



# CROOKHORN COLLEGE

## Relationships, Sex and Health Education Policy

**Date of Policy:** December 2025

**Review Date:** December 2026

### **Aims**

The aims of Relationships, Sex and Health Education (RSHE) at our College are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Contribute to the College ethos of the Cornerstones

### **Statutory requirements**

The Relationship Education, Relationships and Sex Education and Health Education Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make RSHE compulsory for all students receiving secondary education.

At Crookhorn College, we teach RSHE as set out in this policy.

### **Definition**

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is **not** about the promotion of sexual activity.

## **Curriculum**

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, taking into account the age, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are fully informed and do not solely seek answers online.

## **Delivery of RSHE**

RSHE is taught within the Personal, Social, Health, Religious and Economic (PSHRE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Religious Studies (RS).

Across all Key Stages, RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

1. Families
2. Respectful relationships, including friendships
3. Online and media
4. Being safe
5. Intimate and sexual relationships, including sexual health

Across all the Key Stages at Crookhorn, the Health Education we provide focuses on enabling students to make well-informed, positive choices for themselves. There is a strong emphasis given to steps students can take to protect and support their own health and wellbeing including:

1. Mental wellbeing
2. Internet safety and harms
3. Physical health and fitness
4. Healthy eating
5. Health prevention
6. Basic First Aid
7. Changing adolescent body

For more detail about the schemes of work for our RSHE curriculum, see Appendices 1, 2 and 3.

These areas are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Roles and responsibilities**

### **The Headteacher**

The Headteacher is responsible for ensuring that RSHE is taught consistently across the College, and for managing requests to withdraw students from non-statutory/non-science components of RSHE (see section 8).

## **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Assistant Headteacher with responsibility for PSHRE.

## **Students**

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Following the College Rules for Discussion, and agreeing ground rules for use when discussing subjects of a sensitive nature, supports all students to feel comfortable and able to contribute and seek further clarification in their RSHE lessons.

## **Parents'/carers' right to withdraw**

Parents'/carers' have the right to withdraw their children from the non-statutory/non-science components of RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive Relationships and Sex Education rather than being withdrawn, the College will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The PSHRE Coordinator or a member of the Senior Leadership Team will discuss the request with parents/carers and take appropriate action.

Students who are withdrawn from RSHE will be relocated to another PSHRE team and will complete independent work for other subjects during this time.

## **Working with parents/carers**

We believe that the successful teaching of RSHE involves parents/carers and the College working together. We also believe that parents/carers can play an important role in the RSHE of their children through exploring discussions at home that have taken place in College. Our RSHE policy has been developed in consultation with parents and carers. We work with parents/carers to ensure that they are aware of what we teach and when, through the following methods:

- Curriculum map on website
- Parent/carer surveys on the RSHE curriculum
- Letters to parents/carers giving information about when RSHE will be delivered and when certain classes (including classes that involve sex education) will take place
- Email for parent/carers to raise any questions or concerns ([admin@crookhorn.hants.sch.uk](mailto:admin@crookhorn.hants.sch.uk)) - reference RSHE concerns

- Sharing copies of the policy in face-to-face meetings and/or through emails
- Letters to parents/carers giving information about when RSHE will be delivered and when certain classes (including classes that involve sex education) will take place

### **Training**

Staff are trained on the delivery of RSHE as part of their PSHRE training and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the College, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

### **Monitoring arrangements**

The delivery of RSHE is monitored by the PSHRE coordinator through:

- Planning of resources, learning walks, student feedback
- Students' progress in RSHE is monitored by class teachers as part of our internal assessment systems
- This policy will be reviewed annually - at every review, the policy will be approved by the Headteacher

### **Policy Development**

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Senior Leader consultation – senior leaders were given the opportunity to look at the policy and make recommendations
- Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited to complete a survey about the policy
- Student consultation – we investigated what exactly students want from their RSHE
- Ratification – once amendments were made, the policy was shared with Governors and ratified

### **Students with special educational needs and disabilities (SEND)**

Relationships Education, RSE and Health Education will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students. Crookhorn College will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for students with SEND. Crookhorn College is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

### **Lesbian, Gay, Bisexual, Transgender (LGBTQ+)**

In teaching RSHE, Crookhorn College will ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. The College will comply with all relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. The College will ensure that all teaching is sensitive and age appropriate in approach and content.

#### **Useful links**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<http://www.sexeducationforum.org.uk/home.aspx>

<https://www.childline.org.uk/Explore/SexRelationships/Pages/SexRelationships.aspx>

## Appendix 1: Curriculum map

### Relationships, Sex and Health Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 2	Health and Wellbeing : healthy lifestyle, energy drinks, vaping, effects of lifestyle choices	RiseAbove – bullying and cyberbullying- Childnet – crossing the line
	Spring 1	Respect Relationships: Trust, families, mutual respect & tolerance	RiseAbove – forming positive relationships Betty – it’s perfectly natural
	Spring 2	RSE: Influences on puberty, unwanted contact, and FGM	PSHE Association
Year 8	Autumn 1	Health & Wellbeing : Alcohol and drug misuse and pressures relating to drug use, Online safety, digital literacy, media reliability, and gambling hooks	PSHE Association – Drug & Alcohol Education Every Mind Matters - Alcohol
	Spring 2	Respectful Relationships : Consent, marriage, HBV, sexting	
	Summer 1	RSE: Being in love, Sexual orientation, consent, grooming, introduction to contraception and CPR	GEO –Anti-homophobic, biphobic and transphobic bullying project
Year 9	Autumn 1	RSE: Consent, contraception, the risks of STIs, and attitudes to pornography	Coram Life Education GEO
	Spring 1	Health & Wellbeing: Mental health & wellbeing, diet, exercise, lifestyle balance and healthy choices, and first aid	PSHE Association BBFC – making choices Every Mind Matters – Dealing with change; online stress & FOMO.
	Summer 2	Relationships: Families and parenting, healthy relationships, conflict resolution, and relationship changes	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 2	RSE: Sexting, impact of porn, fertility, relationships online Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.	PSHE Association –Inclusion, belonging Home Office & GEO – disrespect NoBody
	Summer 1	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	PSHE Association – Mental Health & Emotional Wellbeing
Year 11	Spring 1	RSE: Unplanned pregnancies and miscarriage, teenage pregnancies, teen parents, sending and receiving sexts. Porn and Sex.	NSPCC – making sense of relationships Alice Ruggles Trust – relationship safety PSHE Association – Family life
	Spring 2	Health & Wellbeing: Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse about the links between lifestyle and some cancers <ul style="list-style-type: none"> <li>• about the importance of screening and how to perform self examination</li> <li>• about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>• about blood, organ and stem cell donation</li> </ul>	Teenage Cancer Trust – What is cancer? Coppafeel! – Breat cancer awareness

## Appendix 2: By the end of secondary school students should know

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

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>• About the science relating to blood, organ and stem cell donation.</li> </ul>

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

### Appendix 3: Parent/Carer form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child:		Tutor Group:	
Name of parent/carers:		Date:	
Reason for withdrawing from sex education within Relationships and Sex Education:			
Any other information you would like the College to consider:			
Parent/Carer signature			

TO BE COMPLETED BY THE COLLEGE	
Agreed actions from discussion with parents/carers	

