

Relationships, Sex, and Health Education Policy (RSHE)

SCHOOL AIMS

South Wilts is a progressive grammar school which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The school is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School values and respects all students equally. We seek equitable solutions to support those who are vulnerable or disadvantaged and aim to provide equality of opportunity wherever possible.

South Wilts is committed to safeguarding and promoting the welfare of children. The school fulfils its responsibilities as laid out in the following key documents: Working Together to Safeguard Children, Keeping Children Safe in Education and the procedures of the Safeguarding Vulnerable People Partnership.

Other Vision Links: The importance of equality, equity, diversity and inclusion is a golden thread underpinning all our work. Throughout Relationships, Sex, and Health Education we will promote this golden thread, support children and young people as they develop their understanding of relationships and sex-related aspects of their lives and embed a culture of respect and tolerance regardless of personal views and beliefs.

Safeguarding links/risks associated with this policy:

Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE publication), Safeguarding and Child Protection Policy, Citizenship Policy, Alcohol and Drugs Policy, Appropriate Teaching Material Policy, Equal Opportunities Policy for Students.

Teachers of Relationships, Sex, and Health Education should be alert to any behaviours or language that may cause them concern for a student's welfare/safety. Any cause for concern should be reported to the DSL in adherence to the Safeguarding and Child Protection Policy.

1. Rationale

RSHE at South Wilts is designed to complement and enhance the parents' role. Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. In addition, it helps support young people through their physical, emotional and moral development and helps them to learn to respect themselves and others, moving with confidence from childhood through adolescence into adulthood. It is integrated into a much wider programme of Personal Social Development (PSHE), the co-curricular offer and notably science (National Curriculum Sex Education) and Religious Studies (RS). Relationships and Sex Education will be given progressively, appropriate to the age of the students, and in such a manner as to encourage students to have due regard to religious, moral, legal and ethical considerations and to the value of family life.

2. Commitment

South Wilts Grammar School is committed to providing all of our students with the confidence and ability to embrace the challenges of creating a happy and successful adult life, by equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We will do this by:

- 2.1 Ensuring that high quality, evidence-based and age-appropriate teaching of these subjects effectively helps prepare students for the opportunities, responsibilities and experiences of adult life.
- 2.2 Ensuring that the teaching of these subjects also promotes the spiritual, moral, social, cultural, mental and physical development of our students, at school and in society. We promote British Values of tolerance and respect for the views and beliefs of others.
- 2.3 Ensuring that RSHE education is accessible for all students including those with special educational needs and disabilities. We refer to the guidance for the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND.

3. Our Relationship and Sex Education leaders

- 3.1 The SWGS RSHE lead is Ms J Bellamy, dsl@swgs.wilts.sch.uk who works alongside our Head of PSHE, Miss K Nelson kan@swgs.wilts.sch.uk
- 3.2 The Designated Safeguarding Lead (DSL) for SWGS is Ms J Bellamy dsl@swgs.wilts.sch.uk
- 3.3 The Governor with oversight of the RSHE provision is Mrs Caroline Smith.

4. Legislation and statutory guidance

- 4.1. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all students receiving secondary education up to age 16.
- 4.2. This policy has been drawn up to comply with statutory and legislative requirements and guidance that covers this aspect of students' learning including:
 - 4.2.1. Statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017.
 - 4.2.2. The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017.
 - 4.2.3. Keeping Children Safe in Education 2025.
 - 4.2.4. The Equality Act 2010, particularly the Public sector equality duty (PSED) (s.149 of the Equality Act).and the Special educational needs and disability (SEND) code of practice: HM Government 2014.
 - 4.2.5. The Data Protection Act 2025 and General Data Information Protection Regulations.

5. Definitions

5.1. Relationship and Sex Health Education (RSHE) for students means:

- 5.1.1. Relationship education involves students learning about human relationships including family, friendships, intimate, sexual and committed relationships. It included students learning what is acceptable and unacceptable in relationships and helps them understand how unhealthy relationships can be managed, including signposting appropriate support. It will also include awareness of sexual harassment and sexual violence as outlined in KCSiE Part 5.
- 5.1.2. Sex education is where students learn about physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. It includes conception, contraception, consent, safe sex, sexually transmitted infections and sexual health.
- 5.1.3. Health Education is learning about mental and emotional wellbeing, physical health and fitness, healthy eating, drug and alcohol education, internet safety and its associated harms, health and prevention, first aid,
- 5.1.4. RSHE builds upon the foundations of relationship education from primary school and give our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We will continue to ensure that lesbian, gay, bisexual and transgender specific content is integral within the delivery of our programme.
- 5.1.5. By the end of secondary phase education our students have a secure understanding of all three elements of RSHE and have covered the statutory guidance.

Please see **Appendix 1** below for the full details of this statutory programme of study and the overview curriculum plan for delivery at SWGS.

5.2 The aim of our RSHE programme is to specifically support students in:

Our school policy aims to foster understanding and respect for human sexuality without encouraging early sexual experiences. We promote safe, fulfilling relationships at the right time, and build resilience and positive values through community interaction. Our content is relevant, clear, and respectful, acknowledging diverse sexual orientations and identities. We educate students on legal aspects of sex, including consent and harassment, and raise awareness about grooming, exploitation, and domestic abuse. We also address the harms of FGM and honour-based violence, and teach online safety principles. Our science curriculum covers human reproduction, including reproductive systems, menstrual cycles, fertilisation, birth, contraception, and fertility issues.

- Our curriculum for teaching science can be viewed online on our website.

5.3 The RSHE curriculum:

Our RSHE curriculum is founded on the principle that every child must be equipped to be safe and confident to leave school and continue to form positive relationships.

- 5.3.1 Our intention is to ensure that all students can access RSHE and to achieve the goals for the end of the secondary phase as outlined in **Appendix 1**.

- 5.3.2 Our implementation of this curriculum enables all students to receive this learning in the most appropriate way that enables teachers to accurately assess students' progress towards the end of phase goals.
- 5.3.3 The impact of this curriculum is evident within students' attitudes, positive behaviour and increased confidence in managing relationships with others, as well as successfully identifying and managing risk.

Our RSHE curriculum overview can be viewed online and is an integral part of our delivery of Personal, Social, Health, Education (PSHE). We will ensure that our parents and carers are fully informed about the Relationships, Sex and Health Education curriculum through updates on our website and regular contact from the school. We will review and evaluate the effectiveness of this curriculum once per year.

5.4 Delivery of the RSHE curriculum:

- 5.4.1 Our RSHE curriculum is taught mostly within classes by Heads of Year and class teachers to students across PSHE lessons in Years 7-11, tutor time and through our extensive assembly programme. This delivery is enhanced by visits from external organisations and guest speakers where appropriate.
- 5.4.2 In KS5 students participate in a full PSHE programme of study in fortnightly lessons and assemblies as well as through their planned tutor programme. These can vary in format from small groups, lecture style and interactive workshops.
- 5.4.3 Delivery of some aspects of RSHE can be seen in a number of areas and subjects including PSHE, Religious Studies, Science, the SWGS Live Well programme, assemblies, and the tutor programme. Where appropriate, outside speakers are invited to SWGS to support delivery of content.
- 5.4.4 In teaching sex education, we provide a non-judgemental, factual approach within a safe environment that allows scope for young people to ask questions in confidence. Our teachers are trained to use distancing techniques, to set ground rules and anonymous question boxes to help manage sensitive discussion and receive responses to these questions.
- 5.4.5 It is important that responses are given that satisfy students' curiosity in order to prevent students seeking that information online, through a potentially harmful source that may contain inappropriate content, and encourage contact and conduct that is unsafe.
- 5.4.6 Our online policy applies to all aspects of RSHE.
- 5.4.7 Students are also made aware of organisations and agencies who can offer advice and guidance.
- 5.4.8 Relevant staff will receive support and training on a regular basis through department meetings and INSET in order to keep up to date with RSHE curriculum developments.

6. Equality Statement

- 6.1 We are committed to anti-discriminatory practice as outlined within the provisions of the Equality Act 2010. We ensure that there is no discrimination towards students because of their (or that of their parents) age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).
- 6.2 The delivery of RSHE at SWGS is designed to promote equality, challenge stereotypes, and ensure all students receive an inclusive experience. All students should feel valued and included, and that the content explored feels relevant to them.

- 6.3 In planning for delivery of Relationship, Sex, and Health education, we make appropriate adjustments to alleviate disadvantage and adhere to the SEND Code of Practice.
- 6.4 We are also aware that some of our students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.
- 6.5 Relationship education is especially important for those students, for example those with Social, Emotional and Mental Health needs or learning disabilities This is reflected within our planning for this subject. We work closely with the pastoral teams at SWGS to ensure the curriculum meets the students' needs.

7. Roles and responsibilities

7.1 Relationship, Sex, and Health Education leaders in SWGS

Our RSE leaders are Ms J Bellamy and Miss K Nelson who have the responsibility for collaborating with parents, students, staff and external agencies on planning the curriculum for RSHE. In collaboration with the Headteacher and other senior staff, the RSHE leads have responsibility for:

- 7.1.1 Implementing, monitoring and evaluating the impact and appropriateness of the RSHE curriculum, reviewing provision as appropriate including student views.
- 7.1.2 Providing or sourcing appropriate training for colleagues as appropriate.
- 7.1.3 Encouraging teachers to explore how new pedagogies and technology can be fully utilised to support the subjects.
- 7.1.4 Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- 7.1.5 Ensuring that all relevant staff and all students are aware of the content, especially that of a sensitive nature, covered in the curriculum. They will be made aware of who to speak to if they have any concerns and their PSHE teacher can be made aware to help make lessons accessible for all.
- 7.1.6 Ensuring that clear information is provided for parents on the subject content and the right to request that their child is withdrawn.

7.2 Our headteacher

Our headteacher is responsible for the ensuring the effective development of a Relationship and Sex Health Education policy.

7.3 Working with parents/carers/ and the wider community:

- 7.3.1 We recognise that the role of parents/carers in the development of their children's understanding about relationships is vital and that they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- 7.3.2 We provide parents/carers every opportunity to understand the purpose and content of RSE through the content on our website, news bulletins, parents' information evenings and personal communications.
- 7.3.3 We welcome any questions about the school's approach to RSHE from parents/carers to help increase confidence in the curriculum.
- 7.3.4 We will also provide opportunities for parents/carers to come into school to informally discuss what their children will be taught, address any concerns and help support parents in managing conversations with their children on these issues.

- 7.3.5 All parents/carers have access to the RSHE policy and curriculum plans. They are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.
- 7.3.6 We recognise the parental right of withdrawal from aspects of the RSHE curriculum relating to sex education and ask that all requests for withdrawal be submitted to the Headteacher in writing. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher at least one week before the beginning of sex education. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with the parents/carers and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.
- 7.3.7 Parents/carers do not have the right to withdraw their child from sexual reproduction delivered in the Science curriculum. In addition, parents/carers do not have the right to withdraw their child from relationships and health education topics within the new curriculum.
- 7.3.8 Parents/carers have the right of withdrawal up to 3 months before the child's 16th birthday, after which point the child has the right to opt into sex education.

8. The Trustee Board:

8.1 Our board of Trustees, through the Education & Experience Committee, ensure that:

- 8.1.1 SWGS statutory obligations to deliver RSHE are fully met;
- 8.1.2 The full curriculum is covered to a high standard including RSHE;
- 8.1.3 The subjects in the SWGS curriculum, including RSHE are well-led, effectively managed and well-planned;
- 8.1.4 The quality of provision in all subjects, including RSHE is subject to regular and effective self-evaluation;
- 8.1.5 Teachers explore how new pedagogies and technology can be fully utilised to support students' achievements in all subjects including RSHE;
- 8.1.6 Teaching within subjects, including RSHE is delivered in ways that are accessible to all students with SEND;
- 8.1.7 The golden threads of equality, equity, diversity and inclusion are promoted in all subjects and particularly in regard to RSHE. Students are actively encouraged to respect the views of others and are tolerant of others' beliefs.
- 8.1.8 Clear information is provided for parents on the subject content the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations especially with regards to RSHE.

9. Working with external organisations or visitors

9.1 Where we use an external organisation or visitor to deliver sessions:

- 9.1.1 The aim will be to supplement learning provided by the teacher, not to replace it.
- 9.1.2 We will follow statutory processes for content and speaker suitability as outlined in KCSIE 2024(latest edition).
- 9.1.3 We will ensure that the proposed teaching fits in with our planned programme and published policy and will enhance the teaching of that topic.

- 9.1.4 We will discuss how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the students.
- 9.1.5 We will request to view the materials visitors will use in the sessions as well as a session plan in advance, so that they can co-plan, including ensuring that it is adequately differentiated to meet the full range of students' needs (e.g. special educational needs).
- 9.1.6 Agree in advance, how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Please refer to our Child Protection and Safeguarding policy
- 9.1.7 We will ensure any information provided for visitors is in line with the Data Protection Act 2018 and GDPR regulations.

10. Monitoring Arrangements

- 10.1 Informal evaluation will be constant, in order to keep progress under review and to identify opportunities for improvement. There is ongoing assessment of students' knowledge and understanding.
- 10.2 Lesson drop-ins and work scrutinies are carried out regularly to monitor delivery of RSHE curriculum. Teaching staff are able to feedback what worked in lessons and how these can be developed further to enhance the PSHE curriculum.
- 10.3 Student voice will be taken regularly to review the effectiveness of RSHE provision. This will include, but is not limited to, students completing MS forms sharing their experience of the curriculum, identifying what can be better and what they felt was a highlight in their learning experience. There will also be student panels to allow for a discussion on the RSHE curriculum. Any student feedback will be used to inform the future development of teaching programmes and activities.
- 10.4 During the academic year, learning will be assessed. This will focus on knowledge and understanding, attitudes and skills. Students will receive feedback from their PSHE teacher to help inform them of how they can improve further and signpost additional support, where necessary.
- 10.5 Parental feedback will be taken in line with the points outlined in section 7.
- 10.6 This policy will be reviewed annually by the Trustee Board.

Links with other policies

- Child Protection and safeguarding policy
- Anti-bullying policy
- Staff code of conduct
- GDPR
- Curriculum
- The School Vision
- E-Safety Policy for Students and Parents
- Transgender and Gender Questioning Policy
- Racial Equality
- SWGS Equality Opportunities and Objectives policy

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Education & Experience	Autumn 2025	Annually	Summer 2026	Statutory	Yes

Appendix 1 Schools should continue to develop knowledge on topics specified for primary as required and in addition, cover the following content by the end of secondary:

Relationship and Sex Education (RSE): Secondary

Families	Students should know: ● that there are different types of committed, stable relationships. ● how these relationships might contribute to human happiness and their importance for bringing up children. ● what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● why marriage is an important relationship choice for many couples and why it must be freely entered into. ● the characteristics and legal status of other types of long-term relationships. ● the roles and responsibilities of parents with respect to the raising of children. ● how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships including friendships	Students should know: ● the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority. ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ● what constitutes sexual harassment and sexual violence and why these are always unacceptable. ● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Students should know: ● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.

	• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is against the law. • how information and data is generated, collected, shared and used online.
Being safe	Students should know: • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).
Intimate and sexual relationships, including sexual health	Students should know: • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. how to get further advice, including how and where to

	access confidential sexual and reproductive health advice and treatment.
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Physical Health and Mental Wellbeing: Secondary

Mental Wellbeing	Students should know: • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	Students should know: • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	Students should know: • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy Eating	Students should know: • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	Students should know: • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks.

	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	Students should know: - about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. - about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. (late secondary) the benefits of regular self-examination and screening. - the facts and science relating to immunisation and vaccination. - the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	Students should know: - basic treatment for common injuries. - life-saving skills, including how to administer CPR. - the purpose of defibrillators and when one might be needed.
Changing adolescent body	Students should know: - key facts about puberty, the changing adolescent body and menstrual wellbeing. - the main changes which take place in males and females, and the implications for emotional and physical health.

The SWGS PSHE curriculum overview and further relevant information can be found on the school website: [PSHE & Citizenship | South Wilts Grammar School, Stratford Road, Salisbury, Wiltshire, SP1 3JJ \(swgs.wilts.sch.uk\)](https://www.swgs.wilts.sch.uk/pshe-citizenship).

Appendix 2: Parent form: withdrawal from sex education with RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	