



Knightsfield School

RSE and Health Education Policy 2026

Policy Review:

This policy will be reviewed in full by the Headteacher of Knightsfield School every 12 months.

The policy was last reviewed and agreed by the Headteacher in July 2026

It is due for review in July 2027 (up to 12 months from the above date).

Statement of intent

At Knightsfield School, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. 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.

The new curriculum programme of study includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Roles and responsibilities

The governing board is responsible for:

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 that teaching is delivered in ways that are accessible to all pupils with SEND.

Providing clear information to parents on the subject content and the right to request that their child is withdrawn.

Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

Organisation of the RSE and health education curriculum

All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

For the purpose of this policy, **"relationships and sex education"** is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

For the purpose of this policy, **"health education"** is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

The majority of the RSE and health education curriculum will be delivered through PSHCE, with statutory elements taught via the science curriculum.

The PSHCE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

RSE subject overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, pupils will know:

That there are different types of committed, stable relationships.

How these relationships might contribute to human happiness and their importance for bringing up children.

What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

Why marriage is an important relationship choice for many couples and why it must be freely entered into.

The characteristics and legal status of other types of long-term relationships, including 'Common-Law' partnership rights.

The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

What a forced marriage is and understand the associated risks.

How relationships can change over time.

Pupils will also know how to:

Determine whether other children, adults or sources of information are trustworthy.

Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.

How to seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, pupils will know:

The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.

Practical steps they can take in a range of different contexts to improve or support respectful relationships and how to end them.

The impact of respectful relationships on others.

How to manage difficult emotions and build self-esteem.

How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.

That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.

The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control, power dynamics, managing difficult emotions, ethical consent, recognising misogyny, and sub-cultures (incels).

How pornography influences sexual behaviour and attitudes.

What constitutes sexual harassment and violence and why these are always unacceptable.

The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online Safety and Awareness

By the end of secondary school, pupils will know:

Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.

About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

Not to provide material to others that they would not want shared further and not to share personal material which they receive.

What to do and where to get support to report material or manage issues online.

The impact of viewing harmful content.

That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.

How information and data is generated, collected, shared and used online.

That deepfakes can be used to spread false information or create fake images and/or videos that can damage someone's reputation.

That pornography and misogynistic social media can give harmful and unrealistic messages about relationships, consent and gender which can negatively shape attitudes, expectations and behaviour.

That sextortion and other online scams can involve threats or manipulation to obtain money, images, or personal information and can have serious emotional, social and financial consequences.

That AI chatbots can collect personal information, give misleading advice, or create personal content which is untrue. Pupils will know it is important to use them carefully and think critically about the information they provide.

Being safe

By the end of secondary school, pupils will know:

The concepts of, and laws relating to, sexual consent and boundaries in relationships, understanding and resisting pressure, sexual exploitation, abuse, grooming, coercion, (sexual) harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, virginity testing and hymenoplasty, strangulation and suffocation, pornography's normalising of unsafe behaviours, fixated, obsessive, unwanted and repeated behaviours and how these can affect current and future relationships.

How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

How to increase safety in public spaces and trusting your instincts.

Intimate and sexual relationships, including sexual health, healthy protection and prevention

By the end of secondary school, pupils will know:

How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

That sex can and should be enjoyable and positive.

That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.

The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

That they have a choice to delay sex or enjoy intimacy without sex.

The facts about the full range of contraceptive choice including female condoms, their effectiveness and options available.

Methods for protection and prevention including PrEP and PEP and where to access them.

Minor ailments – role of the pharmacist.

The facts around pregnancy including miscarriage.

That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.

How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing, self-examination and screening.

About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

How the use of alcohol and drugs can lead to risky sexual behaviour.

How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment and where to get help for concerns about sexual relationships, including violence.

How to counter misinformation.

What the Gillick competence is and when to use it.

RSE programmes of study

The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in this policy. Sex education is not compulsory in primary schools. It is recommended that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth. Parents should be consulted on the content and offered support for talking to their child about sex education, and right to withdraw. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved.

The school recognises that pupils may occasionally ask questions related to sex education that fall outside the scope of the primary curriculum or relate to content from which a pupil has been withdrawn. The following procedures apply:

Safeguarding Approach - Staff will respond to all questions in a manner that prioritises pupil wellbeing and safety. Any question that raises a safeguarding concern will be managed in accordance with the school's safeguarding policies.

Age-Appropriate Responses - Teachers will provide brief, factual, age-appropriate answers that do not go beyond the level of detail considered suitable for primary-aged pupils.

Limiting Responses Beyond the Curriculum - Where a question relates to material that is not part of the primary curriculum, staff will explain that such content will be covered at an appropriate later stage, including during secondary education.

Questions from Withdrawn Pupils - For pupils who have been withdrawn from non-statutory sex education content, staff will:

- Acknowledge the question sensitively.
- Provide only general, factual reassurance without delivering the withdrawn content.
- Advise the pupil to discuss the matter further with their parent or carer.

Communication with Parents/Carers - If a child repeatedly asks questions on withdrawn content or appears confused, staff may inform parents/carers to support discussion at home.

Classroom Environment - Staff will ensure that pupils feel able to ask questions without judgement. Responses will be managed in accordance with this policy to maintain a safe, respectful, and developmentally appropriate learning environment.

Year 5:

Relationships and health taught through the science and PSHCE curriculums including self-image, body image puberty and feelings, conception to birth, reflections about change, physical attraction, respect and consent, boyfriends/girlfriends and sexting.

Year 6:

Relationships and health taught through the science curriculum including puberty such as the main external body parts, the human body and reproduction in some plants and animals.

Year 7:

Puberty – body changes, feelings, emotions, personal hygiene, periods and healthy eating.

Year 8:

Boyfriends/girlfriends

Relationships

Love

Responsibility for one's actions

Emotions during adolescence to include masturbation and wet dreams (where appropriate)

Conception, development and birth

Year 9:

Developing relationships

Safe sex

Homophobia

Peer pressure

Contraception, abortion, rape, fostering, adoption, parenting skills, STI's including HIV and AIDS

LGBT

Year 10:

Becoming a parent

Keeping healthy

HIV and AIDS – sexual health and protection

Relationships, families, separation, divorce, commitment

Teenage pregnancy

Year 11:

Homosexuality, LGBTQ

Hereditary factors and disability

Help agencies available

Healthy behaviour in intimate relationships

Opportunities for discussions and question and answer sessions

Puberty

Sexual legal implications including pornography and paedophilia

Contraception

Benefits of marriage/same sex marriage

Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

By the end of year 6, pupils will have been taught content on:

- families and people who care for me • caring friendships • respectful, kind relationships
- online safety and awareness • being safe • general wellbeing • wellbeing online

Mental wellbeing

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, pupils will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Health and prevention

By the end of secondary school, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening (KS4)
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR (from year 8).
- The purpose of defibrillators and when one might be needed.

Changing adolescent body

By the end of primary school, pupils will know:

- Puberty as a stage of the human lifecycle.
- The correct names of body parts.
- Communicating safe boundaries to do with 'private' parts of the body.
- The menstrual cycle – physical and emotional changes.

By the end of secondary school, pupils will know:

- Key facts about puberty, including brain development, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

Menstruation:

- What is an average period.
- Period problems such as premenstrual syndrome, heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS).
- When to seek help from healthcare professionals.
- The facts about reproductive health, including fertility and menopause.
- Potential impact of lifestyle on fertility for men and women.
- Healthy behaviours before and during pregnancy.

Health education programmes of study

By the end of year 6, pupils will have been taught content on:

- mental wellbeing • internet safety and harms • physical health and fitness • healthy eating • facts and risks associated with drugs, alcohol and tobacco • health and prevention • basic first aid • changing adolescent body

Physical health and fitness

By the end of secondary school, pupils will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol, tobacco and vaping

By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco and vaping, the benefits of stopping and how to access the support to do so.

INCLUSION

All students, regardless of gender, ability, religious belief or ethnic background are entitled to the full scope of the programme offered by the school. Access to lessons in which aspects of Sex and Relationship Education are covered is limited only by the statutory parental right of withdrawal. Students are taught in a variety of different groupings appropriate to the subject area in which the lessons take place and with the normal support services including SEN assistance, plus minority, ethnic and faith advice.

ORGANISATION

Teaching, evaluation, assessing and reporting of Sex and Relationship education are delivered by the teaching staff. The Scheme of Work and the monitoring of its delivery is co-ordinated by the Head of PSHCE and Head of Science. Teaching is often in form groups and groups are normally mixed, but certain specific issues may occasionally be tackled in single sex groups. However, all students will have access to all the information on these issues.

PARTNERSHIP WITH PARENTS /CARERS

The school strongly believes that education is a three-way partnership between teachers, students and parents and Sex and Relationship education is no exception. Parents will be informed at the start of each school year of any aspects

of sex education that will be covered during that year via the curriculum area of the school website. All students are entitled to the full scope of the programme offered by the school, subject to parents' approval where a statutory right of withdrawal exists. Parents wishing to exercise their right to withdraw their son/daughter from any part of the programme should write to the Head Teacher who will discuss any requests for student withdrawal with the Head of PSHCE. A parent or carer cannot however, withdraw their child from Sex and Relationship lessons that are part of the statutory curriculum e.g. science. There may be differences in emphasis in different teaching groups to match the needs of the students and to allow teachers to exercise their normal professional judgement about curriculum delivery. From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term.

SPECIFIC ISSUES

Information on Contraception:

Students are taught about contraception from Year Seven. Information and guidance on where to access help and advice surrounding this topic is provided for students.

Confidentiality:

Every effort is made to respect students' privacy and the confidentiality of information revealed by them in confidence in the context of sex education. They will be strongly counselled to involve their parents/guardians in tackling any problems that they face. Where students are felt to be at risk, normal Child Protection procedures will apply.

Child Sexual Abuse:

The school's procedures for dealing with child sexual abuse are outlined in the school's Child Protection Policy.

Complaints Procedure:

Any concerns or complaints about Sex and Relationship education should be addressed in the first instance to the Head of PSHCE. If they are not resolved, they should be addressed to the Headteacher and then, if necessary, to the Governing Body through the chair.

ICT:

E-safety is taught within the Sex and Relationships PSHCE programme of study and online safety lessons throughout the curriculum.

Involvement of Outsiders:

Health professionals or other outsiders involved in the programme operate to a clear brief provided by the member of staff responsible for planning that part of the programme and always work with a teacher present.

Teenage Pregnancy:

Students are taught about the problems of teenage pregnancy and the implications for boys and girls. Appropriate support is given in instances of teenage pregnancy.

Procedures for supporting members of the school community affected or infected by HIV:

Strict confidentiality is maintained over information regarding HIV infection of any member of the school community or members of their families. Practical procedures for dealing with spillages of blood etc. are covered in the Health and Safety guidelines.

DISSEMINATION OF POLICY

The policy will be published on the school website and copies will be available on request from the School Administration Office.

POLICY MONITORING AND EVALUATION

All aspects of the policy and teaching programmes will be reviewed annually as part of the PSHCE programme review. This review will take account of the teaching staff's evaluation of the effectiveness of the programme and views expressed by Governors, parents and outside agencies. Student views will be obtained via the form representatives.

It will, of course, also take account of any legislative changes. The revised version will then be presented annually to the Governing Body for approval. Any major changes will normally be the subject of a broader working group with Trustee representation. A list of the resources currently used is available on request. They are chosen to meet the aims of the programme in a way that is accessible to all our pupils and students.

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

Equality Act 2010

DfE (2018) 'Keeping children safe in education'

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2015) 'National curriculum in England: science programmes of study'

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Children and Social Work Act 2017