



Policy Title: Relationships Health and Sex Education Policy	Reviewed: May 2026
School Section: Woodhouse Grove	Reviewer: REV/AMC
Audience: Staff	Revision: 1.7

Woodhouse Grove School

Relationships, Health and Sex Education (RSHE) Policy

As of July 2025, the Department for Education has published revised statutory guidance for Relationships and Sex Education (RSE) and Health Education (RSHE). This guidance is statutory and comes into force from 1 September 2026.

This policy has been updated to ensure full compliance with the revised statutory guidance and reflects the current legal, safeguarding and educational expectations placed upon schools.

1. Introduction

Woodhouse Grove accepts its responsibility for the legal, ethical and moral sex education of its pupils. As a Methodist School, we encourage pupils to take Christian values relating to sex seriously and think them through for themselves. However, we realise that there are many types of family units in current society, and that our pupils have different faiths or none at all, and all issues are dealt with sensitively, in a non-judgemental way and without dogma.

We believe that as young people develop sexually, they need to understand bodily changes, manage sexual feelings, and enjoy safe and happy relationships. They are therefore encouraged to consider appropriate attitudes and behaviours and develop relevant inter-personal skills to help promote responsible, respectful and healthy personal relationships.

The aim of RSHE (Relationships, Sex and Health Education) at our school is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health within a Christian framework. Our RSHE programme aims to prepare students for an adult life in the following ways:

- Providing a framework in which sensitive class discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
- Allow students to have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Help students to understand that healthy relationships are an important part of wellbeing.
- Ensure students understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- Help students avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Ensure students can communicate effectively by developing appropriate terminology for sex and relationship issues.



Policy Title: Relationships Health and Sex Education Policy	Reviewed: May 2026
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- Develop student's awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity including LGBTQ+.
- Ensure students understand the reasons for having protected sex.
- Provide students with sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Make students aware of sources of help and acquire the skills and confidence to access confidential health advice, support, and treatment if necessary.
- Ensure students know and understand how the law applies to sexual relationships.
- That RSHE becomes an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Making RSHE an entitlement for all young people.
- Encourage every student to contribute to make our community and aim to support each individual as they grow and learn.
- That RSHE is set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourages students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any family structure. The important values are love, respect, and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- **Support pupils to recognise, reject and report harmful behaviours, including misogyny, sexual harassment, coercion, abuse and violence against women and girls**
- **Equip pupils with the skills to navigate online spaces safely, including managing exposure to harmful content, online grooming, financial exploitation, scams and image-sharing pressures**
- **Promote positive, respectful models of masculinity and femininity, ensuring no group is stigmatised**
- **Addresses the impact of pornography on relationships, attitudes and wellbeing, including its links to unrealistic expectations, coercion and harmful behaviours. This is framed explicitly within a safeguarding and wellbeing context**

Personal safety education is a mandatory component of the updated RSHE guidance. Pupils will be taught to recognise, assess and manage risk in both online and offline contexts.

This includes learning related to:

- **Road, rail and water safety**
- **Personal safety in public spaces**
- **Online financial harm (including fraud, scams and gaming-related risks)**
- **Knowing when and how to seek help**

We recognise the important role that parents/carers play in teaching their children about relationships, sex and growing up. We aim to work in partnership with parents, carers, and students, consulting them about the content delivered. We also aim to work in partnership with other relevant health and education professionals as appropriate.

2. Statutory requirements



Policy Title: Relationships Health and Sex Education Policy	Reviewed: May 2026
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Our policy follows the statutory guidance given by the government (DfE Department for Education) and meets the requirements of the Independent School Standards. Aspects of RSHE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

At Woodhouse Grove School, we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in section 9, in accordance with section 34 of Children and Social Work Act 2017 and the Independent School Standards, and regarding guidance outlined in section 403 of the Education Act 1996.

At Woodhouse Grove School, we teach RSHE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, students, and parents. The consultation and policy development process involved the following:

- Review of relevant information, including but not limited to national and local guidance.
- The policy was drafted in accordance with the statutory guidance and aligned with the Independent Schools Regulations/BSA Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations
- Parents/governors consultation - Parents and carers are consulted on the RSHE curriculum and have access to clear information about lesson content and resources. The school recognises the importance of transparency while retaining professional discretion to address safeguarding concerns preventatively or responsively when risks arise
- Parents and interested parties were invited to comment and provide feedback on the policy and offer commentary.
- Student consultation – students were consulted about their RSHE lessons and completed a pupil voice survey in PSHCE.
- Consultation with School Nurse and DSL
- Safeguarding Committee reviewed and vetted final version of the policy
- Policy Review: Annually

4. What is Relationships, Sex and Health Education?

RSHE is lifelong learning about physical and mental health, sexual, moral, social, cultural, and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It includes learning about sexual health, sexuality, healthy lifestyles, diversity, and personal identity.



Policy Title: Relationships Health and Sex Education Policy	Reviewed: May 2026
School Section: Woodhouse Grove	Reviewer: REV/AMC
Audience: Staff	Revision: 1.7

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5. Curriculum

Our Curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.

We have developed the curriculum in consultation with parents, students and staff considering the age, needs and feelings of students.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

Families, respectful relationships, healthy friendships, online relationships, media influences, being safe, intimate, and sexual relationships including sexual health.

It will:

- Consider the ages, aptitudes and needs of all pupils, including those pupils with SEND (Special Educational Needs and Disability) and an EHC (Education and Health Care) plan.
- Not 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.
- Ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

For more information about our curriculum, see Appendix 1

6. Delivery of Relationships, Sex and Health Education

Our RSHE is taught as part of our PSHCE curriculum. The PSHCE course is delivered to all students through discrete PSHCE lessons taught by our teachers. There is one lesson of taught PSHCE a week for Years 7 – 10 and once every two weeks for years 11 to 13. In addition to these discrete sessions PSHCE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature, health through Biology and PE (Physical Education), Citizenship through History and RS. There are also centrally organised Whole School themed sessions which supplement the delivery in form periods.

7. Roles and Responsibilities

The PSHCE lead is responsible for the overview and yearly evaluation of this policy. However, all staff are responsible for ensuring this policy is implemented and acted on.



Policy Title: Relationships Health and Sex Education Policy	Reviewed: May 2026
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When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of curriculum which:

- Fulfils the aim of the school.
- Embeds aspiration, attributes, and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for supporting the Head of PSHCE with requests to withdraw students from non-statutory components of RSHE (see section 9).

The Chair of Governors and PSHCE link Governor will hold the Headteacher to account for the implementation of this policy.

They will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed, and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of the individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSHE.

Staff who have concerns about teaching RSHE are encouraged to discuss with the Headteacher.

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Inclusion

All areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents, and carers amongst other structures). Along with reflecting sensitively that



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some children may have a different structure of support around them (for example: looked after children or young carers).

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. However, all pupils will go through puberty, so we endeavour to educate everyone. Schemes of work are made available to parents prior to teaching, and we will respond to parental requests and concerns.

Students with Special Needs

We are mindful that students with SEND may be more vulnerable to bullying, abuse and sexual exploitation and therefore need a very robust RSHE education. High-quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We will ensure that all young people receive relationships, sex and health education, and we will offer provision appropriate to the particular needs of all our students, the school has a well-established Learning Support department and is mindful of preparing students for adulthood.

Sexual Identity and Sexual Orientation

The school teaches the factual and legal distinctions between biological sex and gender reassignment, as set out in the Equality Act 2010.

Pupils are taught that people with the protected characteristic of gender reassignment, like all protected groups, are entitled to dignity, respect and freedom from discrimination. Teaching is delivered in an age-appropriate, factual and non-ideological manner.

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationships, sex and health education is relevant to them.

Suicide Prevention –

In line with updated statutory guidance, the school has a planned, age-appropriate approach to suicide prevention education at secondary level. This is delivered sensitively, linked to safeguarding systems, and supported by staff training.

9. Parents' right to withdraw their child

If parents require more information on RSHE for secondary aged children, this is a useful source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

Parents of Senior students have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher/Head of PSHCE.



Policy Title: Relationships Health and Sex Education Policy	Reviewed: May 2026
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A copy of ALL withdrawal requests will be placed in the pupil's educational record. The Headteacher/ Head of PSHCE will discuss the request with parents.

Alternative work will be given to students who are withdrawn from sex education.

10. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. See the safeguarding policy for further details.

Sex under 13 – statutory rape and social services/police/parents will be contacted.

Sex under 16 is illegal and advice will be sort from the duty and advice team.

In a case where a teacher learns from an **OVER** 16year-old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carers and if necessary to seek medical advice.
- child protection issues will be considered and referred if necessary to the child protection officer.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- the Nurses in the Medical Centre will confidentially explain the process and the circumstances under which confidentiality would be broken. E.g., Child Protection issues.

In any case where Child Protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality must be broken, they will be informed first.

11. Training

All Staff receive training regarding RSHE delivery in school. Colleagues are then asked for feedback regarding confidence levels on various topics. This informs future training requirements.

Colleagues who deliver RSHE lessons as part of the curriculum receive an increased level of training from Head of PSHCE.

12. Monitoring

The delivery of RSHE is monitored through shared resources, team teaching, learning walks and sharing of best practice.

Appendix One:

All information for parents can be found on Firefly here: [RSE at WGS](#)



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Provided on the above link is more detailed information on each RSE lesson delivered to respective key stages.

Sixth form: Resources for RSE can be found here [6th form RSE](#)



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Appendix 2

Parent form: Withdrawal from Sex Education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Year group	
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	