Relationships, Sex and Health Education (RSHE) Policy

Date established by governing body	Autumn Term 2026
Date for full implementation	Immediately
Date for review	Autumn Term 2027

Policy Statement

This policy outlines Cleaswell Hill School's approach to Relationships, Sex and Health Education (RSHE). It has been developed by governors, senior leaders, staff and partner agencies through consultation with parents, carers and the children and young people we teach.

At Cleaswell Hill School, we recognise that Relationships, Sex and Health Education is a fundamental part of safeguarding, personal development and preparation for adulthood. We believe that all children and young people, regardless of need, disability or communication ability, have the right to receive high-quality, accessible and meaningful RSHE that supports them to stay safe, healthy and fulfilled throughout their lives.

We define Relationships, Sex and Health Education as lifelong learning about relationships, emotional and physical health, wellbeing, safety, sexuality, rights, responsibilities, identity and preparation for adulthood. Through RSHE, pupils develop the knowledge, understanding, skills and language they need to build positive relationships, manage risk, make informed decisions, understand their rights and responsibilities, and seek appropriate support when needed.

Many of the health, communication, independence and relationship needs of our pupils are identified through their Education, Health and Care Plans (EHCPs). Our RSHE curriculum works alongside EHCP outcomes, Personal Learning Intent Maps (PLIMs) and Preparation for Adulthood pathways to ensure learning is ambitious, relevant and personalised to individual need.

We recognise the vital role of parents and carers as a child's first educators and view the partnership between home and school as essential. Through ongoing consultation and communication, we work collaboratively with families to ensure RSHE learning is meaningful, personalised and supportive of each pupil's development.

Our overarching aims are to prepare pupils for adult life by enabling them to:

- develop positive, respectful and healthy relationships;
- understand their rights and responsibilities;
- understand and communicate their needs, wishes and feelings;

- recognise and manage risk in both online and offline environments;
- develop independence and self-advocacy skills;
- maintain physical, emotional and mental wellbeing;
- understand consent, boundaries and bodily autonomy;
- recognise abuse, exploitation and harmful behaviour;
- access appropriate support when needed;
- participate safely and confidently within their communities.
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Equality, Inclusion and SEND

At Cleaswell Hill School, RSHE is fully inclusive and designed to meet the needs of all learners, including those with special educational needs and disabilities.

We recognise that children and young people with SEND may have increased vulnerability to exploitation, abuse, discrimination, social isolation, online harms and unhealthy relationships.

Consequently, our RSHE curriculum is carefully adapted to ensure all pupils can access learning that supports their safety, wellbeing and preparation for adulthood.
Teaching is tailored through developmentally appropriate and language-informed approaches, including:

- Alternative and Augmentative Communication (AAC);
- Makaton;
- social stories;
- visual supports;
- objects of reference;
- sensory approaches;
- drama;
- music;
- photographs and symbols of reference;
- repetition and overlearning;
- contextualised and experiential learning opportunities.

Learning is planned using principles from the PSHE Association SEND Framework and focuses on supporting pupils to develop self-awareness, self-care, emotional regulation, healthy relationships, personal safety and independent living skills.

In line with the Equality Act 2010, pupils are taught about protected characteristics, equality, diversity, inclusion and respect. We actively promote an inclusive, anti-discriminatory culture where pupils learn to recognise and challenge prejudice, discrimination, bullying and harmful stereotypes.

Teaching reflects the diversity of modern British society and includes exploration of different families, relationships, communities and lived experiences in a factual, age-appropriate and developmentally appropriate way.

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Intended Outcomes

Through our RSHE curriculum pupils will:

- know and understand the emotional, social and physical aspects of growing up, relationships, sexuality and health;
- understand that they have a right to accurate information about their bodies, relationships, health and wellbeing;
- understand their rights and responsibilities within relationships and society;
- develop age and stage appropriate communication skills to express needs, wishes, preferences and concerns;
- understand consent, personal boundaries and bodily autonomy;
- develop mutual respect for others and an appreciation of diversity;
- recognise healthy, unhealthy and abusive relationships;
- identify indicators of emotional, physical and sexual abuse;
- understand how exploitation can occur both online and offline;
- develop strategies to keep themselves safe in different environments;
- understand how to seek support from trusted adults and services;
- understand how to maintain positive emotional, physical and mental health;
- develop resilience, self-esteem and self-advocacy skills;
- understand how to prepare for adult life and increasing independence.

In line with the 2026 RSHE Guidance and KCSIE 2026, pupils will also:

- understand how to build safe and respectful online relationships;
- develop media literacy and critical thinking skills;
- recognise misinformation, disinformation and manipulated online content;
- understand risks associated with artificial intelligence, deepfakes and digitally altered images;
- recognise online grooming, coercion, exploitation and sextortion;
- understand the law relating to sexual harassment, sexual violence and image sharing;
- recognise child-on-child abuse and know how to report concerns;
- understand prejudice-based harm, discriminatory behaviour, racism, faith-based abuse and other forms of harmful behaviour;
- know where and how to access support for safeguarding, emotional wellbeing and health concerns.

Legislative Framework

This policy has been developed in accordance with:

- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- SEND Code of Practice
- Relationships, Sex and Health Education Statutory Guidance (DfE, 2026)
- Keeping Children Safe in Education (DfE, 2026)

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- Working Together to Safeguard Children (2026)
- Online Safety Act 2023
- Education for a Connected World Framework
- Prevent Duty Guidance
- PSHE Association Programme of Study
- PSHE Association SEND Planning Framework
- Preparation for Adulthood Guidance
- Northumberland Safeguarding Children Partnership procedures and threshold guidance
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The school's RSHE provision also complements and supports the following policies:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equality Objectives
- Behaviour is Communication Policy
- Anti-Bullying Policy
- SEN Information Report
- Positive Mental Health Policy

PSHE SEND Framework

In preparing this policy and designing our curriculum, we have been guided by the PSHE Association SEND Planning Framework, which maps the SEND Code of Practice to personal development learning.

Our curriculum is structured around the six areas identified within the framework:

Self-Awareness
Supporting pupils to understand themselves, their identity, preferences, strengths, rights and emotions.

Self-Care, Support and Safety
Developing understanding of personal safety, health, boundaries, consent, risk assessment and accessing support.

Managing Feelings
Supporting emotional literacy, self-regulation, resilience and mental wellbeing.

Changing and Growing
Understanding physical, emotional and social development, puberty, relationships and sexuality.

Healthy Lifestyles
Promoting physical health, emotional wellbeing and healthy choices.

The World I Live In
Developing understanding of communities, relationships, diversity, rights, responsibilities and participation in society.

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The statutory science curriculum covers a large area of the health and sex education curriculum.

In KS1 and 2 this will include:

- Naming external body parts (including genitals)
- Body changes in puberty including menstruation
- That humans have offspring which grow into adults
- Sexual reproduction in animals.

In KS3 and 4, this will include:

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth;
- The effect of maternal lifestyle on the foetus through the placenta, the relationship between health and disease;
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs);
- The impact of lifestyle factors on the incidence of non-communicable diseases, reducing and preventing the spread of infectious diseases in humans;
- Hormones in human reproduction;
- Hormonal and non-hormonal methods of contraception and sex determination in humans.

In addition, learners will be taught the following aspects of sex education within PSHE lessons as part of the statutory RHSE curriculum:

In KS1 and 2:

- Anatomical language for body parts including genitalia
- Public and private body parts
- Bodily autonomy

In KS2:

- Identification of emotional, physical and sexual abuse
- Changes in puberty (male and female bodies) including menstruation
- Consent, permission and bodily autonomy – in context of friendships and physical contact, ok / not ok touch.
- Factual conception and birth (Year 5/6)

In KS3:

- Healthy relationships including early romantic relationships (holding hands / kissing / touching)
- Changes in puberty (male and female bodies) including menstruation as preparation for human reproduction
- Identification of emotional, physical and sexual abuse.

- Harmful online content including sexual content, sharing indecent images – self generated and generated by others.
- Consent, permission and bodily autonomy – in context of friendships, romantic relationships and physical contact with others.

In KS4 and KS5:

- The role of consent and ethics in romantic and sexual relationships
- Contraception, STIs and Pregnancy
- Influences on sexual norms and practices - pornography, safe sexual practices, sexual violence
- Sexual harassment, sexual pressure, coercion and control, stalking, sexual exploitation and sextortion, deepfakes and AI-generated images
- Harmful online content including sexual content sharing, viewing and generation.
- FGM, virginity testing or hymenoplasty and the emotional, physical and legal aspects of this.

Health Education

Health education is taught within the healthy lifestyles strand of the curriculum and is taught within aspects of sex education.

In KS1:

- Self-care
- Hygiene routines
- Feelings
- Recognising needs

In KS2:

- Healthy lifestyles
- Physical development
- Mental wellbeing
- Puberty preparation

In KS3:

- Mental health
- Emotional wellbeing
- Risk management

In KS4 and KS5:

- Sexual health services
- Emotional wellbeing
- Healthy lifestyles
- Independent healthcare

- STIs
- Pregnancy and contraception
- Reproductive health choices

Right to Withdraw
Parents and carers may request withdrawal from non-statutory sex education components of the curriculum.

This does **not** apply to:

- Relationships Education;
- Health Education;
- National Curriculum Science content.

A full overview of content taught within each pathway and developmental stage is available through the school's RSHE Curriculum Overview, PSHE Curriculum Overview, Science Curriculum Coverage documents and the Computing Curriculum Overview. These documents are reviewed annually to ensure compliance with the Relationships, Sex and Health Education Statutory Guidance (DfE, 2026), Keeping Children Safe in Education 2026 and the PSHE Association SEND Planning Framework.

Safeguarding Through RSHE

Cleaswell Hill School recognises that effective RSHE is a key component of safeguarding and contributes significantly to reducing vulnerability and increasing resilience.

Our curriculum explicitly teaches pupils about:

- healthy and respectful relationships;
- consent and personal boundaries;
- child-on-child abuse;
- sexual harassment and sexual violence;
- harmful sexual behaviour;
- emotional, physical and sexual abuse;
- exploitation, including criminal and sexual exploitation;
- domestic abuse;
- coercive and controlling behaviour;
- online abuse and grooming;
- image-based abuse;
- online sexual coercion and sextortion;
- pornography and harmful online content;
- misogyny and misandry
- artificial intelligence and deepfake technology;
- discrimination and prejudice-based harm;
- bullying and cyberbullying;
- online scams and manipulation;
- radicalisation and extremist influence;

- the importance of help-seeking behaviour.

All staff understand that safeguarding is everyone's responsibility. Any disclosures or concerns arising through RSHE lessons will be managed in accordance with the school's Safeguarding and Child Protection Policy and recorded through CPOMS where appropriate.

Staff make clear to pupils that they cannot guarantee confidentiality where there are safeguarding concerns and that information may need to be shared with safeguarding professionals in order to keep children safe.

Procedures and Practice

Our RSHE programme forms an integral part of our whole-school PSHEE and Personal Development curriculum. It supports safeguarding, wellbeing, preparation for adulthood, independence and participation in society.

The curriculum is sequenced progressively and delivered through a spiral model, enabling key concepts and skills to be revisited and developed over time. Learning is ambitious, age-appropriate and adapted to pupils' cognitive, communication and developmental needs.

Our RSHE curriculum covers:

- Relationships and family life
- Friendships and social relationships
- Respectful behaviour and equality
- Online relationships and online safety
- Physical health and healthy lifestyles
- Emotional health and mental wellbeing
- Puberty and body changes
- Reproductive health
- Consent and personal boundaries
- Rights, responsibilities and the law
- Personal safety and safeguarding
- Preparation for adulthood and independent living

The curriculum is designed using the principles of the PSHE Association SEND Framework and recognises that learning about relationships, safety and health is most effective when embedded across the wider personal development curriculum and school environment.

Learning is personalised through:

- EHCP outcomes
- Preparation for Adulthood targets
- PLIM targets
- Therapeutic assessments
- Safeguarding information
- Family consultation

- Pupil voice

We recognise that many pupils require repeated opportunities to revisit learning across multiple contexts before concepts become embedded. Consequently, teaching incorporates explicit repetition, overlearning and opportunities for real-life application.

Curriculum Delivery

Extended Pathway

The Extended Pathway RSHE programme is delivered through timetabled PSHEE lessons, assemblies, themed curriculum events, practical activities and preparation for adulthood learning.

Teaching approaches include:

- discussion and structured debate
- role play and drama
- social scenarios
- visual resources
- videos and animations
- practical problem-solving activities
- external specialist input
- community-based learning

Lessons are adapted to meet individual learning profiles whilst maintaining high expectations.

Core Pathway

Core Pathway learners access a highly personalised curriculum in which RSHE learning is taught as a timetabled lesson on which learning is embedded throughout the school week.

Curriculum delivery draws upon:

- social stories
- AAC systems
- Makaton
- colourful semantics
- drama
- modelling
- visual supports
- sensory resources
- repetition and routine

Learning is contextualised and reinforced through everyday experiences to maximise understanding, retention and generalisation.

Engagement Pathway

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Engagement Pathway learners access highly personalised learning rooted in experiential and contextualised approaches.

RSHE learning is woven throughout daily routines and activities and mapped against:

- PSHE Association SEND Framework
- EHCP outcomes
- Preparation for Adulthood priorities
- Individual therapeutic recommendations

Teaching may include:

- Objects of reference
- Sensory stories
- Photographs of reference
- Songs of reference
- AAC communication systems
- Intensive interaction
- Attention Autism approaches
- Therapeutically informed practice

The focus is on developing communication, self-awareness, personal safety, emotional wellbeing, relationships and independence within meaningful contexts.

Preparation for Adulthood

Preparation for adulthood is central to our RSHE provision at KS4 and 5.

Learning supports pupils to develop the knowledge, skills and confidence required to:

- develop healthy relationships
- communicate wants, needs and choices
- exercise increasing independence
- access the community safely
- understand employment expectations
- understand personal safety and risk
- access health services
- manage personal care and hygiene
- make informed decisions
- advocate for themselves
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RSHE contributes directly to outcomes relating to:

- employment
- independent living
- community inclusion
- health and wellbeing

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Relationships, Consent and Personal Safety

Throughout their journey at Cleaswell Hill School, pupils learn about:

- friendship
- family relationships
- professional relationships
- community relationships
- personal boundaries
- consent
- bodily autonomy
- privacy
- trust
- respect
- equality
- responsibilities

Teaching is carefully adapted according to developmental stage and supports pupils to recognise:

- safe and unsafe situations
- appropriate and inappropriate touch
- healthy and unhealthy relationships
- coercion and manipulation
- exploitation
- abuse

Pupils are explicitly taught that they have a right to feel safe, be listened to and seek help from trusted adults.

Online Safety and Digital Relationships

Online safety is taught as both a discrete and integrated aspect of RSHE and through the computing curriculum.

In line with KCSIE 2026 and Education for a Connected World, pupils learn about:

- online friendships and relationships
- privacy and personal information
- digital footprints
- online reputation
- cyberbullying
- online grooming
- scams, fraud and manipulation
- harmful online communities
- misinformation and disinformation
- artificial intelligence and AI-generated content
- digitally altered images and deepfakes

- image sharing and consent
- online sexual coercion and sextortion
- reporting concerns

Teaching reflects the additional vulnerabilities that some SEND learners may experience online and includes opportunities for frequent reinforcement and practical application.

Resources

High-quality resources underpin our RSHE provision and are regularly reviewed to ensure they remain accurate, evidence-informed, inclusive and appropriate to pupil need.

Recognising that many commercially available resources are designed for mainstream learners, staff adapt materials to ensure accessibility and relevance.

Resources may include:

- books
- sensory stories
- body part models
- photographs
- line drawings
- videos and animations
- social stories
- AAC symbol systems
- role play materials
- visual timetables
- practical equipment

Parents and carers are welcome to discuss resources used with their child and may request examples of materials used within lessons.

External Contributors

Visitors and external agencies may contribute to the delivery of RSHE where they add value and specialist expertise.

All external contributors:

- are quality assured by school leaders
- support school curriculum aims
- understand safeguarding requirements
- work within agreed lesson content
- complement, rather than replace, classroom teachers

Class staff remain responsible for safeguarding, behaviour management and ensuring learning remains appropriate for individual pupils.

Visitors receive safeguarding information, including details of the Designated Safeguarding Leads.

Assessment, Recording and Reporting

Assessment is an ongoing and integral part of RSHE teaching.

Assessment informs:

- lesson planning
- personalisation
- intervention planning
- EHCP reviews
- Preparation for Adulthood planning
- curriculum development

Progress is monitored through:

- teacher assessment
- observations
- pupil voice
- therapeutic feedback
- EHCP outcomes
- PLIM reviews
- Assessment, Progress reporting and evidence of learning on PSHE SEND assessment Framework on Earwig

Success is measured not only through knowledge acquisition but also through increased confidence, independence, communication skills, emotional wellbeing and personal safety.

Safe and Effective Practice

We are committed to creating a safe, respectful and supportive learning environment in which pupils feel able to ask questions, express opinions and seek support.

Ground rules are established within lessons, and learning environments promote:

- respect
- inclusion
- dignity
- confidentiality boundaries
- curiosity
- emotional safety

Staff respond to questions honestly, factually and in a developmentally appropriate manner.

Where questions are beyond the scope of planned learning, staff will respond sensitively and determine whether further discussion, parental involvement or safeguarding action is required.

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Pupils are taught how to access trustworthy information and are supported to understand the potential risks associated with unregulated online sources and social media platforms.

School internet filtering, monitoring and reporting systems operate alongside RSHE learning to support safe use of technology.

Multi-Disciplinary Support

Our in-school multidisciplinary team supports the identification of pupils who require additional provision or personalised interventions.

This team includes:

- Speech and Language Therapy
- Occupational Therapy
- SEMH support
- Safeguarding leads
- Family support services
- Preparation for Adulthood teams

Concerns may be identified through:

- CPOMS
- safeguarding processes
- behaviour monitoring
- EHCP reviews
- therapeutic assessments
- PSHE support referrals
- Subject moderation with regards to individual pupil progress

Where necessary, school will engage external services to support pupils whose needs cannot be fully addressed through universal provision.

Engaging Stakeholders

Partnership working is fundamental to effective RSHE delivery.

Working with parents is a vital part of the whole school approach to RSHE and are our partners in effective personalisation of learning.

Parents and carers will be informed through:

- the school website
- newsletters
- social media platforms
- consultation events
- workshops

- EHCP reviews
- annual reporting arrangements

We are committed to maintaining open and constructive dialogue with families regarding the content and delivery of RSHE.

Pupil voice plays an important role in curriculum development. Feedback is gathered through a range of methods appropriate to pupils' communication needs and informs future planning, resource selection and curriculum priorities.

Monitoring and Evaluation

The effectiveness of the RSHE curriculum will be evaluated through:

- annual policy review
- curriculum audits
- learning walks
- pupil voice
- parent feedback
- staff feedback
- safeguarding analysis
- behaviour and wellbeing data
- EHCP outcomes
- Ofsted inspection outcomes
- governor monitoring
- Subject moderation with regards to individual pupil progress

The Governing Body will receive an annual report outlining:

- curriculum implementation
- pupil progress and outcomes
- safeguarding themes and trends
- parental engagement
- staff training
- statutory updates
- future development priorities

The curriculum will be reviewed regularly to ensure continuing compliance with statutory guidance, safeguarding expectations and the evolving needs of our pupils and wider community.

Roles and Responsibilities

The Headteacher

The Headteacher will ensure that:

- statutory requirements are met;
- adequate curriculum time is allocated;
- the governing body is informed of curriculum developments;
- staff receive appropriate training;
- safeguarding responsibilities are met;
- this policy is implemented, monitored and reviewed;
- pupils receive a high-quality RSHE education appropriate to their needs.

PSHEE and RSHE Subject Leaders

Subject leaders will:

- monitor curriculum quality and statutory coverage;
- co-ordinate or provide support and training for staff;
- coordinate curriculum planning and resource development;
- oversee assessment and evaluation;
- monitor impact on pupil outcomes;
- quality assure external providers;
- engage with parents and carers;
- support curriculum adaptation across pathways;
- keep up to date with emerging themes and trends
- ensure links with safeguarding and preparation for adulthood priorities.

Teachers

Teachers will:

- deliver high-quality RSHE teaching;
- create safe learning environments;
- adapt teaching to meet learner needs;
- model respectful relationships;
- undertake assessment and record progress;
- contribute to EHCP reviews;
- identify pupils requiring additional support;
- follow safeguarding procedures where concerns arise.

Teaching Assistants

Teaching assistants will:

- support delivery of learning;
- reinforce curriculum messages;
- contribute to assessment and observation;
- support communication and engagement;
- model respectful relationships and independence;
- contribute to maintaining safe learning environments.
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Governing Body

The Governing Body will:

- approve and review this policy;
- monitor curriculum implementation;
- receive annual reports;
- ensure statutory requirements are met;
- support continuous improvement of RSHE provision;
- monitor the impact of the curriculum on pupil outcomes and wellbeing.

This policy will be reviewed annually, or sooner if there are significant changes to legislation, statutory guidance, safeguarding requirements or the needs of the school community.

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Chair of Governors: Tim Chrisp

Date: Autumn 2026