



Thinking Schools Academy Trust

“Transforming Life Chances”

RSHE Policy

Goodwin Academy



Policy Holder: Richard Knott

Position: Assistant Headteacher

This policy was adopted in September 2026
This policy is to be reviewed in September 2027

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Aims

At Goodwin Academy, Relationships, Sex and Health Education (RSHE) forms an integral part of our wider Personal Development curriculum.

Our curriculum is designed to support students in becoming confident, respectful and responsible members of society who are prepared for the opportunities, responsibilities and experiences of adult life.

The aims of RSHE at Goodwin Academy are to:

- Provide accurate, balanced and age-appropriate information.
- Equip students with the knowledge and skills to develop healthy, respectful relationships.
- Promote positive physical, emotional and mental wellbeing.
- Support students to recognise risk, stay safe and seek support when needed.
- Develop understanding of equality, diversity, inclusion and protected characteristics.
- Enable students to make informed decisions about their health and wellbeing.
- Prepare students for life beyond school, including further education, employment and citizenship.
- Promote the values of respect, responsibility, resilience and kindness.
- Support students to embody the Goodwin Academy and Thinking Schools Academy Trust vision of transforming life chances.

Statutory Requirements

This policy has been developed in accordance with:

- Children and Social Work Act 2017
- Education Act 1996
- Equality Act 2010
- Public Sector Equality Duty
- Keeping Children Safe in Education
- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2025)
- Thinking Schools Academy Trust Relationships and Sex Education and Health Education Trust Expectations and Principles (TEP)

Goodwin Academy is committed to delivering a high-quality, inclusive and carefully sequenced RSHE curriculum which meets all statutory requirements.

Policy Development and Consultation

This policy has been developed through consultation with students, staff, parents, governors and Trust guidance.

During the 2025–26 academic year, Goodwin Academy undertook a comprehensive review of its Personal Development and RSHE provision in preparation for implementation of the revised statutory guidance from September 2026.

Consultation activities included:

- Student voice surveys.
- Parent and carer consultation.
- Staff consultation.
- Curriculum review and audit.
- Review of safeguarding, attendance and behaviour information.
- Review of local and national safeguarding priorities.
- Review of Trust guidance and statutory requirements.

Student consultation demonstrated that pupils value learning about mental health, wellbeing, relationships, careers, online safety and future aspirations. Students reported that Personal Development lessons help them make positive choices and prepare for life beyond school.

Parent consultation showed strong support for the teaching of healthy relationships, online safety, personal safety, consent, wellbeing and safeguarding-related topics through an age-appropriate curriculum.

Staff consultation highlighted the importance of maintaining an ambitious and responsive curriculum whilst continuing to provide staff with high-quality training and support.

The outcomes from consultation have directly informed curriculum content, sequencing, delivery and quality assurance processes.

Definition of RSHE

Relationships, Sex and Health Education refer to the planned programme of learning through which students develop the knowledge, understanding and skills required to:

- Build positive relationships.
- Understand themselves and others.
- Maintain physical and mental wellbeing.
- Keep themselves safe.
- Navigate online and offline environments safely.
- Make informed decisions.
- Prepare for adulthood.

RSHE is not about the promotion of sexual activity. It is about ensuring that young people have access to accurate information and the skills needed to make safe and responsible choices.

Curriculum Intent

At Goodwin Academy, RSHE sits within the wider Personal Development curriculum and contributes to our commitment to developing the whole child.

Our curriculum is:

- Ambitious for all students.
- Inclusive and accessible.
- Age-appropriate and carefully sequenced.
- Responsive to local and national needs.
- Informed by safeguarding priorities.
- Designed to prepare students for modern Britain.

The curriculum develops knowledge and understanding within three key themes:

Relationships

Students learn about:

- Families and caring relationships.
- Respectful relationships.
- Consent and boundaries.
- Equality and diversity.
- Healthy and unhealthy relationships.
- Marriage and civil partnerships.
- Online relationships.

Health and Wellbeing

Students learn about:

- Physical health.
- Mental health and emotional wellbeing.
- Healthy lifestyles.
- Substance misuse.
- Personal safety.
- Sexual health.
- Self-care and resilience.

Living in the Wider World

Students learn about:

- Careers and employability.
- Financial education.
- Citizenship.
- Online safety.
- Community and society.
- Rights and responsibilities.

The curriculum follows a spiral model, revisiting key concepts throughout Key Stages 3 and 4 with increasing depth and complexity.

Delivery of RSHE

RSHE is delivered through the school's Personal Development programme alongside wider opportunities including:

- Personal Development lessons.
- Tutor programme.
- Assemblies.
- Enrichment activities.
- Careers education.
- External speakers and specialist providers where appropriate.
- Curriculum links across subjects.

Teaching is designed to:

- Encourage active participation.
- Promote discussion and critical thinking.
- Develop decision-making skills.
- Challenge misconceptions.
- Encourage respectful debate.

Teachers establish clear expectations and ground rules to ensure lessons remain safe, respectful and inclusive.

Students will never be expected to disclose personal experiences.

The curriculum will be regularly reviewed to ensure it reflects emerging issues including:

- Online harms.
- Artificial intelligence.
- Deepfakes.
- Misogyny.
- Sexual harassment.
- Mental health concerns.
- Exploitation.
- Local safeguarding priorities.

Inclusion and Accessibility

Goodwin Academy is committed to ensuring that all students can access the RSHE curriculum.

Teaching will:

- Promote equality, dignity and respect.
- Reflect the diverse society in which we live.
- Be compliant with the Equality Act 2010.
- Challenge prejudice, discrimination and stereotypes.
- Be adapted where necessary to meet individual needs.

Students with SEND may require:

- Additional scaffolding.
- Adapted resources.
- Visual supports.
- Pre-teaching of key vocabulary.
- Additional adult support.
- Repetition and retrieval opportunities.

Teaching will be inclusive whilst remaining sensitive to students' individual experiences and backgrounds.

Safeguarding

Safeguarding is central to the delivery of RSHE.

Through the curriculum students learn how to:

- Stay safe.
- Recognise abuse.
- Understand healthy and unhealthy relationships.
- Seek support.
- Report concerns.

Staff understand that disclosures may arise during lessons.

Students will be reminded that confidentiality cannot be guaranteed if information suggests that they or another person may be at risk of harm.

All safeguarding concerns will be managed in line with the school's Safeguarding and Child Protection Policy.

Roles and Responsibilities

Governors

The Local Governing Body will:

- Approve the policy.
- Monitor implementation.
- Hold leaders to account for the quality of provision.

Headteacher

The Headteacher will:

- Ensure statutory compliance.
- Ensure consistent implementation.

- Consider parental requests for withdrawal.

Assistant Headteacher – Personal Development

The Assistant Headteacher responsible for Personal Development will provide strategic leadership for RSHE and ensure the effective planning, delivery and evaluation of the curriculum across the academy.

The Assistant Headteacher will:

- Lead the development, implementation and review of the RSHE curriculum.
- Ensure curriculum content is ambitious, inclusive, age-appropriate and aligned with statutory guidance and Trust expectations.
- Work collaboratively with the DSL to review curriculum content, sequencing and safeguarding priorities.
- Coordinate curriculum planning, resources and assessment across all year groups.
- Support and develop staff delivering RSHE through guidance, training and curriculum resources.
- Liaise with external agencies and third-party providers to enhance curriculum delivery.
- Monitor the quality and consistency of RSHE provision through quality assurance activities.
- Evaluate curriculum impact through student voice, parent feedback, staff consultation and wider Personal Development outcomes

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead will work in partnership with the Assistant Headteacher responsible for Personal Development to ensure that the RSHE curriculum reflects local and national safeguarding priorities.

The DSL will:

- Contribute to the strategic development and review of the RSHE curriculum.
- Ensure curriculum content reflects local safeguarding concerns, emerging risks and student need.
- Work collaboratively with the Assistant Headteacher responsible for Personal Development to review curriculum content, sequencing and safeguarding themes.
- Advise on the inclusion of topics such as consent, healthy relationships, online safety, exploitation, domestic abuse, harmful sexual behaviour and child-on-child abuse.
- Support staff in responding appropriately to safeguarding concerns and disclosures arising from RSHE lessons.
- Review safeguarding, behaviour and pastoral information to inform curriculum development.
- Oversee the safeguarding, suitability and quality assurance of external agencies and third-party providers contributing to RSHE provision.
- Evaluate the effectiveness of RSHE in supporting students to stay safe and make positive choices.

Staff

Staff will:

- Deliver RSHE professionally and sensitively.
- Promote positive attitudes and respectful behaviour.
- Respond appropriately to safeguarding concerns.
- Participate in relevant professional development.

Students

Students are expected to:

- Engage respectfully.
- Listen to others.
- Participate appropriately.
- Respect differing views and experiences

Parents' Right to Withdraw

Parents have the right to request withdrawal from some or all of the non-statutory sex education elements of RSHE.

Parents cannot withdraw their child from:

- Relationships Education.
- Health Education.
- National Curriculum Science.

Requests for withdrawal must be made in writing to the Headteacher.

Following receipt of a request, a meeting will be arranged between the parent, Headteacher and/or Personal Development Lead to discuss the request and ensure parents fully understand the curriculum and implications of withdrawal.

In line with statutory guidance:

- Requests will normally be respected.
- In exceptional safeguarding circumstances, withdrawal may be refused.
- Three terms before a pupil turns 16, the pupil may choose to receive sex education regardless of parental wishes.

Alternative educational provision will be provided where appropriate.

Staff Training

All staff involved in delivering RSHE will receive appropriate professional development.

Training may include:

- Statutory guidance updates.
- Safeguarding.
- Mental health and wellbeing.
- Sexual health education.
- Inclusion and SEND.
- Equality and diversity.
- Responding to disclosures.

External specialists may be used to support staff development where appropriate.

Monitoring, Evaluation and Quality Assurance

The quality and impact of RSHE provision will be monitored through:

- Learning walks.
- Student voice.
- Parent feedback.
- Staff feedback.
- Curriculum reviews.
- Assessment activities.
- Resource evaluation.
- Safeguarding information.
- Behaviour information.
- Attendance information.

The curriculum will be reviewed regularly to ensure it remains relevant, compliant and responsive to student need.

Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality and Diversity Policy
- SEND Policy
- Attendance Policy
- Online Safety Policy
- Personal Development Policy
- Careers Education Policy

This policy will be reviewed annually and updated in response to changes in legislation, statutory guidance, Trust expectations or local need.

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration

	• The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared

	• What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the

	relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into

	account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment
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Appendix 2: Parent /carer form for withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	