



Relationships Sex Health Education (RSHE) Policy

Assistant Principal (Safeguarding & Wellbeing) | Autumn 26

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.

This document must be read in conjunction with the College's Policies and relevant DfE Guidance:

- The Safeguarding and Child Protection Policy.
- Minsthorpe Community College Curriculum Policy
- Minsthorpe Community College Visitors Policy
- Anti-bullying Principles and Practice
- Behaviour and Discipline Continuum & Code of Conduct
- The SEND Policy.
- The Offsite Learning Policy
- The Staff Handbook
- The Lone Working Policy



Minsthorpe
Community College

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Table of acronyms'

RSHE	Relationship Sex Health Education
DFE	Department for Education
SMSC	Spiritual Moral Social Cultural
P&A	Performance and Achievement (Tutor Time)
L4L	Learning for Life (Taught lesson, fortnightly)
CTL	Curriculum Team Leader (Head of Department)
AI	Artificial Intelligence
CPR/AED	Cardiopulmonary Resuscitation / Automated External Defibrillator (First Aid for the heart)
SID	Safer Internet Day
CVE	Children Vulnerable to Exploitation
LGBTQIA+	Lesbian Gay Bisexual Trans Questioning Intersex Asexual +
HBA	Honour Based Abuse (forced marriage and illegal practices in the UK i.e. FGM)
STIs	Sexually Transmitted Infections
HIV - PrEP/PEP	Human Immunodeficiency Virus - names of prevention medication & treatment available
SEND	Special Educational Needs & Disabilities

Section 1

Introduction and Statutory Context

This Relationships and Sex Health Education (RSHE) policy outlines how Minsthorpe Community College fulfils its legal duties to provide high-quality, inclusive and age-appropriate RSHE to all pupils.

The policy is informed by the following legislation and statutory guidance:

- Children Act
- Education Act
- Equality Act
- Keeping Children Safe in Education
- DfE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSHE) and Health Education

Minsthorpe Community College is an 11–18 mixed secondary school. We are a community built on our core values of Motivation, Commitment and Care. We have been awarded the Healthy Schools 'Gold Standard' Charter Mark Award by the Local Authority due to our investment in this remit.

Section 2

Aims of Relationships and Sex Health Education (RSHE)

Relationship Education, Relationships and Sex Education and Health Education have always been a priority at the College and Personal Development provision has continued to be part of our curriculum intent so that students thrive and achieve and can be successful in the future including their next phase of education.

Our aim is to ensure every student becomes a confident, healthy and well-rounded individual who is able to recognise risk and keep themselves safe. Our teaching is rooted in promoting the 5 Fundamental British Values with close consideration to the 9 Protected Characteristics outlined within the Equality Act. The College Value of Care is essential in ensuring students are able to care for themselves but also those around them.

RSHE is lifelong learning about physical, social, cultural and emotional aspects of growing up which includes an individual's sexual, moral, spiritual, emotional and physical development

including mental health and wellbeing. It is about the understanding of the importance of healthy, stable and loving relationships, which are built around respect, love and care, for family life. It involves acquiring information to stay safe and healthy in all remits of life, including online, developing skills such as resilience, forming positive beliefs, values and attitudes and building character which will allow students to make a positive contribution to their communities.

Key aims:

- Develop healthy, respectful and safe relationships built on care, equality and consent
- Understand their physical, emotional and social development, including mental health
- Recognise risks, avoid exploitation, and know how to seek help
- Develop confidence, resilience, self-esteem and positive values
- Understand the law relating to relationships, consent, sexuality, harassment and abuse
- Access accurate information about sexual health, contraception and STIs
- Make informed decisions and understand the reasons for delaying sexual activity
- Develop respect and tolerance for others, including those who are different from themselves
- Navigate the online world safely and critically
- Know how to stay physically and mentally healthy
- Access support inside and outside school when needed

RSHE at Minsthorpe is a lifelong learning process, beginning in early adolescence and continuing into adulthood. Therefore, our Learning 4 Life lessons are carefully sequenced in recognition of the age of students but are balanced carefully with current risks and local issues. Meaning that at times we may deliver content which seeks to address pressing issues sooner than we would ordinarily prefer i.e. the sharing of nude/semi nude images.

Section 3

Curriculum Content and Delivery

Delivery Model:

- Learning for Life (L4L) fortnightly timetabled lessons (Years 7–11) see below for further information
- Wider pastoral curriculum, which include assemblies, P&A sessions and additional presentations i.e. Educational Theatre
- Subject teaching across areas including Science, English, PE, Computing/IT, Humanities and others
- Post-16 pastoral curriculum, briefings and wellbeing enrichment sessions
- Key external agencies used by the College are Spectrum Sexual Health & the School Nursing Team

The College prides itself on our robust Personal Development Curriculum of which RSHE is a part of and due to this, key messages are repeated, reaffirmed and built upon. Ensuring drip feed approach occurs over time starting in Y7 until students leave our setting.

Curriculum Approach:

- Age-appropriate: building complexity as students mature
- Inclusive as per the 9 Protected Characteristics: representing a diverse range of families, identities and experiences
- Responsive: adapted to reflect emerging concerns, local context and student needs
- Discussion may be spontaneous and questions will be answered sensitively, neutrally and if these go beyond teacher knowledge, we may seek further guidance and support to ensure information is accurate
- Grounded in safeguarding: ensuring that safety messages are reinforced throughout their time at Minsthorpe Community College (End Goals) and that students know where they seek support internal and external to college

Learning 4 Life (L4L):

- A taught lesson where Relationships & Sex Education and Health Education are delivered to students
- The CTL is a member of the Local Authority RSHE Network group and ensures knowledge and training is current and relevant
- A small team of college staff will deliver these lessons. They attend additional training and have experience, in delivering sensitive topics. Ensuring that key messages are delivered appropriately, effectively and that questions are answered to educate students further if required
- Where possible this core team of staff will be made aware of any potential sensitivities to content so that students can be supported and monitored
- On occasion we may have an external speaker / expert deliver subject content e.g. NHS staff, trading standards, police etc. All materials are checked before delivery and their credentials are verified
- Parents can request to see any content delivered and we provide examples of this on the College website
- Before teaching sensitive content, staff establish clear ground rules to ensure respectful, safe discussions and prevent inappropriate personal disclosures
- We endeavour to make students aware of forthcoming topics, that may be particularly sensitive, so that reasonable adjustments can be made for that individual
- If during a lesson a student shares or demonstrates behaviour of concern pertaining to safeguarding; all external visitors have a duty to report this to the staff member responsible. The staff member will then follow our usual procedures for dealing with safeguarding concerns
- If a parent/carers has any concerns or queries about the content of our L4L curriculum we encourage you to speak with the Curriculum Team Leader Kirsty Jackson prior to the lesson so that reassurances or reasonable adjustments can be made (Please refer to Section 5)

- The L4L Curriculum is quality assured on a routine basis as part of the overall College procedures.

Please refer to the summary of key content delivered at Minsthorpe Community College as part of our RSHE offer across the curriculum:

Relationship & Sex Education Content

Topic	Years 7- 8	Years 9 –11	Likely Subject Areas to deliver content but not exclusive to:
Families	Family structures; changes such as separation, bereavement and new relationships; recognising unsafe situations and trusted adults.	Marriage/civil partnership law; common-law marriage myth-busting; illegal practices (forced or under-18 marriage); parenting roles; identifying unsafe relationships and seeking help.	L4L, RE, English, Health & Social Care, Drama, P&A Time & wider pastoral support
Respectful Relationships	Healthy friendships/relationships; boundaries, kindness and communication; conflict; challenging bullying and stereotypes linked to British Values; self-esteem.	Romantic/sexual relationships; consent, ethics protected characteristics inc LGBTQIA+; respectful break-ups; sexism including misogyny and harmful influencers; influence of pornography.	L4L, RE, English, Science, Health & Social Care, Drama, P&A Time & wider pastoral support
Online Safety & Awareness	Online behaviour and consequences; pressure to share images; fake profiles; reporting concerns.	Deepfakes, AI content, and image-sharing law; scams, sextortion and exploitation; harmful and unrealistic online material.	L4L, IT, English, Health & Social Care, Drama, P&A Time & wider pastoral support
Being Safe	Personal boundaries; unsafe situations; harassment awareness; trusted adults.	Consent; sexual harassment/violence; grooming, exploitation and coercive control;	L4L, RE, English, Health & Social Care, Drama, P&A Time & wider pastoral support

		illegal harmful practices i.e. HBA	
Intimate & Sexual Relationships	Readiness, values, emotional understanding; recognising intimacy does not require sex.	Age of consent; respectful sexual relationships; effect of drugs/alcohol on decision making.	L4L, RE, English, Science, Health & Social Care, Drama, P&A Time & wider pastoral support
Sexual Health	Puberty, body autonomy and respectful language.	Contraception; pregnancy options; STIs, HIV, PrEP and PEP; safer sex; accessing services.	L4L, RE, English, Science, Health & Social Care, P&A Time & wider pastoral support

Health & Wellbeing content

Topic	Years 7–8	Years 9–11	Likely Subject Areas to deliver content but not exclusive to:
Mental Wellbeing	Understanding emotions; managing stress; linking sleep, exercise and routines to wellbeing; recognising when feelings become overwhelming; knowing how to seek help.	Resilience strategies; understanding mental health conditions; reducing stigma; accessing support; recognising serious mental health concerns in self/others.	L4L, Science, PE, Health & Social Care, P&A Time & wider pastoral support
Physical Health & Healthy Lifestyles	Basics of nutrition, hydration and sleep; understanding early unhealthy habits; influence of peers and advertising.	Maintaining healthy lifestyle with independence; risks of poor diet, extreme dieting, supplements; long-term health implications.	L4L, Science, Food Tech, PE, Health & Social Care, Drama, P&A Time & wider pastoral support

Drugs, Alcohol & Tobacco	Intro to legal/illegal substances; short-term effects; managing peer pressure; vaping risks.	Substance misuse, addiction and long-term harm; risks of alcohol, drugs and vaping; safe decision-making strategies.	L4L, Science, PE, Health & Social Care, Drama, P&A Time & wider pastoral support
Health Prevention	Basic hygiene; immunisation awareness; recognising early illness; health literacy (knowing when to seek help) signposting.	Screening; self-examination; accessing health services – signposting.	Science, L4L, Health & Social Care, P&A Time & wider pastoral support
Basic First Aid	Promotion of seeking support and treatment for concerns, basic awareness raising.	CPR and AED use; managing serious emergencies; risk assessment in everyday situations.	L4L, PE, Science, Design & Technology, Health & Social Care, P&A Time & wider pastoral support
Changing Body & Health	Puberty recap; body confidence; menstrual cycle; introduction to reproductive health.	health and self-checks; recognising concerns.	Science, Biology, L4L, Health & Social Care, P&A Time & wider pastoral support
Online & Media Influences on Health	How online content affects wellbeing; misinformation awareness; body image influences.	Evaluating online health claims; media manipulation (AI, filters); extreme or unrealistic online standards.	IT, Media Studies, Drama, L4L, Health & Social Care, P&A Time & wider pastoral support
Violence, Safety & Risk	Personal safety	Knife crime awareness;	L4L, Health & Social Care,

	strategies; awareness of harmful behaviour; early consent awareness in non-sexual contexts, healthy relationships.	unhealthy relationships; managing unsafe situations, exploitation.	English, Drama, P&A Time & wider pastoral support
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Please refer to the RSHE Journey document below which indicates some of the sequential teaching across the curriculum from Y7 – 11.

Please refer to the P16 wellbeing Curriculum document for information about the delivery from Y12 – Y13.

The termly overviews for L4L can be located below - parent/carers can view forthcoming topics delivered in this subject area

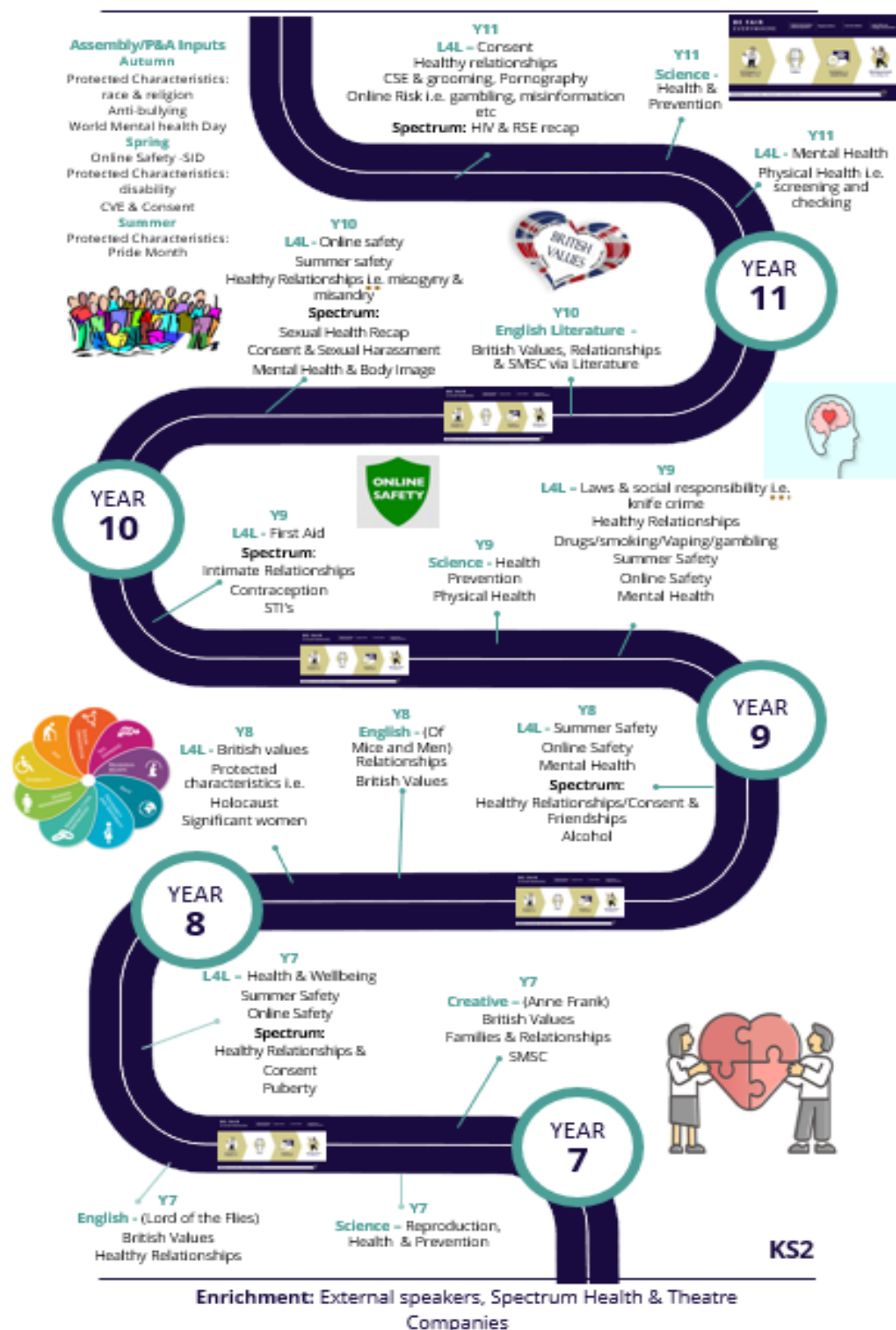
These documents are updated annually and can be located on the website 'Personal Development – Character Development'.

<https://www.minsthorpe.cc/page/?title=Character+Development&pid=138>

(Please refer to section 5 Right to withdraw. The statutory guidance, which schools are legally bound to, is clear that you are only able to withdraw your child from the 'sex education' elements of the curriculum. This does not allow you to withdraw your child from families, relationships, health education which is integrated across the curriculum and is aligned with fundamental British values and protected characteristics.)

Y7 – Y11

Relationships & Sex (Health) Education Journey



Post 16 Wellbeing Curriculum

WOBBLER ROOM

"Having a wobble, need a minute, need a chat?"

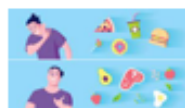


Don't worry, just email ALW@northrop.ac

Exam Preparation and Pressures



Anxiety



Healthy Eating



Benefits of Exercise



Healthy Relationships



Planning your Next Steps

Identity



Emotional Health

Citizens

Transition into Post 16

Alcohol and Spiking



The Post 16 team are able to support with referrals to many external support agencies, once students are met with and their needs discussed bespoke plans are put in place.

Section 4

Roles and Responsibilities

Governing Body

- Ensures compliance with statutory guidance
- Approves the RSHE Policy
- Monitors its implementation

Principal and Senior Leadership

- Ensure RSHE is effectively planned, resourced and taught
- Support training for staff

Assistant Principal (Safeguarding and Wellbeing)

- Leads, reviews and updates this policy
 - Oversees safeguarding concerns related to RSHE
- Has strategic oversight over the L4L team and wider Personal Development offer of the College

CTL Learning for Life / RE

- Oversees curriculum planning, delivery, monitoring and evaluation
- Coordinates external agencies

Teachers and Support Staff

- Deliver high-quality, inclusive RSHE
- Maintain professional boundaries
- Follow safeguarding and disclosure procedures

External Agencies / Visitors

- Must comply with the Visitors Policy and safeguarding checks
- Include Public Health partners such as Spectrum and School Nursing
- Enhance but do not replace teacher-led provision

Section 5

Parental Engagement, Transparency and Withdrawal

The College values parents/carers as primary educators. We will:

- Provide information about RSHE content on request and key information is published on the College website and updated annually
- Offer opportunities for discussion during the policy review and creation
- Share curriculum materials when requested
- Encourage collaboration between home and school and welcome contact to discuss content before lesson delivery

Right to Withdraw: stipulated in Statutory guidance provided by the DFE

- Parents/carers may withdraw a child from non-statutory sex education within RSHE up to three terms before the child turns 16. A child may request that they access lessons without parental permission at this point.
- They cannot withdraw from Relationships Education, Health Education, or statutory Science content
- Parents are encouraged to speak with the CTL for L4L before making a withdrawal request to ensure clarity of what they are able to withdraw their child from
- Alternative supervised education will be provided for withdrawn students

Section 6

Inclusive Approach (Equality & SEND)

Minsthorpe Community College is committed to delivering RSHE that reflects equality, respect and inclusion, in line with the Equality Act.

- Acknowledges and respects diversity by being considerate of all protected characteristics
- Ensures SEND students can fully access the curriculum with tailored support
- Answers questions sensitively and honestly
- Ensures all students see themselves represented in the curriculum
RSHE is relevant to all students, whatever their developing identity

Section 7

Safeguarding, Disclosures and Confidentiality

Because RHSE covers sensitive topics, some students may disclose personal information. All staff follow the Safeguarding and Child Protection Policy and are clear that confidentiality cannot be promised if a student may be at risk. Concerns are logged via CPOMS for the Safeguarding Team and students are informed about the boundaries of confidentiality.

Where a student discloses sexual activity or risk, staff will encourage the student to speak with a parent/carer, unless doing so would place them at risk. They will follow safeguarding procedures and ensure they receive support from the Safeguarding Team, provide accurate information about contraception and sexual health services, and involve external agencies where appropriate.

We will signpost all students routinely to organisations that are able to offer confidential support such as the School Nurse (Drop-in clinic, regularly at snack break 2). Spectrum Sexual Health (NHS service) are also promoted with details available via our website.

The Safeguarding Team are trained to identify harmful sexual behaviours and provide an appropriate response to such concerns. Please refer to the Safeguarding and Child Protection Policy for further information.

Section 8

Use of External Agencies

- All external visitors are subject to safeguarding checks and must follow school procedures are recommended or approved by Public Health or Wakefield Children's Services
- Support the curriculum by providing specialist expertise (e.g., sexual health education, counselling support)
- They complement but do not replace teacher-led provision

Section 9

Monitoring and Review

- Lesson observations
- Review of curriculum materials
- Student Voice outcomes
- Staff reflections and collaborative planning
- Feedback from external agencies (e.g., Spectrum)
- The CTL L4L/RE leads monitoring, supported by the Senior Leadership
- The Governing Body oversees policy review. This policy is reviewed on a two-year cycle
- Any significant changes to the policy will include some form of parental consultation at the appropriate review periods
- OFSTED will explore Personal Development which includes RSHE as part of their Inspection Process

Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender reassignment and religion/belief.

Policy Review Schedule

Policy creation Date:	Due for next review:	Role Responsible:
Spring 2026		Assistant Principal SS&W

This policy was created in consultation with staff/parent/governors during Spring 2026. All parents were given the opportunity to respond to the draft policy via Microsoft forms. The Student Leadership Team were involved in the consultation process. Final amends were made, and the policy will be ratified by Governors in June 2026 for publication in September 2026