NICHOLAS CHAMBERLAINE SCHOOL

Relationships, Sex and Health Education Policy

Date: September 2025
Review Due: 2026
Reviewed Annually

NICHOLAS CHAMBERLAINE SCHOOL

Contents

1 Aims....3

2 Statutory Requirements....3
2.1 New content 2025-26....3
2.2 New restrictions on teaching about gender identity....4

3 2025-26 RSHE Policy Development....4

4 Definitions....4

5 RSHE Curriculum....5

6 RSHE Delivery....5
6.1 Inclusivity....6

7 Use of resources....6

8 We will....6
8.1 The Governing board....7
8.2 The Head Teacher....7
8.3 Staff....7
8.4 Students....8

9 Parental right to withdraw from RSE....8

10 Training for delivery of RSHE....8

11 Monitoring Arrangements....8

1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at Nicholas Chamberlaine School are to:

- Provide a framework in which sensitive discussions can be held, as an environment founded on the Fundamental British values of mutual respect and tolerance.
- 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, including helping students to recognize and respond positively towards their own personal development.
- Support students to identify characteristics of positive relationships and their own role within them.
- Support students to find a secure and positive sense of self as a World Citizen.
- Teach students the correct vocabulary to describe themselves and their bodies.

Through the RSHE and Pastoral curricula we also subscribe to promoting:

1. Cohesion and community amongst our students;
2. Sustaining positive peer relationships;
3. An attachment and sense of pride to the school & year group;
4. Positive relationships between tutor and tutees.

2. Statutory Requirements

As a secondary academy, we must provide RSHE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSHE, Nicholas Chamberlaine School is legally required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Nicholas Chamberlaine School we teach RSHE as set out in this policy.

2.1 New content 2025-26

The following content has been included within our proscribed curriculum, in line with the DfE revised guidance (2024) and consultation with Student and Family representatives (2024-25):

- Suicide prevention (Year 8 onwards),
- Online presence and safety,
- Sexual harassment and sexual violence, including stalking,
- Loneliness,
- Critical reading skills for online content,
- Healthy behaviours during pregnancy, as well as miscarriage and pregnancy loss,
- Illegal online behaviours including drug and knife supply,
- The dangers of vaping

2.2 New restrictions on teaching about gender identity

In line with the DfE revised guidance (2024) Nicholas Chamberlaine School will not teach about gender identity.

Nicholas Chamberlaine School adheres to guidance instructing we teach facts regarding biological sex and associated physical characteristics.

Pupils will, through our proscribed content, be taught the facts and the law about gender reassignment, including the fact that gender reassignment cannot legally happen before the age of 18.

3. 2025-26 RSHE Policy Development

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

1. Review – our PSHCE coordinator and Senior Leader responsible for Personal Development collated all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations including the nature and variety of the content and as opportunity to raise ideas, suggestions, concerns or questions regarding the delivery of content.
3. Parent/stakeholder consultation – parents/carer insights were gathered through online surveys and an in-person consultation of volunteers, opened to all families.
4. Pupil consultation – Nicholas Chamberlaine Student leadership team led discussions with their respective form groups, ensuring all students had opportunity to contribute towards the collation of this policy.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definitions

- RSHE refers to the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, forming and maintaining positive relationships, diversity and personal identity.
- RSHE involves a combination of sharing information and exploring issues and values. Delivery will encourage students to reflect on their own sense of self without proscription towards specific identities.
- RSHE is not about the promotion of sexual activity.
- RSHE is student driven in part: whilst Nicholas Chamberlaine School provides a set curriculum, we have frequent opportunities for students to ask questions from their own positions freely and without prejudice. Through this pedagogic choice RSHE is democratic and reflects the views of the students.

5. RSHE Curriculum

- We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils.
- If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner as discussed in section 4. Nicholas Chamberlaine School encourages democratic student engagement through active questioning so that pupils are fully informed by accountable adults and do not seek answers online.
- Staff responsible for delivering our RSHE Curriculum receive frequent, scheduled training prior to delivering content, to ensure pedagogy is appropriate for the nature of discussion and staff are fully informed of associated policies and age-related guidance.
- We will share all curriculum materials with parents and carers upon request.

6. RSHE Delivery

RSHE is taught within the Personal, Social, Citizenship and Health Education (PSHCE) curriculum, delivered by Form Tutors. Biological aspects of RSHE are taught within the Science curriculum, and other social aspects are included through compulsory Religious Education (RE) at KS3.

RSHE focuses on giving young people the information they need to help them develop and maintain healthy, positive and nurturing relationships of all kinds including:

- Families,
- Respectful relationships, including friendships,
- Critical awareness of online and media representations and identities,
- Being safe (emotionally, physically, sexually, mentally),
- Intimate and sexual relationships, including sexual health.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).
We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

RSHE will be taught in a manner that:

- Considers with sensitivity how a diverse range of pupils may relate to content,
- Is sensitive to the experiences of all pupils and staff.

During lessons, ensures pupils feel:

- Safe and supported,
- Able to engage with the key messages.

We will also:

Ensure that pupils learn about these topics in an appropriate environment, for example:

- Year-group assemblies,
- A whole-class setting,
- Small groups or targeted sessions,
- Peer discussions,
- Digital formats.

7. Use of resources

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

8. We will

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage

Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses,
- Ensure sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum,
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions,
- Use materials produced by such agencies, even if the material itself is not extreme.

8.1 The Governing board

The governing board will approve the RSHE policy, and hold the Head to account for its implementation.

8.2 The Head

The Head is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

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

At Nicholas Chamberlaine School, the following staff are responsible for the leadership of RSHE delivery through our PSHCE curriculum:

- Mr P.Walker – Assistant Head

8.4 Students:

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parental right to withdraw from RSE

Parents/carers have the right to withdraw their child 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 using the form found in Appendix 2 of this policy and addressed to the Head.

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

Alternative PSHCE work will be provided for pupils who are withdrawn from sex education.

10. Training for delivery of RSHE

Staff are trained on the delivery of RSHE as part of their induction and further training is scheduled routinely in our continuing professional development (CPD) calendar.

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

11. Monitoring Arrangements

The delivery of RSHE is monitored throughout the academic year via routine and calendared Quality Assurance mechanisms, including:

- Scheduled learning walks,
- Informal and formal lesson observations,
- Student, Staff and Family Voice insights,
- Attitudinal surveys,
- Quality Assurance of student work / written outcomes.

This policy will be reviewed by P Walker annually. At every review, the policy will be approved by the Governing Board and Head.