 those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



## Appendix 3: By the end of secondary school pupils should know

### Year 7 and 8:

## Appendix 3: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage/civil partnership is, including their legal status e.g. that marriage/civil partnership carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage/civil partnership is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

#### Appendix 4: Parent form – Withdrawal from sex education within RSHE.

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	