


RHE Policy Adapted for Willow Dene

Incorporating; Relationships Education; Health Education,
and Relationships and Sex Education

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PARTNERSHIP OF SCHOOLS

As a Primary and Secondary Academy school, we provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. This policy sets out how the school meets the subsequent, statutory requirements of the Department for Education, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' June 2019.

Relationships Education, Sex Education and Health Education (*referred to in this policy as RHE/ RHSE*) are compulsory school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. RHE involves lifelong learning, starting early in childhood and continuing throughout life. It is taught in every year group in the school in a way that reflects the learner's developmental level. RHE and RHSE will be taught either discreetly or using defined units to support children's knowledge and understanding. High-quality teaching is differentiated, personalised and accessible to meet the needs of pupils (**as referenced in the RSE statutory government guidelines**).

We recognise that within Special Educational settings;

34. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

35. In special schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered regarding the law. (**Taken from RSE statutory government guidelines**)

Aims and Objectives

The over-arching aim of RHE and RHSE is to assist children and young people in developing the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future. The curriculum is in place to provide accurate, honest, and easy-to-understand information at the children and young people's level of development (including the law related to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

Primary

We aim to teach pupils to understand their bodies, appropriate behaviour and understanding of healthy relationships by delivering relevant information to enable children to understand relationships and their bodies.

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1. Aims

The over-arching aim of RHE and RHSE is to support children and young people in developing the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future. The curriculum is in place to provide accurate, honest, and easy to understand information at the children and young people's level of development.

Primary

We aim to teach children to understand their bodies, the changes that will happen to their body and how they can look after themselves. We aim to support children to understand different types of relationships and how to interact appropriately with different people in their lives.

Secondary

We build upon self-care routines during puberty so that children and young people learn appropriate strategies in coping with the changes to their bodies. Sex Education is taught on an individual basis, tailoring the information given to children and young people to meet their needs in a format suitable for their needs.

Our aims are that children and young people will:

- learn to look after themselves both emotionally and physically
- gain an understanding of what it means to grow up and the changes their bodies will go through
- develop self-awareness and an understanding of their own body
- make sense of their feelings

- build self-esteem, assertiveness and, as a result, become less vulnerable
- explore friendships and relationships and enhance awareness of emotions and feelings
- develop the ability to make informed personal choices; gain the knowledge, social skills and attitudes and values relating to sex education to participate in society
- demonstrate respect for other cultures and viewpoints

Key Stage 5

We continue to develop young people's understanding of self-care routines so that they are applying appropriate strategies in being aware of and looking after their bodies as they move into adulthood. Themes of consent, relationships and emotions are particularly important for many of our young people. Sex Education is taught on an individual basis, tailoring the information given to the young people to meet their needs in a format that is suitable for them. Learning is documented in young people's EHCP's and in their individual Continuous Learning Plan document.

Our aims are that young people will:

- be able to look after themselves both emotionally and physically related to their developmental understanding
- apply their understanding of self-care routines in adulthood with and without support
- be able to show self-awareness and an understanding of their own body
- make sense of their feelings
- build self-esteem, assertiveness and, as a result, become less vulnerable
- develop friendships and relationships and enhance awareness of emotions and feelings
- with or without advocacy, be able to make informed personal choices; gain the knowledge, social skills and attitudes and values relating to sex education to participate in society
- demonstrate respect for other cultures and view-points

2. Statutory Requirements

As an all through school, with primary, secondary and sixth form age ranges, we provide relationships education to all children and young people as per section 34 of the Children and Social work act 2017. This policy sets out how the school meets the subsequent, statutory requirements of the Department for Education, '*Relationships*

Education, Relationships and Sex Education (RSE) and Health Education' (last updated 2021).

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

We recognise that within Special Educational settings:

75. Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood,¹⁴ as set out in the SEND code of practice: 0 to 25 years. This applies to both mainstream and special schools.

76. Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities. *(Taken from DFE RSE statutory guidance July 2025)*

At Willow Dene, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, children and young people where appropriate and parents/carers. A member of staff or working group will review the policy regularly, ensuring that it remains relevant to current policies and guidance and reflects our current practice.

4. Definition

RSE is about the emotional, social and cultural development of children and young people children and young people, 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.

5. Curriculum

Our curriculum considers the age, developmental stage, needs and feelings of our children and young people. If children and young people ask questions outside the scope of this policy, teachers will respond in an individualised and appropriate way.

We will share all curriculum materials with parents upon request. Effective RHE and RHSE achieve a balance between the acquisition of:

- **Attitudes** – appreciation of difference, tolerance, and openness.
- **Skills** – communication, assertiveness, care for self and others, personal skills, managing emotions and relationships, problem-solving skills and decision-making skills.
- **Knowledge** – emotions and relationships; puberty; and health.

The knowledge, skills and attitudes/values are taught within the following six Strands:

Primary

- Caring, respectful friendships and relationships
- Families and people who care for me
- Being safe
- Looking after our changing bodies
- Health and prevention, Physical health and fitness, and basic first aid
- Mental health and well-being, Drugs and alcohol

Secondary

- Safe and respectful relationships, including friendships
- Relationships including sexual health and family composition
- Being safe in the world and through digital media
- Looking after our changing bodies
- Health and prevention, physical health and fitness and basic first aid
- Mental health and well-being, drugs and alcohol

Key Stage 5

RHSE curriculum and learning is tailored to the individual young person. It utilises the content from the Secondary Curriculum progression frameworks which ensure sequenced teaching and learning and progression. Teaching is targeted to the priorities of the young person and their immediate and future needs.

Please see subject overview for further details (appendix 2)

6. Delivery of RSHE

Each class teacher is responsible for planning and crafting learning that caters to individual needs and skills. Progression frameworks within RHE and RHSE provide relevant and sequenced learning to support teachers to provide coherent and planned sessions.

Teachers will ensure children and young people feel safe and supported and able to engage with the key messages. They will make sure that children and young people learn about these topics in an environment that's appropriate for them, for example, in a whole-

class setting, small groups or targeted sessions or 1-to-1 discussions or digital formats. Teachers will consider the level of adaptation and personalisation needed.

For those working at an Early Development level, RHE and RHSE learning takes place through a range of self-care and personalised discreet learning opportunities across the curriculum with a focus on body awareness, building relationships and developing physical and emotional well-being alongside working on core communication goals to support autonomy within their relationships.

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support children and young people in applying their knowledge in different contexts and settings
- Are appropriate, given the age, developmental stage and background of our children and young people
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to children and young people's experiences and won't provoke distress

Assessment

Assessment is key to learning. Teachers use the progression framework to record progress. Progress is reflected in the development of skills and attitudes/values. Within the KS5 curriculum, progress is recorded through evaluated Continuous Learning Plans.

7. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality. The school remains responsible for what is said to children and young people. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

8. Roles and responsibilities

A whole-school approach is involved in our delivery of Sex and Relationship Education. All stakeholders of the school community have rights and responsibilities regarding Sex and Relationship Education. In particular:

- The **Headteacher** is responsible for ensuring that RHE and RHSE is taught consistently across the school, and for managing

requests to withdraw children and young people from [non-statutory/non-science] components of RSE.

- The **Senior Leadership Team** supports the provision and development of Sex and Relationship Education in line with this policy by providing leadership and adequate resources.
- The **Assistant Head with responsibility for curriculum** will maintain an overview of Sex and Relationship Education provision and have overall responsibility for its development.
- The **Subject leader** will have responsibility for reviewing content, changes in statutory law and how the curriculum is delivered.
- **Teachers** are involved in the school's Sex and Relationship Education provision by providing bespoke and personalised sessions to individual/groups following the school's sex and relationships education program of study. Teachers play an important pastoral role by offering support to children and young people. Teachers will be consulted about the school's approach to Sex and Relationship Education and aided in their work by providing resources, background information, support and advice from experienced members of staff and access to appropriate training.
- **Support staff** will be involved in some Sex and Relationship Education lessons and play an important, informal pastoral support role.
- **Governors** have responsibilities for school policies. They will be consulted about the RSHE provision and policy and have regular reports at Governor's meetings.
- **Trustees** will approve the RHSE policy. Trustees have delegated the responsibility for the implementation of this policy to each school's local governing body.
- **Parents/Carers** have a right to view this policy and to have information about the school's Sex and Relationship Education provision. Sex and Relationship Education, which falls outside ongoing work in self-care and social skills or science topics, will be discussed with parents to know what we are covering and how we are teaching it.
- The **school nursing team** plays a role in supporting teachers in Sex and Relationship Education in terms of advice, input into lessons and resources. The school will work in ongoing consultation and partnership with the school nursing team and other health organisations.

Children and young people have an entitlement to age and circumstance appropriate Sex and Relationship Education. Where appropriate they will be consulted about their Sex and Relationship

Education needs, and their views will be central to developing the provision.

9. Parents' right to withdraw

Parents and Carers cannot withdraw children or young people from Relationships Education or Health Education in primary or secondary education. All children and young people learn about safe and healthy relationships, including online safety, and it is vitally important to any young person's development.

Parents may request to withdraw their child or young person from any aspects of Sex Education that are additional to that covered by the science curriculum, which is mandatory. They may ask to do this at any point, up to three terms before the child turns 16. Young people over this age, who wish to take part in the lessons, can do so. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

If a parent/carer requests to withdraw their child or young person from Sex Education, the school must talk their request through with them. Any parent/carer wishing to use the right to withdraw should always be directed to meet with the Headteacher. This must happen so that parents/carers can understand:

- what their child or young person would be learning and why
- what aspects they can and cannot be withdrawn from
- what the risks are to the child or young person of withdrawing them from the lessons (loss of learning, personal and social development, risk to safeguarding).

An open and honest discussion between parents/carers and the school can help dispel any misunderstandings or concerns that the parents/carers might have.

10. Training

The headteacher ensures teachers have the appropriate training and support required to deliver RSHE effectively. The subject lead will provide specific support for teachers as and when required.

11. Monitoring arrangements

The Board of Trustees will assess the implementation and effectiveness of this policy. Adherence to the policy will be monitored by the local school committee.

Policy Adopted	Autumn 2025
Other Related Policies	Safeguarding including child protection Inclusion Equalities Behaviour and Relationships

Next Review	Autumn 2027
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Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS AND CARERS			
Name of child or young person		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

Appendix 2: RSE subject overview

RSHE supports children and young people to develop healthy relationships, and to keep themselves and others safe, both on and offline. RSHE supports children and young people to understand how to support their own physical and mental health.



Subject Strands

The Early Development Curriculum

Outcomes are taken from Learning Journeys (Footsteps and Stepping out)

AUTUMN	SPRING	SUMMER
Learning takes place through a range of self-care and personalised discreet learning opportunities across the curriculum with a focus on body awareness, building relationships and developing physical and emotional wellbeing and working on core communication goals to support them to have Autonomy within their relationships		

Curriculum Overview: Basic Concept and Applying Knowledge

Outcomes are taken from the progression framework

Primary

Core- Relationships and Physical and mental health and wellbeing

Caring, respectful friendships and relationships <small>(Friends and relationships)</small>	Families and people who care for me <small>(Public and private)</small>	Being safe	Looking after our Changing bodies <small>Being body aware Changes (Puberty) Personal Hygiene (Our changing body)</small>	Health and prevention, Physical health and fitness, basic first aid <small>(Healthy living)</small>	Mental health and wellbeing Drugs and alcohol <small>(Growing up)</small>
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Secondary



Programme of study (Concept Curriculum)

Safe
Inclu

Primary

		1	2	3	4	5	6
Years	A	Do you want to play?	We are family	Who you going to call?	My body	Fuel for my body	What makes me happy
	B	What do you like to do?	Circle of trust	The green cross code	Let's talk PANTS (NSPCC)	Healthy body, Healthy mind	Breathe in, Breathe out
	C	A good friend is...	Modern families	Are you who you say you are?	Growing up	Stop, this is an emergency!	Taking care of myself (drugs)

Secondary

Years	D	Consent	Sexual health	The world and I	Behind closed doors	Eat a balanced diet	Taking the time
	E	Are you the one?	Building relationships	Safety in a Digital world	Public and private	Keeping fit, keeping safe	When to say yes and no

Avoid using jargon, slang or complicated phrases. Always use the correct language for private body parts. If only learning one word, make it one widely used, acceptable and understandable to all. If a child uses a family word, it is essential to give the proper name to avoid any misunderstanding which is important for safeguarding.

When teaching RHE and RHSE it is essential to be sensitive to the age of children and specific cultural and development needs. Using the progression framework to help map what children need to understand about relationships and health will help structure how information is shared and provide information about when it is appropriate to do so. Some skills and knowledge may need to be taught discreetly and not as part of group learning. Teachers should assess this individually and use their in-depth knowledge of the children to guide the most appropriate learning opportunity for their children.

Knowledge

Learning vocabulary related to the subject supports children to understand and use it in real-life situations. The combination of vocabulary and knowledge puts children in the best position to apply this as a tool to maintain their health, well-being and relationships throughout their lives. By using terminology that the wider community understands, children will be able to safeguard themselves, request help and share information about how they are feeling.

Context

Without context, learning in RHE is single-dimensional; children need practical and hands-on experiences to enable them to unpick language, behaviours and concepts fully and understand how this learning applies to themselves and those around them. It may be that many topics can be explored through an attention autism approach or follow the structures of your Physical Development lessons. It may be helpful to consider the following:

- Use a range of resources; visual, tactile, audio, consider using real-life props, e.g., shavers, tampons, deodorant, clothes
- Employ whole group activities such as Circle Time to create safe, welcoming spaces for every child or young person to contribute and be heard
- Use different techniques to reinforce one topic, e.g., a game, a story, a picture, where possible use an 'all channels' approach; see it, hear it and do it.
- When answering questions, if you are not confident about what the person is asking, seek clarification. The young person may be struggling with their understanding of social situations or wider concepts The young person may be struggling with their understanding of social situations or wider concepts.

Experiences

Children should have a range of real-life experiences using visual and tactile resources and consider using real-life props. Children should have the opportunity to be exposed to a wide range of stimuli depicting varying ways of doing things, relationships and people. They should be exposed to a variety of different cultural, ethnic

representations and lifestyles (LGBTQ+). Our children's experience base can be limited so the overarching purpose of the subject is to provide children with experiences outside their lived experiences. This will be predominantly led through access and interaction with a wide range of stimuli encompassing different cultural, religious and sexual practices. Through this children's experiences of themselves within the wider world is broadened.

Personalisation

Children should have opportunities to relate learning to their own experiences, thoughts, feelings and behaviours. As such, lessons should provide children with the opportunity to role-play and rehearse positive behaviours associated with relationships and sex education. Role-play situations let children play out scenarios as themselves rather than imagine they are someone else which can be confusing and complicated for some of our learners.

Safeguarding

Teachers should take into account the vulnerability students have to physical and sexual abuse and should use resources specifically designed to meet this need. Teachers should report anything they feel is cause for concern to a designated safeguarding lead.

Appendix 3: RSE Sixth form

Sphere	Context	Early development	Basic concept
Safe, healthy & respectful relationships.	This will be taught through all of our preparing for adulthood curriculum strands and through business and work experience opportunities.	Developing positive social interactions. Recognising and responding to familiar people. Develops understanding of routines and relationships in self and social care situations.	Identify, develop and practice good characteristics of being a friend. Demonstrate and labels some friendship skills in their interactions with a peer. Recall what a boundary is including appropriate and inappropriate touch interactions.
Impact of healthy relationships and making informed choices.	This will primarily be taught through our healthy and independent living curriculum and through work experience opportunities.	Enjoying my likes and dislikes with another person. Recognising a familiar adult by their personal identifiers. Responding to changes within routine during a social interaction.	Identify trusted adults and why we trust them including how they make me feel. Being able to identify characteristics of people that they like and why. Identify who will help me when needed in a community context.
Consent and laws which keep us safe.	This will primarily be taught through our community living curriculum.	Recognising familiar routines and responding when something is different. Developing my understanding and response to new	Identifies simple good and bad interactions from peers. Understand that actions have consequences. Understand what consent is, how to give/not give/withdraw consent (in all contexts including online)