Kendrick School

Relationship and Sex Education (RSE) Policy

Reviewed Date: September 2026

Next Review Date: September 2027

Version: RSHE V1 2020	
Version: RSHE V2 2021	
Version: RSHE V3 2022	
Version: RSHE V4 2023	
Version: RSHE V5 2026	JD – reflect new statutory guidance for RSHE teaching

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Introduction	This policy is part of a group of policies within Personal, Social, Health, Citizenship, Economic Education (PSHCE) which include The PSHCE Policy and the Citizenship Policy
Rationale & Ethos	Kendrick School is committed to delivering Relationship and Sex Education. As recommended by The Sex Education Forum. 1. Is an identifiable part of our personal, social, health, citizenship and economic (PSHCE) education curriculum, which has planned, timetabled lessons across all the Key Stages. 2. Is taught by staff regularly trained in RSHE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate) At Kendrick this takes the form of discussion and support from PSHCE coordinator/school nurse when required. 3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home. 4. Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills. 5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion. 6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online. 7. Gives a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity. 8. Gives students opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views. 9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online. 10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in every-day school life. 11. Meets the needs of all students with their diverse experiences -including those with special educational needs and disabilities. 12. Seeks students' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change. N.B The Sex Education Forum developed the above points which explains what is needed for good quality RSHE. The 12 points of the statement are based on research evidence. They are supported by a wide range of partners including NSPCC, Barnardo's, The Children's Society and National Children's Bureau, and the following education unions: ASCL, NASUWT, NEU, NAHT, UNISON and Voice.

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Roles and Responsibilities	The RSHE programme is led by: - Headteacher - Assistant Headteacher - PSHE co-ordinator - Deputy Head of Sixth Form THE RSHE programme is support by: - PSHE lead trustee The curriculum is taught by teaching staff throughout the school. Teaching staff receive RSHE training via the PSHE Association to support pupils in establishing a safe and welcoming learning environment.
Legislation	We are required to teach relationships education/RSHE as part of PSHCE. Current regulations and guidance from the Department for Education state that from September 2020, all secondary schools must deliver relationships and sex education. Documents that inform the school's RSHE policy include: • Kendrick School Child Protection and Safeguarding Policy • **DFE Statutory guidance for RSHE (2025)** • Education Act (1996) • Learning and Skills Act (2000) • Education and Inspections Act (2006) • Equality Act (2010) • Keeping children safe in education – (2025) • Children and Social Work Act (2017)
Curriculum Design	Our RSHE programme is an integral part of our whole school PSHE education provision and will by the end of Year 11 will cover as part of a spiral curriculum • Families • Respectful relationships, including friendships • Online & Media • Being safe

	• Intimate & sexual relationships, including sexual health By the end of Year 11 the following topics will also have been covered as part of the Physical & Mental Wellbeing Spiral Curriculum of RSHE • Mental wellbeing • Internet safety & harms • Physical health & fitness • Healthy eating • Drugs, alcohol and tobacco • Health & prevention • Basic first aid • Changing adolescent body Students have 1 lesson per fortnight with their form tutor. Year 7, 8, 10 & 11 have an additional lesson per fortnight with the PSHE team. **Sixth Form** Students have a fully planned and sequenced series of RSHE lessons in the Sixth Form as part of their Personal Development and Enrichment programme. The topics revisit those studied earlier in their education but are age appropriate. Topics include but are not limited to: • Sexual Harassment • Abusive relationships • Dealing with Harassment and Stalking • FGM • Unplanned Pregnancy • Sex and Sexuality in the media • Sexual Health Students have 1 lesson per fortnight with their form tutor. Sixth Form students have an additional lesson per fortnight organised by the Sixth Form team.
	The following key principles will be used to ensure high quality and effective planning and delivery of RSHE lessons We will ensure a safe learning environment by

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Safe & Effective Practice	• Establishing ground rules which have been discussed and agreed between teachers and students at the beginning of every year. • Giving permission to exit the class if the student feels uncomfortable. • Using distancing techniques such as role play to depersonalise the topics under discussion. • Questions will be answered sensitively and, in an age, appropriate way. Questions can be deferred if further clarification is required. • Being able to raise questions anonymously by the use of a post box or 'Ask it, Basket it'. • Giving sentence starters to encourage sensitive and appropriate discussion/feedback between students. • Opportunities for Feedback from Students will be given as appropriate. All staff teaching RSHE are supported by the leaders with appropriate training and resources.
Safeguarding	The RSHE policy supports our school's approach to safeguarding and links to/is informed by other policies and statutory and non-statutory guidance for schools such as Keeping Children Safe in Education and Kendrick School's safeguarding policy as referenced above. • Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. • Teachers will consult with the designated safeguarding lead and in his /her absence their deputy. • Visitors/external agencies which support the delivery of RSHE will be required to follow the school's protocol for outside visitors.
Engaging Stakeholders	• The policy is available to parents through the Kendrick School website and will be updated if changes are made. • The parental right to withdraw students from the 'Sex' elements of RSHE remains in primary and secondary education, for aspects of sex education which are **not** part of the Science curriculum. The right to withdraw applies up to and until three terms before the child turns 16. After that point, if the 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. There is no right to withdraw from Relationships or Health Education. This must be done via a letter to the Head teacher. The school will fulfil its responsibility to ensure children withdrawn from sex education receive purposeful education during the withdrawal period by provision of resources to be studied independently. • We are committed to working with parents and carers by being open to discussion. • Parents are shown representative examples of resources used in lessons and additional content is available upon request. Parents are not able to veto curriculum content, but the school will consult with parents when developing their RSHE policy. • Sign posting to additional resources and support will be through Weekly Update and Safeguarding Information emails and the website. • Lead teachers regularly offer opportunities for student voice to help inform the curriculum and match student needs.

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	• Kendrick School has a dedicated PSHE trustee amongst the trustee board who supports staff in the implementation of the curriculum.
Monitoring, reporting and evaluation	• PSHE is overseen by the Assistant Headteacher and is monitored through regular meetings with the lead teachers. • Leaders will regularly review the programme, taking into account verbal feedback from teachers. • Students will have opportunities to review and reflect on their learning during lessons by using feedback forms at the end or during a topic. • Student voice will be influential in adapting and amending planned learning activities.
RSHE Policy review date	This policy will be reviewed in **September 2027** • It will be reviewed by PSHE Coordinator and the Deputy Head of Sixth Form • This will ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.