



*Dynamic, empowered learners who thrive and lead in
their communities: locally, nationally and globally*

RELATIONSHIPS EDUCATION AND HEALTH EDUCATION TEMPLATE POLICY

THIS POLICY WAS APPROVED:	TERM YEAR
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MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	CARRIE CARTER
THIS POLICY WAS CONSULTED WITH:	ELT, TURST PSHE LEADS, LVC SLT GOVERNORS, PARENTS
THIS POLICY WAS CONSULTED WITH EXTERNAL UNIONS (HR POLICIES)	25 TH JUNE 2026 TO 13 TH JULY 2026
THIS POLICY WAS DISTRIBUTED TO:	

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Introduction

This policy sets out the school's approach to Relationships, Sex and Health Education (RSHE) in a secondary school context, ensuring compliance with statutory guidance (DfE, updated 2026) and local safeguarding data relevant to the school.

RSHE is a core part of the school's safeguarding and personal development provision. It supports pupils to develop the knowledge, understanding and skills necessary to:

- build safe, respectful relationships
- make informed decisions
- recognise risk and harm
- maintain positive physical and mental health
- navigate online and offline environments safely

The curriculum at Linton Village College reflects a relational value, inclusive and safeguarding-led approach, recognising that pupils learn best in environments characterised by respect, belonging and emotional safety. Definitions

- Relationships Education: Families, friendships, respectful relationships (including intimate relationships), online relationships and exploitation awareness.
- Sex Education: Teaching about sexual activity, reproduction, consent, contraception, STIs and sexual health.
- Health Education: Physical health, mental wellbeing, emotional literacy and healthy lifestyles.

These are collectively referred to as RSHE Relationships, Sex and Health Education

1. Statutory Requirements

2.1 Linton Village College complies with the statutory requirement to deliver:

- Relationships Education (compulsory)
- Relationships and Sex Education (compulsory in secondary schools)
- Health Education (compulsory)

2.2 This policy outlines the legal framework around relationships and sex education, how the curriculum is planned, quality checked and clarification of parental rights regarding withdrawal from non-statutory sex education. Parents should be aware that our academies must uphold the legal duties set out in the Equality Act 2010 and not discriminate against anyone with protected characteristics.

2.3 The curriculum reflects:

- DfE RSHE Statutory Guidance on Relationships and Sex Education (RSE) Health Education (2026 update)
- Equality Act 2010
- Children and Social Work Act 2017
- Keeping Children Safe in Education (latest version)

- Education Act 1996 & 2002
- Local safeguarding data to meet the needs of the school's students.

2.4 All statutory content is taught to all pupils. Teaching is factually accurate, age-appropriate, evidence-informed, free from political and religious bias.

3. Roles and Responsibilities

3.1 Governing Board / Trustees

- Approve the policy
- Monitor statutory compliance and safeguarding outcomes

3.2 Anglian Learning Executive Leadership Team

- Ensure that the Headteacher has the appropriate oversight and quality assurance processes in place
- Work with headteachers to review compliance with this policy

3.3 Headteacher / Senior Leadership Team

- Ensure effective implementation and quality assurance
- Support staff training and curriculum oversight

3.4 RSHE Lead

- Design and sequence the curriculum
- Monitor delivery and impact
- Lead staff development

3.5 Teachers

- Deliver RSHE in a safe, inclusive and respectful manner
- Facilitate discussion and manage sensitive content
- Respond appropriately to questions

3.6 Designated Safeguarding Lead (DSL)

- Advise on safeguarding content and contextual risks
- Manage disclosures and concerns arising from RSHE

4. RSHE Curriculum Intent, design, sequencing and delivery

4.1 The RSHE curriculum is planned as part of a broader personal development and wellbeing offer. It is delivered through a carefully sequenced programme across all year groups. Learning is revisited progressively so pupils build knowledge, confidence and understanding over time. The RSHE curriculum aims to enable pupils to:

- develop respectful, consensual and healthy relationships
- understand consent, boundaries, and communication
- recognise abuse, coercion, exploitation and harmful behaviours
- identify and manage risk, including online harms
- understand sexual health, reproduction and contraception

- develop emotional literacy, resilience and wellbeing
 - challenge prejudice, discrimination and harmful stereotypes
 - understand diversity in relationships, identities and families
- 4.2 The curriculum prepares pupils for adulthood, modern society, and independent decision-making.
- 4.2.1 The curriculum is:
- Sequenced from Year 7 to Year 11 (and Post-16 where applicable)
 - Developmentally appropriate and progressive
 - Responsive to safeguarding and contextual risks
- 4.3 Pupils learn about:
- 4.3.1 Relationships and Sex Education
- Healthy and unhealthy relationships
 - Consent (including active, informed consent)
 - Sexual health, contraception and STIs
 - Intimate relationships and sexual behaviours
 - Abuse, exploitation, harassment and violence (including sexual violence and domestic abuse)
 - Gender stereotypes and equality
- 4.3.2 Online Safety and Digital Relationships
- Online identity and digital footprint
 - Pornography and unrealistic expectations
 - Sexting, image-based abuse and legal consequences
 - Online coercion and exploitation
- 4.3.3 Health Education
- Mental health and emotional wellbeing
 - Physical health (including sleep, diet, substance misuse)
 - Managing stress, anxiety and peer pressure
- 4.4 Teaching is preventative, addressing risks before harm occurs.
- 4.4.1 RSHE is delivered through:
- Hourly fortnightly timetabled PSHE lessons
 - Tutor programme and assemblies
 - Cross-curricular links (e.g. Science, PE, Computing)
- 4.4.2 External visitors may contribute but do not replace teacher-led delivery

5. Teaching Approaches

- 5.1 Teaching is:
- Structured and discussion-based

- Scenario based
- Inclusive and trauma-informed
- Delivered in a safe classroom environment

5.2 Teachers will:

- Establish ground rules and set clear expectations
- Use appropriate, factual language
- Handle sensitive topics with care
- Answer questions clearly, honestly and in an age appropriate manner within safeguarding boundaries

5.3 Where questions fall outside the curriculum, teachers will respond appropriately and may follow up with safeguarding or parental communication where necessary.

6. Pupil Voice and Engagement

We will involve pupils in the evaluation and development of their RSHE curriculum.

6.1 The school will:

- Gather pupil feedback regularly
- Use school council and surveys
- Encourage reflection and discussion

7. Assessment

7.1 RSHE is not formally examined but is monitored through:

- Discussion and questioning
- Reflection activities
- Teacher assessment of understanding

7.2 Teaching is adapted where knowledge gaps are identified.

8. Inclusion and Equality

8.1 RSHE is inclusive and compliant with the Equality Act 2010.

8.2 Teaching:

- Reflects diverse identities, relationships and families
- Promotes respect for protected characteristics
- Challenges discrimination and prejudice
- Supports all pupils, including those with SEND

8.3 Adaptations are made to ensure accessibility and relevance for all learners.

9. Safeguarding and Pupil Safety

9.1 RSHE is a key part of safeguarding.

9.2 Pupils are taught to:

- recognise abuse and harmful behaviours
- understand consent and personal boundaries
- identify trusted adults and support systems
- seek help confidently

9.3 Key safeguarding themes include:

- sexual violence and harassment
- exploitation (including Child Sexual Exploitation (CSE) / Child Criminal Exploitation (CCE)
- peer-on-peer abuse
- online harms
- coercion and control

9.4 All staff follow safeguarding procedures. Disclosures are managed in line with school policy.

10. Parental Engagement and Right to Withdraw

10.1 The school works in partnership with parents and carers.

10.1.1 Parents are informed about:

- curriculum content and timing
- statutory requirements
- safeguarding approaches

10.2 Right to Withdraw

10.2.1 No right to withdraw from Relationships or Health Education

10.2.2 Parents may request withdrawal from sex education (non-science elements)

11. Monitoring and Evaluation

11.1 Linton Village College evaluates RSHE through:

- lesson observations and curriculum review
- pupil voice and feedback
- safeguarding data and trends
- staff and parent feedback
- assessment data

11.2 Leaders assess impact on:

- pupil safety and wellbeing
- behaviour and attitudes
- understanding of relationships and risk

12. Policy Development

This policy has been developed in consultation with Anglian Learning staff, pupils, parents/carers and governing board.

Appendices

Appendix A: Curriculum Overview and curriculum map as published on the website

Relationships, Sex and Health Education (RSHE) is delivered through our Personal, Social, Health and Economic (PSHE) education programme from Years 7 to 11. The curriculum is designed to support students in becoming healthy, safe, respectful and responsible members of society, while preparing them for the opportunities, responsibilities and experiences of adult life.

Our curriculum is built around three core themes:

Relationships

Pupils develop an understanding of positive, healthy and respectful relationships, both online and offline.

Health and Wellbeing

Pupils develop the knowledge and skills needed to maintain good physical health, mental wellbeing and personal safety.

Living in the Wider World

Pupils explore their roles and responsibilities within society and gain the knowledge and skills needed for adult life.

Relationships and Sex Education is delivered progressively through the relationships and Health & Wellbeing strands of the PSHE curriculum from Years 7 to 11. Pupils develop knowledge and skills relating to healthy relationships, consent, online safety, puberty, sexual health, contraception, respect, equality, personal safety and preparation for adult life.

Curriculum Progression

The RSHE curriculum is carefully sequenced to ensure that learning is age-appropriate and builds progressively from Year 7 to Year 11. Students revisit key themes throughout their time at school, developing a deeper understanding of relationships, health and wellbeing, personal safety, and life in modern Britain. All RSHE content is delivered in a safe, inclusive and supportive environment and is informed by statutory Department for Education guidance and best practice from the PSHE Association.

Term	Week	Year 7	Year 8	Year 9	Year 10	Year 11				
Autumn A	1	Living in the wider World: How can I be prepared and overcome challenges of moving to secondary school?	Relationships: How can I maintain and manage positive relationships on and offline.	Health and Wellbeing: How can I maintain good physical health, mental wellbeing and personal safety?	Living in the wider World: How can I be prepared for KS4?	Living in the wider World: How can I be prepared for Y11 mocks, Post 16 and life after LVC?				
	2									
	3									
	4									
	5									
Autumn B	6	Relationships: How can I maintain positive healthy relationships on and offline?		Health and Wellbeing: How can I keep myself safe and	Relationships: How can I recognise peer social influences and resist pressure and influence?	Relationships: How can I maintain and manage positive healthy romantic relationships?	Mock Exams			
	7									
	1									
	2									
	3									
	4									
	5									
Spring A	6	Health and Wellbeing: How can I maintain good physical health, mental wellbeing and personal safety?		Living in the wider World: How can I be a responsible, independent and caring citizen in society?	Living in the wider World: How can I be prepared for KS4? Careers and GCSE Options.	Health and Wellbeing: How can I maintain good physical health, mental wellbeing and personal safety?	Relationships: How can I maintain and manage positive healthy romantic relationships?			
	7									
	1									
	2									
	3									
Spring B	4		Living in the wider World: How can I identify and be aware of new harms?	Health and wellbeing: How can I maintain good physical health, mental wellbeing and personal safety?	Year 9 Exams	Living in the wider World: How to revise for my Y10 exams, CV writing and how to be prepared for work experience?	English and Maths Mock Exams			
	5									
	6									
	1									
	2									
Summer A	3		Enrichment Week	Health and Wellbeing: How can I maintain good physical health, mental wellbeing and personal safety?	Living in the wider World: How can I learn about AI and mis and disinformation online.	Year 10 Exams	External GCSE Exams			
	4									
	5									
	6									
Summer B	1	Living in the wider World: How can I keep myself safe on and offline with AI?					Health and Wellbeing: How can I maintain good physical health, mental wellbeing and personal safety?	Living in the wider World: How can I learn about AI and mis and disinformation online.	Living in the wider World: Work experience review	GCSE Contingency Exam
	2									
	3									
	4									
	5									
	6									

Appendix B: Sexual Health & Puberty Pathway

Year 7 Health and wellbeing

Pupils learn about the physical and emotional changes that take place during puberty. They learn about periods, body image, self-esteem and mental wellbeing, helping them to understand and manage the changes associated with adolescence. Pupils develop an understanding of healthy lifestyles, including the importance of sleep, nutrition and physical activity, and begin to build positive and respectful friendships.

Year 8 Healthy Relationships and Consent

Pupils build on their understanding of relationships by exploring family life, family responsibilities, marriage and civil partnerships. They learn about healthy and unhealthy relationships, consent and personal boundaries, helping them to recognise respectful behaviour, the influence of peer pressure, enabling them to make informed and responsible choices and seek support when needed.

Year 9 Making Safe and Informed Decisions

Pupils develop a deeper understanding of relationships, consent and personal safety. They learn about sexually transmitted infections (STIs), peer influence and the pressures that can affect decision-making. They explore exploitation, forced marriage and helping them to recognise risks and how to access support.

Year 10 Relationships and health and wellbeing

Pupils learn about sexual health in greater depth, including contraception, STI prevention and the role of sexual health services. They explore healthy romantic relationships, the impact of drugs and alcohol on decision-making and consent, how to recognise abusive behaviours within relationships, harmful impact of pornography on relationships, stalking, harassment, Female Genital Mutilation (FGM) and online harms, developing the knowledge and confidence to navigate relationships safely and responsibly.

Year 11 Preparing for Adult Life

Pupils focus on reproductive health and preparing for adulthood. They learn about fertility, menopause and how to access healthcare services independently. Students also explore preventative healthcare, including vaccinations and healthy lifestyle choices, while revisiting key themes around healthy relationships, wellbeing and personal responsibility as they prepare for life beyond school.

Building Knowledge Over Time

RSHE learning is carefully sequenced so that students gradually build their knowledge of puberty, relationships, consent, sexual health, personal safety and wellbeing. This enables pupils to develop the confidence, skills and understanding

needed to make informed choices, build healthy relationships and lead safe, healthy lives.

Appendix C: Parent Communication and Consultation

Parent Letter

Dear Parent/Carer,

Consultation on Proposed Changes to Relationships, Sex and Health Education (RSHE)

We are writing to inform you about proposed updates to our Relationships, Sex and Health Education (RSHE) curriculum, which will be introduced from September 2026. These changes reflect current statutory guidance from the Department for Education and our ongoing commitment to ensuring that all students are equipped with the knowledge, skills and understanding they need to stay safe, healthy and prepared for adult life.

Why is RSHE changing?

The proposed curriculum developments reflect current Department for Education guidance and the realities of an increasingly digital world. They will strengthen pupils' understanding of healthy relationships, consent, safety and respect, ensuring the curriculum remains relevant, inclusive and responsive to young people's needs.

What will students learn?

Our Personal, Social, Health and Economic (PSHE) education curriculum is informed by guidance from the PSHE Association and is organised around three core themes; relationships, health and wellbeing and living in the wider world. RSHE is taught through the Relationships and Health and Wellbeing strands of the curriculum and many related themes are also explored through the Living in the Wider World strand.

What is new?

In line with Department for Education guidance, the updated curriculum will place greater emphasis on:

- Respectful and healthy relationships, including recognising unhealthy and abusive behaviours, consent, personal boundaries and understanding the law.
- Relationships and diversity, promoting respect for all individuals and communities.
- Online safety, including social media, AI, digital risks, grooming, exploitation and misinformation.
- Mental health and wellbeing, including resilience, self-esteem and accessing support.
- Puberty and Menopause.

- Sexual health education, including contraception, sexually transmitted infections and accessing health services.
- Preparing young people for adult life, including managing risk, making informed decisions and understanding their rights and responsibilities.

All content will be taught in an age-appropriate, inclusive and developmentally appropriate way, building knowledge and understanding progressively throughout students' time at school.

How can you get involved?

We value the views of parents and carers and invite you to participate in our consultation process.

Consultation period: 3rd July – 24th July 2026

During this period, you can:

- Review the draft RSHE Policy and curriculum overview.
- Complete the Parent/Carer Consultation Survey using the link [here](#)

All feedback will be carefully considered before the final policy is approved and implemented in September 2026.

Thank you for taking the time to share your views and support the development of our RSHE curriculum. By working together, we can ensure that our young people receive high-quality education that helps them stay safe, healthy and thrive both now and in the future.

Yours sincerely,

Mrs Carrie Carter
Head of Geography and PSHE
Pupil Premium Coordinator
Linton Village College