



RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY (RHSE)

Reviewing Member of Staff: Mr Ben Freeman/Miss Sarah Thomas

Date Updated: 10/01/2026

Date Approved by Governors: 27/01/2026

Review Date: Spring Term 2027

Committee: Learning, Education & Teaching Committee

Contents

Contents	2
Policy Formation, Consultation & Dissemination.....	3
Introduction and Values	3
1. Aims & Objectives of This Policy	4
2. Morals & Values Framework.....	5
Content Headings for School Sex and Relationship Programme	5
3. Organisation of School Relationships, Health and Sex Education	5
3.1 Who will teach the programme?	5
3.2 Training Provision.....	5
3.3 Approach and Methodology.....	5
3.4 Curriculum Entitlement	6
3.5 Procedures for Reviewing Effectiveness of Programme	6
3.6 School Liaison with Primary/Middle School Feeders	6
3.7 Complaints Procedure.....	6
4. Equal Opportunities	7
5. Specific Issues Statements	7
5.1 Withdrawal of students from Sex and Relationships Education	7
5.2 Contraceptive “advice”, information and referrals, and under-16s.....	7
5.3 Confidentiality (in the classroom).....	8
5.4 Confidentiality (individually).....	8
5.5 Pregnancy/Parenting.....	8
5.6 Procedure for involving outside educators including health professionals in the delivery of the programme	8
5.7 The school nurse as Health Advisor/support for students.....	9
5.8 Procedure for supporting any members of the school community infected with HIV, Hepatitis B or C	9
6. Working with Parents and Carers.....	9
APPENDIX	10
SEX AND RELATIONSHIP EDUCATION IN PSHRE.....	10
SEX AND RELATIONSHIP EDUCATION IN BIOLOGY.....	10

Members of Staff Responsible:

Miss Sarah Thomas (Head of PSHRE) and Mr Ben Freeman (Senior Deputy Head in charge of Pastoral Care and Designated Safety Lead).

Policy Formation, Consultation & Dissemination

The policy was drafted in the light of the most recent guidance within the Statutory Framework 2020 and 2025 (to be taught from September 2026) and in consultation with senior staff, school nurse, parents/carers, governors and staff of the Worcestershire Integrated Sexual Health Service (WISH). It was then discussed by governors and adopted as school policy.

The revised Department for Education Statutory guidance (2020) states that from February 2021 all schools must deliver Relationships, Sex and Health Education(RSHE)

A copy of this document appears in the Staff Handbook, which is made available to all staff. Staff will be given the opportunity to discuss this document and receive training, in line with safeguarding and CPD requirements.

Introduction and Values

At Prince Henry's recognise that the values we promote and the substance of what we teach in this area have potentially far-reaching influences within the personal and family lives of our young people. As stated in the DFE guidance, students need knowledge and skills that enables them to make informed and ethical decisions about their wellbeing health and relationships to be equipped and prepared for the opportunities and responsibilities of adult life' (DFE Statutory Guidance 2025 Pg 2).

We recognise the need for a sensitive and inclusive approach in the area of Relationships, Health and Sex Education (RHSE), partly because of the potentially challenging issues dealt with, but also in the knowledge that some young people may face particular personal challenging circumstances and situations of their own.

For a number of reasons teenagers can receive from the media and the world around them a "mixed message" and non-factual information about relationships and sex and they often need help and advice to develop their own value system. Most of our students are successful in doing this through a combination of home/school partnership, Personal, Social Health & Relationship Education (PSHRE) lessons and a support network that provides the context for healthy Relationships. Knowledge about, and an understanding of, healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that students treat each other well and go on to be respectful and kind adults with the knowledge to make positive, healthy and respectful decisions.

As a school community we have a legal and moral responsibility to prepare students for their transition into adulthood and increasing independence. We recognise the differing levels of understanding and experience within our student population and aim to deliver a factually accurate RSHE curriculum to meet the needs of all our learners and be accessible to them.

We therefore believe that it is important that we take a positive and age appropriate and instill values in our young people. This value-led approach will be delivered sensitively and inclusively and in line with the values of the school. Staff will not be permitted to share their personal views if they differ from the school ethos. For example, we will make clear the qualities that make up a healthy relationship; we will make clear the risks involved in early sexual activity; we will make clear that underage sex is illegal and we will discuss the informed choice and decision of delay and encourage informed, safe and healthy choices and decisions. Within each year group RSHE is taught within the context of healthy, safe and nurturing relationships with an emphasis on qualities and attributes such as kindness and respect alongside what constitutes acceptable and unacceptable behaviours enabling the recognition of the warning signs of abuse as well as possible risks and harms(as stipulated in the guidance). The emphasis at Key Stage 4 is on recognising examples of the types of

behaviour demonstrated in abusive relationships both physical and non-physical, including coercion, sexual violence including Pornography and sexual harassment, choices permitted by law surrounding pregnancy as well as legal stipulations on consent as stated in the 2025 statutory framework.

Furthermore, in light of the new Statutory Framework 2025 a number of topics are included in the Year 9 programme of study. These include issues surrounding Healthy Relationships, Sexting, Grooming, Child Exploitation and the impact of Pornography, as well as contraception and STIs, building on knowledge gained through material taught in Middle Schools in relation to DFE guidance. Consent is also discussed in Year 9 within the context of relationships; this again follows on from previous lessons focusing on developing assertiveness as well as building on the content delivered at Key Stage 3 within Middle Schools. We will be pragmatic in our approach as we recognise that a teacher or other member of staff may be the only person a student experiencing difficult situations can turn to. In specific circumstances when students need help or are at risk it is important that they know that they can approach a teacher without fear of disapproval or punishment. Ground rules will be established to ensure a positive, safe and appropriate learning environment so as to enable students to ask questions and raise concerns.

We will promote the aims and objectives outlined below valuing each individual, providing a moral framework whilst encouraging sensitive, empathetic and sensible attitudes amongst our students, fostering respect, acceptance, equality and inclusion in line with the values of our school community.

1. Aims & Objectives of This Policy

The aim is that this policy contributes to our ethos of valuing and including each individual in the school community and that it informs staff / student relationships, both one to one and in PSHRE and where RHSE themes will be encountered by students across the curriculum as a whole and through their experienced learning journey. Its broad aims are as follows:-

- a) To provide knowledge of intimate healthy and respectful relationships, sexuality and the processes of human reproduction in a factual sensitive, inclusive and age appropriate manner.
- b) To encourage unembarrassed acceptance of sexuality?, address misconceptions and misinformation within a positive atmosphere in which sensible questions can be asked and responsible discussion can take place.
- c) To help young people to realise the physical, emotional and moral implications of certain types of behaviour, and to accept that both sexes should behave in a respectful and responsible way towards each other
- d) To help young people understand the value of a stable and healthy relationship (in whatever form it takes be it heterosexual or homosexual), stable family life, marriage and the responsibility of parenthood.
- e) To counteract myth, misconceptions, prejudice, stereotypes and false assumptions in intimate and/or sexual relationships.
- f) To give students the knowledge they need to keep themselves and others safe in relation to sexually transmitted infections and unplanned pregnancies.
- g) To signpost students to medically accurate information advice and support.

Within these aims, students will be given:-

- Objective factual information about the human body and its changes including information about reproduction, control of fertility, safer sex, sexuality, gender identity, sexual relationships, sexual health, legal options around pregnancy and information about confidential helping services.
- Opportunities to explore the risks-of sexually transmitted diseases, so as to avoid them and their treatment.
- Opportunities to clarify different attitudes towards friendships, sexuality and gender.
- Opportunities to explore some moral issues - hearing the points of view of others and respecting other peoples' decisions and bodies.
- A chance to explore ideas about the benefits and stability of marriage and family life can provide as well as parenting and the ways in which people care for each other, the benefits of stable relationships, as well as forced and arranged marriage and laws surrounding FGM Hymenoplasty (as required by the statutory curriculum).

- Opportunities to explore rights and responsibilities within different relationships, as well as in relation to protected characteristics.
- Opportunities to explore behaviors that might occur in healthy and unhealthy intimate relationships, how to manage pressure and where to seek help (including online); with specific inclusion of Coercion sexual violence against women, an awareness of power dynamics the impact of pornography with reference to strangulation and suffocation and the influence of subculture groups on our understanding of sexual ethics. (As required in the Statutory Guidance 2025 to be taught September 2026)

2. Morals & Values Framework

Our framework of values for Relationships and Sex to which all staff teaching the subject subscribe:

- Fostering gender equality and LGBT Equality.
- Fostering an approach of respect, acceptance and inclusivity.
- Respect for self and others.
- Non-exploitation in sexual relationships.
- A culture in which we explore rights, duties and responsibilities in relationships.
- An acknowledgement and understanding of diversity regarding religion, culture, sexual orientation, gender identity, physical and mental ability and emotional well being.
- Realistic discussion about the effects of early sexual activity and society's attitude towards this.

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHRE framework, (See p14 Sex & Relationship Guidance, DfE 0116/2000)

Content Headings for School Sex and Relationship Programme

Details of the programme of study and content are available from Miss Thomas and the school website in video format. (additional resources made available for September 2026 as required by Statutory Guidance 2026)

3. Organisation of School Relationships, Health and Sex Education

Name of Co-Ordinator: Miss Sarah Thomas

3.1 Who will teach the programme?

Year 9 Relationships, Health and Sex Education will be taught by a PSHRE team who will have received specific Relationships, Health and Sex Education training delivered by Worcestershire Health and Care NHS Trust. Year 9 teaching groups are taught by the same teacher throughout they year receiving one lesson per fortnight of PSHRE within which RSHE is taught during the Spring Term to allow staff and students to settle and create a positive and safe learning environment for such material to be delivered. In Years 10 and 11 students are taught on a carousel basis once a fortnight with specific RSHE units being included and taught as part of the carousel. The Relationships and Sex Education units are (currently) delivered predominantly by Mrs Cook in Year 10 and Miss S Thomas in Year 11.

3.2 Training Provision

All staff will be provided with appropriate training. The local Sexual Health Education Unit provides such training for free. Planning time will be given to the coordinator.

3.3 Approach and Methodology

Our RHSE programme is an integral part of our whole school PSHRE education programme and is taught and delivered in line with our school value led ethos and approach.

Following the DfE guidelines on Relationships, Health and Sex Education (July 2000) and RHSE guidelines from the Statutory Framework 2026 our RHSE material will be taught with a range of teaching methods (primarily sources from the PSHE Association as recommended in the DfE Guidance) and interactive activities using high

quality resources that are suitable for the age and needs of our students. Students will be encouraged to reflect upon their own learning and progress within lessons and at the end of the Unit thus forming the basis of self-assessment. Assessment within lessons will enable staff to identify where and when students may need support or intervention.

A safe learning environment for discussion is created by the use of ground rules and distancing techniques (in line with Statutory guidance 2026). We carefully select materials from the best that are available at any time (parents/carers are very welcome to see any of this material). Informal language for parts of the body and for sexual activity may be used in class by students but formal terms will be used for teaching purposes and will form part of the encouraged vocabulary within the agreed ground rules.

Teachers will receive guidance on answering the students' questions as part of their specialist training, as well as distancing techniques and how to respond and handle sensitive issues raised. This will be alongside the whole school Safeguarding training received. If a question seems too explicit or inappropriate for the whole class, the teacher will acknowledge it and address it later on an individual basis, again if deemed appropriate to do so. Teachers may also encourage students to have conversations with parents/carers or trusted adults and or be signposted to support services in the knowledge that students may themselves turn to inaccurate misinformation both on and offline. This practice is in line with Statutory Guidance 2026.

Teachers are aware that effective delivery of RHSE can lead to disclosures of Child Protection issues from students. If such disclosures happen the Safeguarding protocol and the system for referral will be followed as per the guidelines provided in our Safeguarding training. Staff are aware of who our DSL is as well as the Deputy DSLs.

3.4 Curriculum Entitlement

PSHRE at Prince Henrys is taught as part of a whole school curriculum with an imbedded holistic approach. Relationships, Health and Sex Education will be delivered mainly within the PSHRE programme of study and curriculum across Key Stage 3 4 and 5 building on the knowledge gained and in partnership with our Middle Schools. On occasions, it may also be supplemented by external agencies such as educational theatre groups that may focus upon specific themes such as county lines or sexual exploitation (SE). Laws relating to such areas, as well as signposts for support, will be included. Guidance provided by the DfE for use of external visitors and agencies will be followed.

In Years 10 & 11 students are taught Relationships, Health and Sex Education as part of their PSHRE Carousel and programme of study In Year 10 they will receive approximately 4 hours focusing on family, marriage (including forced marriage), parenting, gender identity and FGM Virginity Testing and Hymenoplasty (as per the guidance within the Statutory Framework 2026). Students will receive approximately 3 hours in Year 11 focusing on Signs of and Abusive Relationships (including Coercion sexual violence, Pornography influencing sexual attitudes with reference to the wrongs and harms of strangulation and suffocation) Consent, Rape and Sexual Harassment, lawful pregnancy choices. (As specified in the Statutory guidance 2026)

3.5 Procedures for Reviewing Effectiveness of Programme

Evaluation meetings will be held annually with staff teaching the programme and student views will be sought through self-reflection, evaluation and the House and Diversity Council. Staff feedback will be obtained through department meetings and regular dialogue.

3.6 School Liaison with Primary/Middle School Feeders

Liaison will be sought with feeder schools, and our programme is informed by what students are taught in the First and Middle Schools that feed into Prince Henry's.

3.7 Complaints Procedure

Any complaint about the content or delivery of the Relationships, Health and Sex Education programme should be addressed to the PSHRE coordinator or the Headteacher.

4. Equal Opportunities

This policy links closely with the Equality Policy, the Student Conduct Policy and the County Guidelines on Child Protection plus other policies available from the school office. Equal opportunities are not about treating people the same but about helping to redress imbalances. When students struggle, they are offered more help to benefit from their schooling. If they are struggling with their relationships, identity or loss we will try to provide them with the support they need - either inside the school or externally. It is well documented that students are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying very seriously and will take action to eliminate it.

Objective discussion of sexuality and diversity will take place in sex and relationships education lessons in order to meet the needs of all the students.

Within the PSHRE programme, we will select activities and resources that are age, experience, reading level and culturally appropriate. All lessons seek to engage boys and girls equally well.

5. Specific Issues Statements

5.1 Withdrawal of students from Sex and Relationships Education

Any parent/carer wishing to withdraw their child from Sex and Relationships Education should be encouraged to make an appointment to see the PSHRE coordinator to discuss the matter. Students cannot be withdrawn from any part of the teaching that falls within the National Curriculum.

However, according to guidance from the DfE, from September 2020, following discussions with the Headteacher, parents/carers can withdraw their child from the 'sex' elements of RHSE, other than those that are part of the Science curriculum. There is no right of withdrawal from National Curriculum Science, which includes elements of Sex Education such as puberty and reproduction.

Parents/carers do not have the right to withdraw their child from Health Education or Relationships Education.

In relation to Sexual Health this will include such areas as FGM Hymenoplasty, Virginity Testing, Contraception choices Pregnancy Options, prevention and treatment of STI's.

In relation to withdrawing a student from Sex Education, a parent/carer can do so following a discussion with the Headteacher up to and until three terms before the student attains the age of 16. After that point, the guidance states that *'If a child wishes to receive Sex Education rather than be withdrawn, the school should make arrangements to provide the child with Sex Education during one of those terms'*. Where students are withdrawn from Sex Education, the school will document the process and will *'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal'*.

Inevitably, there will be occasions when discussion of aspects of sexual behaviour and choices will arise in other curriculum areas. These discussions will be handled sensitively - and if appropriate, the teacher can ask a relevant PSHRE teacher to develop the subject at another time. There must be a balance between the need to give proper attention to relevant issues and the need to respect the students' and parents'/carers' views and sensitivities. Teachers will draw upon their professional judgement when such issues occur and abide by the values that underpin this document.

The links between the Relationships, Health and Sex Education sequence of lessons and the Science curriculum will be identified and will be made clear to the students and staff, as well as the links with the Citizenship Curriculum.

5.2 Contraceptive "advice", information and referrals, and under-16s

Students will be taught about controlling fertility and safer sex as part of the RHSE programme. This will include information on how all students, including under-16s, can access local services for confidential advice and treatment. Students who have been withdrawn from sex and relationship education by their parents/carers are still entitled to the information about local services.

It is not the role of the teachers to advise on health issues, in any detail. They will encourage the student to talk to a parent/carer and/or school nurse, young people's health service, or GP.

5.3 Confidentiality (in the classroom)

What a student says in the classroom is by definition not confidential. Students should be encouraged to speak in general terms rather than personal, by the use of ground rules and distancing techniques. When discussing issues in the classroom student disclosures which indicate the student is at risk (see below) must be reported by the teacher to the Designated Safeguarding Lead/ Headteacher, who will decide whether parents/carers should be informed, and any action is to be taken. Class teachers should not go directly to the parents/carers with disclosures. If a class teacher is reporting a disclosure to the Designated Safeguarding Lead /Headteacher, the child should be told of this.

5.4 Confidentiality (individually)

Teachers should not promise absolute confidentiality to students. However, teachers are only obliged to pass on disclosures as defined by the policy. If a teacher believes a student to be at risk, she/he should inform the Headteacher/Designated Safeguarding Lead and tell the student this is what they are doing.

Staff are strongly advised to share, as soon as is reasonably possible, with their Head of Year, the Designated Safeguarding Lead (DSL), or the Head, any conversation they have had with a student of a particularly sensitive nature. The child need not be named (unless the more senior member of staff deems it to be advisable). Whilst absolute confidentiality can never be assured, the student can nevertheless be confident that parents/carers will not be informed without the consent of the student.

Teachers will recognise the importance of listening to the concerns of individual students. The Headteacher will decide what action, if any, to take.

Students are deemed "at risk" if they are:

- Involved in situations where they can endanger themselves or others.
- Involved in situations where they are being exploited or are exploiting others.
- Victims of abuse, physical/sexual or emotional; this would require referral to the DSL.

If a teacher learns from an under 16 years old that they are having, or contemplating having, sexual intercourse, they should take steps to ensure that:

- Wherever possible, the young person is persuaded to talk to their parent or carer.
- Any child protection issues are addressed; and
- That the young person understands the need for advice on sexual health and is given precise information about where he / she can access confidential contraceptive information and advice services.

The School Governors and Senior Leadership Team will support the members of staff in exercising their professional judgement about what is in the student's best interests.

5.5 Pregnancy/Parenting

Any student who is continuing with a pregnancy will be given time with the Head of Year/Pastoral Head to ensure that she knows how she may continue with her schooling or FE and what benefits, childcare etc. is available. The school nurse will help her to access ante and post-natal care.

We will also recognise and be sensitive to the needs of young fathers (to be) in ensuring they are fully supported.

5.6 Procedure for involving outside educators including health professionals in the delivery of the programme

External educators can make a valuable contribution to PSHRE as a whole. They must be familiar with this policy and contribute to the programme as agreed with the teachers, subscribing to our school moral values framework and using resources and methods agreed with the teacher. The teacher will be present during the session, and will negotiate their own role during the class, in advance.

5.7 The school nurse as Health Advisor/support for students

The school nurse offers a regular and totally confidential health service to any student, on a drop-in basis, where any student can talk about emotional or physical health issues. This service is independent of the school and offers confidentiality to students.

5.8 Procedure for supporting any members of the school community infected with HIV, Hepatitis B or C

Staff should not expect to be informed of a colleague's or student's HIV or Hepatitis status. A member of staff, who is told of a student's blood borne virus status, should inform the Head Teacher and no one else. She/he will tell the students this is what they are doing. No student or member of staff will be discriminated against as a result of this disclosure.

First Aid and control of infection practice will always follow current guidelines and assume that blood spills can be infectious in some circumstances.

6. Working with Parents and Carers

This policy has been produced with the input of our governors, as well as inviting feedback from parents/carers and comments via our website and email. We always welcome the views of parents/carers on what we are trying to achieve in the school. Any parent/carer who wishes to see a copy of this policy can gladly have one, it is available on our website with an invitation for feedback or discussion on an individual basis if there are any concerns or queries. We hope that there will be opportunities at our annual Open Evening for parents/carers to take a closer look at the content of lessons as well as resources used.

APPENDIX

SEX AND RELATIONSHIP EDUCATION IN PSHRE

Content

Year 9

Characteristics of Healthy romantic and intimate relationships including kindness respect and Consent.
Exploitation - Sexual, Financial, Criminal
Gender Identity
STI's and Prep - HIV/Aids
Contraception revisit

Year 10

Misogyny, violence and access to weapons. (ICT Unit)
AI Chatbots
Online Sextortion
Committed stable relationships and their contribution to wellbeing.
Legal status of marriage and civil partnership
Forced marriage
Myths and misconceptions and related laws.
Roles and Responsibilities of Parents / Carers
Characteristics of successful parenting
Change of relationships over time
Early years of child's life for brain development.
How to judge when a relationship is unsafe and where to seek help.
(Violence and harm within relationships and families)
Role of consent ethical behaviour and power dynamics in relationships.

Year 11

Recap characteristics of respectful relationships (Yr 9 and 10)
Sexual Harassment and laws relating to it.
Coercion and Coercive control laws relating to harmful behaviour.
Insel subculture and Extremism
Power imbalances etc.
The impact of Pornography of views of women and sexual attitudes.
Pornography including the dangers/inappropriateness of strangulation and suffocation.
Gynecological health and fertility options
PMS Menopause and Abortion
FGM Hymenoplasty and Virginity Testing.

SEX AND RELATIONSHIP EDUCATION IN BIOLOGY - Content

Year 9:

Cell division and stem cells
Sperm and egg cell structure
Pregnancy and Puberty (Key Stage 3 - Middle school)

Year 10

Control and coordination
Communicable diseases including STI's and HIV

Year 11

Reproduction and Inheritance
Hormonal coordination
Including: Menstrual cycle Contraception IVF Puberty Fertility.

Please see the Biology Learning Journey for full details and the terms on which topics will be taught.