

## RSHE Policy 2026



Achievement Beyond Expectation

|                                  |                                                                                      |
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| <b>Policy Ratified on</b>        | <b>06/07/2026</b>                                                                    |
| <b>Signed Chair of Governors</b> | <b>n/a</b>                                                                           |
| <b>Signed Headteacher</b>        |  |

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## **Statement of intent**

We aim to provide pupils with the knowledge and skills necessary to make informed and ethical decisions about their wellbeing, health, and relationships. It focuses on the positive formation of the pupil's emerging persona and when appropriate their developing sexual identity.

Effective teaching will support pupils to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching also aims to support the prevention of harm by helping pupils understand and identify when things are not right.

Our provision reflects a whole-school approach aimed at improving behaviour, helping pupils build and maintain healthy relationships, understanding feelings, regulating emotions, making healthy choices to stay safe, well and happy, and respecting diversity.

## **Legal Requirements**

### **The law in relation to RSE states:**

As a school covering both primary and secondary phases, Sidestrand Hall must provide Relationships Education to all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

We must also provide Health Education. In teaching RSHE, we must have regard to the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance issued by the Secretary of State, dated July 2025. We also have regard to legal duties set out in the Equality Act 2010 (including the Public Sector Equality Duty) and the SEND Code of Practice: 0 to 25 years.

The governing bodies of schools are required to keep an up to date RSE Policy that describes content and the organisation of RSE provided outside the national curriculum science orders.

Parents/Carers have the right to withdraw their children from Sex Education lessons but not from content delivered through the science curriculum.

For further guidance on content see 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025.

## **Other Related Policies and Documents**

**This RSHE policy can also be linked to other policies. e.g.;**

- Safeguarding Policy
- Behaviour Policy
- Online Safety policy
- Drug Education Policy

Staff Equality, Equity, Diversity and Inclusion/Pupil Equality, equity, Diversity and Inclusion

- Curriculum including Teaching and Learning

**Policy on Gender Questioning Children (Draft Guidance Awaited)** Pending confirmation of the 'Gender Questioning Children' guidance, Sidestrand will adhere to the following principles based on the draft statutory guidance (December 2023):

- 1) Safeguarding and Biological Sex: All decisions must prioritize safeguarding and align with the principle that the school's legal duties are framed by a child's biological sex. We must accurately record a child's legal name and sex in the admissions register.
- 2) Social Transition: There is no general duty to allow a child to 'social transition' (changing name, pronouns, uniform, facilities). Schools should take a cautious approach
- 3) Parental Engagement: Parents must not be excluded from decisions relating to requests for social transition, and schools must engage parents as a matter of priority unless there is a significant risk of harm to the child.
- 4) Names and Pronouns: Schools may allow informal name changes only after consulting parents. Primary school children should not have different pronouns used about them. For older children, the school can decline a request to change pronouns and should only agree if the benefit outweighs the impact on the school community, ensuring no staff or pupil is compelled to use preferred pronouns.
- 5) Single-Sex Spaces: Requests for social transition must not include allowing access to single-sex spaces (toilets, changing rooms, dormitories, or sex separated sports) designated for the opposite biological sex. The school adheres to the principle that single-sex spaces must be protected based on biological sex, including toilets, showers, changing rooms, and competitive sports where safety or fairness is threatened by mixed participation. Alternative arrangements will be sought for pupils who experience distress using facilities designated for their biological sex, ensuring the safety and privacy of all pupils.
- 6) Uniform: A gender questioning child should generally be held to the same uniform standards as other children of their biological sex. Any uniform change must follow consultation with parents

## Policy Development

This policy has been developed in consultation with staff, pupils, and parents/carers. We have used the consultation process to ensure that the curriculum is relevant and meets the needs of our community. The Governing Body ultimately holds the final responsibility for the policy.

## How are parents involved?

Siderstrand Hall is committed to proactively engaging parents and ensuring full transparency regarding RSHE curriculum content and materials. At Siderstrand the involvement of parents and carers in supporting RSE is valued, with a positive home school link ensuring a better outcome in the development of the young people we wish to foster. An online RSE parent/carer consultation was undertaken in April 2024, to help inform the on-going development of an effective and relevant curriculum.

- 1) Viewing Materials: Parents and carers have the right to view all curriculum materials used to teach RSHE on request. Requests for materials will be responded to positively, adhering to copyright law where necessary (e.g., sharing via the website or parents evenings, not agreeing to contractual restrictions from external providers).
- 2) Consultation: We consult parents when developing and reviewing this RSE policy.
- 3) Communication: A copy outlining the school philosophy and brief details of the RSE curriculum is available to parents on the school website. Before the start of the formal teaching of the RSE curriculum an email is sent home informing parents and carers of lesson content.

## Parents' Right to Withdrawal

Parents/carers do not have the right to withdraw their child from relationships education or health education. Parents/carers however have the right to withdraw their child from the non-statutory sex education components within RSE.

- Primary: Requests for withdrawal will be automatically granted, other than content covered in the science curriculum.
- Secondary: Requests for withdrawal must be put in writing to the Head Teacher using the specified form (Appendix A). The Head Teacher will discuss the request with parents, clarifying the benefits and any detrimental effects of withdrawal. The Head Teacher may refuse the request in exceptional circumstances, such as safeguarding concerns or a pupil's specific vulnerability. From three terms before the pupil turns 16, the pupil can choose to opt back into sex education regardless of parental request.

If a pupil is withdrawn, the school provides appropriate, purposeful alternative schoolwork during the period of withdrawal.

## Outline of Sidestrand Hall's RSHE Programme

The curriculum covers all statutory content outlined in the July 2025 guidance. The curriculum will be differentiated and individualised to meet particular needs and abilities. RSHE is taught to prepare pupils for adulthood, supporting EHCP outcomes such as independence and community participation, which also aligns with our TITAN Ready to go! and Careers curriculum.

RSHE is delivered through both informal and formal teaching. Formal teaching occurs within the RSHE curriculum, Science lessons, and incorporates a whole school approach. The curriculum is supported by high-quality, evidence-based resources. We ensure resources are chosen for being inclusive, positive, unbiased, and age/understanding appropriate.

We draw on the Life Lessons resources (Key Stages 1–5) to map content and differentiate learning, using six core themes (outlined below) to tailor the curriculum to individual pupil needs, potentially drawing on content across different key stages corresponding to developmental stages rather than chronological age.

We use the Life Lessons curriculum, which provides comprehensive coverage of statutory content through an evidence-based, peer led, and relational approach. The resources are designed to be inclusive, using features like dual coding, scaffolding activities, word banks, and emotions characters to support pupils with SEND. Resources are used from Pol-Ed (available to Norfolk schools), covering Relationships, Keeping Safe, Understanding the Law, and Wellbeing, appropriate for all Key Stages (EYFS up to Post-16).

The RSHE curriculum will be differentiated by the expectations set out for Primary and Secondary pupils in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2025. Where appropriate, the curriculum will be individualised to meet particular needs. The curriculum will be complemented by resources and guidance issued by Life lessons and POL-ED.

Resources will be tailored by teaching staff to enable pupils to access the primary and secondary curriculum expectations. There will be a focus on the education of sexual intimacy with individual pupils who have shown a developing sexual persona.

It is recognised that much of RSHE comes through the daily experiences of the pupils; therefore the importance of all school staff in the development of social relationships is emphasised and the importance of a cohesive whole school staff approach to the RSE curriculum. Pupils who transition to 6th form college here at Sidestrand still receive RSHE as set out in this document.

## **Core Themes across all key stages:**

### **Relationships:**

Families and people who care for me  
Caring friendships  
Respectful, kind relationships  
Respectful Relationships

### **Wellbeing**

Being safe  
General Wellbeing  
Mental wellbeing

### **Body Awareness**

Being safe  
Sex education [Sex education is not compulsory, but the advice is to teach it in line with the Science Curriculum (Years 5 and 6)]  
Developing bodies  
Intimate and sexual relationships, including sexual health

### **Independence (incl. digital)**

Online safety and awareness  
Being safe  
Online safety and harms  
Online and media  
Personal safety

### **Health (including financial)**

Being safe  
Physical health and fitness  
Healthy eating  
Drugs, alcohol, tobacco and vaping  
Health protection and prevention  
Basic first aid

### **Identity & Community**

Respectful, kind relationships  
Health protection and prevention  
Personal safety  
Online safety

## **Safeguarding**

### **How will Sidestrand Hall School deal with sexually explicit questions?**

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class, or individually taking into account Safeguarding Policy.
- Encourage pupils to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions which are agreed by staff beforehand.
- Have designated adults that pupils know of to go to if they wish to talk.

If pupils ask questions outside the scope of this policy, or related to content from which they have been withdrawn, teachers will respond appropriately to ensure pupils are informed and do not seek answers online. This includes advising the pupil to speak to their parents or a trusted adult, and signposting to appropriate support services. Teachers are supported with training on managing such questions sensitively.

### **What kind of language will be considered acceptable and appropriate for use in RSE lessons?**

Staff will:

- Use the correct terms for all body parts.
- Use clear, unequivocal language in an objective manner.
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on the understanding and maturity level of pupils.
- Staff must model positive behaviour, avoiding language that might perpetuate harmful stereotypes, and be conscious of everyday sexism, misogyny, homophobia and stereotypes. Where misogynistic ideas are expressed, staff should challenge the ideas rather than the person expressing them.

### **What Ground Rules specific to RSHE will Sidestrand use?**

- Respect will be shown at all times.
- Safeguarding policy must be implemented.
- An agreement of the basic rules is agreed at the start of every lesson.

### **Single and mixed sex groups:**

RSHE teaching will generally be in mixed-sex groups. However, separating classes by sex may be considered where the school identifies a specific need or to create a safe space for discussion of a particular topic, such as menstruation. In these cases, teaching staff will consult with the relevant Head of Department.

## Evaluation and Assessment

### How pupil success is assessed

The delivery of RSHE is monitored by the Subject Leader (Sarah Smyth) through observation, planning scrutiny, learning walks, and ongoing evaluation of curriculum needs in meetings with staff. Subject leader monitoring is in place to ensure the curriculum is being delivered effectively across the school and pupils are progressing at a meaningful rate.

Learning is recorded on Arbor (School assessment tool). We use the progressive stages of the PSHE Association SEND Framework (Encountering, Foundation, Core, Development, Enrichment, Enhancement) to evidence small steps of progress and ensure the quality of learning.

### How curriculum and delivery is evaluated

The RSHE Subject Leader meets periodically with staff teaching RSHE to evaluate curriculum needs and the needs and understanding of the pupils.

The RSHE Subject Leader evaluates needs and issues arising from on-going parent/carers consultation activities.

## Monitoring and review

This policy will be reviewed on an [annual](#) basis, or in light of any changes to relevant legislation, by the headteacher.

The next scheduled review date for this policy is July 2027