SHREWSBURY HOUSE SCHOOL
FOUNDED 1865

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Policy owner:	Head of PSHE/SMSC
Approved by:	Executive Head
Date of last review:	September 2026
Next review:	September 2027

1. Rationale

This policy covers our school's approach to the Department for Education statutory guidance that states from September 2020 all schools must deliver Relationships Education for pupils receiving primary education from Reception to Year 6 and Relationships and Sex Education for pupils receiving secondary education Year 7 to Year 8. We also recognise and follow the 2026 RSHE Statutory Guidance issued by the Government.

The focus from Reception to Year 6 is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Parents, staff and pupils have been consulted on the creation of this policy and it is reviewed annually by relevant stakeholders. A copy of this policy is on the school website. Reference is also made to RSHE in the Curriculum Policy, which can also be found on the website.

In Year 7 and Year 8 the focus is on providing our young people with the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. This will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also teach them what acceptable and unacceptable behaviour in relationships is. The right to withdraw is covered further on in this policy.

Our school values of Respect, Perseverance, Aspiration, Integrity and Compassion underpin all aspects of Relationships and Sex Education. Through the delivery of this subject, we provide pupils with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Topics and themes covered in the subject will help to support our pupils develop resilience, to know how and when to ask for help, and to know where to access support.

The school recognises that a new RSHE Curriculum will be in place from September 2026. Our current curriculum already includes many topics, subjects and elements that are to be included in the new guidance. We will adopt the new RSHE curriculum in full from September 2026.

2. Aims

We have taken into account the Department for Education Relationships and Sex Education Statutory Guidance, and guidance from the Independent Schools Standards. Effective planning, delivery, monitoring and teaching of Relationships and Sex Education enables our pupils to:

- understand the fundamental British Values and uphold these throughout the curriculum. Pupils are also taught explicitly about the British Values, which are defined as: democracy & the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs;
- develop positive relationships valuing the differences and similarities between families and people who care for them;
- know how to develop caring and respectful relationships (including intimate and sexual relationships in Key Stage 3);
- know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- know about online relationships and that people sometimes behave differently online and the rules and principles for keeping safe online;
- know about being safe and how to recognise and report feelings of being unsafe;
- develop positive mental and physical wellbeing and know about the changing adolescent body, including physical and emotional changes.
- the RSHE curriculum covers modern technological risks, specifically including online financial scams, artificial intelligence deepfakes and automated online manipulation.

3. Teaching and Learning - Roles and Responsibilities

3.1 Relationships, Sex and Health Education (RSHE) topics are delivered by pupils' tutors in a dedicated Personal Social Health and Economic (PSHE) education lesson.

3.2 We use a variety of teaching and learning styles and combine these with enquiry-based research activities. We encourage the children to ask as well as answer RSHE questions, ensuring that the investigating, learning, exploring, developing and evaluating, promote skills and understanding. This enables them to apply issues raised to today's world. An anonymous question box will be provided in each tutor room for pupils to raise questions privately should they wish, for the tutor to address.

3.3 Pupils will have the opportunity to be engaged in a variety of activities as individuals, in groups and as a whole class.

3.4 Our teaching of RSHE builds upon and extends prior learning to ensure all children are progressing as they move through the PSHE Curriculum which is spiral. We also recognise the importance of sequencing when delivering the PSHE curriculum.

3.5 We recognise that there are children of widely different abilities in all classes (see Learning Enrichment further on), and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the pupil. We achieve these learning opportunities by:

- differentiated work throughout the year group;
- setting tasks which are open-ended and can have a variety of responses.

3.6 We will create a safe and supportive learning environment by explaining clear 'ground rules' for pupils' participation in RSHE sessions. Pupils will be taught in tutor groups which will foster respect, trust and build on collaboration and developing relationships. We will ensure that where pupils indicate that they may be vulnerable and/or at risk, they will get appropriate support from the Designated Safeguarding Lead, and where necessary, outside agencies in line with our Safeguarding and Child Protection Policy.

4. Provision

The amount of time each week dedicated to RSHE teaching and learning is as follows:

Younger Years	30 minutes RSHE each week
Year 3	30 minutes RSHE each week
Year 4	30 minutes RSHE each week
Year 5	30 minutes RSHE each week
Year 6	30 minutes RSHE each week
Year 7	30 minutes RSHE each week
Year 8	30 minutes RSHE each week

The topics are also covered during some of the assemblies that take place throughout the year.

5. Planning

RSHE is taught within a timetabled programme of PSHE education, feeding into (and enhanced by) related learning such as mental health, online safety and developing risk management and decision-making skills. Our Curriculum is kept relevant and uses a spiral approach across all Key Stages. This ensures themes are revisited developmentally. The scheme of work (SOW) sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships including different types of families, and Living in the Wider World. We plan our schemes of work following national guidance, identifying our learning objectives and intended outcomes before selecting or producing resources.

5.1 As with other subjects, curriculum planning is in phases:

- long-term: the scheme of work for PSHE (overview);
- medium-term: weekly plans with learning objectives.

The SoW is also available in the staff common area in the subject folder. Where possible, teachers link learning with work in other subject areas.

5.2 The long-term plan (overview) covers the broad RSHE skills/areas of knowledge that are covered for each year group.

5.3 Our medium-term (half-termly) plans give further detail of each area of RSHE being covered per half-term, listing specific learning objectives. These are reviewed regularly by the Head of PSHE and his colleagues teaching RSHE to ensure that children have good coverage of the RSHE curriculum and that adequate provision and progression is being made.

5.4 Planning is reviewed regularly with resources provided.

5.5 All curriculum frameworks, lesson plans, slides, and digital materials used within the PSHE and RSHE curriculum are fully accessible to parents and carers upon request. The school does not use materials from external vendors that restrict parental review due to copyright claim clauses.

5.6 The school maps its curriculum sequence using professional judgement, developmental readiness and local safeguarding data, rather than relying entirely on rigid age limits. This is continually reviewed by the Head of PSHE and the HOYs.

6. Assessment (Informal)

6.1 Teachers continually assess pupils' work by making informal judgements and facilitating discussion during lessons. We assess pupils' work in RSHE through questioning, while observing their contributions and written work during lessons.

6.2 Lessons are planned in conjunction with learning objectives, learning intentions and success criteria.

6.3 The Head of PSHE formally assesses and signs off on all internal and external learning resources. This step ensures that complex topics are presented in an unbiased, factual, and strictly age-appropriate manner, preventing exposure to content too mature for the pupils' developmental stages.

7. Contribution of RSHE to Teaching in other Curriculum Areas

7.1 RSHE has the potential to contribute widely across the curriculum. With this in mind, every effort is made to ensure cross curricular links are planned accordingly. The most obvious example of RSHE and PSHE is with science.

7.2 We have a culture of looking for opportunities to create links across subjects, but also to embed values, SMSC, FBV seamlessly into the education we provide in and out of the classroom. Assemblies, tutor periods, PSHE sessions further allow us to embed these values.

8. Learning Enrichment: (including SEND, EAL and the Higher Learning Potential and More Able, Gifted and Talented)

8.1 We teach RSHE to all pupils of all abilities. It is part of the school curriculum policy to provide a broad and balanced education to all, including supporting and extending children according to their individual needs.

8.2 In RSHE lessons the needs of any children highlighted as having special educational needs and disabilities are supported.

8.3 Every effort is made to ensure that the needs of pupils recognised as of a higher learning potential or more able, gifted and talented are met, in accordance with the guidelines set out in the Higher Learning Potential and More Able Gifted and Talented Policy. These needs are often met through discussions developing pupils' higher order thinking skills.

9. Resources

Resources can be found electronically in the staff common area of the shared G:drive under PSHE.

10. Working with External Agencies

In addition to the provision in PSHE, visitors and external organisations are used, when appropriate, to enhance the delivery of PSHE, including specialist advice on relationships and sex education.

- Tooled Up Education works closely with the school to provide resources across the whole school community.
- A visiting speaker delivers a Sex and Relationship talk for every pupil in the school. This is tailored to ensure that the content is age appropriate.
- The Designated Safeguarding Lead will meet with visitors to ensure they are aware of how safeguarding reports should be dealt with in line with school policy.

11. Health and Safety

Health and safety is always considered at Shrewsbury House School and RSHE has a direct link with Keeping Children Safe in Education (KCSiE). We understand the importance of relationships in relation to mental health and wellbeing. As such, RSHE provision will be based on keeping children safe in and out of school, in both a physical as well as an online environment.

12. Equality of Opportunity

As a school we comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, religion or belief, gender reassignment, or sexual orientation (collectively known as the Protected Characteristics). We will take positive action to build a culture where everyday sexism, misogyny, homophobia and gender stereotypes are not tolerated, and any occurrences are identified and tackled. Our staff is aware that we have an important role to play in modelling positive behaviours.

13. Parent Right to Remove a Child from Sex Education (the Right to Withdraw)

Parents **do not** have the right to withdraw their children from Relationships Education (Reception to Year 6) or Health Education.

Parents **do** have the right to request that their child be withdrawn from specific age-inappropriate elements of Sex Education taught within Key Stage 3 (Years 7 and 8).

Before granting any such request, the Head will discuss the request with parents and, as appropriate, with the pupil/s to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. If the pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

14. Confidentiality

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the safeguarding team.

15. Outside Speakers

Please refer to the Safeguarding & Child Protection Policy for details of procedures for visiting speakers.

16. Monitoring and Review

Monitoring of the standards of pupils' learning and recorded work, and of the quality of teaching in RSHE, is the primary responsibility of the Head of PSHE/SMSC. Other responsibilities, which influence the delivery of RSHE include:

- providing the strategic lead and direction for the subject in the school;
- supporting colleagues in planning, teaching and assessing the subject;
- monitoring through learning walks and informal lesson observations;
- being informed about and sharing current developments in the subject;
- attending relevant courses for professional development within the subject;
- identifying and evaluating strengths and weaknesses in the subject and indicating areas of focus for improvement, for inclusion into the School Development Plan;
- conducting an annual review of the RSHE policy with parents, pupils and staff.