

Colonel Frank Seely Academy



RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION POLICY

Approving Body	Local Advisory Board
Date Approved	April 2026
Version	V 1.0a
Supersedes Version	-
Review Date	September 2027
Legislation	RSHE (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017
Further Information/Guidance	

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1. School context and introduction

Colonel Frank Seely Academy is a non-selective comprehensive secondary school in rural Nottinghamshire with approximately 750 students currently on role. It is part of The Redhill Academy Trust. Relationship, Sex and Health Education (RSHE) at the Colonel Frank Seely Academy aims to support young people through their physical, emotional, and moral development from adolescence into adulthood. We believe that RSHE is an essential part of a broad and balanced curriculum; to reflect its importance the subject is given dedicated lesson time, across multiple year groups and is co-ordinated by a subject specialist.

As school leaders we intend to use the RSHE curriculum to develop our core characteristics such as critical thinking, resilience and independence. In addition to this, RSE offers a method of reinforcing the virtues of tolerance and mutual respect for all people regardless of their lifestyle in accordance with the Equality Act 2010. It is also our intention to respond to the new challenges posed by technology which could prevent our young people from forming successful positive relationships as adults. These core ideas have informed the writing of this policy.

This draft RSHE policy has been approved following consultation with relevant Heads of Lead Departments (Science, Religious and Personal Studies, ICT/Computing, and PE) and is now undergoing a process of consultation with students, parents, governors and staff involved in teaching RSHE. A copy of this draft policy is available on the school's website, and a hard copy can be made available upon request by contacting the school's main reception.

2. What are the legal Statutory Requirements?

From April 2021, Relationships, Sex and Health Education (RSHE) will be compulsory for all students receiving secondary education. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, whilst also preparing students for the opportunities, responsibilities and experiences of later life.

It is delivered to all students in accordance with the DfE *Sex and Relationships Education Guidance (2000)* and the more recent Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 which are made under sections 34 and 35 of the Children and Social Work Act 2017.

3. What do we mean by RSHE?

Relationships education: Developing an awareness of what positive romantic relationships look like, and equipping students with the skills to sustain fulfilling stable relationships as adults. This is primarily delivered through dedicated PSHE lessons as part of the core Religious and Personal Studies (RPS) curriculum.

Sex education: The biological facts about human reproduction. This is primarily delivered through the Science KS3 curriculum and referred to as part of relationships education with older students.

Health Education: Students are educated about how to take care of their physical and mental health. This includes facts around sexual health and well-being. Physical health is primarily delivered through the PE and Food Technology departments. Mental Health education is primarily delivered through the RPS department; well supported by drop down sessions delivered by professionals and reinforced through tutor time sessions.

4. What are the aims of RSHE at Colonel Frank Seely Academy?

We intend to:

- Give all students objective and accurate information concerning how the human body functions and how it develops so that students understand the changes that are happening to their bodies and how these will affect them. This includes accurate information about sexual intercourse
- Equip students with strategies to keep themselves safe. This includes recognising dangers around poor mental and physical health, along with how to avoid unwanted sexual experiences
- Provide support and information for young people and their parents by offering a safe environment where issues can be explored
- Provide opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them and thus support our safeguarding responsibility
- Teach students about aspects of the law regarding sexual relationships
- RSE is **not** about the promotion of sexual activity or advocating any particular type of family structure. However, we do promote tolerance and respect towards others regardless of their family structure or sexual orientation
- Provide students with knowledge about staying safe online, and identifying and avoiding harmful behaviours both virtually and in real life
- Provide students with information and strategies to promote mental and physical wellbeing

5. How will RSHE be delivered at Colonel Frank Seely Academy?

A) Which are the lead subjects which will deliver the RSHE curriculum content?

The Science department will be taking a lead on teaching students about the physical changes that young people will experience as a natural part of growing up. This will include things like puberty, menstruation and fertility. Health Education will predominantly be delivered by the Physical Education and Food and Technology departments. Relationship education and mental health education will primarily be delivered through RPS lessons; along with lessons on sexual health as part of a healthy adult relationship. In addition there will be assemblies, tutor sessions, and dropdown days as appropriate to embed the key messages from RSHE across the school.

B) What teaching methodologies will be used?

A variety of approaches are used to give students relevant information, enabling moral issues to be explored through discussion in an appropriate way. For example, a safe environment for discussion is created by the use of ground rules at the start of the topic, and staff are given training on how to respond to challenging questions. Whilst adhering to advice from the NHS and DoE, staff will use PowerPoints and age appropriate videos to support students learning. These are available for inspection by parents on request.

Staff are instructed that special care must be taken in relation to contraception advice to students under sixteen for whom sexual intercourse remains illegal. Under no circumstances will students be given any form of contraceptives within school. However they may be made aware of where they can access such products from outside of school during the course of class discussion from other students.

If a teacher is approached by an individual student for specific advice they should be directed initially to the provision provided by the NHS. Students will also be encouraged by the teacher in question to seek advice from their parents if possible.

The RSHE curriculum is organised in the curriculum in a way which develops themes/topics, considering the age and maturation of the children. This means that topics are revisited in greater detail as students get older. All Sex and Relationship Education will be taught in mixed gender groups within normal classroom conditions and a variety of teaching and learning styles will be used to ensure effectiveness and differentiation. Staff will discuss and establish 'ground rules' at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement. All teachers will endeavour to create a supportive environment for all students.

C) How will students' questions be answered?

Teachers recognise the importance of listening to the concerns of young people, particularly those who may find it more difficult to express emotions. Students will have the opportunity to ask questions both openly and in an anonymous way. For example, in the Year 9 lesson on consent, both the boys and girls have an opportunity to ask questions that may be concerning them by submitting them on a piece of paper.

A variety of resources will be used in the delivering of Sex and Relationships Education. These include the use of actual and dummy contraceptives, images of the human body, images of the effects of sexually transmitted infections on the body, and worksheets. It is inevitable that controversial issues may occur as part of RSHE programme and questions will be asked by students. Staff taking the lesson will answer student's questions regarding sex and relationships in a sensitive age appropriate way. It should also be in an objective manner free from personal bias. However should the member of staff fail to know the answer, they will recommend that the student addresses the question to an appropriate person. Members of staff must not give personal advice to students regarding personal sexual activity and relationships. Instead they will recommend trained health advisors who can fully give such advice and encourage the students to also talk to their parent/carers. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support. All external visitors who are invited to deliver RSHE workshops will be shown the school's Sex and Relationships Education policy document and be asked to work within the guidelines laid down.

6. Roles and Responsibilities for RSHE at CFSA

Lead Governor: Mr P Howe

The Lead Governor will approve the RSHE policy, and hold the designated senior link leader and subject co-ordinator to account for its implementation.

The Headteacher: Mr J Gale

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and has decision making prerogatives for allowing students to students from sex education lessons.

SLT RSHE LINK: Mrs G Evans

PSHE Co-ordinator: Ms A Garnett

Head of Lead Departments (RPS, Science, ICT, PE)

The biological aspects of human sexual behaviour and contraception are delivered in National Curriculum Science. These lessons develop scientific knowledge and understanding and do not deal with values, beliefs and attitudes. Where aspects of sexual relationships arise in any other area of the curriculum they are considered in accordance with the values and beliefs framework of this policy. The ICT department will also complete some work on responsible use of the internet.

Teaching Staff: RPS faculty

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring the progress of students
- Responding to the needs of individual students
- Relaying any safeguarding concerns using the CPOMS system
- Relaying a withdrawal request to the PSHE Co-Ordinator Ms Garnett

Staff are trained on the delivery of RSHE and meet on a regular basis. This will take place during Pastoral meeting time, on INSET days and during robust CPD twilight sessions.

Visitors from outside the school may also be invited in, such as nurses or sexual health professionals, to provide support and training to staff teaching RSHE, or to deliver information to students.

Parents

The prime responsibility for bringing up children lies with parents. They are the key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities that come with sexual maturity. The RSHE delivered within schools is aimed to compliment and strengthen the moral guidance that students receive in the family home. Parents/Carers will also be reminded when their child is due to commence studying the Sex and Relationship Education topics through communication from the PSHE Co-ordinator.

Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

7. Parents right to withdraw

There is no right to withdraw from any part of the relationships or health education curriculum. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. These requests will be discussed with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The PSHE Co-Ordinator will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and

emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Parents may prefer to deliver material to their children at home instead.

Once those discussions have taken place if the parents still wish to withdraw, they will need to fill in Appendix 3 and return it to the Headteachers' Personal Assistant (Mrs V Isaac) for the Headteachers consideration. The final decision as to whether it is appropriate for the child to withdraw shall lie with the Headteacher.

This process is the same for students with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

Please note that up to and until three terms before the child turns 16 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.

8. Monitoring Arrangements

The delivery of RSHE is monitored by the PSHE Co-Ordinator, RSHE SLT link and Headteacher through the Quality Assurance programme of learning walks, book scrutinise, lesson observation and student voice surveys. Students' development in RSHE is monitored by class teachers through assessments and homework. All monitoring and evaluation of schemes of work, lessons plans, and outside speaker involvement will be carried out in line with the school's annual departmental evaluation processes. All policy changes or amendments to the teaching of Sex and Relationships Education will be passed through the school governors.

9. Links with other documents and policies

We liaise with all feeder schools to ensure appropriate continuity and development of Sex Education. Other relevant CFSA policies that should be understood to give context to this policy are:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Special Educational Needs & Disability Policy (SEND)
- E-Safety for Students Policy

As a school we will comply with the relevant requirements of the Equality Act 2010 and no student will be discriminated against because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The school will ensure that RSHE is accessible for all students and will comply with the SEND Code of Practice.

Appendix 1: Indicative content for Relationships and Sex Education

By the end of secondary school: Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Students should know
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	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Students should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Students should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides

	<p>to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <ul style="list-style-type: none"> • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Students should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Students should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the

	<p>importance of and facts about testing.</p> <ul style="list-style-type: none"> • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Appendix 2: indicative content for ‘physical health and mental wellbeing’ at secondary school

Mental wellbeing	<p>Students should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Students should know</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. Information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
Physical health and fitness	<p>Students should know</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Students should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet

	and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Students should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Students should know</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Students should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Students should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

