



Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Aspire • Believe • Achieve

Staff member responsible:	Hazel McCalvey
Role:	Deputy Head
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Ratified by governing board:	
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1. Introduction

Frewen College is a coeducational independent day and boarding school for students aged 7-19 with dyslexia and co-occurring specific learning difficulties (SpLD).

Our RSHE curriculum is designed to help students understand themselves, develop healthy and respectful relationships, recognise risks, protect their wellbeing, and prepare for adult life. The curriculum reflects the learning needs of our students and is delivered in a structured, inclusive and accessible way.

We recognise that pupils with dyslexia and co-occurring SpLDs may require information to be revisited regularly and presented in multiple formats. Teaching therefore incorporates visual supports, explicit vocabulary instruction, repetition, modelling and opportunities for guided discussion.

RSHE plays a vital role in safeguarding and supports pupils in understanding how to stay safe, healthy and respectful both online and offline.

This policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025, implemented September 2026), the Independent School Standards, and current safeguarding requirements. The policy will be reviewed annually, or sooner if statutory guidance changes.

2. Policy Aims

Our RSHE programme aims to ensure students develop the knowledge, skills and values needed to lead safe, healthy and fulfilling lives.

Knowledge

Students will:

- Understand biological sex, human development, puberty and reproduction.
- Know the characteristics of healthy friendships, families and relationships.
- Understand physical and mental health and wellbeing.
- Learn about consent, personal safety and relevant laws.
- Understand online safety risks and how to respond appropriately.
- Know how and where to access support and healthcare services.

Skills

Students will:

- Communicate feelings, boundaries and needs appropriately.

- Manage conflict respectfully.
- Recognise unhealthy or risky situations.
- Critically evaluate information encountered online.
- Seek help when needed.
- Make informed and responsible decisions.

Values

Students will:

- Demonstrate respect, kindness and empathy.
 - Appreciate diversity and difference.
 - Challenge bullying, prejudice and discrimination.
 - Develop resilience and self-worth.
 - Take responsibility for their own behaviour and wellbeing.
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3. Statutory Framework

This policy is based upon:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (updated July 2025, implemented September 2026).
- Children and Social Work Act 2017.
- Equality Act 2010.
- Keeping Children Safe in Education (current edition).
- SEND Code of Practice (2015).
- Education (Independent School Standards) Regulations 2014.
- Independent School Standards Guidance (current edition).
- ISI Inspection Framework.

The school will keep this policy under annual review to ensure continued compliance with statutory requirements, safeguarding expectations and the Independent School Standards.

4. Curriculum Intent

Our RSHE curriculum is designed to:

- Provide a carefully sequenced curriculum from Years 7-13.

- Build knowledge progressively through a spiral curriculum model.
 - Support safeguarding and personal development.
 - Promote healthy relationships and respect for others.
 - Promote positive, healthy and respectful relationships and encourage pupils to develop confidence, responsibility and good judgement in their interactions with others.
 - Respond to emerging risks and contemporary issues.
 - Meet the needs of pupils with dyslexia and associated specific learning differences.
 - Prepare pupils for life in modern British society.
 - Meet the expectations of the Independent School Standards and DfE guidance.
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5. Curriculum Structure and Delivery

5.1 Timetabled Provision

Frewen College delivers RSHE through a dedicated double lesson each Friday afternoon. Lessons are delivered by form tutors, providing an additional layer of pastoral triangulation and enabling themes, discussions and individual support needs to be reinforced and explored further through tutor time when appropriate.

This approach ensures:

- Consistent entitlement across year groups.
- Curriculum continuity and progression.
- Effective quality assurance and monitoring.
- Opportunities for cross-phase learning.
- Access to visiting specialists and enrichment activities.

RSHE themes are also reinforced through:

- Assemblies.
- Tutor time.
- Safeguarding education.
- Pastoral support.
- ICT and Computing lessons.
- Wider curriculum opportunities.

5.2 Secondary RSHE (Years 7-13)

Students learn about:

- Respectful relationships and healthy intimacy.
- Personal boundaries and consent.
- Sexual health, contraception and STIs.
- Pregnancy and reproduction.
- Mental health and emotional wellbeing.
- Substance misuse and risk-taking behaviour.
- Digital relationships and online safety.
- Sexual harassment and harmful sexual behaviour.
- Coercive and controlling behaviour.
- Misogyny and violence against women and girls.
- Harmful stereotypes and prejudice.
- Incel culture and harmful online influences.
- AI-generated content, misinformation and manipulated media.
- Knife crime awareness and personal safety.
- Conflict resolution and managing disagreement safely.
- Post-16 transitions, employment, independence and adult life.
- Accessing healthcare services and support appropriately.

5.3 Schemes of Work

The school uses the PSHE Association Programme of Study (Years 7-13), supplemented with additional resources to ensure full coverage of September 2026 statutory requirements.

Schemes of work are mapped against statutory requirements and reviewed annually.

6. Core Curriculum Areas

6.1 Relationships Education

Students learn about:

- Positive family relationships.
- Healthy friendships.
- Respect, empathy and kindness.
- Communication skills.
- Managing disagreement and conflict.
- Anti-bullying strategies.
- Online communication and digital etiquette.
- Personal boundaries.

- Seeking help and support.
 - Equality Act protected characteristics.
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6.2 Sex Education

Students learn about:

- Biological sex and reproductive systems.
- Biological differences between male and female reproductive systems and their functions.
- The protected characteristic of gender reassignment under the Equality Act 2010.
- Puberty and adolescent development.
- Sexual intercourse and pregnancy.
- Contraception and reproductive choices.
- Sexually transmitted infections.
- Sexual health services.
- Consent, both legal and ethical.
- Healthy intimate relationships.
- Coercion, manipulation and controlling behaviours.
- Pornography, its potential harms and legal considerations.
- Sexual harassment, including online forms.
- Sextortion and image-based abuse.
- Deepfakes and manipulated sexual imagery.
- Misogyny and violence against women and girls.
- Challenging harmful attitudes and stereotypes.
- Incel culture and harmful online communities.
- Menstrual health.
- Fertility and reproductive health.
- Gillick competence and young people's rights in relation to healthcare decision-making.
- Accessing healthcare services and reliable sources of medical information.

Teaching will use correct scientific and anatomical terminology, including the proper names for body parts and genitalia, delivered in an age-appropriate and developmentally appropriate manner. Staff will ensure vocabulary is explicitly taught and revisited to support pupils with dyslexia and associated learning differences.

6.3 Health Education

Students learn about:

- Mental health and wellbeing.
 - Anxiety, stress and emotional regulation.
 - Resilience and coping strategies.
 - Sleep and healthy routines.
 - Nutrition and physical wellbeing.
 - Exercise and healthy lifestyles.
 - Drugs, alcohol, tobacco and vaping.
 - First aid and emergency response.
 - Grief, loss and bereavement.
 - Suicide prevention and how to seek help for suicidal thoughts or concerns about others.
 - Personal safety, including road, rail, water and fire safety.
 - Knife crime awareness.
 - Online safety and digital resilience.
 - Rights, responsibilities and protections under current online safety legislation, including age-appropriate understanding of the Online Safety Act.
 - Artificial intelligence and digital literacy.
 - Misinformation and disinformation.
 - Financial scams, fraud and online manipulation.
 - Decision-making and risk management.
 - The age of criminal responsibility and how criminal law applies to children and young people.
 - Accessing support services and healthcare professionals.
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7. Teaching Methods and Safe Practice

Teachers establish safe learning environments by:

- Agreeing classroom ground rules.
- Using distancing techniques such as scenarios and case studies.
- Avoiding personal questioning.
- Providing opportunities for anonymous questions.
- Addressing misinformation sensitively.
- Using factual, age-appropriate and evidence-based resources.
- Supporting pupils who may find topics emotionally challenging.

Staff will actively challenge everyday sexism, misogyny, homophobia and stereotypes when they arise both within RSHE lessons and across the wider school environment.

8. SEND and Accessibility

All teaching is adapted to meet the needs of students with:

- Dyslexia.
- Developmental Language Disorder.
- ADHD.
- Autism.
- Sensory needs.
- Working memory difficulties.
- Processing speed difficulties.

Strategies include:

- Plain language explanations.
 - Visual supports and diagrams.
 - Explicit vocabulary teaching.
 - Scaffolding and chunking.
 - Frequent retrieval practice.
 - Dual coding approaches.
 - Repetition and consolidation.
 - Structured discussion opportunities.
 - Additional adult support where appropriate.
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9. Equality, Diversity and Respect

The school is committed to promoting equality, dignity and respect.

RSHE supports students in understanding:

- Equality Act protected characteristics.
- Individual rights and responsibilities.
- Respectful behaviour.
- Inclusion and belonging.
- The harm caused by discrimination and prejudice.
- The importance of treating all people with dignity and respect.

All RSHE teaching is delivered objectively, accurately, sensitively and in an age-appropriate manner.

When teaching about gender and identity, staff will:

- Not use materials that oversimplify gender identity through cartoons or diagrams, or that perpetuate stereotypes.
 - Not teach as fact that all people have a gender identity.
 - Present factual information about biological sex and gender reassignment, including that legal rights may differ based on biological sex.
 - Be mindful not to present social transition as a simple or automatic solution to feelings of distress, discomfort or confusion, and will promote appropriate support, safeguarding and professional advice where concerns arise.
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10. Online Safety and Digital Resilience

Students are taught about:

- Online grooming.
- Sextortion and blackmail.
- Pornography and its potential impact.
- Deepfakes and manipulated media.
- AI-generated content.
- Online misinformation and disinformation.
- Algorithms, echo chambers and online influence.
- Harmful online communities.
- Cyberbullying.
- Image sharing and legal consequences.
- Online financial scams and fraud.
- Privacy and security.
- Screen time and healthy technology use.
- Rights, responsibilities and protections provided by current online safety legislation and regulated online services.
- Reporting concerns and seeking support.

Online safety is reinforced across the curriculum and through safeguarding provision.

11. External Visitors

External visitors may contribute to RSHE where appropriate.

All visitors must:

- Provide evidence-based content.
- Deliver age-appropriate material.
- Share resources with the school beforehand.
- Follow safeguarding expectations.
- Be supervised by a member of school staff throughout the session.
- Align with the school's approach to teaching sensitive topics.

All external contributions must be factual, balanced, evidence-based and consistent with statutory guidance and school values.

11A. Educational Resources and Due Diligence

The school will ensure all RSHE resources are:

- Age-appropriate.
- Factually accurate.
- Evidence-based.
- Inclusive and respectful.
- Consistent with statutory guidance.
- Suitable for pupils' developmental stage and learning needs.

Before use, external resources will be reviewed by the Deputy Head or designated senior leader.

The school will undertake due diligence when selecting resources and will avoid materials that:

- Present contested views as fact.
- Contain inaccurate or misleading information.
- Promote partisan political views.
- Perpetuate harmful stereotypes.
- Encourage pupils to question their gender without appropriate context, safeguarding considerations and balanced discussion.

Resources will be reviewed regularly to ensure ongoing suitability and compliance.

12. Working with Parents

We recognise parents and carers as the primary educators of their children in matters relating to relationships and values.

The school will:

- Publish the RSHE policy and curriculum information.
- Share resources on request.
- Provide information sessions where appropriate.
- Inform parents of significant curriculum developments.
- Encourage constructive dialogue between home and school.

The school will consult parents and carers when reviewing this policy and when making significant changes to the RSHE curriculum. Feedback received through consultation activities will be considered by school leaders and governors and will inform future curriculum development and policy review.

13. Parental Right to Withdraw

Parents have the legal right to request that their child be withdrawn from some or all components of sex education delivered as part of the school's RSHE programme, other than content that forms part of compulsory curriculum requirements.

This right does not apply to:

- Relationships Education.
- Health Education.
- Safeguarding content.
- National Curriculum Science.
- Content required by law.

Requests should be made in writing to the Headmaster.

The Headmaster and/or Deputy Head will meet with parents to discuss:

- The nature and purpose of the curriculum.
- Safeguarding benefits.
- The child's needs.
- Alternative arrangements.

Requests for withdrawal from sex education will be considered in accordance with current statutory guidance. The Headmaster will discuss the request with parents and

take account of safeguarding, SEND and wellbeing considerations when determining appropriate arrangements and communicating decisions.

In accordance with statutory guidance, from three terms before a pupil turns 16, the pupil has the right to request participation in sex education where they have previously been withdrawn by their parents. Such requests will normally be granted, and the school will support pupils in understanding and exercising this right.

For pupils whose parents have requested withdrawal from sex education lessons, staff will respond appropriately to questions, encourage discussion with parents or other trusted adults where suitable, and signpost relevant sources of support.

14. Safeguarding in RSHE

RSHE supports safeguarding by helping students understand:

- How to recognise abuse.
- Healthy and unhealthy relationships.
- Consent and personal boundaries.
- Grooming and exploitation.
- Online risks and harms.
- How to report concerns.
- Where to access support.

Teachers cannot guarantee confidentiality where safeguarding concerns arise.

Any disclosure of harm or risk of harm will be referred promptly to the Designated Safeguarding Lead in accordance with school safeguarding procedures.

15. Student Voice

Student feedback is collected through:

- Surveys.
- Tutor discussions.
- Reflection activities.
- School council opportunities.
- Pastoral conversations.

Feedback informs curriculum development and continuous improvement.

16. Monitoring and Quality Assurance

Monitoring is led jointly by:

- Headmaster.
- Deputy Head (Strategic Lead for RSHE and Safeguarding).
- Key Stage Leads.
- Safeguarding Governor.

Quality assurance activities include:

- Learning walks.
- Lesson observations.
- Curriculum reviews.
- Work scrutiny.
- Staff feedback.
- Pupil voice.
- Governor reporting.
- Annual curriculum mapping reviews.

These processes ensure consistency, quality, compliance and continuous improvement.

Linked Policies: Safeguarding and Child Protection Policy, Online Safety Policy, Behaviour Policy, Anti-Bullying Policy, Equality Policy, SEND Policy.

Curriculum maps

Key Stage 3 and 4 (Years 7-11)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional wellbeing: managing change and transition 	Friendship and bullying	Families and changing relationships 	Puberty and keeping safe 	Influences on relationships	Financial decisions 
Year 8	Health and wellbeing	Personal safety and managing risk	Belonging and community	The online world 	Healthy and unhealthy relationships 	Managing money 
Year 9	Mental health and wellbeing 	Careers and future choices	Drug education 	Managing risk in relation to the law	Intimate sexual relationships 	Navigating online harms
Year 10	Independence, health choices and wellbeing	Navigating the online world 	Friendship, diversity and challenging extremism	Managing influence 	Exploring consent and recognising abuse 	Study, work and careers
Year 11	Life-long wellbeing 	Drugs and personal safety 	Safe relationships and sexual health 	Families, fertility and pregnancy	Managing and maintaining health	

Key Stage 5/Sixth Form

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Physical and mental health and wellbeing	Healthy relationships and consent	Recognising and responding to harmful relationship behaviours	Work, study and careers	Drugs, alcohol, and managing risk	Financial decisions
Year 13	Next steps	Independence and personal safety	Sexual and reproductive health	Life online	Future finances	