Relationships, Sex and Health Education (RSHE) Policy

Senior Leader responsible	**Nigel Sinclair (Assistant Headteacher)**
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Next review date	**Spring Term 2027**

Policy context and rationale

This policy covers the approach to teaching relationships, sex and health education (RSHE) at Dereham Neatherd High School. It has been developed from the model Norfolk County Council policy, which was in turn derived from the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (Department for Education). We have engaged in consultation with pupils, staff, school governors and parents. We want the policy to evolve constantly to meet the changing needs of our young people.

Key needs identified from our consultation work were:

Key Stage 3
The importance of committed and stable relationships
Mental wellbeing
Characteristics of positive and healthy friendships
Gang culture
First Aid
Impact of money on wellbeing
Different types of bullying
Navigating online relationships safely
Diversity regarding race, gender and sexuality
Threats to relationship safety: abuse, grooming, exploitation, radicalisation.

Key Stage 4
Impact of viewing and sharing harmful content
The law relating to sexual consent
Drugs, alcohol and tobacco
Intimate and sexual relationships
Contraception and STIs
Pregnancy and miscarriage
Mental health and wellbeing
What kind of life do you want - careers

Policy Availability
Stakeholders can be informed about the policy through RSHE consultation surveys/events, referencing in the school prospectus or accessing a copy from the school website. Should a hard copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all.

Policy values, aims and objectives
Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. These subjects represent a huge

opportunity to help our children and young people develop. The knowledge and attributes gained via the RSHE curriculum will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Our school strives to support every pupil achieve their very best. We teach RSHE and RS (Religious Studies) together in a spiral curriculum as Society and Ethics lessons from Year 7 through to Year 11. Within these lessons, units are labelled either RS or RSHE so pupils are able to see links. RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons. Our school ethos is 'Learning Without Limits'. Within this, we promote the values of Compassion, Hard Work, Respect, Integrity, Fairness.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions.

Principles of effective RSHE

RSHE provision at Dereham Neatherd High School:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance
  and supplement the programme, where appropriate).
- Works in partnership with parents and carers, encouraging complimentary work at home.
- Delivers lessons where pupils feel safe and encourages critical thinking and relationship skills.

- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Meets government guidelines on ensuring political impartiality.
- Promotes British Values.
- Embeds and shapes our School of Sanctuary Status.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will teach in an adaptive manner and give thought to groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self–esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

We do not seek to promote one religious view over another and parents that have any concerns about our approach and/ or their child's engagement in lessons and encouraged to contact us.

Teaching and learning

All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Dereham Neatherd High School. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

The teaching of RS and RSHE is mainly limited to four members of staff. We occasionally have to fill the timetable with teachers from other departments. When this is the case, we support them closely and offer training where necessary.

External visits

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

• Check the visitor/visiting organisation's credentials, with an eye on political neutrality.

• Check that they have the relevant DBS clearance and if not, get this put in place.

• Ensure the teaching delivered by the visitor fits with our planned programme and

• our published policy.

• Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.

• Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).

• Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.

• Arrange for the visitor to be supervised/supported by a member of school staff at all times.

• Monitor and evaluate the visitor input to inform future planning.

Political neutrality is important to us as a school and we carefully follow all guidance in this area. We record details of all visits and share with parents.

Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet the latest government RSHE guidance and The Equalities Act, 2010. RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age- appropriate curriculum that prepares them to live safely in the modern world.

Our curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by

themed assemblies, topic days and cross curricular links. An example of this is our assembly on Ramadan which ran alongside our work on the curriculum.

See appendix one for our Curriculum Map covering the RSHE (and RS) curriculum.

Assessment

Pupils' learning will be assessed at the end of every topic via a CORE 15 (15 recall questions) to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate. Do Now tasks take place at the start of each lesson allowing regular recall.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources. At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers

of children and young people at our school through mutual understanding, trust and cooperation.
The school will provide support to parents and carers through an annual survey and then follow up communications, which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. Priorities for parents were Mental Health, Financial literacy and Inclusion – all included in the Year 7 curriculum plan and repeated later in the spiral curriculum. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child be excused from the following topics in Sex Education:

- 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.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the headteacher, making clear which aspects of the programme they do not wish their child to participate in. The headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

Other policies
This policy compliments the following policies:

- Behaviour Policy
- Safeguarding Policy
- Equalities Policy

Government guidelines of political impartiality have also been useful and of reference in writing this policy.

Appendix One: Society and Ethics Curriculum Map

Dereham Neatherd High School *Learning Without Limits*

Society & Ethics **2025/26**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Christian beliefs** Q: How does Christianity affect the lives of Christians? • Abrahamic religions • The Fall • Need for Jesus • Jesus' parables • Life of Jesus • Afterlife • Marriage • Cohabitation • Family life Assessment and FAR task	**Muslim beliefs** Q: What are the lives of Muslims like? • Attributes of Allah • Prayer • Mecca • Muhammad • Angels • Jihad • Islam: issues today Mid- year Assessment and FAR task after Christmas	**Mental health** Q: How can we improve our mental health? • Definitions and stereotypes • Detecting mental health • Anger management • Anxiety and panic attacks • Depression and bi-polar • Eating disorders and body image • Schizophrenia and psychosis	**Money** Q: Why do we need to be responsible with money? • Wants and needs • Saving money on food • Budgets • Money management • Risks and addictions • Helping those without money	**Animal Rights** Q: Do we treat animals well enough? • How do we use animals? • Animal testing • Animal rights groups • Christianity and animal rights • Jains and animals • Fur and fashion • Vegetarianism. End-year Assessment and FAR task after Easter	**Healthy relationships** Q: How do we create and maintain healthy relationships? • Different types of relationships • Happiness • Positive and healthy relationships • Respectful relationships • Bullying • Rights and responsibilitie
Year 8	**Belief in God** Q: Why do people believe, and not believe, in God? • Religious upbringing • Religious experience • Miracles • Design argument • Causation argument • Big Bang theory • Evolution • Evil and suffering • Unanswered Prayers Assessment and FAR task	**Respectful relationships** Q: How do we stay safe in relationships? • Respect • Bullying • Coercion • Extremism • Exploitation • Obsessive comparison • Gang violence • Domestic abuse • Honour-based violence Mid- year Assessment and FAR task after Christmas	**Judaism** Q: How do we tackle Jewish stereotypes? • Background History • Beliefs • Worship • Lifestyle • Festivals • Stereotypes • Dealing with them	**Terrorism** Q: How can we stop terrorism? • What is terrorism? • Religion and conflict • 9/11 • War on Terror • Israel and Palestine • Who are ISIS? • Manchester bombings and Paris attacks • White supremacy and domestic terrorism • Islamophobia	**Truth in the modern world** Q: How do we know what to believe in the modern world? • Truth and knowledge • 9/11 • Moon landing • Area 51 • Media study • Critical thinking • Assessing validity End-year Assessment and FAR task after Easter	**The importance of community** Q: Why is it important for our community to be inclusive? • Why do we need community? • Discrimination against women • Discrimination against men • How is society multi-cultural society • What is a multi-faith society? • Why is LGBTQ+

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	**Buddhism** Q: Would Buddhism make us happy? • Siddhartha Gautama • The Four Sights • Asceticism • The Middle Way • Four Noble Truths • Eightfold Path • Five Moral Precepts • Nirvana • Karma • Rebirth • Wheel of Life • The Dalai Lama Assessment and FAR task	**Medical ethics** Q: Is using technology always the right thing to do? • Privatisation of the NHS • Fertility methods • Germline modification • Abortion • Organ donation • Euthanasia • Religious responses to medical ethics. Mid- year Assessment and FAR task after Christmas	**Addiction** Q: How do we protect ourselves against addiction? • Supply and possession • Physical and psychological risks • Addiction and dependency • Prescription drugs • Smoking and vaping • How to quit	**Respectful relationships** Q: How do we create and maintain respectful relationships? • Posting and sharing harmful content online • Viewing pornography • Sharing and viewing indecent images of children • Sexual consent • Sexual exploitation • Impact of obsessive comparison with others	**Law and Politics** Q: How do we organise society? • Democracy • Power of government • Power of the people • Left and right wing • Parliament and Government • House of Commons • Election • House of Lords End-year Assessment and FAR task after Easter	**Marriage & the Family** Q: Why are family issues important to Christians? • Types of family • Role of family • Marriage • Sexual relationships • Contraception • Divorce • Christian attitudes to marriage and the family

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Relationships and Sex Education (RSE)** • Consent • Sexually Transmitted Infections (STIs) • Contraception • Pornography • Sexting • Safe relationships • Domestic abuse • Female Genital Mutilation (FGM) • Teenage pregnancy • Same sex relationships		**Lifestyle, achievement and career** • Your future • Skills & qualities • Armed forces • Professional vs Non-professional • Trades sector • Equal opportunities in the workplace • CVs – what employers are looking for • Preparing for work experience		**Mental health** • Mental health • Stigma • Effects of mental health problems • Unipolar depression • Bipolar depression • Mania • Therapies for depression • Addiction • Causes of addiction	**Religion in Britain** • Religious influence • Origins of British people • Religion and British law • Multicultural Britain • Extremism in Britain • Education in Britain
	GCSE Religious Studies Christian beliefs	**GCSE Religious Studies** Marriage and the family	**GCSE Religious Studies** Living the Christian life	**GCSE Religious Studies** Matters of life and death	**GCSE Religious Studies** Paper 1 consolidation	**GCSE Religious Studies** Muslim beliefs
Year 11	**Where do I go from here?** • Interview preparation • Budget • Salary/wages • Debt • Owning a car • Renting/owning a house • Running a household.	**Preparing for adult relationships** • Ideal relationships • How do you find a partner? • Managing grief regarding separation and bereavement • Unintended pregnancy • Parenting skills and qualities for family life • Reasons for adoption and fostering children • Miscarriage, inability to conceive or maintain pregnancy • Marriage, divorce		**Peace and conflict** • The United Nations and world peace • Religious organisations • Why wars occur • The just war theory • Christian attitude to war	**Coping with exam stress** • Time management • Confidence and achievement • Goal and target-setting • Resilience • Aspiration • Causes of stress • Growth Mindset theory	
	GCSE Religious Studies Matters of life and death (paper 1)	**GCSE Religious Studies** Crime and punishment	**GCSE Religious Studies** Peace and conflict	**GCSE Religious Studies** Revision and exam technique	**GCSE Religious Studies** Revision and exam technique	