



***Dynamic, empowered learners who thrive and lead in
their communities: locally, nationally and globally***

RELATIONSHIPS EDUCATION AND HEALTH EDUCATION
POLICY: *BOTTISHAM VILLAGE COLLEGE – NOT FINAL*

THIS POLICY WAS APPROVED:	DRAFT
POLICY VERSION:	DRAFT
THIS POLICY WILL BE REVIEWED:	DRAFT
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	ASSISTANT PRINCIPAL
THIS POLICY WAS CONSULTED WITH:	STAFF, STUDENTS, PARENTS, GOVERNING BODY (DRAFT)
THIS POLICY WAS CONSULTED WITH EXTERNAL UNIONS (HR POLICIES)	PENDING
THIS POLICY WAS DISTRIBUTED TO:	PENDING

Introduction

This policy sets out the college's approach to Relationships, Sex and Health Education (RSHE) in a secondary school context, ensuring compliance with statutory guidance (DfE, updated 2026) and local safeguarding data relevant to the school.

RSHE is a core part of the school's safeguarding and personal development provision. It supports pupils to develop the knowledge, understanding and skills necessary to:

- build safe, respectful relationships
- make informed decisions
- recognise risk and harm
- maintain positive physical and mental health
- navigate online and offline environments safely

The curriculum at Bottisham Village College reflects a relational values, inclusive and safeguarding-led approach, recognising that pupils learn best in environments characterised by respect, belonging and emotional safety. Our curriculum adjusts to the local context, and is responsive to safeguarding issues that emerge in the day to day life of the school.

Definitions

- Relationships Education: Families, friendships, respectful relationships (including intimate relationships), online relationships and exploitation awareness.
- Sex Education: Teaching about sexual activity, reproduction, consent, contraception, STIs and sexual health.
- Health Education: Physical health, mental wellbeing, emotional literacy and healthy lifestyles.

These are collectively referred to as RSHE Relationships, Sex and Health Education

Statutory Requirements

Bottisham Village College complies with the statutory requirement to deliver:

- Relationships Education (compulsory)
- Relationships and Sex Education (compulsory in secondary schools)
- Health Education (compulsory)

This policy outlines the legal framework around relationships and sex education, how the curriculum is planned, quality checked and clarification of parental rights regarding withdrawal from non-statutory sex education. Parents should be aware that our academies must uphold the legal duties set out in the Equality Act 2010 and not discriminate against anyone with protected characteristics.

The curriculum reflects:

- DfE RSHE Statutory Guidance on Relationships and Sex Education (RSE) Health Education (2026 update)
- Equality Act 2010
- Children and Social Work Act 2017
- Keeping Children Safe in Education (latest version)
- Education Act 1996 & 2002
- Local safeguarding data to meet the needs of the school's students.

All statutory content is taught to all pupils. Teaching is factually accurate, age-appropriate, evidence-informed, free from political and religious bias.

Roles and Responsibilities

Governing Board / Trustees

- Approve the policy
- Monitor statutory compliance and safeguarding outcomes

Anglian Learning Executive Leadership Team

- Ensure that the Headteacher has the appropriate oversight and quality assurances processes in place
- Work with headteachers to review compliance with this policy

Principal / Senior Leadership Team

- Ensure effective implementation and quality assurance
- Support staff training and curriculum oversight

RSHE Lead

- Design and sequence the curriculum
- Monitor delivery and impact
- Lead staff development

Teachers

- Deliver RSHE in a safe, inclusive and respectful manner

- Facilitate discussion and manage sensitive content
- Respond appropriately to questions

Designated Safeguarding Lead (DSL)

- Advise on safeguarding content and contextual risks
- Manage disclosures and concerns arising from RSHE

RSHE Curriculum Intent, design, sequencing and delivery

The RSHE curriculum is planned as part of a broader personal development and wellbeing offer. It is delivered through a carefully sequenced programme across all year groups. Learning is revisited progressively so pupils build knowledge, confidence and understanding over time. The RSHE curriculum aims to enable pupils to:

- develop respectful, consensual and healthy relationships
- understand consent, boundaries, and communication
- recognise abuse, coercion, exploitation and harmful behaviours
- identify and manage risk, including online harms
- understand sexual health, reproduction and contraception
- develop emotional literacy, resilience and wellbeing
- challenge prejudice, discrimination and harmful stereotypes
- understand diversity in relationships, identities and families

The curriculum prepares pupils for adulthood, modern society, and independent decision-making.

The curriculum is:

- Sequenced from Year 7 to Year 11
- Developmentally appropriate and progressive
- Responsive to safeguarding and contextual risks

Pupils learn about:

Relationships and Sex Education

- Healthy and unhealthy relationships
- Consent (including active, informed consent)
- Sexual health, contraception and STIs
- Intimate relationships and sexual behaviours

- Abuse, exploitation, harassment and violence (including sexual violence and domestic abuse)
- Gender stereotypes and equality

Online Safety and Digital Relationships

- Online identity and digital footprint
- The dangers and opportunities of AI
- Pornography and unrealistic expectations
- Sexting, image-based abuse and legal consequences
- Online coercion and exploitation

Health Education

- Mental health and emotional wellbeing, including self harm and negative thoughts, with a focus on developing resilience.
- Physical health (including sleep, diet, substance misuse)
- Managing stress, anxiety and peer pressure

Teaching is preventative, addressing risks before harm occurs.

RSHE is delivered through:

- Timetabled PSHE / Personal Development lessons. These last for 100 minutes and take place once a fortnight. Outwith specific circumstances, they are delivered to forms by form tutors, who know their students best
- Tutor programme and assemblies
- Cross-curricular links (e.g. Science, PE, Computing)

External visitors may contribute but do not replace teacher-led delivery.

Teaching Approaches

Teaching is:

- Structured and discussion-based
- Scenario based
- Inclusive and trauma-informed
- Delivered in a safe classroom environment

Teachers will:

- Establish ground rules and set clear expectations
- Use appropriate, factual language

- Handle sensitive topics with care
- Answer questions clearly, honestly and in an age-appropriate manner within safeguarding boundaries

Where questions fall outside the curriculum, teachers will respond appropriately and may follow up with safeguarding or parental communication where necessary.

Student Voice and Engagement

We will involve pupils in the evaluation and development of their RSHE curriculum.

The school will:

- Gather pupil feedback regularly
- Use school council and surveys
- Encourage reflection and discussion

Assessment

RSHE is not formally examined but is monitored through:

- Discussion and questioning
- Reflection activities
- Teacher and subject assessment of understanding

Teaching is adapted where knowledge gaps are identified.

Inclusion and Equality

RSHE is inclusive and compliant with the Equality Act 2010.

Teaching:

- Reflects diverse identities, relationships and families
- Promotes respect for protected characteristics
- Challenges discrimination and prejudice
- Supports all pupils, including those with SEND

Adaptations are made to ensure accessibility and relevance for all learners.

Safeguarding and Pupil Safety

RSHE is a key part of safeguarding.

Pupils are taught to:

- recognise abuse and harmful behaviours

- understand consent and personal boundaries
- identify trusted adults and support systems
- seek help confidently

Key safeguarding themes include:

- sexual violence and harassment
- exploitation (including Child Sexual Exploitation (CSE) / Child Criminal Exploitation (CCE)
- peer-on-peer abuse
- online harms including the production and distribution of on line fakes
- coercion and control

All staff follow safeguarding procedures. Disclosures are managed in line with school policy.

Parental Engagement and Right to Withdraw

Bottisham Village College works in partnership with parents and carers.

Parents are informed about:

- curriculum content and timing
- statutory requirements
- safeguarding approaches

Right to Withdraw

- No right to withdraw from Relationships or Health Education
- Parents may request withdrawal from sex education (non-science elements)

Requests are:

- made to the Principal
- discussed to ensure informed decision-making and the potential detrimental effects of withdrawal
- recorded in line with safeguarding procedures and recorded on My Concern

Where a pupil is withdrawn, the college will provide alternative supervision.

Monitoring and Evaluation

Bottisham Village College evaluates RSHE through:

- lesson observations, quality assurance processes and curriculum review
- pupil voice and feedback

- safeguarding data and trends
- staff and parent feedback
- assessment data
- Biannual Health Related Behavioural Survey

Leaders assess impact on:

- pupil safety and wellbeing
- behaviour and attitudes
- understanding of relationships and risk

Policy Development

This policy has been (is being) developed in consultation with Anglian Learning staff, pupils, parents/carers and governing board.