

Relationship, Sex and Health Education Policy

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1. School vision & policy aims

School Vision

Our vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment. All our students have full and equal access to an ambitious curriculum, rich learning experience and high-quality personalised support.

RSHE at Linwood School Vision

To equip students with the knowledge, skills, and strategies required to maintain personal safety, emotional wellbeing, healthy relationships, and active participation in their communities.

RSHE education cannot exist in isolation. At Linwood School it is part of a whole school approach and is seen across all areas of our timetables, in all curriculum pathways across all campuses.

RSHE are fundamental parts of our students' education and parents and families are also key partners in this aspect of our curriculum. Key topics and subject information are shared with parents and families through our parent & family newsletters each term.

2. Legislation & statutory Guidance

2.1. Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. (DfE 2025).

Many schools are choosing to deliver relationships or sex education as part of a timetabled PSHE programme, with good outcomes. Where that provision meets the requirements of this high-level framework of core content they are free to continue with this model. Other schools may choose different curricular models for delivery. (DfE 2019)

This policy aligns with the statutory requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (DfE 2025).

☛ Child Withdrawal Procedures

The DfE Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025 states:

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- Before granting any request for withdrawal of a child from sex education, the head teacher will discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum.

- Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught a part of the science curriculum. In secondary, head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.
- From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Schools should ensure that pupils know they have this option.
- If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that pupil receives appropriate, purposeful education during the period of withdrawal.
- Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Any parental requests to withdraw from sex education will be documented and pinned on Arbor or CPOMs as appropriate, this will be reviewed yearly through the EHCP review.

CHILD WITHDRAWAL PROCEDURE

If you would like to withdraw your child from Sex Education, please email dannahollingworth@linwood.bournemouth.sch.uk in the first instance, stating the reasons why. The will be forwarded to the relevant staff member for further discussion.

3. Roles & Responsibilities

3.1. Teachers

The programme will be led by class teachers. It will be taught by class teachers and supporting staff. Teachers responsible for teaching RSHE will receive training through yearly safeguarding updates, self-sought CPD and CPD organised by the subject leaders in collaboration with the staff manager.

3.2. Role of the Subject Leaders

The subject leaders are responsible for monitoring and reviewing the long- and medium-term plans and teaching. The subject leaders will organise, through the Staff Manager whole school INSET training.

It is the subject leader's responsibility to inform staff of new developments, new resources and to advise on their use. Staff may request the purchase of resources through the subject leaders who manage the budgets. Resources are available on the school network and through the subject leaders.

Progress and attainment will be monitored by analysing the tracking maps, learning walks and lesson observations where appropriate, carried out by the subject leaders and the senior leadership team.

Subject leaders are responsible for reviewing the RSHE policy every 12 months. The review considers national updates, local priorities and evaluation updates. Updated versions are published on the school website and shared with parents.

3.3. Procedures for the involvement of health professionals and visitors

The programme will be supported by outside agencies who will visit the school and enhance the teaching such as Health professions, Social Services and the Community Police. All visitors will be DBS checked, and their materials, content and methodology quality assured by subject leaders. Health professionals who are involved in delivering programmes of study are expected to work within the school's policy. However, when they are in their professional role they should follow their own professional codes of conduct.

3.4. Governors

The governors are responsible for ratifying the policy on a yearly basis, to ensure it meets statutory requirements, and will consider student, parents and staff feedback. They are responsible for monitoring the delivery of the RSHE curriculum and the student's attainment.

4. Content

4.1. Intended Outcomes

Relationship, sex and health education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect love and care. At Linwood School relationship, sex and health education builds, in a responsible and developmentally appropriate way, on students existing knowledge and experience of their bodies, relationships and their world around them. The subject leaders carefully scrutinize teaching materials to ensure they are appropriate with regard to the age and the religious and cultural background of the students.

The teacher should address the following aims

- Acknowledge and complement the role of parents/carers as relationship, health and sex educators and liaise with them.
- Counter misleading notions and folklore.
- Provide acceptable vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
- Provide information about sexual matters in an open and frank way, being sensitive to the needs of individuals and groups.
- Generate an atmosphere within which the students can ask questions and discuss without embarrassment.
- Stress the value of family life.
- Promote loving and caring relationships and the idea of mutual responsibility within these relationships.
- Increase awareness of sexual identity and develop ideas of non-stereotyped gender roles.
- Help students understand that they have rights and should have control over who touches their bodies and also to increase communicative skills about such matters.
- Help students to understand that others have rights about who touches their bodies.

- Provide young people with information about different types of contraception, safer sex, and how to access local sources of advice and information.
- Promote an understanding of the consequences of one's actions in relation to sexual activity and parenthood.
- Develop skills and promote responsible attitudes for future parents and child carers'.

As a result of our RSHE programme of learning, students will have the opportunity to:

- Develop good relationships in school, in the classroom and on the playground and to promote a positive school ethos.
- Develop self-esteem in the whole school community.
- Develop independent life skills and knowledge.
- Develop independence and daily personal care routines.
- Develop a positive atmosphere for learning.
- Develop and encourage links with the parents and the community.
- Take responsibility for their own actions.
- Plan and use their own initiative.
- Foster attitudes in their perception of themselves and others.
- Be enabled to take an appropriate place in the adult world.
- Develop their spiritual, moral, cultural, mental and physical wellbeing.
- Be prepared for the opportunities, responsibilities and experiences of later life.

4.2. Creating a safe and supportive learning environment

Linwood will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support whilst following the safeguarding procedures. This policy is informed by the school's safeguarding/child protection policy.

4.3. Entitlement and Equal Opportunities

Linwood School is committed to a policy of Equality, Inclusion and Diversity in all aspects of school life. See separate Equality, Inclusion and Diversity policy.

Teaching will consider the age, ability, readiness, and cultural backgrounds of students [and those with English as a second language] to ensure that all can fully access the RSHE education provision.

Linwood School will use RSHE education as a way to address diversity issues and to ensure equality for all by embedding learning across all curriculums and embracing any learning opportunity. This will also be supported by the Equality, Inclusion and Diversity Policy. Linwood School recognise the right for all students to have access to RSHE learning which meets their needs. Linwood School will not exclude access to RSHE for any student by delivering content in a way that suits their learning profile and neurological developmental stage.

4.4. Moral and Values Framework

We acknowledge the role of parents/carers as the main educators of relationships, health and sex, with the school having a complementary and supportive role. We offer a relationship, sex and health education programme that is developmental, suitable to the age of the student, and is in an environment where students feel confident that their questions will be answered sensitively.

We are continually developing and are implementing a comprehensive relationship, health and sex education programme of study embracing values, attitudes and behaviour as well as knowledge. We understand the need for all students to consider relationships and responsibilities and we encourage students to have due regard to moral considerations to family life. Sensitive issues such as AIDS, contraception, sexually transmitted diseases and coping with social pressures which might lead to irresponsible sexual behavior will be addressed at a suitable level to individuals understanding and maturity. Work will be undertaken to help students protect themselves from abuse.

4.5. Learning and Teaching

The programme will be taught through a range of teaching methods, including discrete lessons, embedding learning throughout curriculum content, targeted sessions, community visits, and physical education.

Teaching staff will ensure that sessions, including those on risky behaviours, remain positive in tone with the Regulation and Engagement policy.

Students will be supported to make connections between their learning and 'real life' behaviours by exploiting all opportunities to explore RSHE themes and topics.

It is important to allow our students to learn at their own pace with regular reinforcement. The spiral nature of the RSHE curriculum throughout the school allows for this and ensures development through the Key Stages.

RSHE education will be delivered to suit the needs of individuals taking into consideration their developmental and chronological age and individual circumstances.

4.6 Organisation

At Linwood School, RSHE is taught throughout the school using a 2-year spiral curriculum. The RSHE curriculum has been developed using the PSHE Associations PSHE scheme of work, the PSHE Associations PSHE Education for students with SEND, the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance 2025, and in collaboration with Dorset Health. The spiral curriculum enables topics to be revisited throughout the students' life at Linwood, giving opportunities to reinforce and build on skills already learned.

The subject is embedded and taught through discrete lessons and individually when required. Clear ground rules are set for lessons. Class teachers are given guidance on the content of the lesson and differentiate as appropriate to the students they are teaching. Relationship, sex and health education is taught in mixed groups and a variety of teaching and learning styles are used.

Resources are selected for their suitability for the different age groups with regard to the different stages of individual development, both physically and mentally. At times it may be necessary to work with individuals or small groups if a specific issue is identified.

Resources are available from the PSHE subject leaders. There are also resources for staff development.

Through the RSHE curriculums students will explore the following topics/themes:

Relationships

- Me, My Family and My Feelings
- Friendships and Kind Choices
- Safety, Help & Community
- Relationships and Celebrations
- Friendships, Disagreements & Being Yourself
- Keeping Safe & Looking Forward

Health

- Healthy Bodies and Basic Care
- Safety, First Aid & Managing Illness
- Sun Safety, Physical Activity & Wellbeing
- Diet, Eating Habits & Oral Health
- Medicines, Drugs & Keeping Safe
- Independence, Travel & Safety Skills

E-Safety

- Digital Communication & Online Identity
- Respectful Online Behaviour & Managing Risks
- Online Safety, Money, Scams & Reporting
- Media Literacy, Misinformation and AI Safety
- Online Relationships, Boundaries and Reputation
- Risky Online Behaviour, Harmful Content & Safety

Mental Wellbeing

- Emotions, Self-Regulation & Asking for Help
- Kindness, Bullying, Relationships & Support
- Enjoyment, Activities & Healthy Coping
- Loss, Change & Grief
- Strengths, Aspirations and Identity
- Decision-Making, Safety & Managing Pressure

RSE

- Bodies, Growing and Privacy
- Safe Touch, Consent & Personal safety
- Families, Relationships and Support
- Puberty, Body Changes & Health
- Intimate Relationships, Attraction & Identity
- Sexual Health, Safety and Support

4.7. Assessment

Teachers will use their knowledge of students' communication and literacy skills to identify a 'best fit' starting point on the tracking maps. At the end of each unit, teachers will assess students' understanding. This will inform planning for their next steps and support effective differentiation.

Students in key stage 3 and 4 working on the VITA curriculum have the opportunity to work towards ASDAN accreditation 'My Independence', this is mapped against the Preparing for Adulthood pathway.

Students in key stage 4 working on the Lumos curriculum have the opportunity to work towards ASDAN Personal Development Programme.

Students in Post 16 have the opportunity to work towards an ASDAN Personal, social development qualification (PSD) from E1 to Level 2.

Students at CHI and Summerwood have the opportunity to complete an ASDAN Employability qualification.

4.8. Confidentiality and handling disclosures

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. Students will be reminded of relevant ground rules before starting any session and as part of daily routines.

If a student makes a disclosure, safeguarding procedures will be followed.

Sensitive and controversial issues are likely to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Issues could be likely to be sensitive and controversial due to a political, social or personal impact or deal with values and beliefs including: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation of opposing views.

Teachers will adopt strategies that seek to avoid bias on their part and where possible will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, safeguarding procedures will be followed.

Students are always encouraged to talk to parents / carers, teachers or a trusted adult if there is a problem. Information given will be treated in confidence, however there may be occasion where information is passed onto the designated safeguarding lead (See separate Safe Guarding Policy).

4.9. Responding to Student Questions and Comments

Students' questions are answered according to the age, maturity and ability of the students concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Lead if they are concerned. Our school believes that RSHE Education should meet the needs of all students, answer appropriate questions and offer support.

4.10. Working with Parents

This policy is available for all parents to view and they are encouraged to discuss any issues of concern with the class teacher or PSHE subject leaders. Parents are welcome to view materials and there are some materials that parents can loan from the school. Requests should be made to the class teacher or subject leaders. Parents will be given opportunities to view examples of materials through coffee mornings/afternoons, and parents evening. When the policy is reviewed annually the updates will be shared with parents via school communication with an opportunity for them to feedback. Comments from parents are welcome and will be noted to be included in the review of this policy.

5. Related Policies/Guidance

There are other policy documents and statements, which relate to RSHE and should be read in conjunction with this document.

- Regulation and Engagement Policy
- Anti-Bullying Policy
- Online Safety Policy
- Child Protection & Safeguarding Policy
- EYFS Policy
- Curriculum Handbooks
- DfE Relationships and Sex Education (RSE) and Health Education – Statutory Guidance for governing bodies, proprietors head teachers, principals, senior leadership teams and teachers (2019)
- Sex and Relationship Education Guidance (July 2000) 0116/2000
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (2025)

6. Appendices

Not Applicable