THE GRANGE ACADEMY

ASPIRE FOR EXCELLENCE

Relationship, Sex and Health Education (RSHE) Policy 2026-27

Version Number: 05
Ratified by Local Governing Body: October 2026
Next Review Date: September 2027
Academy Link: Mr C I'Anson

Based on the DFE Guidelines

Location and Dissemination

This document is freely available on request to the entire school community. The policy is referred to in relevant areas of the curriculum. A copy of the policy can be found on The Grange Academy website.

Basic Information

This policy covers The Grange Academy's approach to Relationships and Sex Education for Key Stage 1 – 4.

This policy statement is inspired by key school documents, statements and policies, including the DfE's guidance on RSHE, Teaching and Learning, Child Protection and Confidentiality and has been developed in consultation with the Principal, Designated Safeguarding Leads, the Associate Assistant Principal responsible for managing and maintaining RSHE, the pastoral team and parents.

Policy available to parents and carers

Parents will be informed about the policy through the school website and hardcopies will be made available on request. Translations may also be made available on request.

The overall school aims and objectives

The Grange Academy is committed to promoting a safe and healthy lifestyle. We recognise that this is only possible if students are safe and able to make safe decisions. RSHE is a vital way of preparing students to make these decisions. Underpinning our teaching of RSHE are The Grange Academy core values ASPIRE.

Rationale

We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst the knowledge of biology and the reproductive system is important, RSHE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

We believe it is important to address this area of the curriculum because students have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and students by addressing national and local health priorities. Recent NSPCC studies and updates to KCSIE have also directly informed the programme. The programme also acts to protect children and students from concerns raised through the pastoral system in school.

Aspects of RSHE are a statutory entitlement for students at Key Stages 3 and 4. It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.

The aims and objectives of our programme

RSHE, as part of the Personal Development curriculum, is vital to the development of the students in our school. The planned programs are designed to help them deal with difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSHE is a key component in our approach to safeguarding our students through the curriculum.

The intended learning outcomes

Through the RSHE curriculum at Key Stage 1 and 2, we aim for students to:

- Develop the confidence to talk, listen and think about feelings and relationships.
- Make and maintain friendships.
- Understand the importance of respect, responsibility, love and care in relationships.
- Understand and respect different types of families, including families with same sex parents.
- Develop positive attitudes about growing up.
- Explore their own and other people's attitudes and values.
- Challenge and prevent discrimination based on sexual orientation and gender.
- Prevent sexist, sexual, homophobic and transphobic language and bullying.
- Challenge gender stereotypes and inequality and promote equality and respect in relationships.
- Know the correct biological names for the parts of the body, including the male and female reproductive parts.
- Know and understand about emotional, social and physical changes at puberty.
- Know and understand about reproduction.
- Know about human sexuality.
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers.
- Keep safe online and offline.
- Recognise when something is risky or unsafe.
- Know where are how to seek information and advice when they need help.

By the end of Key Stage 3

Students will be able to:

- Manage changing relationships.
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions.
- Ask for help and support.
- Explain the relationship between their self-esteem and how they see themselves.
- Develop skills of assertiveness in order to resist peer pressure and stereotyping.
- See the complexity of moral, social and cultural issues and be able to form a view of their own.
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships.
- Be tolerant of the diversity of personal, social and sexual preference in relationships.
- Develop empathy with the core values of family life in all its variety of forms.

- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage.
- Recognise the stage of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

Students will know and understand:

- That fertilisation in humans is the fusion of the male and female cell.
- The physical and emotional changes that take place during adolescence.
- About the human reproductive system, including the menstrual cycle and fertilisation.
- How the foetus develops in the uterus.
- How the growth and reproduction of bacteria and the replication of viruses can affect health.
- How the media influences understanding and attitudes towards sexual health.
- How good relationships can promote mental wellbeing.
- The law relating to sexual behaviour of students.
- A range of sources of advice and support clinics.

Students will have considered:

- The benefits of sexual behaviour within a committed relationship.
- How self-concept affects their self-confidence and behaviour.
- The importance of respecting differences in relation to gender and sexuality.
- How it feels to be different and be discriminated against.
- Issues such as the costs of early sexual activity.
- The unacceptability of prejudice and homophobic bullying.
- What rights and responsibilities mean in relationships.

By the end of Key Stage 4
Students will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice.
- Manage emotions associated with changing relationships with parents and friends.
- See both sides of an argument and express and justify a personal opinion.
- Have the determination to stand up for their beliefs and values.
- Make informed choices about the pattern of their lifestyle which promote wellbeing.
- Have the confidence to assert themselves and challenge offending behaviour.
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships.
- Work co-operatively with a range of people who are different from themselves.
- Recognise attributes of positive and negative relationships.

Students will know and understand:

- The way in which hormonal control occurs, including the effects of the sex hormones.
- Some medical uses of hormones including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.
- How HIV and other sexually transmitted infections affect the body.

- The risks of early sexual activity and the link with the use of alcohol.
- The link between eating disorders and self-image and sexual identity.
- How different forms of contraception work and where to get advice.
- The role of statutory and voluntary organisations.
- The law in relation to sexual activity for students and adults.
- How their own identity is influenced by their personal values, those of their family and of society.
- How to respond appropriately within a range of social relationships.
- The qualities of good parenting and its value to family life.
- How to access the statutory and voluntary agencies which support relationships in crisis.
- The benefits of marriage or a stable partnership in bringing up children.
- The way different forms of relationship including marriage depend for their success on maturity and commitment.

Students will have considered:

- Their developing sense of sexual identity and feel confident and comfortable with it.
- How personal, family and social values influence behaviour.
- The arguments around moral issues such as abortion, contraception and the age of consent.
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both.
- The consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others.

Please note some of these outcomes will be achieved through other curriculum areas such as Science, Computing and Drama and that form time activities and assemblies will also be used to support learning.

How we will assess this learning?

As with any learning, the assessment of students personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.
Students do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on students' self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.
We will assess students' learning through: in class question and answer, discussion, group work, live feedback, peer assessment, self-assessment, low stakes quizzes and the use of mini assessments at the end of each unit of work.

Inclusion and differentiation

Our RSHE programmes recognise that students will bring prior learning and real-life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect students' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or

culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

Students with additional educational needs

As far as is appropriate, students with special educational needs follow the same RSHE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual students where required, sometimes on a one-to-one basis.
It is the school's policy not to withdraw students with special educational needs from RSHE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

Topics covered and broadly when

Full curriculum details are available through the school website. These will outline key content and themes covered.

Parent and carers involvement

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns.

Key Stage 1 and 2

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing and addressed to the head teacher.

Alternative work will be given to students who are withdrawn from sex education.

Key stage 3 and 4

Right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Principal.

A copy of the withdrawal request will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions, they may still speak with a member of staff directly.

The school will also provide other SMSC education work on the themes of positive social relationships and managing change. This will be completed in a supervised location in school.

Teaching methods

The RSHE programme will be taught through a range of teaching methods these are outlined in the Teaching and Learning policy. Our programme recognises that students will bring prior learning and real-life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students.

The RSHE programme for all students at The Grange Academy will be delivered through the Personal Development curriculum which consists of the following:

Key Stages 1 and 2

- 2 x 30minute lessons per week, to be delivered by class teachers.
- External agencies, such as school nurses and health professions.

Key Stages 3 & 4

- Personal Development lessons fortnightly.
- Form time activities and assemblies.
- Presentations and workshops from external agencies, such as school nurses and sexual health professions.
- Through cross-curricular links in other subjects.

Monitoring arrangements

The delivery of RSHE is monitored by Mr C I'Anson, Assistant Vice Principal, through:

- Learning walks, student voice and planning sessions in collaboration with the pastoral teams with feedback from pastoral and safeguard leads.
- Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by Mr C I'Anson, Assistant Vice Principal, annually. At every review, the policy will be approved by the governing board.