



Progression 2 Work
Relationships, Sex and Health Education (RSHE) Policy

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Policy reviewed and signed off by: Jake Cosford, September 2026.

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1.0 INTRODUCTION

Relationships, Sex and Health Education (RSHE) has been a statutory requirement for all secondary schools in England since September 2020, under the Children and Social Work Act 2017.

This policy takes effect on 1 September 2026 and reflects the revised statutory guidance published in 2026, including:

- Keeping Children Safe in Education (KCSIE) 2026
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (updated September 2026)

The revised guidance updates and strengthens the original 2020 guidance, particularly in relation to online safety, AI-generated content, deepfakes, and safeguarding.

At Progression 2 Work, we are committed to providing high-quality RSHE that is adapted for our students with SEND and prepares them for healthy, safe, and fulfilling lives.

RSHE teaches students about:

- Relationships - healthy friendships, families, and relationships
- Sex Education - puberty, reproduction, consent, and staying safe
- Health Education - physical and mental health, healthy lifestyles

RSHE is taught through PSHE lessons, Science lessons, daily mentoring, and across the curriculum. It is adapted for students working at different levels (KS1 to KS4) and tailored to individual needs.

2.0 AIMS

Progression 2 Work's RSHE policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND) to learn and access an appropriate RSHE curriculum that is adapted to their developmental stage and learning needs.
- Explain the roles and responsibilities of everyone involved in providing RSHE education for pupils with SEND.
- Reflect the statutory requirements of the Department for Education's RSHE guidance, which came into effect in September 2026.
- Ensure that all students, regardless of their starting point (KS1 to KS4 levels), receive age-appropriate and developmentally appropriate RSHE education.
- Prepare students for the opportunities, responsibilities and experiences of adult life, including healthy relationships, understanding consent, and keeping themselves safe.
- Support students to develop the knowledge, skills and attributes they need to manage their lives now and, in the future, taking into account their SEND and additional needs.
- Ensure RSHE is taught in a safe, respectful environment where students feel comfortable asking questions and discussing sensitive topics.
- Work in partnership with parents/carers and commissioners to support students' RSHE education.

3.0 OBJECTIVES

The following RSHE objectives compliment the aims of the curriculum in KS3 and KS4. However, as our students work across KS1 to KS4 levels, objectives are adapted to each student's developmental stage and learning needs:

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To discuss, celebrate and ensure the visibility of all family groups and relationships within the UK
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be both prepared for puberty (younger pupils) and deal with physical and emotional changes of puberty (older pupils)
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand public and private space when exploring sexual feelings and/or actions
- To understand their right to say 'no'
- To explore what makes a good/bad relationship
- To understand the concept of consent and that consent must be freely given, informed, and can be withdrawn at any time
- To understand the role the media plays in forming attitudes and how to critically evaluate online content and relationships
- To understand how safe routines can reduce the spread of viruses and sexually transmitted infections (STIs)
- To understand what constitutes a healthy relationship (including online relationships) and what behaviours are unhealthy or abusive
- To understand the law relating to sexual relationships, including the age of consent, what consent means, and the legal rights and responsibilities regarding equality
- To develop skills to manage peer pressure and influence, including around sexual activity and relationships
- To know where to access confidential sexual health advice, support and treatment if needed
- To understand different types of relationships, including LGBTQ+ relationships, and to respect diversity
- To understand the physical and emotional risks associated with sexual activity and how to manage these risks
- To develop an understanding of mental health and wellbeing in the context of relationships
- To understand online safety, including the risks of sharing images, sexting, and online exploitation

4.0 RESPONSIBILITIES

There is a named member of staff with overall responsibility for RSHE: Evie Phillips (Curriculum Lead)

Directors

- To ensure the legal framework is followed
- To consult with parents on the determination of the RSHE policy
- To implement RSHE policy through the Headteacher
- To carry out an annual review of the policy
- To make, and keep up to date, a separate written statement of the school's policy with regard to RSHE
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one
- To include a summary of the content and organisation of RSHE on the school website

Headteacher

- To implement the RSHE Policy
- To ensure the policy is followed
- To liaise with the Directors on the teaching in school
- To liaise with parents and commissioners
- To ensure the policy is reviewed annually
- To disseminate information to staff
- To respond to individual problems experienced by children, enlisting external agency support if appropriate
- To have overall responsibility for RSHE provision across all settings (hub, employability centre, outreach)
- To ensure staff receive appropriate training to deliver RSHE confidently and sensitively
- To ensure the RSHE curriculum is adapted appropriately for students with SEND and those working at different levels (KS1 to KS4)

Teachers and Mentors

- To prepare long and short-term plans to include RSHE in the curriculum
- To ensure the correct resources are available
- To respond to the individual needs of children
- To deliver RSHE in a safe, respectful and sensitive manner
- To adapt RSHE content to meet the developmental stage and learning needs of students

- To use appropriate resources and teaching methods for students with SEND
- To maintain confidentiality while following safeguarding procedures
- To work collaboratively with support staff to deliver RSHE effectively

School/Health Service Specialists

- To give support throughout the school, when appropriate
- To work within the school's RSHE policy and under the direction of the Headteacher or SLT
- To adapt resources and delivery to meet the individual needs of students

Curriculum Lead

- To assist in the development of the school's policy concerning the welfare and educational needs of all children in the school
- To provide appropriate training to all teachers and individuals providing RSHE to students
- To monitor and evaluate the quality of RSHE teaching and learning
- To ensure RSHE curriculum is up to date and meets statutory requirements
- To coordinate resources and support staff in delivering RSHE
- To oversee the adaptation of RSHE for students working at different levels (KS1 to KS4)

All teaching staff (class teachers)

All teaching staff (class teachers) will teach RSHE as part of the Science and the PSHE Curriculum.

All teaching staff will:

- Deliver RSHE in line with this policy and the school's PSHE curriculum
- Adapt content to meet individual student needs and developmental stages
- Create a safe, respectful environment for discussing sensitive topics
- Follow safeguarding procedures if disclosures are made
- Work with support staff to ensure all students can access RSHE

The role of the school and other professionals

The school liaises with external agencies regarding the school's RSHE policy and ensures that adults who work with children and young people on these issues are aware of the policy and that they work within this framework.

We encourage other professionals to work with us to provide advice and support to pupils with regards to their health education. In particular, members of the Local Health Authority, such as the School Nurse Service and other health professionals. All outside professionals are expected to work within our school policy and on the instructions of the Headteacher or relevant member of the Senior Leadership Team to adapt resources to the individual needs of children.

- External visitors must be made aware of the school's RSHE policy before delivering any sessions
- The class teacher or mentor must remain present throughout any sessions delivered by external visitors

- External visitors must adapt their delivery to meet the needs of students with SEND and those working at different developmental levels

5.0 CURRICULUM

How RSHE is Taught

RSHE is taught through:

- **PSHE lessons** - 1 lesson per week (45 minutes)
- **Science lessons** - biological content such as puberty, reproduction, and human development
- **Daily mentoring sessions** - discussing relationships, feelings, staying safe
- **Cross-curricular teaching** - RSHE themes embedded across subjects

RSHE Pathways

We have four RSHE pathways based on students' working levels (not their chronological age):

Pathway 1: Nurture 1 (EYFS-KS2 level)

Students learn about:

- Understanding families and caring relationships
- Recognising private body parts and personal boundaries
- Knowing who to talk to if they feel worried or unsafe
- Understanding that their body belongs to them
- Learning about changes during puberty (age-appropriate and simplified)
- Understanding the difference between appropriate and inappropriate touch
- Basic online safety (who to talk to if something worries them online)

Pathway 2: Nurture 2 (Upper KS2 level)

Students learn about:

- Understanding different types of families and relationships
- Learning about puberty and body changes
- Understanding personal boundaries and consent (age-appropriate)
- Recognising healthy and unhealthy friendships
- Staying safe online (recognising when something is wrong, who to tell)
- Knowing where to get help if they feel unsafe
- Understanding that everyone is different and should be respected

Pathway 3: KS3 (Years 7-9)

Students learn about:

- Understanding different types of relationships (friendships, families, romantic relationships)
- Learning about puberty, reproduction, and sexual health
- Understanding consent and the law
- Recognising healthy and unhealthy relationships (including warning signs of abuse)
- Staying safe online (including sexting, grooming, online relationships)
- Understanding LGBTQ+ relationships and respecting diversity
- Understanding equality and challenging discrimination
- Where to access sexual health services and support

Pathway 4: KS4 (Years 10-11)

Students learn about:

- Understanding consent, the law, and legal rights (including age of consent, sexual offences)
- Learning about contraception, STIs, and sexual health services
- Recognising coercion, control, and abusive behaviours in relationships
- Understanding online safety, including sharing images, exploitation, and revenge porn
- **Understanding AI-generated content and deepfakes** (manipulated images that appear real but are fake)
- Preparing for adult relationships and responsibilities
- Understanding equality and diversity in relationships
- Understanding the impact of pornography and unrealistic expectations
- Where to access support (sexual health services, domestic abuse support, mental health services)

Online Safety (including AI and Deepfakes)

Online safety is embedded throughout our RSHE curriculum. Students learn about:

- How to stay safe online and protect their personal information
- How to recognise and report online grooming, exploitation, and abuse
- The risks of sharing images online (including sexting and image-based abuse)
- How to recognise and respond to online bullying and harassment
- **The risks of AI-generated content, including deepfakes** - manipulated images, videos, or audio that appear real but are fake
- **How AI can be used to create fake intimate images** without a person's consent, and the legal and emotional consequences
- **How to verify online information** and recognise misinformation and fake content

- **The permanence of online content** - once shared, content can be copied, manipulated, shared widely, and may never be fully deleted
- How to report concerns about online safety to trusted adults and appropriate authorities (school, police, CEOP)
- Understanding the law around online behaviour (including the Online Safety Act 2023, Communications Act 2003, and sexual offences legislation)

We teach students:

- Never to share intimate images online (even with trusted people) as they can be copied, shared, or manipulated
- To be critical of online content - it may be fake, manipulated, or AI-generated
- To report any concerns about deepfakes, AI-generated content, or fake intimate images immediately
- That creating, sharing, or threatening to share intimate images (real or AI-generated) is illegal and harmful
- How to protect themselves from online exploitation and abuse

RSHE Topics by Term

RSHE is taught throughout the year as part of PSHE lessons. The main RSHE unit is taught in **Summer Term 1** (6 weeks), but RSHE themes are revisited throughout the year.

Autumn Term:

- Healthy relationships and friendships
- Online safety (including AI and deepfakes)

Spring Term:

- Mental health and wellbeing
- Consent and boundaries

Summer Term 1 (Main RSHE Unit):

- Puberty and reproduction
- Sexual health and relationships
- Consent and the law
- LGBTQ+ relationships and equality

Summer Term 2:

- Preparation for adulthood
- Accessing support services

For full curriculum details, see our PSHE Policy and long-term plans.

Resources and Assessment

Through Lesson and Resource Assessment sheets the resources used are annually reviewed to ensure that they are age, gender and culturally appropriate, and that the special needs of pupils are accommodated.

The Curriculum Lead in consultation with teaching staff and Directors chooses all resources.

Advice is taken from appropriate sources. Parents' comments are taken into consideration.

Pupils' work in PSHE is assessed in line with the PSHE policy and school assessment policy.

Achievement in PSHE is reported on in the full annual report to parents.

Students' progress in RSHE is assessed through:

- Observations during lessons
- Discussions with students
- Formative assessment using our learning objective slip system (independent/some support/continual support; emerging/achieving/mastering)
- Evidence captured on Earwig Academic (from September 2026)
- Feedback from students, staff, and parents/carers

Assessment in RSHE is not about testing knowledge but ensuring students have understood key concepts and can apply them to keep themselves safe and healthy.

There is provision for those who miss RSHE lessons to receive this information in a pack which can be delivered individually or at home.

In support of the Equal Opportunities Policy, all pupils at Progression 2 Work, regardless of age, ability, gender or race, have the same opportunity to benefit from the RSHE resources and teaching methods. All students, regardless of their learning level (KS1 to KS4), receive RSHE that is adapted to their developmental stage and individual needs.

Topics are reviewed each term through long-term plans. Staff and Directors review the RSHE Policy annually. The Curriculum Lead monitors RSHE through the cycle of lesson observations, book reviews and learning walks.

RSHE needs to be taught in an atmosphere where questions can be asked and answered without embarrassment and trust and confidentiality are ensured.

Dealing with Sensitive Issues

Directors and teaching staff agree that teaching staff should answer all children's questions relating to RSHE in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupil's differing experiences. The Directors expect teaching staff to use their professional judgement and discretion when faced with, or answering, questions which they deem to be of a sensitive nature.

Establish clear ground rules with pupils:

- No one will answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used

- Meanings of words will be described in a sensible and factual way
- Always depersonalise information
- Use case studies with invented characters or use appropriate videos
- Respect everyone's views and opinions
- Maintain confidentiality, except where safeguarding concerns arise
- Create a safe, non-judgmental space for discussion

Dealing with questions:

Use a question box so the teacher has time to prepare answers and seek support from other members of staff and the Curriculum Lead.

Teachers should:

- Answer questions honestly and factually, using age-appropriate language
- Adapt answers to the student's developmental level
- Avoid personal opinions and present balanced, impartial information
- Refer to the Curriculum Lead or Headteacher if unsure how to answer
- Follow safeguarding procedures if a question raises concerns about a student's safety

If a question is not appropriate to answer in a whole-class setting:

- Acknowledge the question
- Explain that it will be answered individually or in a smaller group
- Follow up with the student privately or with parental involvement if appropriate

6.0 STAFF TRAINING

Staff receive training on RSHE in Key Stage group meetings and through peer observation, shadowing and team teaching. They will also receive specific, appropriate training to ensure confident and sensitive delivery of the topics. Observations of these lessons are undertaken by senior staff.

All staff involved in delivering RSHE will receive regular training to ensure they:

- Understand the statutory requirements of RSHE (September 2026 guidance)
- Are confident in delivering RSHE content sensitively and appropriately
- Can adapt RSHE content for students with SEND and those working at different levels (KS1 to KS4)
- Understand safeguarding procedures and know how to respond to disclosures
- Can answer questions appropriately and manage sensitive discussions
- Are aware of the school's RSHE policy and curriculum
- Know where to access support and resources

Training will include:

- Induction training for all new staff on the school's RSHE policy and curriculum
- Annual refresher training on RSHE statutory requirements and best practice
- Subject-specific training on sensitive topics (e.g., consent, online safety, sexual health, LGBTQ+ inclusion)
- Training on adapting RSHE for students with SEND
- Safeguarding training, including responding to disclosures in RSHE lessons
- Opportunities to observe experienced colleagues delivering RSHE
- Access to external training from specialists (e.g., School Nurse Service, PSHE Association)

The Curriculum Lead is responsible for:

- Coordinating RSHE training for all staff
- Identifying training needs through lesson observations and staff feedback
- Ensuring all staff have access to up-to-date resources and guidance
- Providing ongoing support to staff delivering RSHE

Visiting Health Professionals are involved in the implementation of the RSHE policy only after detailed consultation concerning lesson content and method of teaching. The class teacher or mentor remains in the lesson throughout. The visitor is made aware of school policies relevant to their visit.

External visitors (e.g., School Nurse, sexual health professionals) must:



- Be made aware of the school's RSHE policy before delivering any sessions
- Adapt their delivery to meet the needs of students with SEND and those working at different levels
- Work under the direction of the Headteacher or SLT
- Have a member of school staff present throughout the session
- Follow the school's safeguarding procedures

7.0 PARENTAL SUPPORT AND CONSULTATION

Progression 2 Work seeks to work in partnership with parents and carers through consultation, communication, and support. We recognise that parents and carers are the primary educators of their children about relationships and sex, and we aim to complement and support this role.

Parents are vital in teaching children about relationships and sex, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of changes to their bodies and personalities.

The school provides support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies and relationships.

Parents must be consulted during the development of the RSHE policy, before final review and approval by Directors

Consultation Process:

The school will consult with parents and carers by:

- Sharing the draft RSHE policy and curriculum overview
- Providing opportunities for parents to ask questions and share concerns
- Gathering feedback through surveys, questionnaires, or consultation meetings
- Taking parents' views into account when finalising the policy
- Explaining that while we will listen to all views, some curriculum content is statutory and cannot be removed

The consultation will take place:

- When the RSHE policy is first developed
- Whenever the policy is reviewed (annually)
- When significant changes are made to the RSHE curriculum

Following consultation, the school will:

- Review feedback and make changes where appropriate (while still meeting statutory requirements)
- Publish the final policy on the school website
- Share a summary of the consultation outcomes with parents
- Explain any decisions made and the reasons for them

The policy is available in school for all parents to inspect and details of the policy are the school website so that parents of potential pupils are fully aware of the school's policy in this matter.

Parental Consultation 2026

The Department for Education statutory guidance requires schools to consult with parents when developing their RSE policy.

Progression 2 Work consulted with parents and carers on this RSHE policy in August 2026.

Consultation Process

Consultation period: 13 August 2026 - 21 August 2026 (8 days)

How we consulted:

- All 30 parents and carers were contacted by phone and/or email to explain the consultation and the statutory requirement to teach RSHE
- Parents were sent a comprehensive parent-friendly consultation document by email, explaining:
 - What RSHE is and why it's being taught
 - What we will teach at each level (Nurture 1, Nurture 2, KS3, KS4)
 - How RSHE will be taught and adapted for students with SEND
 - Parents' right to withdraw from some parts of sex education
 - How RSHE includes teaching about LGBTQ+ relationships
 - Safeguarding procedures
 - Frequently asked questions
- Parents were sent the full RSHE policy
- Parents were invited to complete an online consultation survey
- Parents were invited to request a meeting to discuss the policy in more detail
- A reminder email was sent to all parents (17 August)
- Follow-up phone calls were made to all parents (18 August), offering to complete the survey over the phone
- Parents could respond via email, phone, or by requesting a meeting

Total number of parents/carers contacted: 30

Total number of responses received: 15 (50% response rate)

Summary of Consultation Feedback

Parents' engagement with the policy:

- 73% of parents read the full RSHE policy
- 27% of parents read the email summary only
- 100% of parents engaged with the consultation materials

Parents' understanding of RSHE:

- 100% of parents who responded fully understood what RSHE is and why it's being taught

Parents' views on curriculum content:

- 100% of parents who responded were happy with the curriculum content

Parents' views on SEND adaptations:

- 93% of parents who responded were happy with how RSHE is adapted for students with SEND
- 7% of parents had questions about SEND adaptations for their specific child (addressed - see below)

Questions and concerns raised:

The majority of parents (80%) had no concerns or questions:

1. **Question about teaching methods:** One parent asked about how consent would be taught to students with SEND. This was discussed with the parent during the consultation, and the parent was satisfied with the explanation that consent will be taught in a way that is appropriate for students' needs, focusing on consent legality, yes/no, and the right to change your mind.
2. **Withdrawal request:** One parent requested withdrawal from sex education elements of RSHE, as their child is receiving sex education from another provider. The withdrawal request was granted for sex education only. The student will continue to participate in statutory Relationships Education, Health Education, and biological content in Science.
3. **Question about SEND adaptation for specific child:** One parent asked for reassurance that RSHE would be tailored to their child's level of understanding. The parent was reassured that RSHE will be adapted to their child's individual needs, using visual supports, simplified language, and teaching matched to their working level.

Overall: The consultation feedback was highly positive, with all parents who responded expressing satisfaction with the RSHE curriculum and how it is adapted for students with SEND.

How We Responded to Feedback**Actions taken in response to parent feedback:**

1. **Question about teaching methods:**
 - Addressed immediately during the consultation
 - Parent was reassured that consent teaching will be adapted appropriately for students with SEND
 - No changes to the policy required
2. **Withdrawal request:**
 - Withdrawal request granted for sex education elements only
 - Student will continue to participate in statutory Relationships Education, Health Education, and biological content in Science
 - Alternative provision arranged during sex education lessons

- Agreement documented and confirmed with parent in writing

3. Question about SEND adaptation for specific child:

- Parent was contacted to provide reassurance that RSHE will be tailored to their child's individual needs
- No changes to the policy required

No changes to the RSHE policy were required based on consultation feedback.

Policy Approval

Following consultation with parents, this policy was:

Approved by Directors – September 2026

Published on the school website – September 2026

Ongoing Consultation

Parents and carers are encouraged to:

- Contact the school at any time with questions or concerns about RSHE
- Request a meeting with the Curriculum Lead or Headteacher to discuss the policy
- Request to see the resources and materials used in RSHE lessons
- Provide feedback on RSHE teaching

Contact:

- Evie Phillips, Curriculum Lead
- Email: evie.phillips@progression2work.co.uk
- **This policy will be reviewed annually, and parents will be consulted on any significant changes.**

Ongoing Communication with Parents:

In addition to formal consultation, the school will:

- Inform parents about what is being taught in RSHE and when
- Provide opportunities for parents to view RSHE resources and materials
- Hold parent information sessions or workshops about RSHE
- Send newsletters or updates about RSHE topics being covered
- Make all curriculum materials available for parents to view on request

- Respond to individual parent questions or concerns promptly and sensitively

Parents of children in KS3 and KS4 can request the RSHE policy, the taught programme, resources used and discuss any issues which may arise.

Parents of all students (regardless of the level they are working at) can:

- **Request a copy of the RSHE policy**
- **Request information about the RSHE curriculum and what will be taught**
- **View resources and materials used in RSHE lessons**
- **Discuss any concerns with the Headteacher or Curriculum Lead**
- **Request a meeting to discuss their child's individual needs in relation to RSHE**

Lessons will be adapted to take account of the SEND of the pupils. However, in line with research about RSHE, **we teach students topics based on their physical age appropriate to the body they have to ensure they are safe in potentially vulnerable situations.**

This means that while we adapt the delivery method and complexity of RSHE content to match students' learning levels, we ensure all students receive age-appropriate information about:

- Puberty and bodily changes
- Keeping safe (including online safety)
- Healthy and unhealthy relationships
- Consent and saying no
- Where to get help

This is essential to protect students from exploitation and abuse, regardless of their learning level.

Right to Withdraw

Parents have the right to request that their child be withdrawn from some parts of RSHE at Progression 2 Work.

Parents should be aware that:

- Since September 2020, Relationships Education and Health Education are statutory for all secondary-aged pupils - students cannot be withdrawn from these
- Students cannot be withdrawn from the biological aspects of RSHE taught in Science (e.g., puberty, reproduction) as this is part of the National Curriculum
- Parents can only request withdrawal from sex education that goes beyond the National Curriculum Science content

What parents CAN request withdrawal from:

- Lessons about sexual intercourse, contraception, and STIs that go beyond the Science curriculum
- Detailed discussions about sexual relationships

What parents CANNOT withdraw their child from:

- Relationships Education (e.g., healthy relationships, families, friendships, online safety)

- Health Education (e.g., puberty, menstruation, mental health)
- Biological content in Science (e.g., reproduction, puberty)

Requests to withdraw your child should be made in writing and addressed to the Head Teacher.

The process for requesting withdrawal:

1. Parents should submit a written request to the Headteacher, explaining their reasons
2. The Headteacher will arrange a meeting with the parents to discuss their concerns
3. The Headteacher will explain what will be taught and explore any concerns
4. The Headteacher will clarify what can and cannot be withdrawn from
5. If parents still wish to withdraw their child, the Headteacher will document this and make alternative arrangements
6. The request will be granted, except for statutory content

In the case of students in Year 9 and above (three terms before turning 16):

- The student can choose to receive sex education even if their parents have requested withdrawal
- The Headteacher will have a conversation with the student to ensure this is their informed decision

In the event of a child being withdrawn from a lesson, alternative arrangements will be made i.e., that child is provided with appropriate, challenging work until the sex education lesson is over.

Alternative arrangements will include:

- Providing appropriate, age-appropriate work in another classroom with supervision
- Ensuring the student does not miss out on other learning
- Ensuring the student is not stigmatised or made to feel different

Parents will be offered support to understand the curriculum and address concerns. Alternatively, parents will be given guidance to assist them in teaching their own children about sex education topics if they choose to withdraw them.

The policy is available to all parents and guardians through the relevant page on the school website. A copy is sent to those parents and guardians who request one.

The policy is made available to all staff via the school shared drive/staff portal.

8.0 FREQUENTLY ASKED QUESTIONS

Q: Is RSHE compulsory in schools?

A: The Department for Education introduced compulsory relationships education and RSE from September 2020, and From September 2026, the Department for Education requires all secondary schools to teach:

- Relationships Education

- Sex Education
- Health Education

These are statutory requirements and all students must receive this education.

Q: Will my child's school have to consult with me before teaching these subjects?

A:

Schools are required to consult with parents when developing and reviewing their policies for RSHE, which will inform schools' decisions on when and how certain content is covered. Effective consultation gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parents' views, and then make a reasonable decision as to how they wish to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

Q: Does the new RSHE curriculum take account of my faith?

A: Yes. The RSHE curriculum is designed to be inclusive and respectful of all faiths and beliefs. It aims to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

The curriculum:

- Presents factual, impartial information
- Respects different religious and cultural perspectives
- Does not promote any particular lifestyle or set of values over another
- Focuses on keeping children safe, healthy, and understanding their rights
- Teaches the law as it applies to everyone in the UK

We welcome discussions with parents of all faiths about how we can deliver RSHE in a way that is sensitive to their beliefs while still meeting statutory requirements.

Q: Can I withdraw my child from RSHE lessons?

A: Parents can request withdrawal from some parts of sex education, but not from Relationships Education, Health Education, or the biological content taught in Science.

See Section 7.0 (Parental Support and Consultation) for full details about the right to withdraw.

Q: How is RSHE adapted for students with SEND?

A: At Progression 2 Work, we recognise that our students have SEND and additional needs, and work across KS1 to KS4 levels.

We adapt RSHE by:

- Teaching content based on students' physical age (to keep them safe) but adapting the delivery to their learning level
- Using visual aids, symbols, and simplified language where appropriate
- Providing small group or 1:1 sessions for students who need additional support
- Using concrete examples and practical activities
- Repeating and reinforcing key messages over time (spiral curriculum)
- Working with parents and carers to ensure consistency
- Using resources specifically designed for students with SEND

All students, regardless of their learning level, receive RSHE that helps them stay safe, understand their bodies, and build healthy relationships.

Q: What if my child asks a question at home about something they've learned in RSHE?

A: We encourage parents to talk to their children about RSHE topics at home. This reinforces what is taught at school and helps children feel comfortable discussing these important subjects.

If your child asks a question:

- Answer honestly and age-appropriately
- Use correct terminology
- If you're unsure how to answer, contact the school for support
- Remember that open communication helps keep children safe

The school can provide:

- Information about what has been taught
 - Guidance on how to talk to your child about RSHE topics
 - Resources to support conversations at home
-

Q: Will my child be taught about LGBTQ+ relationships?

A: Yes. The RSHE curriculum includes teaching about different types of families and relationships, including LGBTQ+ families and relationships.

This is taught in an age-appropriate, factual, and respectful way. The aim is to:

- Promote respect and tolerance for all people
- Challenge discrimination and prejudice
- Ensure all students feel included and valued

- Reflect the diversity of families and relationships in modern Britain
- Meet the requirements of the Equality Act 2010

This does not promote any particular lifestyle, but teaches children to respect everyone regardless of sexual orientation or gender identity.

Q: How do you ensure RSHE lessons are age-appropriate?

A: We use a spiral curriculum approach, which means topics are revisited at different ages with increasing depth and complexity.

We ensure age-appropriateness by:

- Following the DfE statutory guidance on what should be taught at different ages
 - Adapting content to students' developmental stage and learning level
 - Using resources that are designed for specific age groups
 - Training staff to deliver content sensitively and appropriately
 - Consulting with parents about what will be taught and when
 - Reviewing and updating our curriculum regularly
-

Q: What happens if my child discloses something during an RSHE lesson?

A: All staff are trained in safeguarding procedures.

If a student discloses information that raises safeguarding concerns:

- The teacher will listen and take the disclosure seriously
- The teacher will not investigate but will immediately inform the Designated Safeguarding Lead
- The school will follow safeguarding procedures (see our Child Protection Policy)
- Parents will be informed unless this would put the child at risk
- External agencies (e.g., social services, police) may be involved if necessary

Students are made aware at the start of RSHE lessons that while discussions are confidential, teachers cannot keep secrets if they are worried about a student's safety.

Q: Where can I find more information about RSHE?

A: You can:

- Read the full RSHE policy on our school website
- Request a meeting with the Headteacher or Curriculum Lead
- View curriculum materials and resources (by request)
- Attend parent information sessions about RSHE

- Read the DfE's statutory guidance: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- Visit the PSHE Association website: www.pshe-association.org.uk

9.0 MONITORING AND REVIEW

The school will monitor and review the RSHE policy and curriculum to ensure it remains effective, up-to-date, and meets the needs of our students.

Monitoring will include:

- **Lesson observations** - The Curriculum Lead and SLT will observe RSHE lessons to ensure high-quality teaching and appropriate delivery
- **Learning walks** - Senior staff will conduct learning walks to monitor RSHE provision across the school
- **Work scrutiny** - Student work and evidence captured on Earwig Academic (from September 2026) will be reviewed to assess understanding and progress
- **Student voice** - Students will be consulted through surveys, discussions, and feedback to gather their views on RSHE lessons
- **Staff feedback** - Teachers will provide feedback on the RSHE curriculum, resources, and training needs
- **Parent feedback** - Parents will be consulted annually and their views will inform policy and curriculum reviews
- **Assessment data** - Formative assessment information will be used to evaluate student understanding and identify any gaps
- **Safeguarding data** - The Designated Safeguarding Lead will review whether RSHE is helping students stay safe (e.g., are students reporting concerns appropriately?)

Review:

- The RSHE policy will be reviewed annually by the Headteacher, Curriculum Lead, and Directors
- The RSHE curriculum will be reviewed termly to ensure it remains current and meets students' needs
- Resources will be reviewed annually to ensure they are age-appropriate, inclusive, and effective
- Staff training needs will be identified through lesson observations and staff feedback, and addressed through CPD
- Parents will be consulted during the annual policy review
- Any significant changes to the policy or curriculum will be communicated to parents and staff
- The policy will be published on the school website and made available to all stakeholders

Responsibilities:

- **Headteacher** - Overall responsibility for ensuring the policy is implemented and reviewed
- **Curriculum Lead** - Responsible for monitoring RSHE teaching and learning, coordinating reviews, and identifying training needs
- **Directors** - Responsible for approving the policy and ensuring statutory requirements are met
- **All staff** - Responsible for implementing the policy and providing feedback to inform reviews

Next review date: August 2027

10.0 LINKS TO OTHER POLICIES

This RSHE policy should be read in conjunction with the following school policies:

- **Safeguarding and Child Protection Policy** - RSHE lessons may result in disclosures; all staff must follow safeguarding procedures
- **Anti-Bullying Policy** - RSHE teaches respect, tolerance, and how to build healthy relationships, which supports anti-bullying work
- **Behaviour Policy** - Ground rules and expectations for RSHE lessons align with the school's behaviour policy
- **Equality and Diversity Policy** - RSHE promotes equality, challenges discrimination, and celebrates diversity
- **PSHE Policy** - RSHE is part of the broader PSHE curriculum
- **Science Curriculum Policy** - Biological aspects of RSHE are taught through Science
- **Assessment and Feedback Policy** - RSHE is assessed in line with the school's assessment policy
- **Online Safety Policy** - RSHE includes teaching about online relationships, sexting, and staying safe online
- **SEND Policy** - RSHE is adapted to meet the needs of students with SEND
- **Curriculum Policy** - RSHE is part of the school's overall curriculum offer

Useful Resources:

PSHE Association RSE Policy Guidance

[Writing your RSE policy: guidance from the PSHE Association](#) (members only)

The Sex Education Forum RSE Policy Guidance

[SRE policy guidance | sexeducationforum.org.uk](https://sexeducationforum.org.uk/SRE_policy_guidance)

DfE Statutory Guidance

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education - GOV.UK](#)

This Policy has drawn on:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (September 2026)
[Relationships and sex education \(RSE\) and health education - GOV.UK](#)



- Ofsted School Inspection Handbook
- Keeping Children Safe in Education (KCSIE) 2026
- Equality Act 2010
- PSHE Association Programme of Study for PSHE Education (Key Stages 1-4)