



Relationships, Sex and Health Education Policy

Approved by:	Hobart High School Local Governing Body	Date: 30 th September 2026
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Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	2
4. Definition	3
5. Curriculum	3
6. Delivery of RSHE	3
8. Roles and responsibilities	5
9. Working with parents and carers	6
11. Training	6
12. Monitoring arrangements	7
Appendix 2: What should students know by the end of secondary school?	10
Appendix 3: Parent form: withdrawal from sex education within RSHE	11

1. Aims

The aims of relationships, sex and health 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 respect, confidence and empathy towards themselves and others
- Promote respect for all people, including those with protected characteristics under the Equality Act 2010
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Give students the skills to navigate situations throughout their lives
- To prepare students for the modern world including AI, online harms, digital exploitation, misogyny and sexism.

2. 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 are 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](#). This policy has been developed with reference to the Department for Education statutory guidance "Relationships, sex and health education (RSHE) (July 2025)" which is mandatory for schools from 1st September 2026.

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 Hobart High School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Head of Humanities / PSHE Lead and relevant members of the leadership team pulled together all relevant information including linked national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent / Carer consultation – parents / carers were invited to share views and comments on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about 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 factually taught focusing on equality, respect, the law and avoiding endorsement of contested views as fact.

RSHE supports pupils to develop the knowledge, skills and confidence to make informed, responsible and ethical decisions about relationships, sex and their wellbeing.

5. Curriculum

The Hobart High School RSHE curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary, including to ensure that the content and learning activities are accessible for all learners. We have developed the curriculum in consultation with parents / carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum by staff who are timetabled to teach the subject. Support for staff delivering RSHE is provided by the PSHE lead. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

For more information about our RSHE curriculum, see Appendices 1 and 2.

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 including contemporary risks such as pornography, online misogyny, image based abuse, AI and coercive online behaviour
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure 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, 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).

6.1 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
- Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Giving careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources such as The PSHE Association, Pol Ed and Game Plan
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will aim to inform students in advance of any more sensitive topics or resources that will be used in forthcoming lessons, and liaise with the pastoral team regarding specific student's needs.

7. Use of external organisations and materials

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, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy

- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

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

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the head of school to account for its implementation.

8.2 The Head of School

The Head of School is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from statutory 'sex education' elements of RSHE (see section 9).

8.3 The Head of Humanities / PSHE Lead

The Head of Humanities / PSHE lead is responsible for:

- Overseeing curriculum design
- Producing teaching resources
- Supporting staff in the delivery of PSHE
- Planning for and leading termly PSHE team meetings
- To ensure stakeholders are consulted on the curriculum including parental engagement
- Provide clear information about the content and timing of RSHE lessons (resources are available for parents on request)

8.4 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress of student understanding, revisiting topics if needed
- Responding to the needs of individual pupils and classes

- Responding appropriately to pupils whose parents wish them to be withdrawn from the 'sex education' elements of the curriculum

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 the Head of School.

A team of staff will deliver RSHE and all will have relevant training and cpd opportunities to help with delivery of the subject.

8.5 Pupils

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

9. Working with parents and carers

9.1 Openness with parents/carers

The school will proactively communicate with parents/carers about the content and timing of RSHE. Parents / Carers will be provided with information about lesson themes. All curriculum materials used to teach RSHE will be available for parents/carers to view on request, subject to applicable copyright requirements. Parents / Carers do not have a right to veto curriculum content.

9.2 Parents' / carers' right to withdraw

Parents / Carers have the right to withdraw their children from statutory 'sex education' within RSHE up to and until 3 terms before the child turns 16. Pupils will be informed that they have the right to opt back into sex education from three terms before their 16th birthday, even where a parent/carer has previously requested withdrawal.

Relationships education is compulsory; pupils cannot be withdrawn from this. Parents cannot withdraw pupils from statutory science, including biological aspects of puberty, reproduction and sexual reproduction.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School. A copy of withdrawal requests will be placed in the pupil's educational record. Before agreeing to a request for withdrawal, the Head of School will discuss the request with the parent/carer and, where appropriate, the pupil. This discussion will clarify the content and purpose of the teaching, the benefits of participation and any potential social or emotional consequences of withdrawal. The discussion and decision will be recorded.

Alternative work will be given to pupils who are withdrawn from sex education; this will be organised by the class teacher and/or the PSHE Lead.

10. SEND and Accessibility

The school will make reasonable adjustments to ensure that RSHE is accessible to pupils with SEND. This may include adapted language and resources, visual supports, additional processing time, alternative teaching approaches, pre-teaching of vocabulary, smaller-group teaching and appropriate support from pastoral or SEND staff.

11. Training

Staff who will deliver RSHE receive termly PSHE meetings, which include content specific to the delivery of RSHE and the opportunity to ask questions. These meetings feature in our calendar. During these meetings the following will be covered:

- The school approach to RSHE including aims, reasons for delivery and our pupil RSHE agreement

- Safeguarding and disclosures
- Handling difficult questions
- Teaching sensitive topics safely
- Inclusive teaching

Teachers will use agreed ground rules, distancing techniques and, where appropriate, anonymous question systems to support safe discussion. Teachers will not be expected to answer questions outside the curriculum where doing so would be inappropriate. Questions relating to safeguarding will be dealt with in accordance with the school's safeguarding procedures.

The Head of School may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

12. Monitoring arrangements

The delivery of RSHE is monitored by the Head of Department and Senior Leadership Team through the following approaches: learning walks, department meetings and reviews. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the Head of School and / or Assistant Head (Guidance) and the Head of Humanities/PSHE. If there are any changes to the policy, consultation will take place with parents / carers and students. At every review, the policy will be approved by the Local Governing Body.

Appendix 1: Curriculum Maps / RSHE Curriculum Map

KS3:

Year 7	Year 8	Year 9
Being a successful Hobart student and making good first impressions Meeting new people and forming friendships Personal safety: out and about Personal safety: online Personal safety: dealing with medical emergencies. Personal safety: basic first aid. Aspirations and opportunities: my future Aspirations and opportunities: challenging stereotypes Life's changes: puberty and body Life's changes: dealing with puberty Making healthy decisions Vaping: facts and impact on young people Everyone has a right to feel safe: bullying in school Everyone has a right to feel safe: bullying online Everyone has a right to feel safe: similarities, differences and peer influence Self-worth, self-efficacy and self-talk Financial decision making: choices with my money Safety in the summer	My school community My home community Family changes Having a health relationship with yourself Forming healthy relationships The place of marriage in society Body image Social pressures and the impact on identity Conception and pregnancy Consequences of sexual activity Being unique Understanding the experiences of others Discrimination and the 2010 Equality Act Understanding caffeine and over the counter prescription drugs Smoking, vaping and alcohol: the risks The online world: keeping our data safe The online world: safe use of AI Safety in the summer	The world of work The skills you need for the world of work Navigating challenges in the workplace. Preparing for the future Attitudes to mental health Promoting emotional wellbeing Digital resilience Serious health conditions and how to minimise risk Unhealthy relationships: how to spot them and safely end them Sex: the right time for you Not just flirting: feelings about sharing nudes Our political system Voting: how, why and what for? The risks of illegal vapes Drugs, the law and managing risk Drugs and their effects: alcohol and cannabis Taking care of our health and the health of others

KS4:

Year 10	Year 11
Year 10 PSHE is taught on rotation. Each form will have one half term on each of the following topics: Relationships and sex education: Healthy and unhealth relationships	Meeting the demands of Year 11 Writing and effective CV Writing an effective covering letter Preparing for mock interviews

Consent and the law Respectful behaviours Choosing contraception Choosing and accessing contraception STIs and emergency contraception HIV transmission and living with HIV Money and careers: The costing of running Britain today Taxation The cost of living today and personal budgets Owning and running a home Being smart with money: short- and long-term savings Drugs and alcohol Alcohol: what do I already know? Why do people drink alcohol and what are the risks? How do I stay safe when drinking? Managing influence and risk The drugs industry: County Lines Substance misuse: signs and support Drugs and alcohol in the news Media and digital literacy: The role of media Fact or fiction Bias in the media Speaking up, speaking out! Influencers Extremism and radicalisation Health and wellbeing: What is mental health stigma? What are my wellbeing warning signs? What is self-harm? What does it mean to catastrophise? How can I take responsibility for my health? How can I navigate healthcare services? How can I support the health of others? Philosophy and ethics: What is philosophy and why does it matter?	How to handle interview questions The world around us: digital resilience The world around us: safe partying The world around us: knife crime Winter mock exams preparation Universal Declaration of Human Rights and making your voice heard Developing resilience Making good decisions in relationships Unwanted behaviours and controlling relationships The impact of homophobia, biphobia and transphobia Pornography: the law, body image and sexual expectations Conception and pregnancy: healthy behaviours Parenting: making decisions Taking responsibility for your own health: self-examination and screening Physical and mental changes during adulthood The final countdown: build up to exams Revision for GCSE exams
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Virtue Ethics: What makes a good person Utilitarianism: Is the greatest happiness always the best option? Science and Religion. Can the two exist in harmony? Marriage, Is it still necessary? Do we really have free will?	
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Appendix 2: What should students know by the end of secondary school?

Please refer to pages 14-20 and pages 28-32 of the Department for Education RSHE statutory guidance using the link below:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026.pdf

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS / CARERS			
Name of child		Form Group	
Name of parent / carer		Date	
Reason for withdrawing from sex education within Relationships, sex and health 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 / carers	
Date	Staff Signature