



Relationship Sex and Health Education Policy

Approved On/By:	Full Governing Body Committee 11 th June 2025
Last Reviewed On:	5 th June 2025
Next Review Due By:	FGB Summer Term 2026
Monitoring & Review:	Annually
Staff Member(s) Responsible:	R Stewart- Aspiring Leader

Relationship, Sex, and Health Education Policy

1. Introduction

This policy is informed by the Department for Education's statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health' (2019; last updated 2021).

RSHE is part of a lifelong learning about physical, sexual, moral, and emotional development. It provides students with the information they need to develop healthy and nurturing relationships of all kinds. It supports pupils to understand the importance of stable and loving relationships characterised by respect, love, and care. RSHE also ensures students know how to keep themselves safe and how to avoid putting themselves in risky situations.

This policy is made available to all staff and new staff will be made aware of this policy during their induction. Parents and/or pupils can access this policy on the school website or on request.

2. Aims and Objectives

We aim to provide an environment at Hodge Hill College where young people can develop and flourish. RSE is a fundamental part of our Secure Curriculum preparing students for the opportunities, responsibilities, and experiences of adult life. RSE at Hodge Hill College entails lesson content on relationships, supporting pupils to develop healthy relationships and age appropriate sex education information.

The school believes that the aim of RSE is to provide students with the knowledge and skills to enable them to make informed and responsible choices as part of a healthy lifestyle. Relationship, sex, and health education should contribute to the spiritual, moral, cultural, social, emotional, and physical development of the students and prepare them for the responsibilities and experiences of adult life.

We aim to do the following:

- Develop students' self-esteem and confidence, particularly in their relationships with others
- Give accurate information about reproduction, contraception, sexually transmitted infections, sexuality, and sexual relationships as well as what constitutes exploitation
- Develop students' understanding of consent, and the skills to confidently negotiate situations in which this is required both in person and online
- Help students make healthy choices and avoid risky choices.
- Be responsive to the diverse needs and backgrounds of our pupils
- Fulfil statutory requirements and meet local needs
- Ensure students know where they can access support and advice on a range of issues to do with health and well-being including sexual health.
- Develop pupil's knowledge and understanding of the UK Law, including but not limited to Equality Act 2010 which highlights 9 protected characteristics (do the 9 protected characteristics need to be added?)

3. RSE Content and Delivery

Our RSE curriculum is in line with statutory guidance on RSE. RSE will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete RSHE sessions – delivered by a team of trained staff including external organisations such as Umbrella
- Through Tutor Time activities at KS3 and KS4
- Through the KS3 Personal Development timetabled lesson
- Through other curriculum areas e.g. RE, Science, English, and Computer Science.
- Through activities and school events e.g. theatre productions by external organisations such as Loudmouth

During the school year, there are several discrete sessions in which pupils focus on RSHE issues. Some discrete RSHE sessions may be in smaller single sex groups to provide pupils with an environment where they feel comfortable and to enable pupils to get the maximum benefit from each session. For example, elements of Sex Education are delivered in smaller single sex groups. Planning also takes into consideration local priorities reached through agreement with the Child protection and Pastoral team.

The school values and encourages the involvement of external agencies and services in supporting the delivery of this area of the curriculum. When working with external organisations, sessions will be thoughtfully planned as part of the overall programme with formal agreement on content, delivery styles and monitoring processes. Their contribution will compliment other teaching and be appropriate to the age and maturity of the students involved. Teachers/support staff will always be involved so they can deal with questions and concerns. Below is a description of some of the sessions our external providers deliver:

Loudmouth Education and Training

- Working for Marcus - This programme teaches about a wide range of child exploitation issues including child sexual exploitation, exploitation into crime e.g., county lines and knife crime (Year 11).
- Trust Me - This programme teaches about a wide range of sexual health issues including STI's, contraception and consent (Year 10).
- Safe and Sound - This programme helps young people to stay safe in their intimate relationships and explores abuse in teenage relationships (Year 9).

Umbrella

- Small group session with trained Young People's Health Advisors on Healthy Relationships, CSE, consent, contraception and STI's (Year 11).

Brook

- Small group girls only session with trained professionals discussing menstruation cycle and female sanitary products

4. Management and Coordination

In accordance with government guidance the school has an RSHE coordinator. The coordinator has responsibility for supporting policy implementation, providing advice and support for teachers, support staff, governors, and liaising with outside agencies.

The RSHE Coordinator will ensure:

- The RSHE curriculum fulfils the statutory requirements for RSE (2021).
- All teaching will reflect the law including the Equality Act 2010.
- The religious background of all students will be taken into consideration when planning and teaching
- Relationships are forged with external providers to support curriculum development and access to services
- They lead other key initiatives to support RSHE both across school and with relevant outside agencies
- Ensure that all externally delivered sessions fit with the planned RSHE programme
- Liaise with the SEND (Special Educational Needs and Disabilities) team to ensure that pupils with SEND are appropriately supported to access the same RSHE curriculum
- Liaise with Designated Safeguarding Lead to ensure that provision for students with Child Protection issues to do with Child Sexual Exploitation are handled appropriately.

5. The Right to Withdraw

Parents have the legal right to request to have their child is excused from sex education. Sex education is delivered as part of the wider Relationships and Sex Education curriculum. For any child to be withdrawn, a request needs to be put in writing and addressed to the head teacher.

Parents only have the legal right to withdraw children up until three terms before the child turns 16. After this time, if the child wishes to receive sex education rather than be withdrawn, the school would make arrangements to provide the child with sex education.

There is no right to withdraw from Relationship Education or Health Education.

6. Confidentiality

In the delivery of RSHE we will:

- Ensure staff, students/parents are aware of the policy on confidentiality and understand individual rights to confidentiality
- Ensure that students are informed of the limits of confidentiality that may be offered by teachers e.g. in relation to safeguarding issues.
- Encourage students to talk to their parents or carers and give them support to do so.
- Ensure that all disclosures are referred to the safeguarding team.

The child protection procedures will be followed if there is any possibility of abuse (See Safeguarding & Child Protection Policy)

7. Policy Review

This policy will be reviewed by the RSHE Coordinator by Summer Term FGB 2026.
Adopted at Full Governing Body Meeting on 11th June 2025.