



Stone Soup Academy
Relationship, Sex and Health Education Policy (RSHE)

Approved by:

Kerrie Henton

Date: 24/07/2025

First Drafted on:

03 JULY 2025 KS

NB: This policy replaces the previous Relationship, Sex and Health Education Policy (RSHE), last reviewed 26 JULY 2024

Next review due by:

01 September 2026

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1. Aims

This policy covers our schools approach to Relationship, Sex and Health Education (RSHE) and was produced by the Assistant Principal: Personal Development in collaboration with the PSHE, RSHE, SMSC & RE Lead.

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSHE at Stone Soup Academy falls within our Personal Development offer. As such, it aligns with our five Personal Development Principles, but particularly the principles of 'Character' and 'Wellbeing and Community'. All content taught is also underpinned by our school values; Kindness, Celebration, Respect, Collaboration and Positivity.

Stone Soup Academy believes that RSHE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an entitlement for all young people
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. RSHE should acknowledge that family is a broad concept and not just one model. It includes a variety of types of family structure, and acceptance of different approaches should be recognised

- Encourage students and teachers to share and respect each other's views. Students should be aware of different approaches to sexual orientation and family structures without prejudice
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes where apt
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other education or training advisors.

2. Definition

RSHE is lifelong learning about physical, sexual, health, moral and emotional development. It involves acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes. It is about the understanding of the importance of healthy, stable and loving relationships, respect, love and care, for family life.

RSHE is the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

3. 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, we're 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 Stone Soup Academy we teach RSHE as set out in this policy.

4. Curriculum

RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional and health aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

The intended outcome of our RSHE programme is to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and all types of personal relationships
- avoid being exploited or exploiting others, or being pressured into unwanted or unprotected sex
- communicate effectively by developing appropriate terminology for relationship or sex issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity in sexual relationships
- understand the arguments for delaying sexual activity
- understand the reasons for having protected, safe sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

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 so that pupils are fully informed and don't seek answers online.

We are happy to share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum map in Appendix 1.

5. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- 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.

5.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel safe and supported and able to engage with the key messages
- Gives careful consideration to the level of differentiation needed

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the RSHE curriculum.

Students with Special Needs

We will ensure that all young people receive Relationship, Sex and Health education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Relationship, Sex and Health education is relevant to them.

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in either a whole-class setting, small groups or targeted sessions, 1-to-1 discussions, digital formats.

5.2 Use of resources

Stone Soup Academy delivers Relationship, Sex and Health Education through its PSHE Programme and is taught by a team of teachers with support from the Assistant Principal:

Personal Development in collaboration with the PSHE, RSHE, SMSC & RE Lead. It is further supported and supplemented by the PSHE Association and the Votes For Schools platform. Teaching staff will receive training held by the Assistant Principal: Personal Development and the Assistant Principal: Personal Development and the PSHE, RSHE, SMSC & RE Lead, including CPD offered via the PSHE Association and Educare.

When selecting resources we always try to consider the following:

- Does the resource align with the teaching requirements set out in the statutory RSHE guidance?
- Does the resource support pupils in applying their knowledge in different contexts and settings
- Is the resource age-appropriate, given the age, developmental stage and background of our pupils?
- Is the resource evidence-based and contain robust facts and statistics?
- Does the resource fit into our wider PSHE curriculum plan?
- Is the resource from a credible source?
- Is the resource compatible with effective and engaging teaching approaches?
- Is the resource sensitive to pupil experiences?

5.3 Use of Assessment

Assessment, where apt, is carried out in accordance with standard school policies and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills and attitudes. Routine meetings between a parent group and staff will be held to discuss the curriculum, content and outcomes for the Students.

6. Use of external organisations and materials

Specialists support staff with the teaching of certain aspects of the curriculum. These specialists may include health professionals, theatre groups, CGL, Equation and other accredited external providers.

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.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, age appropriate, in line with pupil's developmental stage and comply with this, and all following policies; the [Teachers' Standards](#), the [Equality Act 2010](#), the [Human Rights Act 1998](#) and the [Education Act 1996](#).

We **won't**, 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

7. 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 – Assistant Principal: Personal Development gathered all relevant information including national, local and contextual guidance
2. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy or contribute their thoughts for discussion via email
3. Pupil consultation – we investigated what exactly pupils want from their RSHE
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
5. Ratification – once amendments were made, the policy was shared with governors for approval.

8. Roles and responsibilities

8.1 The Board of Trustees

The board of trustees has delegated the review of this policy to Kerrie Henton - Executive Principal. Kerrie Henton has delegated the writing of this policy to Katy Smith - Assistant Principal: Personal Development.

8.2 The headteacher

The headteacher has delegated the responsibility 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 the sexual education components of RSHE (see section 9) to Katy Smith - Assistant Principal: Personal Development.

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/non-science] 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 Katy Smith - Assistant Principal: Personal Development..

You must include names/roles of those responsible for teaching RSHE in your school.

8.4 Pupils

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

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

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

10. Parents' right to withdraw

Parents/carers are not able to withdraw their child from any aspect of Relationships or Health education, however parents/carers are able to withdraw their child (following discussion with the school) from any or all aspects of Sex education (other than those which are part of the science curriculum) up to and until three terms before the age of 16.

Before doing this however, we would encourage you to attend a parent information session, which can be arranged via the school office.

Requests for withdrawal should be put in writing using the information in the relevant student year letter found in Appendix 2 of this policy and addressed to the headteacher.

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

Alternative school work will be given to pupils who are withdrawn from sex education.

11. Monitoring arrangements

The delivery of RSHE is monitored by Assistant Principal: Personal Development and the PSHE, RSHE, SMSC & RE Lead.

Pupils' development in RSHE is monitored by Personal Coaches, class teachers and our engagement team as part of our internal assessment systems.

This policy will be reviewed by the Assistant Principal: Personal Development annually. At every review, the policy will be approved by the Executive Principal.

Appendix 1: Curriculum map

Our RSHE programme is an integral part of our whole school PSHE education provision and will cover a wide range of issues across KS3 and KS4. Below is a half-termly breakdown of PSHE topics that will be covered:

Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Appendix 2: Parent Right to Withdraw from Sexual Education - Yr 9



Dear Parent/Carer,

As a part of your child's education at Stone Soup Academy, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, strategies and practical skills to live safe, healthy, productive lives and meet their full potential.

As part of our Year 9 PSHE/Relationship, Sex and Health Education (RSHE) and Social, Moral, Spiritual and Cultural (SMSC) curriculum, your child will have one dedicated lesson a week and discussions within tutor times covering topics such as:

- families
- conflict
- growing and changing including puberty
- personal hygiene
- changing feelings
- becoming more independent
- keeping safe and consent, contraception
- risk of sexually transmitted diseases

- healthy relationships including friendships and intimate relationships between all genders
- developing self-esteem and confidence
- diet and exercise
- employability
- online presence
- career options and goal setting ahead of GCSE options

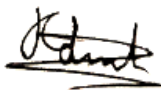
Our curriculum is devised by the PSHE association and Votes4Schools, ensuring that it is factual, topical and age appropriate. Pupils will have opportunities to ask questions that help prepare them for wider life outside of school and instil them with the confidence and skills to actively participate and contribute to society. All PSHE/RSHE/SMSC teaching takes place in a safe learning environment and is underpinned by our school ethos and values.

Parents/carers are not able to withdraw their child from any aspect of Relationships or Health education, **however parents/carers are able to withdraw their child (following discussion with the school) from any or all aspects of Sex education (other than those which are part of the science curriculum) up to and until three terms before the age of 16.**

If you do wish to withdraw your child from any aspect of the sex education tuition, please contact me in writing outlining your concerns. Before doing this, I would encourage you to attend the parent information session, as part of our celebration evenings. This will give you an opportunity to find out more about what your child will learn, view the materials and resources being used in lessons, discover how you can best support your child to discuss these topics at home and ensure you are fully informed before you make a decision.

For more specific information, and to see a detailed curriculum plan before then, please refer to the courses section of our website; <https://www.stonesoupacademy.org.uk/students/> or the PSHE/RSHE/RE policy. As a school community, we are committed to working in partnership with our parents and referrers so any questions or concerns about anything mentioned above, please do not hesitate to contact me; ksmith@stonesoupacademy.org.uk.

Best wishes,




Katy Smith
Assistant Principal: Personal Development

Appendix 2: Parent Right to Withdraw from Sexual Education - Yr 10



Dear Parent/Carer,

As a part of your child's education at Stone Soup Academy, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, strategies and practical skills to live safe, healthy, productive lives and meet their full potential.

As part of our Year 10 PSHE/Relationship, Sex and Health Education (RSHE) and Social, Moral, Spiritual and Cultural (SMSC) curriculum, your child will have discussions within tutor times covering topics such as:

- families
- managing periods of transition of change

- mental health
- healthy relationships including friendships and intimate relationships between all genders
- healthy sex expectations and pornography
- influences and impact of drugs, alcohol, gangs, role models, the media and social media
- becoming more independent
- keeping safe and consent, contraception
- risk of sexually transmitted diseases
- developing self-esteem and confidence
- diet and exercise
- employability
- community cohesion and addressing extremism
- preparation for work experience and readiness for work

Our curriculum is devised by the PSHE association and Votes4Schools, ensuring that it is factual, topical and age appropriate. Pupils will have opportunities to ask questions that help prepare them for wider life outside of school and instil them with the confidence and skills to actively participate and contribute to society. All PSHE/RSHE/SMSC teaching takes place in a safe learning environment and is underpinned by our school ethos and values.

Parents/carers are not able to withdraw their child from any aspect of Relationships or Health education, **however parents/carers are able to withdraw their child (following discussion with the school) from any or all aspects of Sex education (other than those which are part of the science curriculum) up to and until three terms before the age of 16.**

If you do wish to withdraw your child from any aspect of the sex education tuition, please contact me in writing outlining your concerns. Before doing this, I would encourage you to attend the parent information session, as part of our celebration evenings. This will give you an opportunity to find out more about what your child will learn, view the materials and resources being used in lessons, discover how you can best support your child to discuss these topics at home and ensure you are fully informed before you make a decision.

For more specific information, and to see a detailed curriculum plan before then, please refer to the courses section of our website; <https://www.stonesoupacademy.org.uk/students/> or the PSHE/RSHE/RE policy. As a school community, we are committed to working in partnership with our parents and referrers so any questions or concerns about anything mentioned above, please do not hesitate to contact me; ksmith@stonesoupacademy.org.uk.

Best wishes,



Katy Smith

Appendix 2: Parent Right to Withdraw from Sexual Education - Yr 11



Dear Parent/Carer,

As a part of your child's education at Stone Soup Academy, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education



programme. PSHE education is the curriculum subject that gives young people the knowledge,

understanding, strategies and practical skills to live safe, healthy, productive lives and meet their full potential.

As part of our Year 11 PSHE/Relationship, Sex and Health Education (RSHE) and Social, Moral, Spiritual and Cultural (SMSC) curriculum, your child will have discussions within tutor times covering topics such as:

- personal values, assertive communication
- managing periods of transition of change
- mental health and stress management
- healthy relationships including friendships and intimate relationships between all genders
- healthy sex expectations and pornography
- influences and impact of drugs, alcohol, gangs, role models, the media and social media
- keeping safe and consent, relationship challenges and signs of abuse
- risk of sexually transmitted diseases, contraception, sexual health
- developing self-esteem and confidence
- diet and exercise
- different families, parental responsibilities, pregnancy, marriage and forced marriage
- community cohesion and addressing extremism
- college application processes and skills for further education, employment and career progression

Our curriculum is devised by the PSHE association and Votes4Schools, ensuring that it is factual, topical and age appropriate. Pupils will have opportunities to ask questions that help prepare them for wider life outside of school and instil them with the confidence and skills to actively participate and contribute to society. All PSHE/RSHE/SMSC teaching takes place in a safe learning environment and is underpinned by our school ethos and values.

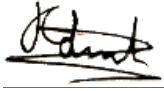
Parents/carers are not able to withdraw their child from any aspect of Relationships or Health education, **however parents/carers are able to withdraw their child (following discussion with the school) from any or all aspects of Sex education (other than those which are part of the science curriculum) up to and until three terms before the age of 16.**

If you do wish to withdraw your child from any aspect of the sex education tuition, please contact me in writing outlining your concerns. Before doing this, I would encourage you to attend the parent information session, as part of our celebration evenings. This will give you an opportunity to find out more about what your child will learn, view the materials and resources being used in lessons, discover how you can best support your child to discuss these topics at home and ensure you are fully informed before you make a decision.

For more specific information, and to see a detailed curriculum plan before then, please refer to the courses section of our website; <https://www.stonesoupacademy.org.uk/students/> or the PSHE/RSHE/RE policy. As a school community, we are committed to working in partnership with our parents and referrers so any questions or concerns about anything

mentioned above, please do not hesitate to contact me;
ksmith@stonesoupacademy.org.uk.

Best wishes,



Katy Smith
Assistant Principal: Personal Development

