



RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Date	June 2025 This policy will be reviewed every 2 years. Statutory Policy
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Approved by	Curriculum & Student Affairs Committee
Full Governing Body Approval	3 rd July 2025

This policy has been updated in accordance with the following documents:

- Relationships and Sex Education (RSE) and Health Education statutory guidance DfE, Updated 2021
- RSE policy guidance, The Sex Education Forum
- PSHE Association policy writing guidance 2018
- Keeping Children Safe in Education DfE, 2024

Other school policy links – Safeguarding Policy • Anti-Bullying Policy • E-Safety Policy • Equality Policy

Introduction

At Whitley Bay High School, we strive to create a kind, caring community in which everyone feels valued and everyone treats one another with respect and sensitivity. All students in our school community are treated as individuals, all different but all equal, and the principles within this RSHE policy are in keeping with our already inclusive school ethos.

We recognise that students are growing up in an increasingly complex world and face new challenges. This presents positive and exciting opportunities, but also risks and it is our role to educate and support students so that they can become happy, successful members of society. We want students to develop their character and resilience, but also to know how and when to ask for help and access support. We want students to be able to protect and support their own health and wellbeing in a safe, supportive community.

1. Definitions:

RSHE is learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSHE gives young people the information they need to help them develop safe, equal, caring, enjoyable, healthy, nurturing relationships of all kinds. It should also give students the information they need

to make good decisions about their own health and wellbeing and know how to access support and report concerns when needed.

2. Statutory guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory.

3. Aims of RSHE at WBHS

All topics covered as part of RSHE are well embedded within our culture and very much at the heart of our school ethos and expectations, including being inclusive of difference. Our aim is to ensure that RSHE meets the needs of all students with diverse experiences and needs. Our approach aims to be sensitive, honest and balanced, taking full consideration of the protected characteristics in our lesson planning and delivery.

In RSHE students will learn about:

- different types of relationships, including friendships, family relationships and intimate relationships
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries, and consent.
- how to manage conflict and how to recognise unhealthy relationships, including coercion, domestic violence, and misogyny.
- how relationships may affect health and wellbeing, including mental health
- healthy relationships and safety online
- factual knowledge around sex, sexual health, and sexuality, set firmly within the context of relationships.
- confidentiality and the law in relation to sexual health and relationships
- how to get help and treatment from sources in school e.g., the pastoral team and the school counsellor or locally e.g., the school nurse and GPs or other available services including reliable information online

- mental wellbeing, physical health, and fitness and how all are closely interlinked.
- healthy eating
- drugs, alcohol, tobacco, and vaping
- health prevention including personal hygiene and screening e.g., dental checks.
- basic first aid
- the changing adolescent body.

4.1 Mental health

Much of the work around RSHE supports our focus on mental health. Our aim is to educate students on understanding emotional wellbeing, ways to improve wellbeing, 'self-care' strategies and where to access support if needed. We want to promote 'positive mental health' in an environment where students feel comfortable speaking up about how they feel.

We will work with feeder Middle schools and the local authority to ensure there is clear progression regarding RSHE content and delivery.

4.2 Monitoring and evaluating the delivery of RSHE

The delivery of the forementioned topics are regularly evaluated with students, staff and parents through invited feedback, structured forms and training opportunities in school.

4. How RSHE is provided:

- as part of the Relationships and the Digital Literacy modules of the LEV (Life, Education and Values) programme in Year 9
- as part of the weekly tutorial programme in Years 9-13 (*tailored to be age and needs appropriate*)
- as part of other curriculum subjects including Science, PE, Food and IT
- through assemblies and tutorial work that promotes positive relationships, positive mental health and safe behaviour online
- Through the topical TFTW (Thought for the Week)
- through group or individual work for students with either outside professionals or in house support e.g. with the school counsellor where particular needs are identified

- through other yearly special events such as Health Morning, Year 11 Enterprise Day, Life after 6th Form, Pride week, Healthy eating week and Wellbeing Week
- through targeted sessions for SEND department where accessibility of tutorial topics is considered

Subjects will be taught in a sensitive and age-appropriate manner.

RSHE will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students. For some students there may be a need to tailor content and teaching to meet the specific needs of children at different development stages or pupils with SEND.

5. Responsibility for RSHE:

- The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8)
- The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.
- The Deputy Headteacher i/c of Personal Development and Assistant Headteacher i/c of Pastoral, are responsible for ensuring the overarching monitoring and reviewing of RSHE
- The Personal Development coordinator is responsible for coordinating the LEV elements of RSHE and training the team of staff to be able to teach topics sensitively and confidently.
- Personal Development coordinator is responsible for the planning and overview of the tutorial programme, TFTW and assembly rota
- Heads of Year, along with their assistants, are responsible for planning tutorials within the programme and reporting trends in the year group to inform planning

Staff are responsible for:

- Delivering RSHE in an unbiased and sensitive way
- Modelling positive attitudes linked to all aspects of RSHE
- Responding to the needs of individual pupils

- Following school child protection and safeguarding procedures should any concerns arise

Parents/carers: Parents play a key role in the development of their child's understanding of relationships, health and wellbeing. Parents/carers are invited to view the documents from the school website to understand the purpose of RSHE, access useful guides and discuss any concerns with us.

Students: Students have an input into the reviewing process for RSHE through, for example, LEV evaluations, student council meetings, Health Morning evaluations.

6. Safeguarding

RSHE at WBHS allows an open forum for students to discuss potentially sensitive issues. Students are aware of how they can raise any specific concerns with staff. Staff are trained so that any safeguarding concerns or disclosures made must follow school safeguarding procedures we have, which follow with Keeping Children Safe in Education 2024 guidance. Pastoral staff regularly review trends of topics and themes recorded on CPOMS that could be identified to inform planning and necessary inputs, such as assemblies, to support safeguarding. The Personal Development coordinator is a trained Deputy Designated Safeguarding Lead.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from some, or all of the sex education delivered as part of statutory RSHE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will discuss the request with parents and agree on appropriate action.

Appropriate alternative work will be given to pupils who are withdrawn from RSHE.

8. Monitoring and Evaluation:

This policy will be reviewed every two years or in line with national changes to legislation in relation to RSHE.