



HUNTCLIFF
SCHOOL

Relationships and Sexual Health Education

POLICY

NOVEMBER 2025

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Responsible Body: Huntcliff Local Governance Committee

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Introduction

This policy outlines Spark Education Trust's approach to delivering Relationships, Sex and Health Education (RSHE) across all schools within our Trust. It is informed by the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025) and will be followed from September 2025.

Legal Framework

This policy has been developed in accordance with:

- Education Act 2002, Section 80A
- Education Act 1996, Section 403
- Department for Education statutory guidance: Relationships Education, RSE and Health Education (July 2025)
- Keeping Children Safe in Education 2025
- Equality Act 2010
- Other relevant Trust policies (Safeguarding, SEND, Online Safety & Behaviour).

Aims and Objectives

The aims of RSHE at Spark Education Trust are to:

- Provide a comprehensive, age-appropriate curriculum that reflects pupils' needs and experiences.
- Promote the physical, emotional, and social development of pupils.
- Equip pupils with knowledge and skills to make informed decisions about their health and relationships.
- Foster a safe and supportive environment for discussing sensitive issues.
- Ensure teaching is inclusive, respectful, and sensitive to diverse beliefs and backgrounds.

Curriculum Content

Relationships and Sex Education (RSE) (Secondary)

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

Health Education (Primary & Secondary)

- Mental wellbeing

- Internet safety and harms, including AI and deepfakes
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body
- Suicide prevention and self-harm awareness

Teaching and Learning Strategies

RSHE will be taught using:

- Class discussions and debates
- Group work and role-playing
- Multimedia resources
- Guest speakers and external agencies where appropriate
- Interactive workshops

Teachers will establish ground rules to ensure discussions remain appropriate, respectful, and safe.

Guiding Principles

RSHE delivery is underpinned by:

1. Engagement with pupils to ensure relevance
2. Engagement and transparency with families, providing access to materials
3. Positivity, promoting healthy relationships and lifestyles
4. Careful sequencing of age-appropriate topics
5. Relevance and responsiveness to pupil needs
6. Skilled delivery and staff training
7. Whole school approach embedding RSHE in all aspects of school life

Inclusion and Equality

- RSHE is inclusive of all pupils, and reflects different family structures, faith backgrounds, cultures, genders and sexual orientations.
- Curriculum adaptations are made for pupils with SEND.
- LGBT+ inclusive content is mandatory and is delivered in an age-appropriate, factual and respectful manner.
- Teaching respects and considers religious and cultural backgrounds while meeting statutory requirements.

Parental Engagement and Right to Withdraw

- Parents/carers will be informed of RSHE curriculum content and may request to view teaching materials

- **Secondary:** Parents/carers may request withdrawal from non-statutory sex education beyond biological reproduction. Requests must be made in writing.
- The Headteacher/Head of School (or Senior Leader) will meet with parents/carers (and the pupil, where appropriate) before making a decision. Notes and decisions will be recorded.

Safeguarding and Pupil Welfare

- RSHE will be delivered safely and in line with safeguarding procedures.
- Staff are trained to manage sensitive discussions appropriately, respond to disclosures and follow safeguarding policy and procedures.
- Pupils are informed of confidentiality limits and staff reinforce confidentiality boundaries.
- Staff teach sensitive topics (e.g. abusive relationships, harmful online behaviours, misogyny, self-harm, illegal acts such as strangulation) in a factual and protective way.

Roles and Responsibilities

- **Trustees/Trust Board:** Ensure statutory compliance, approve policy, allocate resources.
- **Headteacher/Head of School/Governors:** Implement and monitor RSHE, ensure staff training, evaluate effectiveness.
- **RSHE Coordinators:** Curriculum development, resource selection, parental liaison, monitoring.
- **Teaching Staff:** Deliver RSHE safely and effectively, maintain safe environment, respond appropriately to disclosures.
- **Parents/Carers:** Support learning, engage in consultation, communicate concerns.

Parents/carers may contact the following with RSHE queries:

- RSHE Lead: Mr J Frazer
- Headteacher/Head of School: Miss L Wilkinson
- Designated Safeguarding Lead: Miss A O'Shaughnessy

Printed copies of policies/materials available upon request.

Training and Professional Development

All teachers of RSHE receive regular training on covering statutory guidance, safeguarding, inclusive practice, LGBT+ and inclusion, SEND adaptations and online safety. New staff and supply teachers receive relevant induction training.

External Agencies and Support Contacts

Each school list relevant services:

- Local sexual health services
- School nurse
- Mental health support – CAMHS, The Link, Doorways, Headstart, Barnardo's, Forget me Not, The Junction, Aspire to Believe

- National helplines – Kooth, Childline

Monitoring, Evaluation, and Review

- Monitoring through lesson observations, learning walks, pupil surveys, assessment of knowledge and attitudes.
- Feedback from pupils, parents, and staff informs curriculum improvement.
- Annual policy review or sooner if legislative updates occur.
- Annual reporting to Trust on RSHE provision and compliance.

Complaints

- Complaints follow the Trust's complaints procedure.
- Alleged breaches of policy are investigated by school leadership and reported to the Trust central team.

Appendix A: RSHE Curriculum Map Template

Key Stage/Year Group	Relationships Education/ Relationships & Sex Education	Health Education	Notes / School Adaptations
KS3-Y7	Relationships • Transition • Be kind to yourself • Healthy relationships • Unhealthy relationships • Managing conflict • Consent Online and media • Risk taking • Online safety - digital citizen, keeping safe, legal aspects/support	Staying Safe • First Aid-CPR and Defib use Health and Wellbeing • What is Mental Health? • Mental Health Triggers • Wellbeing-resilience • Body Changes • Alcohol • E-cigs and vaping	The school takes its role in the promotion of students' welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial pastoral system. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to students with a weekly drop in session available. Where appropriate, students are referred to the school nurse and/or external helping agencies. The school will keep up to date about the development of local services and national help lines for young people promote their existence for students and endeavour to form working relationships with local agencies that are relevant to student needs.
KS3-Y8	Diversity & Equality • Anti-bullying-sexual bullying • Anti-bullying- impact of bullying • LGBTQ-what is it? Relationships • RSE-Family unit and marriage • RSE-Gender expectations • RSE-Gender stereotypes • RSE-Harmful sexual behaviours • RSE - STIs Online and media • Managing online information -online safety • Role of the media- insta-lies • Send a pic-online safety • The Law-Online safety	Health and Wellbeing • Wellbeing awareness-resilience • Wellbeing awareness-strategies • Wellbeing awareness-self-harm • Personal hygiene • Healthy living • Smoking/vaping • Risks and drugs • Fake news/Deep fakes-AI • Role of the media-insta-lies/body image	
KS3-Y9	Diversity & Equality • Being the same, yet different Relationships • Support victims • Reporting • Inappropriate behaviour • Unhealthy relationships	Health and Wellbeing • Wellbeing-eating disorders • Wellbeing-resilience and strategies • Legal/illegal highs • Smoking and vaping • Alcohol	



	• Domestic abuse • Sexual health • Contraception Online and media • Online sexual harassment • Online safety-Child Sexual exploitation • Online safety-exploited /online grooming	Staying Safe • First aid-choking • First aid-Head injuries	
KS4-Y10	Diversity & Equality • LGBTQIA+ Relationships • Healthy relationships/Marriage • Contraception and STIs • Consent • Pornography • Offline Sexual harassment • Gender Diversity Online and media • Online safety – screen time • Online safety – pornography • Online safety – fraud • Online safety – grooming • Reporting and support	Staying Safe • First aid-CPR and chest pains • First aid-Bleeding and shock • Drugs and alcohol Health & Wellbeing • FGM • Recreational Drugs • County Lines • Alcohol and smoking • Wellbeing awareness-types of mental ill health • Wellbeing awareness-suicide	
KS4-Y11	Diversity & Equality • Gender equality Online and media • Blackmail and pressure Relationships • RSE- Commitment • RSE-Different relationships • RSE-Domestic abuse • RSE-Unplanned pregnancies • RSE-Risky behaviours/alcohol, parties and bad choices	Health and Wellbeing • Wellbeing awareness-suicide • Self-examination • Importance of sleep	

Appendix B: Parental Withdrawal Procedure

1. Parent/carer submits written request to the Headteacher/Head of School.
2. A meeting is arranged with the parent/carer (and pupil where appropriate).
3. The Headteacher/Head of School/Senior Leader explains lesson content and discusses concerns.
4. Decision confirmed in writing and recorded.
5. Alternative supervised provision arranged.
6. Re-entry to lessons may be requested at any time.

Appendix C: RSHE Resource Vetting Checklist

Resources must:

- Align with DfE statutory guidance.
- Be age-appropriate.
- Be inclusive and respectful of protected characteristics.
- Be factually accurate.
- Be free from stereotypes.
- Be safeguarding appropriate.
- Be shareable with parents when requested.