

Relationships, Sex and Health Education (RSHE) policy
(Including Citizenship and British Values)



STATUTORY/NON STATUTORY	Statutory
MEMBER OF STAFF RESPONSIBLE	LWo
DATE APPROVED BY HEAD/SLT	September 2026
TRUST BOARD OR COMMITTEE RESPONSIBLE	Trust Board
DATE BOARD APPROVAL	September 2026
NEXT REVIEW DATE	September 2027

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1. Aims

The aims of relationships, health 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

At Noadswood we believe that our high-quality Relationships, Health and Sex Education will stay with our pupils for life. RSHE/LIFE SKILLS is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSHE/LIFE SKILLS is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. Noadswood is pioneering an innovative RSHE/LIFE SKILLS curriculum fit for the world that our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Noadswood we are committed to the important role that RSHE/LIFE SKILLS plays in pupils' holistic education, and we aim to build on the RSHE/LIFE SKILLS programme covered in Primary School.

At Noadswood our Relationships and Sex Education Programme seeks to give 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

2. Statutory requirements

As a secondary academy, Noadswood School is required to provide Relationships and Sex Education (RSHE/LIFE SKILLS) and Health Education in accordance with the [Children and Social Work Act 2017](#) and the [Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#).

In delivering RSHE, the school has regard to the Department for Education's statutory [Relationships Education, Relationships and Sex Education \(RSHE/LIFE SKILLS\) and Health Education guidance](#), effective from 1 September 2026.

The school also has regard to [Keeping Children Safe in Education \(KCSIE\)](#) and complies with its relevant duties under the **Equality Act 2010**, including the Public Sector Equality Duty.

RSHE is taught in accordance with this policy and the school's safeguarding and equality policies.

This policy should be read alongside the school's:

- [Child Protection and Safeguarding Policy](#)
- [Behaviour Policy](#)
- [Anti-Bullying Policy](#)
- [Equality Policy and/or Equality Information and Objectives](#)
- [SEND Policy and SEND Information Report](#)
- [Online Safety Policy](#)
- [Curriculum Policy](#)
- [Prevent/Radicalisation procedures, where maintained separately](#)
- [Complaints Policy](#)

Further information about Noadswood School's governance arrangements, including its funding agreement and Articles of Association, is available on the school's Governance webpage.

3. Policy development

This policy will be reviewed in September 2026 following the introduction of the revised statutory RSHE guidance. As part of the review, consultation will take place with staff, pupils and parents/carers. The policy development and review process will involve the following steps:

1. **Review** – relevant statutory guidance, legal requirements and the school's existing RSHE provision will be reviewed.
2. **Staff consultation** – staff will be given the opportunity to review the policy and make recommendations.
3. **Parent/carers consultation** – parents and carers will be proactively invited to review the policy and provide feedback.
4. **Pupil consultation** – pupils' views will be considered to help ensure that the policy and RSHE provision meet their needs.
5. **Ratification** – following consultation and any necessary amendments, the policy will be approved by the School Improvement Committee.

The policy will subsequently be kept under review, with parents/carers consulted when the policy is reviewed.

4. Definition

Relationships, Sex and Health Education (RSHE) supports pupils' emotional, social, physical and mental development and provides them with the knowledge and skills needed to develop safe, healthy and respectful relationships and make informed decisions about their health and wellbeing.

RSHE includes statutory Relationships and Sex Education (RSE) and Health Education. It includes learning about relationships, sexual and reproductive health, physical and mental health, online safety, diversity and personal development.

RSHE involves the teaching of accurate, age-appropriate information alongside opportunities for pupils to develop understanding, skills and values.

RSE is not about the promotion of sexual activity.

At Noadswood, RSHE is delivered through the school's wider curriculum, including Life Skills, Citizenship, RPE, SMSC and British Values.

British values, as set out by the DfE's non-statutory guidance, are:

- Democracy
- Individual liberty
- The rule of law
- Mutual respect and tolerance

For the purposes of parental withdrawal, the school clearly identifies which elements of the Life Skills curriculum constitute sex education. Sex education does not include Relationships Education, Health Education or content taught as part of the statutory science curriculum.

5. Curriculum

Our RSHE curriculum is set out on the [school website](#) and is planned in accordance with the current statutory RSHE guidance. It is appropriately sequenced and takes account of pupils' age, developmental stage, needs and backgrounds.

The curriculum is informed by consultation with parents/carers, pupils and staff and is accessible to all pupils, including those with special educational needs and disabilities (SEND). Teaching and resources will be adapted where appropriate to meet individual needs.

The school clearly identifies which elements of the curriculum constitute sex education. If pupils ask questions outside the planned curriculum, staff will respond in an age-appropriate, factual and sensitive manner, in accordance with this policy and safeguarding procedures.

Parents and carers will be provided with clear information about what is taught and when. Representative examples of RSHE resources will be shared as part of parental engagement, and all curriculum materials will be available to parents and carers on request.

6. Delivery of RSHE/LIFE SKILLS

At Noadswood, our Relationships, Sex and Health Education (RSHE) curriculum is known as **Life Skills**. Life Skills is the principal way in which statutory RSHE is delivered, with relevant content also taught and reinforced through other curriculum areas, House Time and assemblies.

Life Skills is delivered through a planned, sequenced spiral curriculum. Key knowledge and concepts are introduced at an age-appropriate stage and revisited throughout pupils' time at Noadswood, allowing them to build on prior learning and develop greater knowledge and understanding as they mature.

Year 7 and Year 8 pupils receive three one-hour Life Skills sessions per fortnight, and Year 9 and Year 10 pupils receive two one-hour sessions per fortnight. Relevant RSHE content is also taught and reinforced through Science, RPE, Citizenship, Computing and PE, as well as through House Time and whole-school or year-group assemblies, where appropriate.

RSHE is taught in an age and developmentally appropriate, factual, inclusive and sensitive manner. Teaching takes account of pupils' differing needs and backgrounds and is accessible to all pupils, including those with special educational needs and disabilities (SEND).

The curriculum covers the statutory requirements for secondary Relationships and Sex Education and Health Education, including:

- families and relationships;
- respectful relationships, including friendships;
- online and media;
- being safe;
- intimate and sexual relationships, including sexual health; and
- physical health and mental wellbeing.

Teaching is consistent with the current statutory RSHE guidance, safeguarding requirements and the school's duties under the Equality Act 2010.

6.1 Inclusivity

RSHE will be taught in an inclusive, age and developmentally appropriate way that:

- considers the needs, backgrounds and experiences of all pupils;
- provides a safe and supportive environment in which pupils can engage with key messages;
- is accessible to all pupils, including those with special educational needs and disabilities (SEND); and
- takes account of the school's duties under the Equality Act 2010.

Teaching and resources will be adapted where appropriate to meet individual needs. The school recognises that some pupils, including those with SEND, may be particularly vulnerable to abuse,

exploitation, harmful sexual behaviour and bullying, and teaching will take account of these vulnerabilities.

6.2 Use of resources

The school is responsible for ensuring that all resources used to deliver RSHE/Life Skills are appropriate and consistent with statutory guidance.

We will ensure that resources:

- are accurate, factual and from credible sources;
- are age and developmentally appropriate;
- are unbiased and do not present contested views as fact;
- support the intended curriculum outcomes and fit within our planned spiral curriculum;
- are inclusive and accessible to all pupils, including those with SEND;
- are sensitive to pupils' needs, backgrounds and experiences; and
- are consistent with our safeguarding responsibilities and legal duties.

Resources will be reviewed before use. Parents and carers will be provided with representative examples of RSHE resources and will be able to view all curriculum materials used to teach RSHE on request.

7. Use of external organisations and materials

External organisations and visitors may be used to enhance and support the delivery of RSHE/Life Skills. The school remains responsible for the content delivered to pupils and will ensure that external provision is consistent with this policy, statutory RSHE guidance, safeguarding requirements and the school's legal duties.

Before working with an external organisation, the school will:

- make appropriate checks on the organisation and any individuals involved;
- review lesson plans and materials in advance;
- ensure that content is accurate, age and developmentally appropriate and supports the intended curriculum outcomes;
- ensure that provision is inclusive and accessible, including for pupils with SEND;
- ensure that safeguarding, confidentiality and reporting arrangements are agreed and understood;
- ensure that external provision complies with the school's duties relating to political impartiality and does not undermine fundamental British values; and
- ensure that a member of school staff is present during sessions with pupils.

The school will only work with organisations where it is satisfied that their approach and resources are appropriate. The school reserves the right to stop a session where content or delivery does not meet these expectations.

Parents and carers will be able to view materials used by external organisations on request. The school will not enter into agreements with external providers that prevent RSHE materials from being made available for parents and carers to view, subject to appropriate copyright arrangements.

We will ensure all will comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

8. Roles and responsibilities

8.1 The Trustee Board:

The Trustee Board is responsible for ensuring that the school meets its statutory responsibilities for RSHE. It will:

- approve the RSHE policy and hold the headteacher to account for its implementation;
- ensure that the RSHE/Life Skills curriculum meets statutory requirements and is appropriate and accessible to all pupils, including those with SEND;
- ensure that parents and carers are provided with appropriate information about the curriculum and access to teaching materials; and
- ensure that the policy is published on the school website and reviewed in accordance with statutory guidance.

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE/Life Skills is taught consistently and effectively across the school in accordance with this policy and statutory guidance.

The headteacher is also responsible for:

- ensuring that staff are appropriately supported and trained to deliver RSHE;
- ensuring that curriculum materials are appropriate and available to parents and carers in accordance with this policy; and
- managing requests from parents and carers to withdraw pupils from sex education within RSE, as set out in section 9.

8.3 Staff

Staff delivering RSHE/Life Skills are responsible for:

- delivering the curriculum in a factual, age and developmentally appropriate, inclusive and sensitive manner;
- following the school's safeguarding procedures and responding appropriately to disclosures or concerns;
- adapting teaching appropriately to meet pupils' needs, including those with SEND;
- modelling respectful attitudes and promoting a safe learning environment;
- monitoring pupils' learning and progress; and
- following this policy and the school's agreed RSHE curriculum.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about delivering particular aspects of RSHE should discuss these with their line manager or the headteacher.

The school's RSHE/Life Skills Lead is Mrs N Sullivan.

Our DSLs are Ms M Pearce and M. K Marshall

8.4 Pupils

Pupils are expected to engage appropriately with RSHE/Life Skills and to treat others with respect and sensitivity when discussing the issues covered.

Pupils will be encouraged to ask questions, express views appropriately and contribute to the ongoing evaluation of the RSHE/Life Skills curriculum.

9. Parents' right to request withdrawal

Parents and carers have the right to request that their child is withdrawn from some or all of the sex education delivered as part of RSE. There is no right to withdraw from Relationships Education, Health Education or content taught as part of the science curriculum.

Requests for withdrawal should be made in writing to the headteacher. The headteacher will discuss the request with the parent/carers and, where appropriate, the pupil, to understand their wishes and explain the benefits of receiving this education. Requests will be granted except in exceptional circumstances.

Parents/carers cannot withdraw their child from sex education from three terms before the pupil turns 16 if the pupil wishes to receive it. In these circumstances, the school will make arrangements for the pupil to receive the sex education during one of those three terms

10. Training

Staff involved in the delivery of RSHE/Life Skills will receive appropriate training and support to enable them to deliver the curriculum confidently, accurately and sensitively.

RSHE training forms part of staff induction and continuing professional development (CPD). Training will reflect current statutory guidance, the school's curriculum and safeguarding procedures, and will be updated where appropriate in response to changes in guidance or identified staff needs.

The school may also use appropriate external professionals, such as health professionals or specialist organisations, to provide additional training and support.

11. Monitoring arrangements

The delivery and effectiveness of RSHE/Life Skills will be monitored by SLT and the RSHE/Life Skills Lead through the school's quality assurance processes, including learning walks, curriculum reviews, pupil voice and team meetings.

Pupils' knowledge and understanding will be assessed and monitored as part of the school's curriculum and assessment processes. The findings from monitoring and evaluation will be used to inform curriculum development and staff training.

This policy will be kept under review and formally reviewed at least every two years, or earlier where there are changes to statutory guidance, legislation or the needs of pupils. Parents/carers will be consulted as part of the policy review process.

Following review and consultation, the policy will be approved in accordance with the school's governance arrangements and published on the school website.

Appendix 1: RSHE/Life Skills curriculum

Noadswood's RSHE/Life Skills curriculum is a planned and sequenced spiral curriculum which meets the statutory requirements of the Department for Education's current Relationships Education, Relationships and Sex Education and Health Education guidance.

The curriculum is adapted and reviewed to reflect pupils' age, developmental stage and needs. Statutory content is introduced at an appropriate point and revisited as pupils mature and develop their knowledge and understanding.

Relationships and Sex Education

By the end of secondary education, pupils will have been taught the statutory content relating to:

- families;
- respectful relationships, including friendships;
- online and media;
- being safe; and
- intimate and sexual relationships, including sexual health.

Health Education

By the end of secondary education, pupils will also have been taught the statutory Health Education content relating to:

- mental wellbeing;
- online safety and wellbeing;
- physical health and fitness;
- healthy eating;
- drugs, alcohol, tobacco and vaping;
- health and prevention;
- basic first aid; and
- changing adolescent bodies.

Statutory RSHE content is delivered principally through Life Skills and is complemented and reinforced through relevant curriculum subjects, House Time and assemblies.

A detailed curriculum map showing the content and sequencing of RSHE/Life Skills across year groups is available on [the school website](#) and to parents and carers on request.

Appendix 2: Statutory RSHE curriculum content

The following tables summarise the statutory curriculum content set out in the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance, effective from 1 September 2026.

Noadswood's Life Skills curriculum builds upon pupils' learning at primary school and ensures that the statutory secondary content is covered by the end of secondary education. Content is delivered through a planned and sequenced spiral curriculum and is revisited at an appropriate level as pupils' knowledge, understanding and maturity develop.

By the end of secondary school pupils should know

Secondary RSHE builds upon the primary curriculum. Noadswood will ensure that pupils continue to develop relevant primary knowledge and, in addition, are taught the following statutory secondary content.

Relationships and Sex Education

Area	Pupils should know about
Families	Different types of committed and stable relationships; their contribution to wellbeing and raising children; marriage and civil partnerships and their legal status; the differences between marriage/civil partnership and cohabitation; that 'common-law marriage' does not confer marriage-like legal status; the law relating to forced marriage and marriage under 18; how families and relationships can change; parental responsibilities and successful parenting; and recognising unsafe relationships and seeking help.
Respectful relationships	The characteristics of positive relationships, including consent, trust, respect, honesty, kindness, boundaries and privacy; treating others with respect; equality and tolerance; self-esteem and independence; communicating and managing conflict; bullying and bystander responsibilities; ending relationships appropriately; consent and the importance of ethical behaviour beyond consent; stereotypes, prejudice and misogyny; inequalities and power dynamics within relationships; the influence of pornography on attitudes and behaviour; and the influence that online subcultures and influencers can have on sexual attitudes and ethics.
Online safety and awareness	Rights and responsibilities online; privacy and personal information; characteristics and risks of social media; fake and AI-generated content; sharing and forwarding images; the law relating to sexual images; AI-generated sexual imagery; reporting concerns; deepfakes; harmful and illegal online content; online misogyny and violence; escalation of conflict online; technology-facilitated bullying, harassment, stalking and coercive control; pornography and its potential effects; collection and commercial

use of personal data; online scams and sextortion; and risks associated with AI technologies and chatbots.

Being safe

Recognising, respecting and communicating consent and boundaries; resisting and avoiding pressure; judging whether people and relationships are trustworthy; personal safety in public and social settings; sexual harassment and sexual violence; intimate-image abuse and public sexual harassment; rape and sexual assault; harmful sexual behaviour; domestic abuse, including coercive control and economic abuse; stalking and fixated behaviours; sexual and criminal exploitation and grooming; forced marriage; FGM, virginity testing and hymenoplasty; the dangers and law relating to strangulation and suffocation; harmful behaviours portrayed in pornography; and how and where to seek support or report abuse.

Intimate and sexual relationships, including sexual health

Positive and healthy intimate relationships; the age of consent and the right to choose whether or when to have sex; sexual consent and the ability to give, withhold and withdraw it; how sexual and relationship choices can affect physical, emotional, mental, sexual and reproductive health; harmful sexual behaviours; contraception and its effectiveness; pregnancy choices, including parenting, adoption and abortion; sexually transmitted infections (STIs), safer sex and condoms; STI testing and treatment including HIV; PrEP and PEP; the effects of alcohol and drugs on sexual decision-making; accessing support following sexual harm or violence; recognising misinformation; and accessing confidential, medically accurate sexual and reproductive health information and services.

Health and Wellbeing

Area

Pupils should know about

Mental wellbeing

How to describe emotions accurately; factors that support mental wellbeing, including exercise, sleep, time outdoors, relationships, community participation and kindness; loneliness; understanding normal emotional responses such as worry and feeling down; common mental health conditions, including anxiety and depression; evaluating activities that support wellbeing; strategies for managing anxiety; the mental-health harms associated with gambling; and the relationship between substance use and mental health.

Wellbeing online

Managing time online and the effects of excessive device use; differences between online and offline life; online comparison and body image; curated online identities; over-reliance on online relationships; identifying and reporting online bullying, abuse and harassment; online gambling and gambling-like gaming; targeted advertising; misinformation, disinformation and conspiracy theories; illegal activity online; and risks associated with online material promoting self-harm, suicide or violence.

Physical health and fitness	Characteristics of a healthy lifestyle; physical activity and maintaining a healthy weight; links between inactivity and ill health; factual information about serious health conditions; the benefits of physical activity for mental wellbeing and stress; and blood, organ and stem-cell donation.
Healthy eating	Maintaining a healthy diet; links between diet, dental health, weight and cardiovascular health; health risks associated with unhealthy weight gain; and the impact of alcohol on diet and weight.
Drugs, alcohol, tobacco and vaping	Illegal drugs and their risks; synthetic and adulterated drugs; illicit vapes and counterfeit medicines; the law relating to illegal substances; physical and psychological effects of alcohol; low-risk adult alcohol consumption and the legal age of sale; personal safety, drink spiking and poisoning; alcohol dependency; misuse of prescription and over-the-counter medicines; harms caused by smoking and how to access cessation support; and the facts and risks associated with vaping, including its role in helping adult smokers quit.
Health protection and prevention, and understanding the healthcare system	Personal hygiene, infection, bacteria and viruses; antibiotics and antimicrobial resistance; dental health; self-care and the role of pharmacists; self-examination and screening; vaccination and immunisation; sleep and healthy sleep habits; health before and during pregnancy, including pre-conception health, folic acid, pelvic-floor health, miscarriage and pregnancy loss; navigating health services, including GPs, pharmacies, A&E and sexual-health services; medical consent; Gillick competence; and capacity to make medical decisions.
Personal safety	Identifying and managing risk in increasingly independent situations, including road, rail and water safety; managing peer influence and risk-taking; social and emotional skills that reduce involvement in conflict and violence; trusted adults and seeking help about violence or knife crime; the law relating to knives and violence; and recognising and responding to grooming and exploitation.
Basic first aid	Basic treatment for common injuries and ailments; life-saving skills, including CPR; and the purpose and use of defibrillators.
Developing bodies	Physical and emotional changes during adolescence; puberty and adolescent brain development; menstrual and gynaecological health, including periods, premenstrual syndrome, heavy menstrual bleeding, endometriosis and polycystic ovary syndrome (PCOS), and when to seek medical help; reproductive health and fertility; menopause; and the potential effects of lifestyle on fertility.

Curriculum delivery

The statutory content above is delivered principally through Noadswood's Life Skills curriculum and is complemented and reinforced through other curriculum subjects, House Time and assemblies where appropriate.

The school's RSHE/Life Skills curriculum map identifies when and where statutory content is taught. The curriculum is reviewed regularly to ensure that it remains consistent with current statutory guidance and responsive to the needs of pupils.