



Relationships and Sexual Health Education POLICY

NOVEMBER 2025

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Responsible Body: Conyers 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 Education (Primary)

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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
- **Primary:** No right to withdraw from Relationships Education or Health Education.
- **Sex Education:** Headteachers/Heads of School must automatically grant parental requests to withdraw from Sex Education which is not statutory until KS3.
- **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: Anna Burn/Jade Hawthorne
- Headteacher/Head of School: Chris Coleman
- Designated Safeguarding Lead: Charlotte Taylor

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

- Brook Sexual Health and Wellbeing – Brook.org.uk – tel: 0300 330 0633
- 0-19s Growing Healthy Service - (Harrogate & District NHS Foundation Nurses) tel: 01423 885959
- Kooth App available on Student iPad Devices
- Childline 0800 1111
- NSPCC 0808 800 500
- Hartlepool and Stockton-on-Tees CHUB – 01429 284284
- LADO: Phil Curtis 01429 284284/01642 524552
- Teesside CAMHS
- Mind www.mind.org.uk
- Hart Gables LGBT Support: 01642 675509
- Thornaby Family Hub 01642 528525
- CAHMS – 030002000000
- Catalyst Addiction Support- 01642 733908
- CEOPS - Online Child Protection - <https://www.ceop.police.uk/Safety-Centre/>

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
Key Stage 3	<p>Y7 Term 3: (Types of relationships, arranged and forced marriage, healthy and unhealthy relationships, different types of family, communicating consent)</p> <p>Year 8 Term 3: (Qualities of relationships, consent and the law, misogyny, "incels" and radicalisation).</p> <p>Year 9 Term 2: (Sexism and Misogyny)</p> <p>Year 9 Term 3: (LGBTQ+ Rights)</p>	<p>Year 7 Term 2: (Balanced Diet, Physical and Mental Health, Dental Hygiene, Puberty)</p> <p>Year 8 Term 2: (Personal Hygiene, Importance of Sleep, Drugs and Alcohol)</p> <p>Year 9 Term 2: (Body Image and Confidence).</p>	We operate a sequential curriculum, foundations are introduced in KS3 and developed/recapped in an age appropriate manner throughout the Key Stage and into KS4.
Key Stage 4	<p>Year 10 Term 2: (Romantic relationships, consent and handling pressure, influences on sex, risky sexual behaviour, fertility, pregnancy, choices and loss)</p> <p>Year 10 Term 3: (Sexual harassment, coercive control and domestic abuse, violence against women and girls, including FGM),</p> <p>Year 11 Term 2: (Consent, Contraception and Choice)</p>	<p>Year 10 Term 1: (Managing Challenges in adolescence, mental health, misinformation and support).</p> <p>Year 11 Term 2: (Looking after yourself)</p>	Where appropriate, local contextual safeguarding information is used to help ensure the content is relevant to our local context.
Key Stage 5 NB: RSE is delivered in biennial cycles to accommodate KS5 Tutor Groups as oppose to Y12 and Y13 Groups.	<p>Cycle 1, Term 1 session 7 : Independence: Consent and Choices</p> <p>Cycle 1, Term 2 is dedicated to Health & Wellbeing</p> <p>Cycle 1, Term 2, Session 2-Physical: Sexual Health (Brook) including contraception clinics in school half termly.</p> <p>Cycle 2, Term 2, Session 3- Physical: Sexual Health Screening</p>	<p>Cycle 1, Term 2, Session 1- Physical: Drugs & Alcohol</p> <p>Cycle 1, Term 2, Session 3 - Physical: First Aid Theory</p> <p>Cycle 1, Term 2, Session 4 - SEMH: What is Happiness?</p> <p>Cycle 1, Term 2, Session 5 - SEMH: Mental Wellbeing</p> <p>Cycle 2, Term 2, Session 2 - Physical: Check Yourself (Dr Malden)</p> <p>Cycle 2 Term 2, Session 5 - Physical: Self Image and Self Worth</p> <p>Cycle 2, Term 2, Session 6 - Physical: Cosmetic Changes</p> <p>Dates tbc depending on provider availability:</p> <ul style="list-style-type: none"> • Self defence training (Y13) • Eating and Anorexia workshop 	RSE content also runs through other topics such as: Managing /Emerging Adulthood; SEMH sessions; and more.

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.