



The Parks School

Motivate • Challenge • Support

Relationships, Sex and Health Education (RSHE) Policy

"Our mission is to **inspire** growth, **nurture** potential and **support** one another with **passion**, upholding **integrity** and fostering **respect** whilst promoting **empowerment** with everything we do"

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Policy Version: September 2026

Review Date: September 2027

Policy Lead: Curriculum Lead / PSHE Lead

Approved By: Proprietor

1. Statement of Intent

At The Parks School, Relationships, Sex and Health Education (RSHE) forms an integral part of our Personal Development curriculum and prepares pupils for healthy, safe and successful adult lives.

As a specialist independent SEMH school, we recognise that many pupils have experienced trauma, disrupted relationships, adverse childhood experiences (ACEs) and barriers to learning. Our RSHE curriculum is delivered through a trauma-informed, relationship-based approach that promotes emotional wellbeing, resilience and respect for others.

RSHE enables pupils to develop the knowledge, understanding and skills needed to build healthy relationships, stay safe, manage risk, understand consent and make informed decisions both online and offline.

2. Our School Vision

Everything we do is underpinned by our three core principles.

MOTIVATE

We inspire every pupil to believe they can succeed.

We will:

- Build pupils' confidence and self-esteem.
 - Promote positive relationships.
 - Encourage healthy choices.
 - Celebrate diversity and individuality.
 - Inspire ambition and aspiration.
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CHALLENGE

We encourage every pupil to be the best version of themselves.

We will:

- Promote high expectations.
 - Develop resilience and independence.
 - Encourage responsible decision-making.
 - Challenge discrimination, prejudice and unhealthy behaviours.
 - Prepare pupils for adulthood.
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SUPPORT

We never give up on a young person and provide the help they need to thrive.

We will:

- Build trusted relationships.
 - Provide adaptive teaching.
 - Remove barriers to learning.
 - Ensure every pupil feels safe, valued and respected.
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3. Legal Framework

This policy reflects:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE)
 - Education (Independent School Standards) Regulations 2014
 - Keeping Children Safe in Education (Current Edition)
 - Children and Social Work Act 2017
 - Equality Act 2010
 - Children and Families Act 2014
 - SEND Code of Practice (0–25)
 - Online Safety Act 2023
 - Working Together to Safeguard Children
 - Human Rights Act 1998
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4. Aims

Our RSHE curriculum enables pupils to:

- Build healthy, respectful relationships.
 - Develop emotional literacy and resilience.
 - Understand consent and personal boundaries.
 - Recognise healthy and unhealthy relationships.
 - Understand puberty, reproduction and sexual health.
 - Develop positive mental and physical wellbeing.
 - Stay safe online and offline.
 - Respect diversity and protected characteristics.
 - Prepare for adult life and healthy futures.
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5. Curriculum Delivery

RSHE is delivered through:

- PSHE lessons
- Science
- Assemblies
- Tutor Time
- Theme Days
- Educational Visits
- External specialists where appropriate

Teaching is progressive and age-appropriate, revisiting key concepts to deepen understanding over time.

6. Curriculum Content

Learning includes:

Relationships

- Families
- Friendships
- Respect
- Trust
- Communication

- Consent
 - Healthy and unhealthy relationships
 - Marriage and long-term commitment
 - Conflict resolution
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Health & Wellbeing

- Mental health
 - Emotional wellbeing
 - Self-esteem
 - Healthy lifestyles
 - Personal hygiene
 - Puberty
 - Nutrition
 - Exercise
 - Drugs, alcohol and vaping
 - Basic First Aid
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Sex Education

- Human reproduction
 - Sexual health
 - Contraception
 - Sexually transmitted infections
 - Pregnancy
 - Parenthood
 - Delaying sexual activity
 - Respectful intimate relationships
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Online Safety

Pupils will learn about:

- Social media
- Sexting
- Image sharing
- Grooming
- Child Sexual Exploitation (CSE)

- Child Criminal Exploitation (CCE)
 - Pornography
 - Online abuse
 - Artificial Intelligence (AI)
 - Deepfakes
 - Digital footprints
 - Cyberbullying
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7. SEMH and Trauma-Informed Practice

Teaching reflects the needs of pupils with SEMH by:

- Building trusting relationships.
- Creating emotionally safe learning environments.
- Delivering adaptive teaching.
- Providing additional processing time.
- Supporting emotional regulation.
- Recognising behaviour as communication.
- Using restorative approaches.

Sensitive content may be delivered in small groups or on a 1:1 basis where appropriate.

8. Equality, Diversity and Inclusion

The curriculum promotes:

- Equality of opportunity.
- Mutual respect.
- Diversity.
- Different family structures.
- Protected characteristics.
- Inclusion.
- Challenging prejudice and discrimination.

Teaching reflects modern British society and prepares pupils to live respectfully within diverse communities.

9. Safeguarding

RSHE is a key part of safeguarding.

Pupils learn about:

- Consent
- Grooming
- Healthy relationships
- Sexual harassment
- Sexual violence
- Domestic abuse
- Honour-Based Abuse
- Forced Marriage
- Female Genital Mutilation (FGM)
- Exploitation
- Online safety
- Mental health
- Seeking help

Any disclosures will be managed in accordance with the school's Safeguarding and Child Protection Policy.

10. Safe Learning Environment

Staff will:

- Establish clear ground rules.
- Promote respectful discussion.
- Use correct medical terminology.
- Encourage questions.
- Never require pupils to share personal experiences.

Anonymous question opportunities will be available during RSHE lessons.

11. Parents and Carers

The Parks School values partnership with parents and carers.

Parents will:

- Be informed about the RSHE curriculum.
- Have opportunities to review resources.
- Be consulted on significant curriculum developments.

Parents have the legal right to request withdrawal from the non-statutory sex education elements of RSHE. Requests should be made in writing to the Headteacher and will be considered in accordance with current DfE guidance.

12. Assessment

Assessment is primarily formative and considers:

- Knowledge.
- Understanding.
- Participation.
- Reflection.
- Personal development.
- Application of learning.

Assessment informs future planning and support.

13. Staff Responsibilities

The Headteacher will ensure:

- The curriculum meets statutory requirements.
- Staff receive appropriate training.
- Resources remain current.
- The policy is monitored annually.

Staff delivering RSHE will:

- Follow statutory guidance.
- Maintain professional boundaries.

- Promote inclusion.
 - Report safeguarding concerns immediately.
 - Deliver learning in a sensitive, factual and balanced manner.
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14. Monitoring and Review

The Curriculum Lead will monitor:

- Curriculum quality.
- Pupil engagement.
- Staff confidence.
- Pupil voice.
- Parent feedback.
- Safeguarding themes.

The policy will be reviewed annually or sooner if legislation changes.

Related Policies

- PSHE Policy
 - Curriculum Policy
 - Teaching & Learning Policy
 - Behaviour, Relationships & Positive Development Policy
 - Online Safety Policy
 - Safeguarding & Child Protection Policy
 - Equality, Diversity & Inclusion Policy
 - Accessibility & Disability Policy
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