Relationships, Sex & Health Education (RSHE) Policy

Responsible	PD/Life+ Subject Leader
Last Reviewed	November 2025
Parent consultation	24 November 2025
Ratified at LGB	8 December 2025
Review Cycle	Annually (November 2026)

Contents

Term	Week	HT	Year 7 Lesson	Year 8 Lesson	Year 9 Lesson	Year 10 Lesson
Term 1	1	HT1	Health and Wellbeing Introduction	Attendance and Punctuality	Relationships and the Media / Social Media (2 hours)	Cancer, Self-examina
	2		Mental Health Introduction	Ambition, Aspiration and Realistic Careers	Relationships and the Media / Social Media (2 hours)	
	3		Online Safety Introduction	Employability Skills Introduction	Diverse Relationships	Cancer, Self-examina
	4		Dangers of Vaping	Entrepreneurship Introduction	Gender Stereotypes and Harms	
	5		Illegal Drugs Introduction	Saving, Managing and Investing Money	Gender Equality and Misogynistic Views	Unplanned pregna
	6		Illegal Drugs Introduction	The Importance of Teamwork	Sexual Harassment and the Law	
	7		Personal and Oral Hygiene	Sexism in Society	Grief, Loss and Separation	Nitrous Oxide
	8		Assessment	Assessment	Assessment	
	9	HT2	Kindness and Empathy	Social Media and Online Stress	Misogyny and the Manosphere (2 hours)	Stress & Exam perform
	10		Male Body Image	County Lines and Gangs (2 hours)	Misogyny and the Manosphere (2 hours)	
	11		Boys' Puberty	County Lines and Gangs (2 hours)	Pornography, Dangers and Our Brains	Mental Health support an
	12		Periods and Menstruation (Girls' Puberty)	The Importance of Communication Skills	Pornography, Dangers and Our Brains	
	13		Periods and Menstruation (Girls' Puberty)	Mental Health in the Wider World (2 hours)	Conflict Management for all Relationships (2 hours)	Porn, ethics & strang
	14		Gratefulness	Mental Health in the Wider World (2 hours)	Conflict Management for all Relationships (2 hours)	
	15		Assessment	Assessment	Assessment	Assessment
Term 2	16	HT3	The Importance of Trust	Balanced Diet Healthy Food Introduction	What is a Drug?	
	17		Friendships and Fall-outs	The Importance and Benefits of Exercise	Dangers of Smoking & Second-hand smoking	Coercive, Exploitative / Relationships
	18		Friendships and Fall-outs	Lifestyle Diseases and Cancer	Drug Classifications	
	19		Peer Pressure and Influence	Eating Disorders	The War on Drugs/Addictions	Coercive, Exploitative / Relationships
	20		Peer Pressure and Influence	FGM	Cannabis Focus	
	21		Assessment	Assessment	Assessment	Gaslighting Emotional
	22	HT4	Online Grooming	Online Bullying and Large Group Chats	Addictions	
	23		Different Families, Stability and Commitment	Self-Harm Prevention	The Importance of Community	Forced Marriage
	24		Romantic Feelings and Falling in Love	Knife Crime Introduction	Anti-Social Behaviour	
	25		Marriage (Includes Civil Partnerships)	Knife Crime Introduction	Algorithms and Dangerous Subcultures	Divorce, Separation &
	26		Assessment	Assessment	Assessment	Assessment
Term 3	27	HT5	Personal Development and Target / Goal Setting	Cyberbullying and Online Trolls	Sexual Consent and the Law	Stalking, Harassment &
	28		Wants, Needs and Priorities	Masculinity (being a great man)	Relationships & Partners	
	29		Self-Esteem Throughout Life (2 hours)	Alcohol, Relationships and Risks (2 hours)	Domestic Abuse & Domestic Violence	Assessing readiness f
	30		Self-Esteem Throughout Life (2 hours)	Alcohol, Relationships and Risks (2 hours)	Why have sex?	
	31		Media and Online Literacy	Consent, Boundaries and Law	Delaying sexual activity	Abortion
	32		Racism Focus	Consent, Boundaries and Law	Sexual Harassment and Stalking	
	33		Assessment	Assessment	Assessment	Adoption & Foster
	34	HT6	Stereotyping and Prejudice	Contraception (2 hours)	Healthy Eating on a Budget	
	35		Protected Characteristics and the Equality Act	Contraception (2 hours)	Health Advice and Services	MOCK EXAMS
	36		Careers, Skills and Qualities	Sexual Health and STIs inc. AIDS/HIV Prevention (2 hours)	Prescription Drugs and Antibiotics	
	37		Careers, Skills and Qualities	Sexual Health and STIs inc. AIDS/HIV Prevention (2 hours)	First Aid and CPR (2 hours)	WEXP
	38		Money and Budgeting Introduction	Condoms (and how to use them)	First Aid and CPR (2 hours)	
	39		Assessment	Assessment	Assessment	Assessment

Term	Week	HT	Year 7	Year 8	Year 9	Year 10 PD	Year 10 WW	Year 11 PD
Term 1	1	HT1	Building Resilience	Making Personal Finance decisions	Understanding Credit Scores	Social Media and Resilience	Grow Throughout Life	Independent Travel
	2		Kindness and Empathy	Commercialisation & Money	Decisions & Accountability	Social Media and Loneliness	Working Hours 15-18	Cost of Living
	3		Anti-bullying Focus	Entrepreneurialism & Self-employment	Being Ambitious	Deepfakes & Malicious AI	Personal Brand Building	Healthy Behaviours & Pregnancy
	4		Safe, Healthy Positive Relationships	Using your initiative	What is the Economy	Body Image positivity too far	Applying for Jobs	Unhealthy weight gain & Risks
	5		Consent Introduction - Personal Space and Contact	How Do I make Important Decisions	Young Entrepreneurs Around the World	Managing social anxiety	National Employment Trends	Online Privacy and Data Protection
	6		The Importance of Respect and Respectful Relationships	Food Banks & Baby Banks	Setting Up A Business	Tattoos, Piercings and our appearance	Long Term Career Planning	Chatbots and AI Complacency
	7		Domestic Conflict and Running Away from Home	Design a Workplace Challenge	Business & Profits	Cyber Crime & Dark Web dangers	Netiquette	MOCKS
	8		Loneliness	Design a Workplace Challenge	Workplace Skills, AI and the Future Labour Market	Independent Living	Uniting	MOCKS
	9	HT2	Managing Pocket Money	Volunteering & Social Action	From Failure Comes Success	How harmful is binge drinking	Exploring Employer Profiles	Revision Skills and Management
	10		Financial Education	What is LMI	Responsible Finances and Avoiding Debt	Social Media Validation	What type of Career is Best for me?	Revision Skills and Management
	11		Rags to Riches	Explore Possibilities	The Importance of Volunteering	Hate Crime	Preparing for WEXP	Personal Safety and Risk on the Streets
	12		Employability & Enterprise Skills	Making Decisions	Saving & Managing Your Money	Hate Crime	Wellbeing in the Workplace	Parenting Costs and Considerations
	13		Finance, Budgeting & Employment	Options Subjects	First Aid	Equality & Equity	In-person, hybrid or remote?	Ending Relationships
	14		What is Equity	Qualifications & Pathways	Assertiveness	Equality & Equity	Unifrog	Online Dating Risks
	15		Enterprise Challenge	Qualities & Skills	Social Media & Online Stress	LGBT Rights	Unifrog	Sex and the Media
Term 2	16	HT3	Why is politics important	What are my interests?	Choosing what to study at KS4	Future Careers & the Rise of AI	What is money laundering?	Extremism and Radicalisation
	17		How our country is run	Job Applications	My strengths & weaknesses	Health and Safety at Work	Cyber Crime	Extremism and Radicalisation
	18		The role of the Prime Minister	Challenges & Rewards of Work	Where do they lead?	Exploring a Payslip	Gaming vs Gambling	Honour Violence
	19		The Monarchy and King Charles III	Creating the Life You want	Careers Library resources	Exploring a Payslip	Problematic Gambling	Group Chats & Antibullying
	20		Political Debates	What does Success Mean?	Planning for the future (P)	Consumer Rights	Cost of Living Crisis	MOCKS
	21		Elections & Campaigning	Careers & the Climate	Exploring Career Paths	Targeted Advertising and your Data	Inflation and how it impacts us?	MOCKS
	22	HT4	Multicultural Britain	Exploring Identity and Diversity	Main Learning pathways	Choosing Post-16 Options	Getting motivated	Cosmetic & Aesthetic Procedures
	23		Importance of being kind	Exploring Identity and Diversity	Decision Making	Different Types of employment	Shark Tank	Online reputation & Digital Footprint
	24		Breaking down stereotypes	Tolerance and Mutual Respect	Taking Control of Your Career	CVs Cover Letters Job Applications	Using time effectively	Substance Addiction
	25		Learning disabilities	Ableism (Invisible and Visible Disabilities)	Working & Earning	CVs Cover Letters Job Applications	Good vs bad	Criminal & Mob Behaviour (Pt2)
	26		Challenging Islamophobia	Conspiracy Theories Focus	Why is LMI Important?	Job Interviews	Revision styles	Festivals & Nitrous Oxide
Term 3	27	HT5	Launch/Who Am I?	Relationships & Sex Education	Getting Ready for KS4 and the GCSE Options Process	Miscarriage & pregnancy	Work Experience	Chatbots advice & Misplaced Affections
	28		Exploring Possibilities	Being Yourself & Self-love	Getting Ready for KS4 and the GCSE Options Process	Pronouns & gender	Why pursue a STEM Career	Neurodiversity
	29		What is a Career?	Periods and the Menstrual Cycle	Getting Ready for KS4 and the GCSE Options Process	Teenage relationship breakups	Finding the right career for me	Sugar and Processed Foods
	30		What is an Entrepreneur?	What is love	Financial Exploitation and Online Fraud	Safe Sex & Chem Sex	Employment Rights and Responsibilities	Sugar and Processed Foods
	31		What is Work Life Balance	Dealing with conflict	Financial Exploitation and Online Fraud	Revenge Porn	Managing Time Effectively	OCD Obsessive Disorders
	32		Careers & the Future	Sexual Orientation	Online Reputation / E-Reputation	Relationships with role models	What Causes a Recession?	What is antimicrobial resistance?
	33	HT6	A day in the Life of	Healthy respectful relationships	Mental Health, Stigma and Language	Screen time - how much is too much	Logging on and completing your Personal Statement	
	34		Decisions and Managing Risk	Fertility & STIs	Managing Anxiety	Perseverance & Procrastination		
	35		Personal Qualities & Skills	Acid Attacks	Happiness and Positivity	MOCKS		
	36		Finding Careers Information	Homelessness	FGM and the Law	MOCKS		
	37		Career Management	Homelessness	Gambling Risks	WEXP		
	38		Character Traits & Skills	Emotional Literacy & Self-Awareness	The Benefits of Sleep and Sleep Hygiene	Unifrog	Logging on and completing your Personal Statement	
	39		Action Points	Energy Drinks	Cancer Prevention & Healthy Lifestyles	Unifrog		

Definitions, Rationale and Ethos

This document uses the term 'RSHE' to include both relationships education and relationships, sex and health education. It outlines our approach to RSHE, in line with the Department for Education's Statutory Guidance for RSHE in Secondary Schools (2025).

This policy has been produced by the Director of Belonging (incl. Personal Development), in consultation with parents and the Governing Body. We define 'relationships and sex education' as equipping students with the essential knowledge and understanding to express themselves freely and safely, in an environment that promotes positive body image and respectful relationships. RSHE supports students in developing the social skills and moral values necessary to make safe, healthy, and informed decisions that promote their personal well-being, both now and in the future.

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity but aims to raise awareness and understanding.

RSHE in Stocksbridge High School provides clear progression from primary relationships education. RSHE will provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

Effective RSHE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSHE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

Effective teaching will be participative and interactive and will give students opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios.

Life+ lessons in Stocksbridge High School will cover a range of topics, including topics related to abusive behaviour. While teaching children how to stay safe, including online, teachers will be clear that being a victim of abuse is never the fault of the child or young person. Different forms of abuse will be addressed sensitively and clearly at appropriate ages. For students who are experiencing or have experienced unhealthy or unsafe relationships, including at home, we have an important role as a place of consistency and safety where students can find support.

We ensure that RSHE is inclusive and accessible for all students, including those with special educational needs and disabilities (SEND), by adapting provision appropriately. The RSHE curriculum is regularly reviewed in collaboration with our Pastoral Team and SEND staff to ensure it meets the individual needs of all learners.

We are committed to promoting gender equality and LGBT+ inclusion, reflecting the values of modern British society and the principles of equality enshrined in British law. Our staff and student community is inclusive of all races, sexualities, disabilities, religions and beliefs, and we aim to lead by example in promoting respect and equality.

The intended outcomes of our RSHE curriculum are that all students understand the diverse makeup of modern British society, uphold British values, and develop a strong sense of identity and social responsibility. We want our students to grow into resilient, creative, confident communicators: compassionate, open-minded, and principled individuals who act with integrity, both offline and online.

Through our Life+ and Personal Development curriculum, we guide students to embody our values, that reflect our school ethos and support their development and future success.

Be Positive   *Be Kind*   *Be Confident*   *Be Reflective*

Safe and Effective Practice (within PD/Life+ lessons)

This sets out the agreed principles and staff protocols for the planning and delivery of Relationships, Sex and Health Education (RSHE) at Stocksbridge High School. It ensures that RSHE is taught consistently, safely, and effectively, supporting students' wellbeing and preparing them for healthy, respectful relationships.

This policy applies to all staff involved in the delivery of RSHE lessons across the school. It aligns with statutory guidance from the Department for Education and the school's safeguarding policy.

Principles of Effective RSHE

- **Effective RSHE:** Will be participatory, encourage discussion, skill development, and critical evaluation of complex relationship scenarios.
- **Safe Learning Environment**: Teachers establish clear expectations and revisit ground rules at the start of each lesson. Respectful language and behaviour are always modelled.
- **Ground Rules**: Co-created with students and include respect for others, no personal disclosures, the right to pass, and clear confidentiality boundaries.
- **Answering Questions**: Staff respond factually and age-appropriately, in line with school policy. Questions beyond the curriculum are acknowledged respectfully and signposted to reliable sources. Safeguarding-related questions are referred immediately to the Designated Safeguarding Lead (DSL).
- **Distancing Techniques**: Case studies, role play, and fictional scenarios are used to explore sensitive issues safely, protecting students' privacy.
- **Managing Sensitive or Controversial Issues**: Teachers remain neutral, avoid imposing personal beliefs, and use inclusive resources that reflect diversity. Sensitive discussions are managed calmly and constructively.

Staff Protocols

- Follow the school's RSHE policy and statutory guidance.
- Use only approved lesson plans and resources.
- Maintain professional boundaries — staff must not share personal experiences.
- Report safeguarding concerns immediately to the DSL.
- Provide opportunities for anonymous questions (e.g., question box).
- Engage in ongoing professional development to remain confident and up to date.
- Evaluate lessons regularly and adapt to meet students' needs.
- Sensitive topics - RSHE will address a wide range of issues, including abusive behaviours and online safety. Teaching will emphasise that victims of abuse are never at fault. Different forms of abuse should be taught sensitively, with age-appropriate clarity.

Safeguarding and Confidentiality

- We play a vital role in providing consistency and safety for students who may be experiencing or have experienced unhealthy or unsafe relationships, including within the home.
- Personal information must be handled with care and shared only with those who need to know (e.g., DSL or deputy).
- Staff must never promise confidentiality to a student reporting abuse.
- Students should be informed how confidentiality is managed and where they can report concerns, including external services if they feel uncomfortable approaching staff.

Monitoring and Review

This policy will be reviewed annually by the RSHE Subject Leader and SLT, with input from staff, students, and governors. Updates will reflect statutory changes, best practice, and feedback from lesson observations.

Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSHE) compulsory for all students receiving secondary education.

This policy was developed in response to:

• Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025)

We follow the Department for Education's definition of Relationships and Sex Education (RSHE): "RSHE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

Effective RSHE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSHE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex." (DfE, Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory Guidance, 2025)

• Statutory guidance on RSHE and health education (2019)

• Keeping children safe in education: for schools and colleges (2019)

• Behaviour and discipline in schools: guidance for head teachers and staff (2016)

• Equality Act 2010: advice for schools • Special educational needs and disability code of practice (2015): 0 to 25 years

• Alternative provision Statutory guidance (2016)

• Mental health and behaviour in schools (2018)

• Preventing and tackling bullying (2017)

• Cyber bullying: advice for head teachers and school staff (2017)

• Advice for parents and carers on cyber bullying • Sexual violence and sexual harassment between children in schools and colleges (2018)

• Promoting fundamental British values as part of SMSC in schools (2014)

• National Citizen Service: guidance for schools and colleges (2017)

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSHE has become statutory in all schools from September 2020.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Roles and Responsibilities

The Life+ and RSHE curriculum at Stocksbridge High School is led by the Director of Belonging (incl. Personal Development) who is responsible for the planning, implementation and resourcing of our Life+ curriculum. They also oversee how RSHE is taught and regularly assesses its effectiveness.

The Director of Belonging also ensures that the Life+ and Personal Development curriculum contributes to wider school priorities such as personal development, safeguarding, and wellbeing.

The Director of Belonging is line managed by the Deputy Head for Inclusion. There is one representative of the governing body who helps support and review the RSHE policy and curriculum offer.

The Headteacher has a responsibility to ensure the school has a written RSHE policy, developed in consultation with parents, staff, and governors. The school will also make the policy available to parents who will review it regularly.

The Headteacher also must ensure teaching follows the Department for Education's statutory guidance.

Personal Development is primarily delivered by form tutors during form time, and there is a set of teaching staff who deliver the Life+ curriculum. Staff have been carefully selected to teach these sensitive topic areas.

Most aspects of the PD/Life+ curriculum, including some RSE, are delivered by form tutors and supported by standardised resources, as well as expert input from external and specialist agencies. The curriculum has been carefully planned in collaboration with the Safeguarding and Inclusion team and the Religious Education team to ensure it is inclusive, relevant, and responsive to the needs of our students and the wider community.

All teaching staff receive regular updates of information on the curriculum planning and teaching elements of the Personal Development and Life+ curriculum. Further training will be offered to teachers of the Life+ curriculum.

The school is a member of the PSHE Association.

Week 1/2	Form	Monday XX	Tuesday XX	Wednesday XX	Thursday XX	Friday XX
Year 7	7LWO 7CBA 7DWO 7CSI 7PBE 7JMI	Assembly	Review of the Week / Reading	Personal Development	Literacy / Reading	DDF (Drop-Down Form)
Year 8	8CBR 8MGR 8PBA 8LLO 8LAR 8JSH	Review of the Week / Reading	Assembly	DDF (Drop-Down Form)	Personal Development	Literacy / Reading
Year 9	9KMO 9KMI 9KHY 9NCA 9LSH 9 RHE	Review of the Week / Reading	Personal Development	Literacy / Reading	DDF (Drop-Down Form)	Assembly
Year 10	10KLI 10LBU 10MFA 10MWA 10HJO 10CSM	Review of the Week / Reading	Personal Development	Assembly	Personal Development	Literacy / Reading
Year 11	11KFR 11POH 11RDR 11DHA 11DSK 11AHA	Review of the Week / Reading	Personal Development	Personal Development (Wider World & Careers)	Assembly	Personal Development

Guiding Principles for RSHE at Stocksbridge High School

Stocksbridge High School has developed a curriculum with the following key principles in mind:

- **Engagement with students**. An inclusive and well-sequenced RSHE curriculum will have meaningful engagement opportunities with students to ensure that our curriculum is relevant and engaging.
- **Engagement and transparency with parents**. We will engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials will be available to parents upon request, as described on page 14. Parents have a right to request that their children are withdrawn from sex education (students can opt back in from three terms before they turn 16) and we will ensure parents are aware of sex education content within lessons in advance.
- **Positivity**. We will focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. We will avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
- **Careful sequencing**. We will cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. We will sequence teaching so that students are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harm.
- **Relevant and responsive**. We will develop the curriculum content to be relevant, age and stage appropriate and accessible to students, where appropriate working with local partners and other external bodies to understand specific local issues and ensure needs are met.
- **Skilled delivery**. The curriculum will be delivered by school staff or, where/when we feel appropriate, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm students. Staff are trained in safeguarding and offering support, recognising the increased possibility of disclosure.
- **Whole school approaches.** The RSHE curriculum is best delivered as part of a whole school approach to well-being and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

Curriculum Design

Our RSHE curriculum is an integral part of our whole school Life+/PD provision and is designed to reflect the needs of all stakeholders. It is regularly reviewed through student voice, parental consultation/parent forum and meetings with our pastoral/SEND/safeguarding leads. This ensures that content remains relevant, inclusive, and responsive to our local community. The curriculum is planned in line with the Department for Education's statutory guidance for secondary schools and is tailored to meet the contextual needs of our students.

All students have access to centrally planned resources, which are adapted to suit individual learning needs and circumstances. All topics are mapped across the 5-years to meet the full scope of the DfE guidance, ensuring that students receive comprehensive and age-appropriate education across the key themes of RSHE. Lessons incorporate a wide range of activities and high-quality resources to encourage inquiry, engagement and critical thinking. Students are given regular opportunities to reflect on their learning, and a variety of assessment strategies are used to monitor progress and understanding. Do-Now quizzes and interrogation of resources using reading skills are an integral part of their lessons.

The curriculum is further enriched through partnerships with high-quality external providers who bring additional expertise and insight into the curriculum offer. Examples such as South Yorkshire Police, OnePunch, Knife Crime, roundabout, The Corner, Oddballs etc.

The Nine Protected Characteristics are taught as part of assemblies and PD as well as through a wider whole-school approach, including form time, assemblies and curriculum coverage. RSHE (as part of the Personal Development Curriculum) will be delivered through a combination of timetabled sessions, assemblies, external visitors, curriculum content and drop-down days.

At our school, we believe that **Careers Education, Information, Advice and Guidance (CEIAG)** is a vital part of preparing students for life beyond 16. CEIAG helps students develop the knowledge, skills, and confidence to make informed decisions about their future pathways, whether that is further education, training, or employment. We are committed to providing impartial, high-quality guidance that raises aspirations, broadens horizons, and ensures every student understands the opportunities available to them.

Through CEIAG, students learn how classroom learning connects to real-world careers, gain insight into different industries, and develop essential career management skills such as resilience, self-awareness, and decision-making. Our programme follows the **Gatsby Benchmarks** to ensure best practice and statutory compliance, and includes encounters with employers, colleges, and training providers.

By embedding CEIAG across the curriculum and offering tailored support, we aim to reduce the risk of students becoming NEET (Not in Education, Employment, or Training) and ensure that every young person leaves our school ready to take their next step with confidence and ambition.

RSHE is an integral part of our wider Life+/Personal Development curriculum at Stocksbridge High School. It aims to:

- Provide accurate and age-appropriate information and understanding of RSHE-related issues
- Dispel myths and misunderstandings
- Explore a range of attitudes towards RSE, helping students develop informed views and make positive choices
- Promote respect and care for others
- Support students in developing positive body image and self-esteem
- Develop key skills for managing relationships and sexual situations, such as risk assessment, assertiveness, conflict resolution, decision-making, and help-seeking
- Contribute to a reduction in teenage pregnancies, sexually transmitted infections, and abortion rates
- Promote awareness of human sexuality and challenge sexism, homophobia, and all forms of prejudice through the active promotion of equality and diversity
- Provide knowledge of, and access to, support services
- Strengthen students' understanding of British Values and their role in the wider community and the world around them

Our approach to RSHE is based on the following principles:

- The value of stable, healthy and loving relationships
- Respect, understanding and empathy for others, regardless of background, sexuality, culture or beliefs
- The right not to be exploited or abused
- The right to form relationships based on mutual consent
- Access to help and advice from trusted adults and advisory services

RSHE is taught within the school's Life+/PD curriculum. Biological aspects of RSHE are taught within the science curriculum, online safety within ICT and Computing and element of biology, health & safety (First Aid) and mental health through PE and D&T.

Across the 5-year curriculum plan, students will be supported by developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

An overview of learning in each key stage/year group can be found on the school website but also on the next 3 pages of the policy document.

PSHE/Life+/Personal Development

	Year 7 Life+	Year 7 PD	Year 8 Life+	Year 8 PD	Year 9 Life+	Year 9 PD	Year 10 Life+	Year 10 PD/WW	Year 11 Life+	Year 11 PD/WW
HT1	*Health & Wellbeing* Looking after your mental health & physical health. Online safety, dangers of vaping and illegal drugs.	*Relationships* Kindness, empathy, loneliness, anti-bullying, domestic conflict. Introduction to consent - personal space and contact.	*Wider World* Employability, Aspiration, careers and skills for the future. Teamwork and being an entrepreneur.	*Finance & Decision Making* Decisions, commercialisation, being an entrepreneur, making decisions and the workplace.	*Relationships* Using the media & social media safely, different types of relationships, grief & loss, equality & misogyny, sexual harassment & the law.	*Business & Finance* Credit scores, decisions, being accountable & ambitious, being a young entrepreneur, the economy and setting up a business, profit and workplace skills	*Health & Wellbeing* Looking after yourself and your body, self-examinations, unplanned pregnancy, the dangers of Nitrous Oxide, the ethics & dangers of porn in relationships. Mental health support, stress & exam performance	*Health & Wellbeing* Socila Media, deepfakes AI, body image, managing social anxiety. Body modifications, binge drinking, cyber crime and the dark web. **Personal Guidance** Working, jobs, employment trends,	*Relationships* The use of offesive language, bullying and microaggressions; the risks & dangers of online dating. Deepfakes, sexting and the law. Pleasure & intimacy in relationships.	*Health & Wellbeing* Independent travel, cost of living, healthy behaviours & pregnancy, unhealthy weight gain, online privacy, chatbots and AI
HT2	*Health & Wellbeing* Healthy routines, influences on health, puberty, kindness, empathy and gratefulness.	*Enterprise & Budgeting* Pocket Money, employability skills, equity, rags to riches, enterprise skills	*Wider World* Mental Health and looking after yourself. Avoiding online stress. Using your communication skills. Gang exploitation and county lines.	*Options & LMI* Volunteering, LMI, explore possibilities, options subjects, qualifications & pathways, your qualities & skills	*Relationships* Attitudes and dangers of pornography, dealing with conflict within relationships, misogyny and manosphere.	*Essential Life Skills* Failure & success, responsible finance, avoiding debt, saving & managing your money, being assertive, managing social media & online stress.		*Living in the Wider World* Social Media validation, hate crime, equity & equality, LGBT Rights **Unifrog**	*Relationships* Responsible public health choices, parenthood and brain development.	*Health & Wellbeing* Revision skills & management, personal safety and risk on the streets, parenting costs & considerations.
HT3	*Relationships* Building positive relationships & trust, friendships & falling out.	*Politics & Parliament* How the country is run, the role of the prime minister, the monarchy, debates and election campaigns.	*Health & Wellbeing* Keeping a healthy mind and body. Lifestyle and keeping your body healthy. FGM.	*Unifrog* My interests, job applications, Challenges and rewards of work, what does success mean, careers & the climate	*Legal & Illegal Drugs* Dangers of legal and illegal drugs, drug classifications, cannabis, addictions & the war on drugs, smoking & second-hand smoking	*Post-16 Options* Choosing what to study, finding my strengths & weaknesses, careers library resources, exploring career paths, planning for the future	*Relationships* Respectful relationships, coercive and abusive relationships, gaslighting & emotional abuse. Forced marriage, separation, divorce and loss.	*Living in the Wider World* Future Careers, Health & safety, payslips, consumer rights, advertising and your data. **The Economy** Money laundering, cyber crime, gambling, inflation, cost of living	*Relationships* Sextortion and spotting AI	*Relationships* Ending relationships, online dating risks, sex and the media, extremism & radicalisation, honour violence, group chats and antibullying
HT4	*Relationships* Romance and friendships (including online grooming), types of families and partnerships (including marriage)	*Celebrating Differences* Multicultural Britain, being kind, stereotypes, learning disabilities, challenging Islamophobia	*Health & Wellbeing* Online safety and group chats, preventing self-harm and introduction to knife crime	*Equality & Diversity* Exploring attitudes, tolerance and mutual respect, identity and diversity.	*Wider World* The importance of your community and your behaviour within it. The dangers of subcultures and how social media uses your data.	*Unifrog* Learning pathways, making decisions, taking control of your career, working & earning, why LMI is important.		*Post-16 Preparation* Post-16 options, types of employment, CVs, cover letters, interviews. **Revision Skills** Motivation, time, revision styles.	*Health & Wellbeing* Fertility, pregnancy, gynaecological & reproductive health. Responsible behaviour - mob violence & criminal behaviour.	*Living in the Wider World* Cosmetic procedures, online reputation, substance addiction, criminal & mob behaviour, festivals and nitrous oxide
HT5	*Wider World* Raising aspirations and self-worth, self-esteem, wants vs. needs. Online influences and racism.	*Unifrog* Who am I? Expoloring future possibilities, being an entrepreneur, work-life balance and careers & the future	*Relationships* Online safety and digital literacy. Dangers & risks of alcohol within relationships. Understanding consent, personal boundaries and the law.	*Relationships* Being yourself, periods & the menstrual cycle, sex education & love, dealining with conflict, sexual orientation	*Relationships* Understanding relationships, consent and the law, domestic abuse and violence. Ready for sexual relationships? Why people have sexual relationships.	*Wider World* KS4 and the options process; finance, online & offline fraud, being exploited. Being aware of your online reputation.	*Relationships* Relationship challenges & changes - readiness for sex & pregnancy/abortion. Stalking, harassment and the law. Responsibilities & decisions - Adoption & fostering	*Relationships* Miscarriage & pregnancy, pronouns & gender, breakups, safe sex, revenge porn, relationships with role models	*Health & Wellbeing* Responsible health choices - Health screening, testing & the law. Mental health - suicide prevention. Dealing with compulsive, unwanted and fixed behaviours.	*Health & Wellbeing* Chatbots & misplaced affections, neurodiversity, sugar and processed foods, OCD obsessive disorders, antimicrobial resistance.
HT6	*Wider World* Equality, prejudice and protected characteristics. Skills & qualities for a career, intro into finance & budgeting.	*Personal Guidance* Decisions, mangaing risk, knowing your personal qualities & skills, how to find careers information, what are your character traits & skills, managing your career.	*Relationships* Introduction to contraception, your sexual health incl. prevention and risks of STIs. How to use condoms.	*Health & Wellbeing* Healthy, respectful relationships, fertility & STIs, acid attacks, being homeless, being self aware and energy drinks	*Health & Wellbeing* Healthy eating and finding health advice. The purpose & use of prescription drugs. Basic first aid skills & CPR.	*Health & Wellbeing* The stigma of mental health, manging anxiety, happiness & positivity, sleep routines & hygiene. FGM & the law, cancer prevention & living a healthy lifestyle.	*Wider World* Mock Exams Work Experience	*The World of Work* STEM, WEXP, the right career, employment rights & responsibilities, managing time, recession. **Unifrog & Sheffield Progress**		

Term	Week	HT	Year 7 Lesson	Year 8 Lesson	Year 9 Lesson	Year 10 Lesson	Year 11 Lesson
Term 1	1	HT1	Health and Wellbeing Introduction	Attendance and Punctuality	Relationships and the Media / Social Media (2 hours)	Cancer, Self-examinations	Offensive Language, Bullying and Microaggressions
	2		Mental Health Introduction	Ambition, Aspiration and Realistic Careers	Relationships and the Media / Social Media (2 hours)		
	3		Online Safety Introduction	Employability Skills Introduction	Diverse Relationships	Cancer, Self-examinations	Parenthood and Brain Development Throughout life
	4		Dangers of Vaping	Entrepreneurship Introduction	Gender Stereotypes and Harms		
	5		Illegal Drugs Introduction	Saving, Managing and Investing Money	Gender Equality and Misogynistic Views	Unplanned pregnancy	Online Dating Dangers and Risks
	6		Illegal Drugs Introduction	The Importance of Teamwork	Sexual Harassment and the Law		
	7		Personal and Oral Hygiene	Sexism in Society	Grief, Loss and Separation	Nitrous Oxide	MOCK EXAMS
	8		Assessment	Assessment	Assessment		
	9	HT2	Kindness and Empathy	Social Media and Online Stress	Misogyny and the Manosphere (2 hours)	Stress & Exam performance	The Role of Pleasure in Intimate Relationships
	10		Male Body Image	County Lines and Gangs (2 hours)	Misogyny and the Manosphere (2 hours)		
	11		Boys' Puberty	County Lines and Gangs (2 hours)	Pornography, Dangers and Our Brains	Mental Health support and networks	Pornographic Deepfakes, Image Sharing and the Law
	12		Periods and Menstruation (Girls' Puberty)	The Importance of Communication Skills	Pornography, Dangers and Our Brains		
	13		Periods and Menstruation (Girls' Puberty)	Mental Health in the Wider World (2 hours)	Conflict Management for all Relationships (2 hours)	Porn, ethics & strangulation	Honour Violence and Killings
	14		Gratefulness	Mental Health in the Wider World (2 hours)	Conflict Management for all Relationships (2 hours)		
	15		Assessment	Assessment	Assessment	Assessment	Responsible Public Health Choices
Term 2	16	HT3	The Importance of Trust	Balanced Diet Healthy Food Introduction	What is a Drug?		
	17		Friendships and Fall-outs	The Importance and Benefits of Exercise	Dangers of Smoking & Second-hand smoking	Coercive, Exploitative Abusive Relationships	Sextortion and Spotting AI
	18		Friendships and Fall-outs	Lifestyle Diseases and Cancer	Drug Classifications		
	19		Peer Pressure and Influence	Eating Disorders	The War on Drugs/Addictions	Coercive, Exploitative Abusive Relationships	MOCKS/Assessment
	20		Peer Pressure and Influence	FGM	Cannabis Focus		
	21		Assessment	Assessment	Assessment	Gaslighting Emotional Abuse	Mob Mentality and Criminal Behaviour
	22	HT4	Online Grooming	Online Bullying and Large Group Chats	Addictions		
	23		Different Families, Stability and Commitment	Self-Harm Prevention	The Importance of Community	Forced Marriage	Fertility, Gynaecological, Menstrual and Reproductive Health
	24		Romantic Feelings and Falling in Love	Knife Crime Introduction	Anti-Social Behaviour		
	25		Marriage (Includes Civil Partnerships)	Knife Crime Introduction	Algorithms and Dangerous Subcultures	Divorce, Separation & Loss	Fertility, Gynaecological, Menstrual and Reproductive Health
	26		Assessment	Assessment	Assessment	Assessment	
Term 3	27	HT5	Personal Development and Target / Goal Setting	Cyberbullying and Online Trolls	Sexual Consent and the Law	Stalking, Harassment & the Law	Suicide Prevention
	28		Wants, Needs and Priorities	Masculinity (being a great man)	Relationships & Partners		
	29		Self-Esteem Throughout Life (2 hours)	Alcohol, Relationships and Risks (2 hours)	Domestic Abuse & Domestic Violence	Assessing readiness for Sex	Compulsive, Unwanted and Fixed Behaviours
	30		Self-Esteem Throughout Life (2 hours)	Alcohol, Relationships and Risks (2 hours)	Why have sex?		
	31		Media and Online Literacy	Consent, Boundaries and Law	Delaying sexual activity	Abortion	Screening (M&F)
	32		Racism Focus	Consent, Boundaries and Law	Sexual Harassment and Stalking		
	33		Assessment	Assessment	Assessment	Adoption & Fostering	Virginity Testing, Hymenoplasty and the Law
	34	HT6	Stereotyping and Prejudice	Contraception (2 hours)	Healthy Eating on a Budget		
	35		Protected Characteristics and the Equality Act	Contraception (2 hours)	Health Advice and Services	MOCK EXAMS	
	36		Careers, Skills and Qualities	Sexual Health and STIs inc. AIDS/HIV Prevention (2 hours)	Prescription Drugs and Antibiotics		
	37		Careers, Skills and Qualities	Sexual Health and STIs inc. AIDS/HIV Prevention (2 hours)	First Aid and CPR (2 hours)	WEXP	
	38		Money and Budgeting Introduction	Condoms (and how to use them)	First Aid and CPR (2 hours)		
	39		Assessment	Assessment	Assessment	Assessment	

Year 7 strands: Health & Wellbeing; RSE; Living in the Wider World
Year 8 strands: Living in the Wider World; Health & Wellbeing; Living in the Wider World; RSE; Health & Wellbeing
Year 9 strand: RSE
Year 10 strands: Health & Wellbeing; RSE; Health & Wellbeing; RSE
Year 11 strands: RSE; Health & Wellbeing

Term	Week	HT	Year 7	Y7 Theme	Year 8	Y8 Theme	Year 9	Y9 Theme	Year 10 PD	Y10PD Theme	Year 10 WW	Y10WW Theme	Year 11 PD	Y11PD Theme	Year 11 WW	Y11WW Theme
Term 1	1	HT1	Building Resilience	RSE	Making Personal Finance decisions	Finance & Decision Making	Understanding Credit Scores	Business & Finance	Social Media and Resilience	H & W	Grow Throughout Life	Personal Guidance & Planning	Independent Travel	Health & Wellbeing	Sheffield Progress - Applications Personal Statement	College Applications
	2		Kindness and Empathy		Commercialisation & Money		Decisions & Accountability		Social Media and Loneliness		Working Hours 15-16		Cost of Living			
	3		Anti-bullying Focus		Entrepreneurialism & Self-employment		Being Ambitious		Deepfakes & Malicious AI		Personal Brand Building		Healthy Behaviours & Pregnancy			
	4		Safe, Healthy Positive Relationships		Using your initiative		What is the Economy		Body Image positivity too far		Applying for Jobs		Unhealthy weight gain & Risks			
	5		Consent Introduction - Personal Space and Contact		How Do I make Important Decisions		Young Entrepreneurs Around the World		Managing social anxiety		National Employment Trends		Online Privacy and Data Protection			
	6		The Importance of Respect and Respectful Relationships		Food Banks & Baby Banks		Setting Up A Business		Tattoos, Piercings and our appearance		Long Term Career Planning		Chatbots and AI Complacency			
	7		Domestic Conflict and Running Away from Home		Design a Workplace Challenge		Business & Profits		Cyber Crime & Dark Web dangers		Netiquette		MOCKS		MOCKS	
	8		Loneliness		Design a Workplace Challenge		Workplace Skills, AI and the Future Labour Market		Independent Living		Unifrog		MOCKS		MOCKS	
	9	HT2	Managing Pocket Money	Enterprise & Budgeting	Volunteering & Social Action	Options & LMI	From Failure Comes Success	Essential Life Skills	How harmful is binge drinking	Living in the Wider World	Exploring Employer Profiles	Unifrog	Revision Skills and Management	Health & Wellbeing	Sheffield Progress - Applications Personal Statement	College Applications
	10		Financial Education		What is LMI		Responsible Finances and Avoiding Debt		Social Media Validation		What type of Career is Best for me?		Revision Skills and Management		Post-16 Pathways	
	11		Rags to Riches		Explore Possibilities		The Importance of Volunteering		Hate Crime		Preparing for WEXP		Personal Safety and Risk on the Streets		Planning for the Future	
	12		Employability & Enterprise Skills		Making Decisions		Saving & Managing Your Money		Hate Crime		Wellbeing in the Workplace		Parenting Costs and Considerations		Personal Branding	
	13		Finance, Budgeting & Employment		Options Subjects		First Aid		Equality & Equity		In-person, hybrid or remote?		Ending Relationships	RSE	Meeting Employers	
	14		What is Equity		Qualifications & Pathways		Assertiveness		Equality & Equity		Unifrog		Online Dating Risks		Making applications	
	15		Enterprise Challenge		Qualities & Skills		Social Media & Online Stress		LGBT Rights		Unifrog		Sex and the Media		Interview Preparation	
Term 2	16	HT3	Why is politics important	Politics & Parliament	What are my interests?	Unifrog	Choosing what to study at KS4	Post-16 Options	Future Careers & the Rise of AI	The Economy, Risk & Reward	What is money laundering?	Unifrog	Extremism and Radicalisation	RSE	The finance of having a baby	Personal Finance & Investing
	17		How our country is run		Job Applications		My strengths & weaknesses		Health and Safety at Work		Cyber Crime		Extremism and Radicalisation		UK Welfare Benefits	
	18		The role of the Prime Minister		Challenges & Rewards of Work		Where do they lead?		Exploring a Payslip		Gaming vs Gambling		Honour Violence		Trading & Investments	
	19		The Monarchy and King Charles III		Creating the Life You want		Careers Library resources		Exploring a Payslip		Problematic Gambling		Group Chats & Antibullying		Crypto-currencies	
	20		Political Debates		What does Success Mean?		Planning for the future (P)		Consumer Rights		Cost of Living Crisis		MOCKS		MOCKS	
	21		Elections & Campaigning		Careers & the Climate		Exploring Career Paths		Targeted Advertising and your Data		Inflation and how it impacts us?		MOCKS		MOCKS	
	22	HT4	Multicultural Britain	Celebrating Differences	Exploring Identity and Diversity	Equality & Diversity	Main Learning pathways	Post-16 Preparation	Choosing Post-16 Options		Getting motivated	Revision Skills	Cosmetic & Aesthetic Procedures	Living in the Wider World	Employability Skills	Unifrog
	23		Importance of being kind		Exploring Identity and Diversity		Decision Making		Different Types of employment		Shark Tank		Online reputation & Digital Footprint		Post-16 Choices	
	24		Breaking down stereotypes		Tolerance and Mutual Respect		Taking Control of Your Career		CVs Cover Letters Job Applications		Using time effectively		Substance Addiction		Decision Making	
	25		Learning disabilities		Ableism (invisible and Visible Disabilities)		Working & Earning		CVs Cover Letters Job Applications		Good vs bad		Criminal & Mob Behaviour (Pt2)		Volunteering & paid work	
	26		Challenging Islamophobia		Conspiracy Theories Focus		Why is LMI Important?		Job Interviews		Revision styles		Festivals & Nitrous Oxide		Apprenticeships vs HE	
Term 3	27	HT5	Launch/Who Am I?	Unifrog	Relationships & Sex Education	RSE	Getting Ready for KS4 and the GCSE Options Process	Living in the Wider World	Miscarriage & pregnancy	RSE	Work Experience	The World of Work	Chatbots advice & Misplaced Affections	Health & Wellbeing	Being Financially Savvy	Living in the Wider World
	28		Exploring Possibilities		Being Yourself & Self-love		Getting Ready for KS4 and the GCSE Options Process		Pronouns & gender		Why pursue a STEM Career		Neurodiversity		Electric vs Petrol	
	29		What is a Career?		Periods and the Menstrual Cycle		Getting Ready for KS4 and the GCSE Options Process		Teenage relationship breakups		Finding the right career for me		Sugar and Processed Foods		Is AI a threat?	
	30		What is an Entrepreneur?		What is love		Financial Exploitation and Online Fraud		Safe Sex & Chem Sex		Employment Rights and Responsibilities		Sugar and Processed Foods		Role of Pharmacists	
	31		What is Work Life Balance		Dealing with conflict		Financial Exploitation and Online Fraud		Revenge Porn		Managing Time Effectively		OCD Obsessive Disorders		Peer Pressure & Risk Taking	
	32		Careers & the Future		Sexual Orientation		Online Reputation / E-Reputation		Relationships with role models		What Causes a Recession?		What is antimicrobial resistance?		Marriage vs Cohabitation & Civil Partnerships	
	33	HT6	A day in the Life of	Personal Guidance	Healthy respectful relationships	Health & Wellbeing	Mental Health, Stigma and Language	Health & Wellbeing	Screen time - how much is too much	Living in the Wider World	Perseverance & Procrastination	Sheffield Progress	Logging on and completing your Personal Statement	Sheffield Progress		
	34		Decisions and Managing Risk		Fertility & STIs		Managing Anxiety		Perseverance & Procrastination							
	35		Personal Qualities & Skills		Acid Attacks		Happiness and Positivity		MOCKS							
	36		Finding Careers Information		Homelessness		FGM and the Law		MOCKS							
	37		Career Management		Homelessness		Gambling Risks		WEXP							
	38		Character Traits & Skills		Emotional Literacy & Self-Awareness		The Benefits of Sleep and Sleep Hygiene		Unifrog			Sheffield Progress	Logging on and completing your Personal Statement			
	39		Action Points		Energy Drinks		Cancer Prevention & Healthy Lifestyles		Unifrog							

Openness and engagement with parents and other stakeholders

Parents are informed about the RSHE policy through proactively working in partnership by consulting them during the development and annual review of the RSHE policy. Regular communication is maintained through newsletters, parent forums, information evenings, and the school website. Parents are invited to share feedback and contribute to shaping the RSHE curriculum to ensure it reflects community values while meeting statutory requirements.

We are committed to openness with parents by providing them with clear information about the RSHE curriculum, including topics covered, teaching approaches, and statutory requirements. This information is shared via the school website, electronic and social media communications, and parent meetings. The RSHE policy is published online and available in hard copy upon request.

To see materials used to teach RSHE, parents can view teaching materials used in RSHE and are available for parents to view. Parents may submit a formal request to the RSHE Subject Leader or headteacher to review curriculum resources. We can explain how materials are selected and how they align with statutory guidance.

Parents/Carers are empowered to follow up RSHE work at home. We encourage parents to engage in conversations with their children about RSHE topics to reinforce learning.

Our governors are actively involved in the design, implementation, and review of the RSHE policy. The governing body approves the RSHE policy and monitors its delivery through regular reports from the RSHE Subject Leader and SLT. Governors are kept up to date with developments in RSHE through training sessions, policy reviews, and updates at governing body meetings.

Students are engaged in the design of the RSHE curriculum through surveys, student voice, and school council discussions. Student voice strategies ensure that the RSHE curriculum reflects the needs, interests, and concerns of young people. Feedback from students is used to adapt lesson content, teaching methods, and resources to make RSHE relevant and effective.

Right to withdraw (applies only to sex education)

The parental right to withdraw students from RSHE remains in primary and secondary education, <u>for aspects of sex education which are not part of the Science curriculum</u>. <u>There is no right to withdraw from relationships education or health education.</u>

Parents/carers have the legal right to withdraw their children from some or all of sex education up to and until three terms before the child turns 16 (except for the biological aspects included in the national curriculum for science).

In such cases, a meeting will be arranged with the Headteacher to discuss the request, the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, as well as explore alternative arrangements where agreement cannot be reached. Please note that the Headteacher has the right to refuse such requests in exceptional circumstances, for example due to safeguarding concerns or a child's vulnerability.

Process for withdrawing students from sex education

The process consists of several steps. After being fully informed, if the parent/carer still wishes to go ahead with withdrawing their child from sex education, unless there are exceptional circumstances, this request will be granted by the school. It is important to note that if this request is made within 3 terms of the child's 16th birthday, the child has a legal right to attend sex education regardless of their parents or carers wishes.

Step 1 – school receives request to be withdrawn from the sex education aspect of RSHE, which is delivered as part of the wider Life+ curriculum. This request can be in one of the following formats: by the parent/carer either by phone, email or letter.

Step 2 – school responds within 14 days of receipt of the request with a copy of this procedure and an invitation to a formal meeting with the Headteacher.

Step 3 - Formal meeting between the parent/carer and the Headteacher. They will outline the general details about the legal rights surrounding this withdrawal request. Parent/carer will be informed that this is a yearly process and that the application must happen every year. Parent/carer and the Headteacher will look in detail at the curriculum content for the relevant year.

The meeting will entail an in-depth look at the year's curriculum content to identify which areas the student is to be opted out. If this request falls within three terms from turning 16 and has the right to opt back into sex education if they wish, the school will seek the opinions of the student to implement their wishes, confirming this with the parent/carer. During the lessons when withdrawn, the student must complete work; the subject of which will be broadly focused on morals and values. If the work is not completed to a satisfactory standard, then normal school policies will apply.

The students will, for those lessons that have been identified, work on their own but will be supervised in another area of the school (to be individually identified).

Step 4 – If parent/carer wish to continue with their application for the withdrawal of their child, they must formally write to the Headteacher (email or letter). Once the written application has been received, the appropriate actions will be taken for the prior agreed lessons.

Parents can identify when RSHE is being covered by referring to the Life+/PD Curriculum Overview documents on the school website. SHS acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All parents/carers will be:

• Given every opportunity to understand the purpose and content of Relationships Education and RSHE.
• Encouraged to participate in the development of Relationships Education and RSHE
• Able to discuss any concerns directly with the school.

Safeguarding

Teaching staff are aware that effective RSHE, particularly when exploring what is and is not appropriate in a relationship may lead to safeguarding disclosure. Staff must be alert to signs of neglect, abuse, or domestic abuse. If this occurs, the member of staff must consult with the appropriate member of the school's Safeguarding Team, which includes the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs). All concerns will be followed up in line with the procedures set out in the school's Safeguarding Policy.

All teaching staff and the pastoral teams have advance notice of the planned curriculum (including assemblies and visiting speakers) and can plan and prepare specific interventions and/or support that may be needed for specific vulnerable students.

All staff must follow Keeping Children Safe in Education (KCSIE). All staff must apply the mandatory reporting duties, including Female Genital Mutilation (FGM), virginity testing and hymenoplasty (illegal since 2022), and the upcoming legal duty requiring teachers and others in regulated activity to report sexual abuse disclosures.

Visitors and external agencies supporting the delivery of RSHE are required to present valid DBS checks and read the Safeguarding Policy prior to working with students. The protocol for inviting visitors into lessons is overseen by the Director of Belonging for Personal Development, and only external agencies and charities whose work has been quality assured to check that external resources are accurate, age and stage appropriate and unbiased and appropriately monitored are engaged. If a visitor/external agency receives a disclosure from a student, they will immediately report it to the teacher in charge of the activity, who will in turn report it to the DSL.

Confidentiality in a school safeguarding context means that personal information must always be handled with care and sensitivity. Staff should only share details with those who need to know, such as the Designated Safeguarding Lead (DSL) or their deputy, to ensure that concerns are managed appropriately. Importantly, children must never be promised complete confidentiality when disclosing abuse, as safeguarding responsibilities require that information is passed on to protect them and ensure their safety.

Student understanding of confidentiality is essential in safeguarding practice. Students should be clearly informed about how confidentiality is managed within the school, including when information must be shared to protect them. They need to know that while staff will treat their concerns sensitively, certain disclosures—such as those involving abuse or risk of harm—cannot be kept secret. It is equally important that students are aware of the different ways they can report concerns, whether by speaking to a trusted member of staff, approaching the Designated Safeguarding Lead, or accessing external services if they feel uncomfortable raising issues directly within school. This ensures that every student understands both the boundaries of confidentiality and the support routes available to them.

Students may raise questions that extend beyond the school's planned RSHE curriculum or relate to areas of sex education from which they have been withdrawn. Appropriate responses may include encouraging the student to discuss the matter with their parents/carers or another trusted adult. Staff can signpost students to reliable support services where necessary. Staff also need to recognise that unanswered questions may lead students to seek information from inappropriate or unsafe sources, including online.

Diversity and Inclusion

The RSHE policy sets out how the curriculum and teaching of Life+ is inclusive of, and accessible to, all students, for example by referencing the legal requirements on schools outlined in the Equality Act 2010 and the Public Sector Equality Duty.

Students will have varying needs in relation to RSHE, depending on their background and personal circumstances. Stocksbridge High School is committed to ensuring that all students receive high-quality, inclusive RSHE, in line with our Equality Policy.

We are mindful of:

- The differing needs of boys and girls, and the importance of engaging both actively
- Respecting cultural and religious beliefs of the school community while promoting tolerance and understanding community (remembering that under the Equality Act 2010, religion or belief are amongst the protected characteristics)
- Recognising and valuing different family structures, ensuring no family unit is stigmatised
- Addressing and challenging homophobic behaviour in line with British law. Considering the experiences of LGBT students and those with LGBT family members (sexual orientation and gender reassignment are protected characteristics under the 2010 Equality Act); teaching related to sexual orientation and gender reassignment will be delivered clearly, sensitively and respectfully, in line with the statutory guidance and quality first teaching.
- Addressing and challenging sexist and discriminatory behaviours in line with British law
- Providing adapted and personalised RSHE provision for students with Special Educational Needs and Disabilities (SEND), ensuring accessibility and relevance. We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.
- The need to tailor content and teaching to meet the specific needs of children at different development stages.

Monitoring, reporting and evaluation

Stocksbridge High School senior leadership team will monitor the delivery of Life+/RSHE through regular 'Every Lesson' visits. Life+ delivery is also part of the whole school QA process. This is reported back to SLT and the Headteacher on a regular basis.

In addition, teaching staff will complete a survey each term to reflect on their delivery and confidence, and students will complete a review from each unit to provide feedback on their learning and experience. Student voice, work scrutiny and lesson observations are conducted each term. Student voice is influential in adapting and amending planned learning activities.

The RSHE curriculum is regularly discussed at staff and governor meetings. The curriculum, policy, and use of external agencies are reviewed annually to ensure they remain relevant and effective.

Policy Review Date

As part of effective RSHE provision, the RSHE policy will be reviewed every 12 months to ensure that it continues to meet the needs of students, staff and parents and is in line with current Department for Education advice and guidance.

This policy will be reviewed in November 2026. It will be reviewed by the Deputy Head for Inclusion and the Governing Body.

Appendix 1: RSE Guidance by the Department of Education - Secondary Education

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary (including planned curriculum changes for Sept 2026):

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available*.
- the facts around pregnancy including miscarriage*.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- 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. • how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

*Sex education – contraception/pregnancy also covered in science lessons