Beachborough School

RELATIONSHIP EDUCATION
Relationships and Sex Education and Health Education Policy

Applies to: Whole School including EYFS and Boarding
Contributors: Deputy Head, Head of Boardman, Head and PSHE Lead
Owner: Deputy Head (Curriculum)
Approved by: Governing Body Date reviewed: September 2027
Next review: September 2027

1. Introduction

Beachborough School recognises its responsibility to promote positive relationships amongst its pupils, to help them understand the world in which they are growing up and to prepare them for the opportunities, responsibilities and experiences of adolescence and adult life. Beachborough School seeks to provide a safe and stimulating environment that will enable pupils to learn about spiritual, social, moral, cultural, mental, physical and emotional development.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Relationships, Sex and Health Education forms an important part of Beachborough School's preventative safeguarding curriculum. Through an age-appropriate and carefully sequenced programme, pupils develop the knowledge, vocabulary and skills to recognise healthy and unhealthy relationships, understand personal boundaries, identify risk, seek help and report concerns. The curriculum supports the school's wider safeguarding culture in which harmful, discriminatory and abusive behaviour is recognised, challenged and not normalised.

2. Relationships Education – Primary (N to Year 6)

The aim of Relationships Education is to teach pupils the fundamental building blocks and characteristics of positive relationships with reference to friendships, family relationships and relationships with other children and with adults. The principles of positive relationships also apply in the online world. The statutory curriculum content for Relationships Education, Relationships and Sex Education (RSE) and Health Education for Primary can be found in **Appendix 1.**

3. Relationships and Sex Education - Secondary (Year 7 and Year 8)

The aim of Relationships and Sex Education is to give young people the age-appropriate information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful committed relationship, such as marriage. It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The statutory curriculum content for Relationships Education, Relationships and Sex Education (RSE) and Health Education for Secondary can be found in **Appendix 1.**

As per the statutory guidance, this content needs to be covered during a pupil's time in secondary education. At Beachborough School we educate pupils for the first two of these years and therefore we

will only cover those areas of the curriculum that are age and developmentally appropriate. **See Section 5 below.**

4. Physical Health and Mental Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

The statutory curriculum content for Physical Health and Mental Wellbeing Education can be found in **Appendix 2**:

5. Delivery of the RSE and Health programme including delivery to pupils with Special Educational Needs and Disabilities (SEND)

Relationship Education and Relationships, Sex and Health Education must be accessible to all pupils. The programme should also be mindful that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Reasonable adjustments may include adapted language, visual support, repetition, pre-teaching and more explicit teaching of concepts such as privacy, consent, boundaries, online safety and recognising unsafe behaviour.

Delivery of the programme as outlined in the contents will be via classroom teaching, predominantly in PSHE but certain areas will also be covered in Science, PE, Tutor time, and Religious Studies, through assemblies, the awarding of pupils' responsibilities and via displays around the school.

Any use of visitors will be used to enhance teaching and not be used as a replacement for it. The visitors credentials and materials will be checked in advance, and visitors are briefed on safeguarding expectations. A member of Beachborough staff retains responsibility for the lesson.

Teaching is:

- age and developmentally appropriate;
- evidence-informed, positive and not fear-based;
- skills-based as well as knowledge-based;
- delivered using safe-learning principles and distancing techniques;
- responsive to safeguarding intelligence and pupil need;
- inclusive and appropriately adapted for SEND;
- designed so pupils are never encouraged to disclose personal experiences publicly.

Teachers will establish a safe learning environment through agreed ground rules and appropriate distancing techniques. Pupils will not be asked to disclose personal experiences. Questions will be answered honestly and sensitively, taking account of pupils' age and developmental stage. Where a question is not appropriate for whole-class discussion, staff may respond individually or seek advice from the PSHE Lead or DSL.

RSHE teaching may lead to pupils raising concerns or making disclosures. Staff must not promise confidentiality and will follow the school's Safeguarding and Child Protection Policy where a

safeguarding concern arises. Any concern will be reported to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead in accordance with school procedures.

The teaching of Relationships, Sex and Health Education at Beachborough School is through using the *PSHE Association Programme of Study for PSHE Education (Key Stages 1–5), 2026* – this can be found in **Appendix 3**. This document outlines what needs to be taught to meet the statutory guidance from the Department of Education for Relationships, Sex and Health Education This model covers all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms. The topics are arranged in a manner that allows for timely exploration at an appropriate point in the school year and pupils' experiences. It provides a carefully sequenced curriculum that builds knowledge, skills and attributes year on year, as the core themes are revisited.

The PSHE Curriculum Models and Resources followed at Primary and Secondary at Beachborough School Association can be seen in **Appendix 4.**

The PSHE Association provides quality assured teaching resources that are age-appropriate and tailored to the topic of study. These are made available to all teaching staff.

6. Monitoring and Evaluation

The Deputy Head (Curriculum) leads PSHE, in conjunction with the Head of Boardman, and will lead Relationship Education and Relationships, Sex and Health Education throughout the school. Regular meetings are held to ensure that all teachers involved in teaching aspects of RSE are confident in their delivery and have appropriate training when required. The Deputy Head (Curriculum) will monitor delivery in both a formal and informal sense as per the requirements set out in the job description.

Teachers critically reflect on their work in delivering RSE through regular dialogue with other staff, the Deputy Head (Curriculum) and Head of Boardman and through the progress being made by the pupils. Pupils have opportunities to review and reflect on their work during lessons. Pupil voice is influential in adapting and amending planned learning activities as feedback is gathered during lessons.

Regular feedback is given to pupils and teachers will assess work to identify areas where extra support or intervention is required. Pupils are able to demonstrate progress through written assignments, class discussions, presentations, debate or self-evaluations.

7. Working with Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children, and they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Beachborough School work closely with parents when planning and delivering these subjects. The school ensures that parents know what will be taught and when, and that they are given every opportunity to understand the purpose and content of Relationships Education and Relationship and Sex Education. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Whilst parents will not be able to withdraw their child from relationships education, parents will be able to request withdrawal of their child from primary age group classes which address sex education i.e. those that do not sit within the relationship's education delivery. The Head will automatically grant a request to withdraw a pupil from any sex education delivered at the primary age range i.e. FIII – FVI, other than those parts of the Science curriculum.

Before granting any request for withdrawal in Years 7 and 8, it would be appropriate for the Head to discuss the request with the parent. This discussion should include 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. Once those discussions have taken place the school will respect the parental request. Requests for withdrawal should be put in writing and addressed to the Head.

Beachborough School will proactively engage and consult parents when developing or materially reviewing this policy. Parents will be provided with clear information about what is taught and when and may request further information about the resources used to deliver the curriculum.

8. Religion and Belief

The religious background of all pupils must be taken into account when planning teaching so that the topics that are included in the core content in this guidance are appropriately handled. Beachborough School will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

9. Equality

Beachborough School is required to comply with relevant requirements of the Equality Act 2010. Further guidance is available in The Equality Act 2010: advice for schools.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity or sexual orientation; these are collectively known as the protected characteristics. There are two additional protected characteristics that do not apply to pupils, and they are 1) age and 2) marriage & civil partnership. Beachborough School will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects. A school, could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual harassment.

Appendix 1 - The statutory curriculum content for Relationships Education, Relationships and Sex Education (RSE) and Health Education

Relationships Education, Relationships and Sex Education and Health Education guidance

Appendix 2 - The statutory curriculum content for Physical Health and Mental Wellbeing Education can be found in

Physical health and mental wellbeing (Primary and secondary) - GOV.UK

Appendix 3 -Programme of Study

PSHE Association Programme of Study for PSHE Education (Key Stages 1–5), 2026
This document outlines what needs to be taught to meet the statutory guidance from the Department of Education for Relationships, Sex and Health Education . PSHE Association Programme of Study for PSHE Education (Key stages 1–5), 2026.pdf

Appendix 4 – Curriculum Models and Resources

PSHE Education Curriculum Model [Primary] PSHE education Curriculum Model [Primary].pdf
PSHE Education Curriculum Model [Secondary] PSHE education Curriculum Model [Secondary].pdf