



RSHE Policy 2025-2026

Externally Published Guidance

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

1. Policy Overview

1.1 This policy outlines TBAC's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2021 and other relevant guidance documents and statutory requirements.

1.2 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2021 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships, Sex and Health Education compulsory for pupils receiving secondary education.

1.3 The RSHE teaching at TBAC contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a progressive, sequenced, age-appropriate manner.

1.4 The RSHE policy has been developed in conjunction with DfE Statutory Guidance

2. Scope & Principles

2.1 The RSHE policy has been developed following consultation with the leadership team and commissioning schools/local authorities.

When developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

2.2 The RSHE policy is available on the TBAC website.

2.3 The RSHE policy and RSHE curriculum will be reviewed annually. This review will be informed by the following: pupil and staff feedback.

2.4 RSHE is lifelong learning about physical, moral and emotional development. Through RSHE pupils learn about healthy relationships, diversity, respect, love and commitment, healthy lifestyles, safety both on and offline, puberty, sex, sexuality and sexual health.

2.5 The key aim in providing RSHE is to safeguard our pupils. During their time at TBAC, pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life.

2.6 It is acknowledged that not all parents feel confident or comfortable talking to their children about this area therefore our work at TBAC ensures that all pupils have a standard level of education about key aspects needed to keep safe and make positive, informed and healthy choices.

3. Aims & Objectives

3.1 The RSHE programme will focus on three elements: exploring attitudes and values; developing skills; and, improving knowledge and understanding. The aim is to develop well- rounded individuals who respect themselves and others, can communicate effectively and take responsibility for their actions.

3.2 The key objectives of the RSHE programme are to:

- Develop knowledge and understanding of what positive and healthy relationships look like and the skills to form nurturing relationships of all kinds, not just intimate relationships
- Enable pupils to recognize unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others
- Give pupils the knowledge, skills and confidence to make informed, healthy decisions about their own mental and physical health
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Develop an awareness and understanding of relevant laws, for example those around consent, sexual violence, rape, drugs, and image-sharing
- Develop knowledge and understanding of human sexuality and sexual health, including Sexually Transmitted Infections, sexual orientation, contraception and reasons for delaying sexual activity
- Support pupils to develop a positive sense of their own identity, showing respect for themselves and others, and having resilience
- Support pupils to keep safe, both online and offline, including assessing the risks and benefits of their actions and recognising that pressures and influences come from a range of sources
- Provide pupils with the knowledge and skills to access appropriate support

3.3 The RSHE programme is based on the needs of pupils in the provision with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and Fitness, in addition to more focused learning through RSHE sessions, tutor time sessions and mentoring.

4. Equality, Inclusion and Support

4.1 We are required to comply with the requirements of the Equality Act 2010. TBAC values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

4.2 RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

4.3 There are many different faith and cultural perspectives on aspects of RSHE. At TBAC we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community, encouraging tolerance and engagement with those having different views. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at TBAC fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught in our RSHE programme and when.

4.4 We will use a range of materials and resources that reflect the diversity of the TBAC population and encourage acceptance and tolerance. We want every pupil and family to feel included, celebrated, respected and valued.

4.5 Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be shared with parents/carers and a plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

4.6 A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means

that resources and books used will reflect both the TBAC community and wider society.

5. Right to withdraw from sex education

5.1 Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from RSHE can be detrimental and lead to them receiving less accurate, second-hand information from peers.

5.2 To request that a pupil be excused from Sex Education parents should write to the Head of Education. The Head of Education will arrange to speak with parents to explore their views and ensure that the nature and purpose of RSHE is understood. A written record will be kept of this discussion.

Except in exceptional circumstances TBAC will respect a parent's right to excuse their child up until three terms before a pupil's 16th birthday when the child can choose to be included in Sex Education.

5.3 The process above is the same for pupils with SEND, however in exceptional circumstances the Head of Education may take account of a pupil's specific needs arising from their SEND when agreeing or not any application to be excused.

5.4 Teachers will plan appropriate, purposeful education for pupils who are withdrawn from sex education.

Appendix

1. The Curriculum

Due to the size and nature of TBAC, RSHE is taught in a whole group setting. The Head of Education monitors the curriculum we deliver to ensure that it is age appropriate.

Some elements of RSHE may be delivered through the Science curriculum.

In addition to this we will work towards the outcomes outlined in the government's RSHE Guidance, under the headings shown below. Each topic will be covered in an age-appropriate way during a pupil's time at TBAC, with regular repetition of key themes.

These elements will be delivered through timetabled Personal, Social, Health & Economic Education (PSHE) sessions, drop down days, tutor time and mentoring sessions.

Learning will also be supported through cross-curricular approaches.

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health
- Peer on Peer Abuse
- Sexual Violence and Sexual Harrassment
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body
- Careers
- Character
- Finance

2. Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, textbooks and resources.

3. Teaching and Learning

The Head of Education is responsible for planning lesson content and providing relevant resources to all teaching staff who deliver. Teaching assistants may provide additional support for pupils with SEND. Everyone involved in the teaching of RSHE will follow TBAC policy.

The personal beliefs and attitudes of staff will not influence the delivery of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE, will work to the agreed values within this policy.

To ensure that all pupils feel able to contribute effectively to RSHE several teaching strategies will be used, including:

- Establishing a group agreement with pupils.
- Using 'distancing' techniques (e.g. Case studies and role-play)
- Dealing with questions in an age-appropriate manner
- Using discussion and appropriate materials
- Encouraging reflection.

RSHE will be delivered all year round – parents/carers will be informed of what will be covered.

4. External speakers

We may use outside visitors to enhance the RSHE provision delivered by teachers. We plan these inputs carefully to ensure effectiveness. All visiting speakers will:

- be suitably qualified to deliver RSHE sessions
- be aware of the TBAC policy on RSHE and work within this
- be supervised by a member of staff at all times when on TBAC premises
- alert the teacher to any safeguarding concerns
- understand the contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked

5. Safe learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions of the teacher or other pupils are not appropriate.

Some staff may feel it is appropriate to use a 'question box' to allow all pupils an opportunity to write questions down if they do not choose to ask these in front of the whole class.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. These questions will be answered in a factual and balanced manner appropriate to the age of pupils.
- The questions will also be fed back to the Head of Education as part of the evaluation and monitoring process.
- If a teacher becomes concerned that any questions or comments indicate that a pupil is at risk, then they will follow TBAC's safeguarding arrangements for further support.

6. Staff Training

All staff delivering RSHE will receive training. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member within TBAC, team-teaching, observations, or attendance at an internal or external training event. Training on more specific RSHE topics will take place as and when required to support the needs of teachers, pupils and TBAC as a

whole.

7. Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. Teachers will use a range of assessment strategies to assess understanding.

These strategies will be in line with the PHSE Association's Secondary Assessment guide.

8. Parents

We believe that RSHE is a partnership between TBAC and parents/carers. We recognize that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered at TBAC is explored in more detail within the context of individual families.

We will regularly consult with parents on an annual basis about any needs they may have in relation to our RSHE programme e.g. Parent satisfaction survey.

Any parents wanting more information about our RSHE curriculum can contact the Head of Education directly.

9. Confidentiality, safeguarding and child protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional

confidentiality. Pupils will be informed if confidentiality must be broken, due to safeguarding concerns, and supported as appropriate. Please see our Safeguarding policy for more details of risk factors.

Through taught lessons, teaching staff will signpost pupils to sources of confidential local and national support services.

- Counsellor
- CAMHS



10. Menstrual wellbeing

Pupils who are menstruating will be supported in the following ways:

- Sanitary disposal units are available in female toilets
- Free Sanitary products are available in the female toilets and stock is regularly monitored. This is a universal offer.