



*Elmley Dray
School*

Relationships, Sex and Health Education (RSHE) Policy

1. School Vision

At Elmley Dray School, we aim to provide a caring and supportive environment where learners re-engage with education, take responsibility for their learning, develop essential life skills, and build confidence on their pathway to personal success. Relationships, Sex and Health Education (RSHE) is a vital part of this journey.

2. Aims of RSHE

Our RSHE curriculum aims to:

- Provide a safe and respectful framework for discussing sensitive topics.
- Prepare learners for the physical and emotional changes of puberty.
- Promote understanding of sexual development and the importance of hygiene and health.
- Develop self-respect, confidence, empathy, and positive self-identity.
- Foster a positive culture around diversity, sexuality, relationships, and personal responsibility.
- Teach accurate, respectful, and inclusive vocabulary to describe themselves and their bodies.
- Equip learners to navigate online spaces safely, including recognising AI-generated content, deepfakes, harmful digital influencers, and online grooming.
- Build resilience against misogyny, sexism, and harmful sexual behaviours, both online and offline.
- Support emotional wellbeing through proactive suicide prevention education, delivered in a safe, evidence-based way.

3. Statutory Requirements

We teach RSHE in accordance with:

- Children and Social Work Act 2017, section 34

- Education Act 1996, sections 403, 406, 407
- Equality Act 2010, Part 6, Chapter 1 and Public Sector Equality Duty (section 149)
- Human Rights Act 1998
- DfE RSHE Guidance (July 2025)

We teach:

- Relationships Education to all primary learners (**statutory — no right to withdraw**)
- Health Education to all year groups (**statutory — no right to withdraw**)
- Relationships and Sex Education to all secondary learners (**statutory — no right to withdraw**)
Statutory National Curriculum Science content on reproduction and puberty (**statutory — no right to withdraw**)
- Additional non-statutory sex education in Key Stage 2 (e.g. how babies are conceived and born) — **taught with parental right to request withdrawal**

4. Policy Development

This policy was developed in consultation with staff and governance. We will consult learners and parents/carers once pupils are on roll.

Process:

- Reviewing national guidance (including July 2025 updates)
- Staff consultation and feedback
- Plans for parental/carers consultation
- Future learner consultation
- Ratification by the Director/s

5. Definition of RSHE

RSHE is about the emotional, social, and cultural development of all learners. It includes:

- Relationships
- Sexual health
Sexuality and identity
- Healthy lifestyles
- Diversity and respect

RSHE involves factual information, personal reflection, and exploration of values. It is **not** the promotion of sexual activity or any particular lifestyle.

6. Curriculum Design

Our RSHE curriculum is:

- Statutory-compliant
- Adapted for the age, developmental stage, and needs of each learner
- Accessible for SEND learners
- Informed by safeguarding priorities
- Sensitive to emotional safety and cognitive readiness

We publish curriculum overviews online and provide detailed schemes of work to parents/carers on request.

Primary Focus:

- Statutory Relationships Education topics: families, caring friendships, respectful relationships, online relationships, being safe.
- Statutory Health Education topics: puberty, physical and emotional changes, menstrual wellbeing, hygiene.
- Non-statutory sex education (e.g. how babies are conceived and born) — *taught with parental right to request withdrawal*.

Secondary Focus:

- Statutory Relationships, Sex and Health Education: committed relationships, respectful friendships, online/media influence, personal safety, consent, coercion, harassment, harmful sexual behaviour, grooming, body image, pornography, misogyny, and the impacts of social media & AI.
- Ethical consent (including the right to withdraw consent), sexual ethics, and challenging harmful online subcultures (e.g. incel ideology).
- Awareness of spiking, financial exploitation, and women's health issues such as endometriosis.

7. Inclusivity

We teach RSHE in a way that:

- Reflects all family structures, including same-sex parents
- Supports LGBTQ+ learners.
Is mindful of diverse experiences (care-experienced pupils, young carers, SEND).
- Avoids stereotypes and assumptions.
- Promotes respect, dignity, and kindness.

8. Teaching Methods and Environment

We use:

- Whole-class, small group, and 1:1 sessions
- Visual and sensory resources (Widgit, videos, tactile tools)
- Clear ground rules for discussion
- Accurate, age-appropriate language
- Trigger warnings and safe-space protocols when teaching sensitive topics (suicide, sexual violence, harmful online content).

9. Differentiation and Accessibility

All learners access statutory content, adapted through:

- Scaffolded learning
- Repetition and overlearning
- Supported visuals
- Alternative formats

10. Use of Resources

All RSHE resources are:

- Statutory-compliant
- Evidence-based
- Vetted for neutrality and safeguarding
- Checked for factual accuracy in emerging tech topics (AI, deepfakes, online exploitation).

11. External Visitors and Agencies

We ensure:

- Materials are approved in advance
- No promotion of partisan or extremist views
- Alignment with British values
- No use of resources from individuals/groups linked to harmful online movements or misogynistic content.

12. Political Impartiality and Contested Views

- Topics such as gender identity, sex and gender, and political activism are taught factually and neutrally.
- All teaching about biological sex and gender reassignment is in line with the Equality Act and presented without promoting one view over another.
- Staff present multiple perspectives where views differ.

13. Roles and Responsibilities

Governors (PAT)

- Ensure compliance with statutory duties
- Hold leaders to account

Director/s

- Approve and review policy annually

Headteacher

- Ensure consistent implementation across the school
- Oversee curriculum delivery, staff training, and parent engagement
- Respond to withdrawal requests

Staff

- Deliver RSHE sensitively and inclusively
Model respectful behaviour
- Monitor learner progress
- Raise safeguarding concerns where appropriate

Learners

- Engage respectfully with RSHE
- Listen, ask questions, and consider the views of others

14. Parent/Carer Right to Withdraw

Parents/carers may request withdrawal from:

- Any non-statutory sex education lessons (e.g. conception and birth in KS2).

Parents/carers may NOT withdraw from:

- Statutory Relationships Education (primary and secondary).
- Statutory Health Education (primary and secondary).
- Statutory National Curriculum Science lessons (including human reproduction and puberty).

Process:

1. Parent contacts the headteacher to arrange a discussion.
2. School explains content, shares resources, and answers questions.

3. If the parent still wishes to withdraw, the school will approve the request up to three terms before the child's 16th birthday.
4. The school will provide alternative supervised activities during withdrawal.

15. Staff Training

- Training now includes suicide prevention and responding to harmful online subcultures.
- RSHE delivery is part of our CPD cycle.
- Staff receive training on statutory requirements, inclusive practice, safeguarding, suicide prevention and responding to harmful online subcultures.
- External health professionals may support training delivery.

16. Monitoring and Review

- RSHE delivery is monitored through observations, planning scrutiny, and learner feedback.
- Monitoring includes checking delivery of AI/online safety content.
- Learner progress is tracked through our SPHERE (PSHE) internal assessment system.
- This policy will be reviewed annually and approved by the Director/s.

17. Transparency

- All RSHE materials will be available for parents/carers to view in advance of delivery upon request, and the school will provide prompt access to lesson plans, resources, and overviews without unreasonable delay. This includes any external visitor materials.
- Curriculum overviews will be published on the school website
- Parents are encouraged to contact the school with any concerns

Version control - Approval and review

Version No.	Approved By	Approval Date	Main Change	Review Period
1	Hayley Furnell	October 2024	Initial policy approved	Annually
2	Hayley Furnell	August 2025	Annual review in line with RSE statutory guidance July 2025	Annually

A handwritten signature in black ink, appearing to read 'H. Furnell', with a stylized, cursive script.

Hayley Furnell, Director,
on behalf of Elmley Dray School

Dated: August 2025

Next review: August 2026