



## **RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION POLICY**

**Adopted by the Governors of Teignmouth  
Community School**

**17 September 2025**

**Review date:**

**As required and no later than September 2026**

### **Amendment Record**

Version #	Date	Amended By	Nature of Change
1	17.9.20	Kelly Maloney	New policy
2	17/11/23	Kelly Moloney	Scheme of work
3	17.09.2025	Sarah Alecock	Annual Review including a change to Scheme of Learning

# RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION POLICY

This policy has been created in line with the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education' 2019 statutory guidance.

## Statement of Intent

Our intent at Teignmouth Community School is to deliver a PSHE curriculum that equips students with the essential knowledge, skills and attitudes to navigate the complexities of modern life with confidence and resilience. We intend to foster personal development, emotional well-being and social responsibility, empowering young people to make informed decisions, build positive relationships and understand their rights and responsibilities as active citizens.

Through a broad and balanced program, students will explore topics related to health and well-being, diversity and inclusion, careers, relationships and sex education, financial literacy, and we are committed to providing a safe and inclusive learning environment where all students feel valued and supported.

Our intent is to prepare students not only for their current challenges but also for lifelong learning and participation in society, promoting respect, empathy and ethical behaviour.

This policy outlines how the school's RSE and health education curriculum will be organised and delivered to ensure it meets the needs of all pupils.

## **1. Legal framework**

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2022) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- Children and Social Work Act 2017 (Updated 2021)
- Equality Act 2010 and schools
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

## **2. Roles and responsibilities**

2.1 The Headteacher is responsible for, and may delegate through the PSHE Lead:

- The overall implementation of this policy.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents/carers are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.2 The PSHE subject leader is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum complements, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.

- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

### 2.3 Curriculum and pastoral staff are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENDCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the PSHE subject leader about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

### 2.4 The SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of Learning coaches in order to meet pupils' individual needs.

## 3. Organisation of the RSE and health education curriculum

3.1 The majority of the RSE and health education curriculum will be delivered through regular timetabled PSHE lessons which occur once a fortnight. Some elements are also taught via the science curriculum. The RSE and Health education curriculum will also be supported by assemblies and external speakers where appropriate. There will also be a focus on Mental Health during Tutor time once per year, usually the summer term, to coincide with mental health awareness week.

### 3.2 At Teignmouth Community School, our PSHE curriculum including our RSE program will:

- Be age appropriate and differentiated to the needs of ALL students.
- Present information in an objective, balanced and sensitive manner.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent.
- Reinforce the importance of loving relationships, rooted in mutual respect.
- Ensure protected characteristics are positively represented and supported in our curriculum.
- Ensure students can identify the qualities of healthy and unhealthy relationships.
- Allow students to examine the physical and emotional implications of their behaviour
- Make students aware how and where to seek help when needed.
- Prepare students for the journey from adolescence to adulthood.
- Provide students with a safe environment to learn about sexual orientation and gender identity.
- Ensure that students have a clear understanding of sexual and reproductive biology including knowledge of sexually transmitted diseases.
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception.
- Place paramount importance on online safety and the risks of using social media and the internet.
- Be informed by local and national data e.g. the Devon Health Related Behaviour Questionnaire (DHRBQ), the Big Ask, & the Devon Joint Strategic Needs Assessment (DJSNA), to ensure it meets the needs of our specific pupils.

## 4. RSE and Health Education: Subject overview

4.1 RSE and Health Education is delivered as part of our comprehensive PSHE programme. The PSHE programme also includes careers education. Lessons are based on best practice disseminated by the PSHE Association and Unifrog, our on-line careers platform. All lessons have been sequenced and tailored to meet the needs of the TCS

Community. The subject routemap for Year 7 – 13 is given at Annex B. The subject overview with lesson titles is given at Annex C. Further information can be obtained by contacting the PSHE lead at [sarah.alecock@teignmouthcommunityschool.co.uk](mailto:sarah.alecock@teignmouthcommunityschool.co.uk)

## **5. Working with external agencies**

5.1 Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

5.2 The school will check the visitor/visiting organisation's credentials of all external agencies. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## **6. Withdrawal from lessons**

6.1 Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The curriculum detailed in Annex C makes it clear when the sex education lessons fall. Parents do not have a right to withdraw their child from the relationships or health elements of the programmes. Requests to withdraw a child from sex education will be made in writing to the Headteacher. Before granting a withdrawal request, the Headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

6.2 Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.

## **7. Safeguarding and confidentiality**

7.1 Teachers are aware that effective PSHE and RSE, which brings an understanding of what is and what is not appropriate in many aspects of young lives, including relationships, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead, in their absence their deputy. Teachers will seek to mitigate in class disclosures through the establishing and reinforcing of consistent and supportive class room rules, these are based on the whole school non-negotiables, with additional focus on respect. Class based discussion will be carefully controlled and facilitated by the teachers to ensure that students do not share personal experiences in class, where needed students will be stopped and invited to discuss sensitive topics with the teacher supported by the pastoral team.

## **8. Assessment**

8.1 The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Lessons are planned to provide suitable challenge to pupils of all abilities. In class assessment will be used by classroom teachers to identify where pupils need extra support or intervention. There are no formal examinations for RSE and health education; however, teachers are expected to follow whole school approaches with in class assessment and live feedback, such as the use of whiteboards and voting. Where there is clear evidence that the curriculum needs amendment to meet changing needs, classroom teachers are expected to raise that with the PSHE lead so that the curriculum can be amended. Once per term, students will complete an on-line assessment to identify where there are areas that need further work within the curriculum.

## **9. Monitoring and review**

9.1 This policy will be reviewed by the Headteacher in conjunction with the PSHE subject leader on a biennial basis. Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher. Any changes to the policy will include a consultation period with staff and parents. A copy of the letter sent to parents is given at Annex A.

## **Annex A: Annual Review Parental Consultation Letter**

Dear Parents and Carers,

### **RSE and Health Education Policy Annual Review**

Please find attached the draft RSE and Health Education Policy for implementation in September 2025. At TCS, RSE and Health Education are delivered as part of a comprehensive suite of PSHE (Personal Social Health Economic) lessons. The key changes in this updated policy are the details of our new PSHE curriculum which has been developed in accordance with (but not limited to):

- Statutory guidance
- Best Practice guidance from the PSHE Association.
- Student Voice.
- Feedback through whole school parent forums
- Advice from the TCS safeguarding and pastoral teams.

Parents are now invited to review and provide feedback on the attached policy by 5pm on Mon 13<sup>th</sup> July ahead of the draft policy being presented to governors for approval. Feedback can be e-mailed to the PSHE Lead, Sarah Alecock at [sarah.alecock@teignmouthschool.co.uk](mailto:sarah.alecock@teignmouthschool.co.uk) or parents can request a phone call or meeting in person.

Yours Sincerely,

Sarah Alecock

Subject Lead for PSHE



## PSHE

### Preparing you for life in modern Britain



## KS3- KS4/5 Subject

### KS3

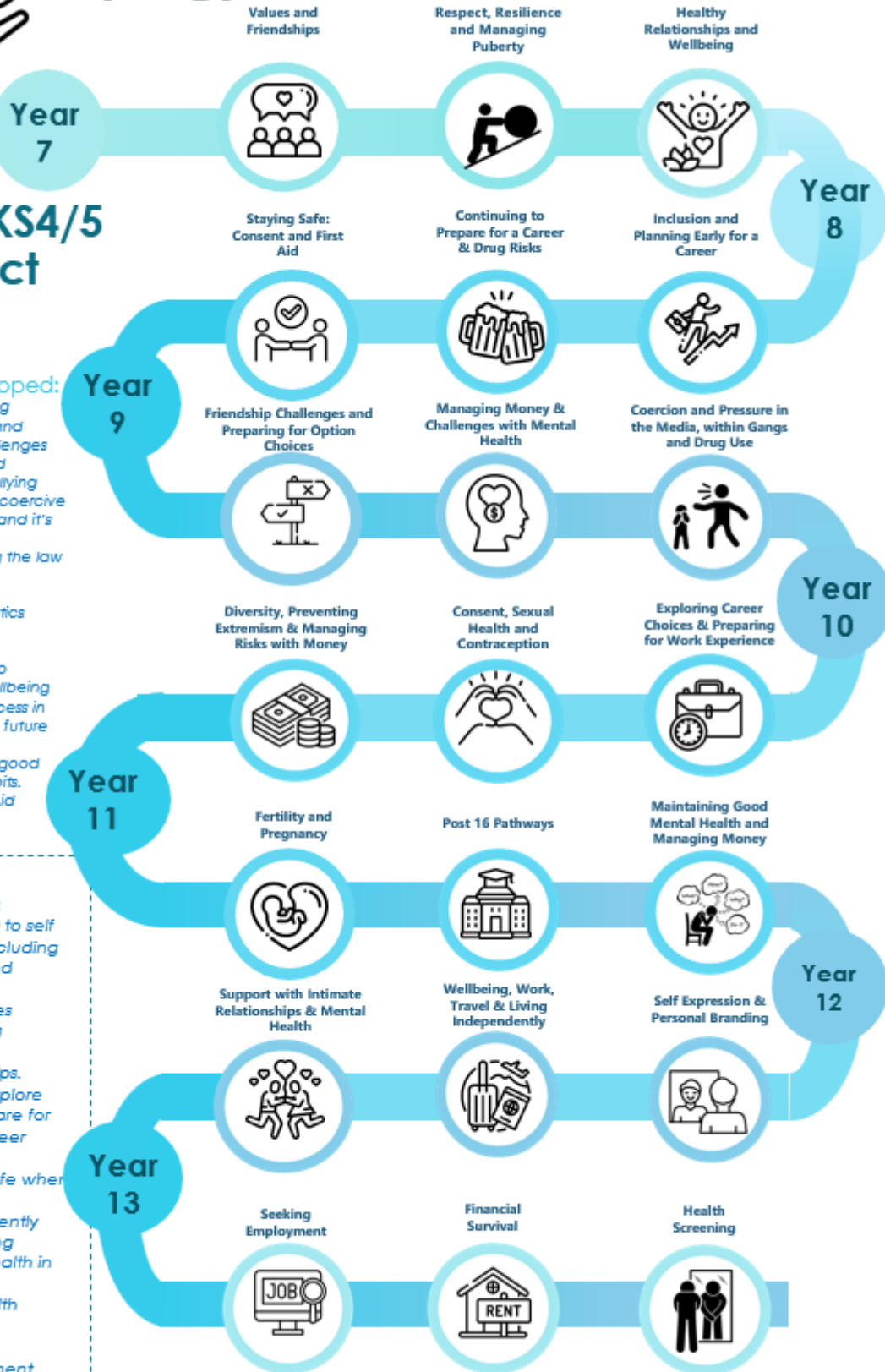
#### Skills developed:

- ❖ Overcoming friendship and family challenges
- ❖ Identify and tackling bullying
- ❖ Describing coercive behaviour and its impact
- ❖ Interpreting the law regarding protected characteristics
- ❖ Consent
- ❖ Identifying strategies to support wellbeing
- ❖ Linking success in school with future careers
- ❖ Identifying good money habits.
- ❖ Basic First Aid

### KS4/5

#### Skills Learnt:

- ❖ Safe ways to self express including tattoos and cosmetic procedures
- ❖ Managing intimate relationships.
- ❖ How to explore and prepare for future career options
- ❖ Staying safe when travelling independently
- ❖ Maintaining mental health in adversity.
- ❖ Adult health screening
- ❖ Financial management including salaries.





## **Annex C – Lesson Focus**

### **Year 7**

Autumn Term	Values and Friendships	What can I do to ensure that I thrive at TCS?
		How do I set goals so that I thrive at TCS?
		How do I navigate friendships and show empathy so that I thrive at TCS?
		How do I prevent and respond to bullying so that I, and my peers, thrive at TCS?
		What are the causes of friendship challenges and how do I resolve them?
		How do I show that I respect similarities and differences so that I, and my peers, thrive at TCS?
Spring Term	Respect, Resilience and Managing Puberty	How do I continue to show respect for my school community?
		How do I protect myself from unhealthy relationships and coercive control?
		What is FGM and how do I help ensure human rights for women are upheld?
		What attitudes (including misconceptions and discrimination) exist in society?
		How can I build resilience and learn from setbacks?
		How do I deal with the emotional challenges of puberty?
Spring Term	Healthy Relationships and Wellbeing (Good Mental Health)	What do I need to support myself or others with menstruation?
		What are the characteristics of a healthy relationship?
		What skills do I need to resolve conflict in the family?
		What are the risks with social media and how do I develop digital resilience?
		How to recognise when someone needs support with unhealthy coping strategies?
		What healthy ways are there of managing difficult feelings and challenges?

### **Year 8**

Autumn Term	Inclusion and Planning Early for a Successful Career	What is the impact of stereotypes and bias?
		What is discrimination and how are we protected from discrimination by law?
		How should we deal with differences in values and disagreements?
		How will Unifrog help me to develop my interests and contribute to Careers Education here at TCS?
		How do Employers recruit and what do I need for a good CV?
		What challenges and rewards are associated with work?
Spring Term	Continuing to Plan for a Successful Career and Understanding Drug Risks	How can I use my skills, abilities and interests to formulate realistic goals for my future?
		What does success mean to me?
		What do I need to know about careers and the climate?
		What are the risks associated with caffeine use?
		What are the risks with tobacco, nicotine and vaping?
		What are the risk associated with alcohol use?
Summer Term	Consent and First Aid	What are the legal and ethical implications of consent (Giving and seeking permission)?
		How do I avoid making assumptions when it comes to consent?
		What is meant by freedom and capacity to consent?
		First Aid: How do I deal with bleeding?
		First Aid: How do I deal with Asthma and Allergies?
		First Aid: How do I deal with Choking and Head Injuries?



## Year 9

Autumn Term	Friendship Challenges and Preparing for Options	How can I deal with Friendship Challenges and Bullying (Part 1)?
		How can I deal with Friendship Challenges and Bullying (Part 2)?
		How will Unifrog help me to develop my interests and contribute to Careers Education here at TCS?
		What are my skills and talents?
		What are the main learning pathways after school?
		What do I need to know to make informed decisions about what to study at KS4?
Spring Term	Developing Career Ideas and Managing Mental Health	How do I take control of my career journey?
		How do I manage my money when working and earning?
		What is the labour market band why is it important?
		How do I continue to develop mental resilience?
		What strategies could help me cope with change, loss and grief?
		How can I manage emotional challenges in a healthy way?
Summer Term	The Media and Drugs and Gangs	How could relationships in the media affect expectations, behaviours and values?
		How can I recognize healthy and unhealthy social groups and the factors which can affect choices?
		What are the risks in belonging to a gang and consequences of gang behaviours?
		What are young people's attitudes and behaviours regarding drug use?
		What are the potential consequences of using illegal drugs?
		What are the short and long-term effects of alcohol and cannabis use on individuals?

## Year 10

Autumn Term	Planning my future Career and Seeking Work Experience	What role does intimacy and pleasure have in a relationship?
		How can pornography impact a relationship?
		How do I protect myself from pressure, persuasion and coercion in relationships?
		How will Unifrog help me prepare for work experience and a future career?
		What career opportunities are there out there?
		What type of career is best for me?
Spring Term	Intimate, Relationships Contraception and Sexual Health	What do I need to do to prepare for work experience?
		How can I look after my wellbeing in the workplace?
		What is best; In person, hybrid working or remote?
		What are the potential consequences of sex on health and how do I ensure I am protected from them?
		How would someone use condoms and other forms of contraception effectively?
		How can I manage my wellbeing at the end of a relationship?
Summer Term	Extremism and Managing Money	How do individual beliefs and actions impact on societal cohesion?
		How does violent extremism differ from legitimate protest?
		How are people drawn into extremist groups?
		How do I stay in control of my finances both now and in the future?
		What financial products might I choose to use as an independent adult?
		What do I need to know about gambling?

## Year 11

Autumn	Family Planning	What do I need to know about fertility and Parenthood?
Term	and Employability	What can happen post pregnancy (Part 1)?
		What can happen post pregnancy (Part 2)?
		How will Unifrog help me prepare for education or training post 16?
		What are My Employability Skills?
		What choices are open to me post 16?
Spring	Post 16 Options,	Which post 16 options are right for me?
Term	Challenge and	What do I need to know about volunteering and paid work?
	Resilience	How does the money compare; apprenticeships v higher education?
		What challenges might I and my peers face and what strategies can be used to overcome them?
		What strategies can I use to build resilience?
		How do I recognise when someone may need support with their mental wellbeing?
Summer	Preparing for Final	What revision strategies are going to help me now (Part 1)?
Term	Exams	What revision strategies are going to help me now (Part 2)?
		What revision strategies are going to help me now (Part 3)?

## Year 12

Autumn		How can I ensure a successful transition to TCS6?
Term		What do I need to know about tattoos and piercings?
		What do I need to know about cosmetic procedures?
		How can Unifrog support me with attaining my career aspirations?
		What do I need to do with my personal branding ahead of mock interviews and work experience?
		How do I perform well during the mock interviews?
Spring		How do I network and be enterprising?
Term		How do I balance life, learning and work to maintain wellbeing?
		What makes an employer 'good' to work for?
		How can I stay safe when travelling and living independently?
		What do I need to know about travelling and living independently in the UK and abroad?
		What do I need to know about alcohol and drugs when travelling and living abroad?
Summer		What can harassment in the workplace look like and how could it be dealt with?
Term		What can coercive control in relationships look like and how could it be dealt with?
		What can domestic violence in a relationship look like and how could it be dealt with?
		What can I do to maintain my own and support others with their mental health?
		What can I learn from other people's experience with mental health conditions?
		How can Kooth and the Samaritans support me and my peers now and in the future?

## Year 13

Autumn		What do I need to before seeking 1:1 careers guidance?
Term		What do I need to know about Post 18 choices?
		How will I confidently manage transition to post 18?
		How should I prepare for employer assessment days?
		What do I need to know about being self employed or being freelance?
		Should employers adopt a four day week?
Spring		How do I manage my finances when working?
Term		What can I do to make sure I survive financially in a crisis?
		How do I plan finances for the future?
		What do I need to know about testicular health?
		What do I need to know about breast cancer awareness?
		What do I need to know about sexual health?
Summer		
Term		