

Relationships, Sex and Health Education (RSHE) Policy

Date of last review: January 2026

School E-Safety Co-ordinator: Becca Murray

Policy approved by Governors:

Policy review frequency: Annual

Date of next review: January 2027

Relationships, Sex and Health Education (RSHE) is statutory for all secondary schools in England under the Children and Social Work Act 2017. Since September 2020, all schools have been required to teach Relationships and Sex Education (RSE) and Health Education in line with guidance issued by the Department for Education (DfE).

At President Kennedy School, the RSHE curriculum is designed to meet the statutory requirements set out in the DfE's most recent guidance (July 2025) and to reflect the evolving social, cultural, technological and health contexts in which young people live. The curriculum responds to the needs, views and lived experiences of our students and wider school community.

RSHE supports students' emotional, social and cultural development. It provides accurate, age-appropriate and inclusive learning about relationships, sexual health, physical and mental wellbeing, healthy lifestyles, diversity, equality, and personal identity. Relationships Education (RE) focuses on emotional, social development, respect, and healthy friendships, boundaries, and family life, while Sex Education (SE) specifically covers the physical aspects like sexual health, sexuality, puberty, contraception, and consent.

RSHE is delivered through a combination of factual teaching, discussion, reflection and exploration of values. It is not about the promotion of sexual activity; rather, it equips students with knowledge, skills and understanding to make informed and responsible decisions throughout their lives.

In line with the DfE statutory guidance, RSHE is taught objectively and factually, with due regard to the law, so that students understand their rights and responsibilities as citizens.

2. Aims

The aims of RSHE at President Kennedy School are to:

- Support students to grow up healthy, safe, confident and resilient, with the skills to manage future challenges and opportunities.
- Equip students with accurate knowledge to make informed decisions about their health, wellbeing and relationships.
- Promote self-respect, confidence, empathy and respect for others.
- Encourage personal responsibility, self-discipline and positive participation in learning and wider school life.
- Prepare students for adult life, employment and participation in modern British society.
- Ensure students understand equality, diversity and inclusion, including the protected characteristics defined in the Equality Act 2010.

These aims are underpinned by the school's core values, known as PRIDE:

- **Pride**
- **Respect**
- **Involvement**
- **Determination**

- **Excellence**

RSHE contributes directly to the school's Personal Development offer, particularly through the strands of Living in the Wider World, Student Leadership and Service, and Keeping Safe and Healthy.

Keeping Safe and Healthy focuses on:

- Forming and sustaining positive, respectful relationships
- Maintaining healthy lifestyles
- Supporting positive mental and emotional wellbeing
- Managing risk and personal development

3. Statutory Requirements

As a secondary academy school, President Kennedy School provides RSHE to all students in accordance with:

- Section 34 of the Children and Social Work Act 2017
- Section 403 of the Education Act 1996
- The most recent DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education

RSHE is delivered in line with this policy and reviewed regularly to ensure ongoing compliance with statutory expectations.

4. Policy Development and Review

This policy has been developed through consultation with staff, students, parents and governors. The process includes:

- Review of national and local guidance
- Staff consultation across curriculum and pastoral teams
- Parent and stakeholder engagement opportunities
- Student voice activities and survey data
- Ratification by the Governing Board

The policy is reviewed annually, or sooner if required due to changes in legislation or guidance.

5. Curriculum Design and Content

The RSHE curriculum is designed to be flexible and responsive to:

- Student age, maturity and needs

- Local, national and global issues
- Emerging risks, including online safety and mental health

Content aligns with DfE statutory outcomes and is delivered progressively across year groups.

Key areas include:

Relationships Education

- Families and diverse family structures
- Healthy, respectful relationships and friendships
- Consent, boundaries and mutual respect
- Online relationships and media literacy
- Staying safe, including exploitation and abuse

Sex Education

- Intimate and sexual relationships
- Sexual health, contraception and STIs
- Human reproduction (in line with the science curriculum)
- Body image and puberty

Health Education

- Mental health and emotional wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco (including vaping)
- Health prevention and basic first aid
- Internet safety and online harms

Further detail on Statutory requirements in **Appendix 1**.

Teaching is inclusive and avoids stigmatisation. It reflects a range of family structures and life experiences, including those of looked-after children, young carers and students with diverse home circumstances.

In line with the Equality Act 2010, the curriculum includes age-appropriate learning about LGBT+ relationships and identities. Coventry Local Authority have given their support to all Coventry schools to include learning about LGBT+ appropriately as part of the statutory curriculum, in accordance with the Equality Act 2010, and protect their right and duty to do so. For more information, please see their full statement at **Appendix 2**.

The school website has more detail regarding the curriculum covered for each year group. Also more detail information can be requested from year groups.

6. Inclusion, SEND and Vulnerable Students

RSHE is accessible to all students. Content is differentiated to meet the needs of students with special educational needs and disabilities (SEND).

Where appropriate:

- Students will remain with their usual teaching groups
- Additional adult support may be provided
- Small-group teaching or alternative delivery methods may be used

The SENCO, pastoral teams and teaching staff work collaboratively to ensure appropriate provision and safeguarding for vulnerable students.

7. Delivery of RSHE

RSHE is delivered through:

- The Pastoral and Personal Development curriculum
- Tutor time and assemblies
- Enrichment activities and themed weeks
- Subject curricula, in particular Science, RE and English

Specialist external visitors may support delivery where appropriate. All visitors are vetted, and content is agreed in advance. For example – Loudmouth Theatre company who deliver a range of relationship and safeguarding programmes.

8. Roles and Responsibilities

Governing Board

- Approves the RSHE policy
- Holds the Headteacher to account for implementation

Headteacher

- Ensures consistent delivery of RSHE
- Manages parental withdrawal requests

Staff

- Deliver RSHE sensitively and professionally
- Model positive attitudes and inclusive practice

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- Respond to student needs and safeguarding concerns
 - Encourage students to speak respectfully and listen to viewpoints they may not agree with

Staff are expected to teach RSHE; concerns should be discussed with line managers or the RSHE lead.

Students

- Engage positively in RSHE
- Treat others with respect and sensitivity

9. Parents' Right to Withdraw

Parents may request withdrawal from non-statutory elements of Sex Education (excluding science curriculum content) up to three terms before a student turns 16.

After this point, if a student wishes to receive Sex Education, the school will make appropriate arrangements.

Requests must be made in writing to the Headteacher using the form found in **Appendix 3** of this policy and addressed to the Headteacher. Alternative supervised work will be provided.

Appendix 4 – FAQs answered by the Department of Education for parents around misconceptions around the RSHE curriculum.

10. Training and Staff Development

RSHE forms part of the school's ongoing professional development programme. Training is provided to ensure staff are confident, informed and up to date.

External professionals may support staff training when required.

11. Monitoring and Evaluation

RSHE provision is monitored by the Deputy Headteacher and Director of Student Experience through:

- Curriculum reviews and planning scrutiny
- Learning walks and lesson observations
- Student voice and feedback
- Staff evaluation
- Parental engagement opportunities

This policy is reviewed annually and approved by the Headteacher and Governing Board.

Appendix 1 Statutory Guidance

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

[Relationships Education RSE and Health Education.pdf](#)

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • 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. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • 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 recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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). • 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. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • 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. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p>

	<ul style="list-style-type: none"> 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. 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).
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. that they have a choice to delay sex or to enjoy intimacy without sex. the facts about the full range of contraceptive choices, efficacy and options available. the facts around pregnancy including miscarriage. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how the use of alcohol and drugs can lead to risky sexual behaviour. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 2: LA Supporting guidance for LGBT+ in Coventry schools

Guidance Statement LGBT+

Coventry is an increasingly diverse and vibrant city with a global reputation for peace and reconciliation, which we celebrate. It is within this context that we are supporting Coventry schools to ensure that the emotional health and educational needs of all students and their families are appropriately met.

As a Local Authority, in partnership with local unions and other key stakeholders, we support Coventry schools in delivering inclusive Relationships and Sex Education to teach all members of the school community about mutual respect and tolerance for each other.

Therefore, we support all Coventry schools to include learning about LGBT+ appropriately as part of the statutory curriculum, in accordance with the Equality Act 2010, and protect their right and duty to do so.

School leaders should have:

- Consultation with governors
- Consulted with faith leaders
- Parent workshops
- Open communications
- Training for staff
- Support for staff and students with protected characteristics eg LGBT+

Clear policies tackling discrimination, bullying, and behaviour, and adhere to the Teachers' Standards.

1. Sources:

The Department for Education has published statutory guidance (June 2019) regarding the implementation of Relationship Education, Relations and Sex Education (RSE) and Health Education in all schools across England by 2020. Schools are encouraged to implement the curriculum from 2019.

“Students should be able to understand the world in which they are growing up which means understanding that some people are LGBT, that they should be respected in British society, and that the law affords them and their relationship recognition and protection (DfE 2019).

The **Equality Act 2010** states that it is against the law to discriminate against anyone because of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership

- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The **Public Sector Equality Act** (April 2011) states that all public bodies have to consider all individuals when carrying out their day-to-day work. It also requires that public bodies:

- Have due regard to the need to eliminate discrimination
- Advance equality of opportunity
- Develop good relations between different people

2. Department for Education RSE Guidance (Draft, Feb 2019, June 2019) Page 15:

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their students about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all students to have been taught LGBT content at a timely point as part of this area of the curriculum.

3. NEU statement April 2019 Extract:

“Schools need to be confident that they’re right to make sure their Relationships and Sex Education (RSE) education is inclusive of all families and relationships, including LGBT+ people, in an age-appropriate way. RSE is just one area of the school curriculum in which the experiences of LGBT+ students need to be appropriately included if we want to break the cycles of discrimination.

Damien Hinds to Schools Week, March 2019

“I’ve always been clear that I support headteachers to make decisions and we believe in school autonomy, that school leaders are best-placed to make decisions.

“Of course, it’s also right to consult with parents. That is just good practice anyway, and in the new guidance that’s quite clear about the need to consult with parents, but yes I do back headteachers.”

Suggested Resources:

The Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty>

Department for Education RSE Guidance (Draft, Feb 2019) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

Stonewall <https://www.stonewall.org.uk/supporting-schools>

PSHE Organisation <https://www.pshe-association.org.uk/news/key-questions-mandatory-pshe-requirements-health>

No outsiders <http://www.equalitiesprimary.com/home.html>

The Anne Frank Trust UK | UK anti-prejudice education charity [https://annefrank.org.uk/Roadmap to statutory RSE | PSHE Association](https://annefrank.org.uk/Roadmap%20to%20statutory%20RSE%20|%20PSHE%20Association) <https://www.pshe-association.org.uk/curriculum-and-resources/resources/roadmap-statutory-rse>

Valuing ALL God's Children (C of E resource) file:///C:/Users/cvjul669/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/XXHFDHFK/Valuing%20All%20God's%20Children's%20Report_0.pdf

Appendix 3: Parent form: withdrawal from non-statutory sex education within RSHE

To be completed by parents			
Name of child		Tutor	
Name of parent		Date	
Reason for withdrawing from sex education within RSHE			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i>

Staff member name and signature		Date:

Appendix 4: FAQs answered by the Department for Education

Below, the DfE have explained some of the common misconceptions around the subjects.

1. Will my child’s school have to consult with me before teaching these subjects?

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools’ decisions on when and how certain content is covered. Effective consultation gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parent’s views and then make a reasonable decision as to how they wish to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content.

A school’s policies for these subjects must be published online and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

2. Will my child be taught sex education at primary? This is too young.

We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

3. Does the new Relationships Education and RSE curriculum take account of my faith?

The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of students must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

4. Do I have a right to withdraw my child from Relationships and Sex Education?

Parents will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

5. Has the government listened to the views of my community in introducing these subjects?

A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid in Parliament.

6. Will these subjects promote LGBT relationships?

No, these subjects don't 'promote' anything, they educate.

Students should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate students about healthy relationships. RSE should meet the needs of all students, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Students should receive teaching on LGBT relationships during their school years - we expect secondary schools to include LGBT content. Primary schools are enabled and encouraged to cover LGBT content if they consider it age appropriate to do so, but there is no specific requirement for this. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

7. Will teachers receive training before delivering these subjects?

The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.

In addition, we are encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practice. Lessons learned from the early adopters and best practice from schools will be shared with all schools from September 2020.