Ambition

Courage

Respect

Relationships, Sex and Health Education (RSHE) Policy 2026

Policy owner	JNE
Approved by	Governing Body
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The Angmering School

Relationships, Sex and Health Education (RSHE) Policy

Summary Policy

1. Policy Statement

The Angmering School is committed to providing a high-quality programme of Relationships, Sex and Health Education (RSHE) that supports students to develop the knowledge, skills and understanding they need to make informed, safe and responsible choices.

RSHE is an important part of our wider personal development, safeguarding and pastoral provision. It contributes to our school values of Ambition, Respect and Courage, and our commitment to Aspiration, Belonging and Culture.

We want every student to leave The Angmering School with the confidence to:

- build healthy and respectful relationships;
- understand consent, boundaries and personal safety;
- recognise unhealthy, abusive and coercive behaviour;
- make informed decisions about physical and mental health;
- understand sexual and reproductive health;
- manage risks associated with drugs, alcohol and vaping;
- navigate online relationships and digital spaces safely;
- recognise harmful online content, including pornography and misogynistic material;
- respect difference and challenge discrimination;
- know when and how to seek help and support.

2. Statutory Framework

The RSHE curriculum is delivered in accordance with current statutory requirements and relevant guidance, including Department for Education statutory RSHE guidance, Keeping Children Safe in Education, Working Together to Safeguard Children, the Education Acts, the Children and Social Work Act 2017, the Equality Act 2010, and relevant health, safeguarding and online safety guidance.

The school will keep this policy and the RSHE curriculum under review to ensure that they remain aligned with changes to legislation, statutory guidance and emerging safeguarding risks.

3. What is RSHE?

Relationships Education: Students learn how to develop healthy, respectful and safe relationships with family, friends, peers and others, both online and offline.

Sex Education: Students develop age-appropriate knowledge about sexual development, reproduction, sexual health, contraception, pregnancy, sexually transmitted infections, consent and sexual relationships.

Health Education: Students develop knowledge and skills relating to physical and mental health, wellbeing, risk, lifestyle choices, personal safety and help-seeking.

RSHE is supported by the wider PSHE and personal development programme, pastoral provision, assemblies, tutor time and the school's safeguarding curriculum.

The majority of the RSHE curriculum is delivered by subject specialist teachers in Perspectives (Key Stage 3) and Insight (Key Stage 4) lessons. Supplementary content may be delivered in assemblies, tutor group sessions or lessons in other subject areas.

4. Curriculum Aims

The RSHE curriculum aims to enable students to:

- understand what constitutes a healthy relationship;
- communicate respectfully with others;
- understand consent and personal boundaries;
- recognise pressure, coercion, manipulation and abuse;
- understand sexual harassment and sexual violence;
- understand sexual and reproductive health;
- understand contraception and STI prevention;
- understand pregnancy and reproductive choices;
- develop positive mental health and emotional wellbeing;
- recognise when they or someone else may need support;
- understand the risks associated with drugs, alcohol and vaping;
- develop safe and responsible online behaviour;
- understand the potential harms of pornography;
- recognise online misogyny and harmful online communities;
- understand the risks associated with image sharing and AI-generated/deepfake content;
- respect different families, identities and experiences;
- understand protected characteristics and challenge discrimination;
- develop resilience, self-respect and confidence;
- know how and where to access appropriate support.

5. Curriculum Principles

RSHE at The Angmering School is:

Age-appropriate – Content is carefully sequenced according to students' age, maturity and developmental stage.

Progressive – Knowledge and understanding build from Year 7 through to Year 13.

Inclusive – All students are entitled to access the curriculum and develop respect for difference.

Evidence-informed – Teaching is based on accurate, reliable and appropriate information.

Safeguarding-focused – Students are taught to recognise risk, protect themselves and others, and seek help.

Responsive – Curriculum content is reviewed in response to student voice, safeguarding information, emerging risks and changes in society.

6. Curriculum Content

The detailed RSHE curriculum is published separately. Across Years 7–13, students will progressively develop knowledge and skills in the following areas:

Relationships and consent: healthy relationships; friendships; communication; boundaries; consent; peer pressure; coercion and controlling behaviour; domestic abuse; sexual harassment; sexual violence; harmful sexual behaviour.

Physical and sexual health: puberty; reproductive health; menstruation; reproduction; contraception; pregnancy; sexual health; sexually transmitted infections; accessing health services.

Mental health and wellbeing: emotional wellbeing; resilience; self-esteem; body image; stress; sleep; healthy lifestyles; recognising when help is needed.

Online safety: digital relationships; social media; online identity; cyberbullying; grooming and exploitation; pornography; image sharing; sexualised online content; AI and deepfakes; misinformation; harmful online communities.

Equality and respect: protected characteristics; stereotypes; prejudice and discrimination; racism; sexism; homophobia, biphobia and transphobia; misogyny; respectful language; different family structures; LGBTQ+ inclusion.

Risk and personal safety: alcohol; vaping; tobacco; drugs; risk-taking; peer influence; exploitation; personal safety; help-seeking.

7. Online Safety, Pornography and Misogyny

The school recognises that young people's relationships and experiences increasingly take place online.

Students will receive age-appropriate teaching about pornography and unrealistic expectations, sexualised content, image-based abuse, pressure to share images, online grooming and exploitation, AI-generated and manipulated images, misogynistic content, harmful influencers and online communities, incel culture, and algorithms and online echo chambers.

Students will be taught to critically evaluate online content and understand where and how to report concerns. The aim is to develop critical thinking, resilience and respectful behaviour.

8. Equality and Inclusion

The school is committed to ensuring that RSHE is inclusive and accessible to all students.

Teaching will promote respect for the protected characteristics identified within the Equality Act 2010. Students will learn to recognise and challenge prejudice, discrimination and stereotypes.

The school recognises that students come from different families, cultures, faiths and backgrounds. Teaching will be sensitive to this diversity while ensuring that students receive accurate and appropriate information.

Reasonable adjustments will be made to support students with SEND or other additional needs.

9. Safeguarding

RSHE forms part of the school's wider safeguarding provision. Students may disclose concerns during RSHE lessons. Staff must therefore follow the school's safeguarding procedures at all times.

Staff will listen calmly and respectfully; avoid promising confidentiality; avoid investigating or asking leading questions; explain that information may need to be shared to keep someone safe; record concerns appropriately; and report concerns to the Designated Safeguarding Lead or deputy without delay.

The school's Child Protection and Safeguarding Policy takes precedence where a safeguarding concern arises.

10. Safe Learning Environment

RSHE lessons will establish clear expectations to enable students to discuss sensitive issues safely.

Students will be expected to listen respectfully, avoid personal disclosures, respect different views and experiences, use appropriate language, avoid naming or discussing other students, challenge ideas rather than individuals, and ask questions respectfully.

Teachers will not require students to disclose personal experiences. Anonymous question opportunities may be used for sensitive topics.

11. Staff Responsibilities

Staff delivering RSHE are responsible for delivering agreed curriculum content, maintaining appropriate professional boundaries, creating a safe and respectful learning environment, challenging discriminatory or harmful language, responding appropriately to disclosures, following safeguarding procedures, and signposting students to appropriate support.

Staff will receive appropriate guidance and training to ensure they feel confident delivering sensitive aspects of the curriculum.

12. Parents and Carers

The school recognises parents and carers as important partners in supporting students' personal development.

The school will publish the RSHE policy, provide information about the RSHE curriculum, communicate significant curriculum developments, provide opportunities for parents/carers to raise questions, and work constructively with families.

Parents and carers are encouraged to discuss RSHE topics with their children and to contact the school if they require further information.

13. Right of Withdrawal

Parents/carers have the right to request that their child is withdrawn from sex education delivered as part of RSHE, subject to the statutory framework.

The right of withdrawal does not apply to relationships education, health education, statutory science content including reproduction, or other compulsory elements of the curriculum.

The school will discuss withdrawal requests with parents/carers and, where appropriate, the student, to ensure that the nature and purpose of the curriculum are understood.

Students can opt into sex education from three terms before their 16th birthday, in accordance with statutory requirements.

14. Assessment

RSHE is not normally assessed through formal examinations.

Teachers will use appropriate formative assessment to establish whether students have developed knowledge, understanding, vocabulary, decision-making skills, risk-management strategies and confidence in seeking help.

Assessment may include retrieval activities, scenarios, discussion and written reflection.

15. Student Voice

Student voice will contribute to the development and review of RSHE through student surveys, tutor discussions, student leadership structures, focus groups, anonymous questions and feedback following curriculum units.

Student voice will help identify misconceptions, emerging concerns and areas where students would benefit from further teaching.

16. External Visitors

The school may use appropriately qualified external organisations or professionals to support RSHE.

All external providers must be appropriately vetted, provide suitable content, understand the school's safeguarding procedures, work within the school's curriculum, and provide age-appropriate and evidence-informed information.

The teacher remains responsible for the lesson and students' welfare.

17. Monitoring and Evaluation

The RSHE Lead will monitor the effectiveness of the curriculum through curriculum review, lesson visits, student voice, staff feedback, assessment information, safeguarding themes, pastoral information and parent/carer feedback.

The school will consider not only whether the curriculum has been delivered, but whether students have developed the intended knowledge, understanding, skills and confidence.

Curriculum planning will respond to emerging safeguarding issues and the needs of the school's students.

18. Roles and Responsibilities

Governing Body: approves and reviews the policy; provides appropriate challenge and oversight; ensures statutory requirements are met.

Headteacher: ensures the policy is implemented; ensures appropriate resources and staffing; ensures effective safeguarding arrangements.

RSHE Lead (Leader of Perspectives and Insight): coordinates and reviews the curriculum; supports staff; monitors curriculum implementation; coordinates external providers; uses student voice and school information to inform development.

Designated Safeguarding Lead: advises on safeguarding aspects of RSHE; supports staff with disclosures; ensures appropriate safeguarding procedures are followed.

Teachers: deliver the curriculum appropriately; maintain safe learning environments; follow safeguarding procedures; challenge harmful and discriminatory behaviour.

Students: participate respectfully; listen to others; maintain appropriate boundaries; seek help when needed.

19. Links with Other Policies

This policy should be read alongside: Child Protection and Safeguarding Policy; Behaviour Policy; Anti-Bullying Policy; Equality Policy; SEND Policy; Online Safety Policy; Attendance Policy; Mental Health and Wellbeing Policy; PSHE/Personal Development Policy; Complaints Policy; Staff Code of Conduct.

20. Policy Review

This policy will be reviewed annually, or sooner where there are significant changes to legislation, statutory guidance, safeguarding risks, the school's curriculum, or the needs of students.