Alfreton Park School

Relationships, Sex and Health Education (RSHE)

Date	Review Date	Headteacher's Signature
September 2026	September 2027	
Governors minute number:	26/14	

Chair of Governors: TBC
Headteacher: Josie O'Donnell
Deputy Headteacher: Emma Durham

Contents

Section	Title	Page
1	Rationale	3
2	Aim	3
3	Statutory Requirements	4
4	Policy Development	5
5	Definition	6
6	Curriculum	7
7	Delivery of RSHE	8
8	Roles and Responsibilities	11
9	Assessments, Recording and Reporting	12
10	Evaluation and Review	13
11	Staff Development	13
12	Parents' Right to Request Withdrawal	14
13	Monitoring Arrangements	15
14	Post-16 Provision	15
Appendix 1	Parent Right to Withdraw Form	16

1. Rationale

At Alfreton Park School, we aim to provide our pupils with a high-quality education within a happy, safe and inclusive environment where they can thrive. We support pupils to develop the knowledge, skills, confidence and understanding they need to become as independent as possible and to participate positively in school, family life and the wider community.

Our RSHE curriculum enables pupils to develop their understanding of themselves, their bodies, their health and wellbeing, and their relationships with others. It supports pupils to develop the knowledge and skills needed to make informed and safe choices, recognise and communicate their feelings and needs, understand personal boundaries, develop respectful relationships and seek help when needed.

Through RSHE, pupils are supported to understand their rights and responsibilities and to recognise and respect the rights, beliefs, identities and differences of others. The curriculum promotes inclusion, equality, diversity and respect, preparing pupils to participate positively in a diverse society.

RSHE also supports pupils to develop confidence, emotional resilience and increasing independence. Learning is adapted to meet the individual needs, developmental stages and abilities of our pupils, ensuring that all pupils have meaningful opportunities to develop the knowledge and skills they need to keep themselves safe, healthy and well.

2. Aims (Intent)

At Alfreton Park School, we aim to provide pupils with meaningful opportunities to explore, investigate and understand themselves and the world around them. Pupils will have opportunities to practise and apply their knowledge and skills in a range of contexts and settings, supporting the consolidation and generalisation of learning.

The individual needs, developmental stages and abilities of each pupil will be carefully considered when planning and delivering RSHE. Teaching will be differentiated and adapted to ensure that all pupils can access and engage with the curriculum. Where appropriate, RSHE learning may contribute to pupils' EHCP outcomes and be reflected in carefully planned Individual Learning Plan (ILP) targets. The curriculum will be relevant, manageable, inclusive and responsive to the needs of our pupils.

The aims of Relationships, Sex and Health Education (RSHE) at Alfreton Park School are:

- To develop pupils' confidence, self-esteem and self-respect, and to support them to recognise and value themselves and others.
- To develop an understanding of different types of relationships, including families, friendships and other relationships, and the characteristics of healthy and respectful relationships.
- To promote an inclusive school ethos in which equality, diversity and respect are embedded throughout the curriculum, including understanding and respecting protected characteristics, differences between people and relevant aspects of equality law.
- To develop pupils' ability to communicate, listen, express their feelings and understand the feelings of others, supporting emotional wellbeing and resilience.
- To develop empathy, kindness, respect and positive attitudes towards themselves and others.
- To support pupils to recognise and name parts of the body, understand how their bodies change and develop, and develop appropriate vocabulary to communicate about their bodies and health.
- To prepare pupils for puberty and the physical, emotional and social changes associated with growing up, including the importance of personal hygiene and health.
- To develop pupils' understanding of personal space, privacy, boundaries and consent, and to help them recognise when behaviour or situations are unsafe or inappropriate.
- To support pupils to recognise potential risks, keep themselves safe and know how and where to seek help, including from trusted adults and appropriate services.
- To support pupils to understand how to keep themselves safe and healthy both in person and when using digital technology and online spaces.
- To provide a safe, supportive and respectful environment in which pupils can ask questions and discuss sensitive issues in an age- and developmentally appropriate way.

- To develop pupils' understanding of personal hygiene, healthy routines and ways of reducing the spread of infection and illness.
- To support pupils to develop decision-making and problem-solving skills and to understand that their choices can affect their own health, safety and wellbeing and that of others.
- To develop pupils' social skills, including turn-taking, cooperation, tolerance, communication and working positively with others.
- To support pupils to develop increasing independence and the knowledge, skills and confidence needed to become healthy, happy and responsible members of the wider community.
- To support and reflect the school's core values: We are Caring, We are Brave and We Aim High.

3. Statutory Requirements

Alfreton Park School provides education for pupils from approximately 2.5 to 19 years of age. Our RSHE curriculum is therefore carefully structured across the different stages of education to ensure that pupils receive the statutory content relevant to their phase, while also ensuring that learning is appropriate to their age, developmental stage, individual needs and circumstances.

Relationships Education and Health Education are statutory for pupils in primary education, while Relationships and Sex Education (RSE) and Health Education are statutory for pupils in secondary education. Sex education beyond the statutory science curriculum is subject to the specific arrangements set out in the statutory guidance, including parental rights to request withdrawal from relevant sex education.

As a special school, we recognise that pupils may have a wide range of developmental, communication, cognitive, sensory, social and emotional needs. We will therefore adapt and differentiate teaching so that the statutory curriculum is accessible and meaningful to all pupils. This may include using additional repetition, concrete and visual resources, alternative communication methods, increased opportunities for practice and reinforcement, and additional time to develop understanding. RSHE teaching for pupils with SEND may need to be adapted to both chronological age and developmental ability.

Individual needs will be carefully considered when planning and delivering RSHE. Where appropriate, learning may be linked to pupils' EHCP outcomes and Individual Learning Plan (ILP) targets. Teaching will be sensitive, inclusive, age- and developmentally appropriate, accessible and delivered with regard to relevant legislation and statutory guidance.

We recognise that pupils with SEND may experience increased vulnerability to bullying, abuse, exploitation and other safeguarding risks. These factors will be considered when planning and sequencing RSHE so that pupils are supported to develop the knowledge and skills they need to recognise risks, establish healthy boundaries, communicate their needs, seek help and keep themselves safe. RSHE will form part of the school's wider whole-school approach to safeguarding and wellbeing.

The teaching of relationships, health and growing-up content will begin at an appropriate stage for each pupil and will be revisited and developed progressively throughout their education. Where appropriate, aspects of sex education beyond the statutory science curriculum may be introduced to primary-aged pupils when this is considered suitable for their age, developmental stage and individual needs. Parents will be informed about the content of sex education and their rights in relation to withdrawal in accordance with the statutory guidance.

As pupils approach and experience puberty, teaching will include appropriate learning about the changing adolescent body, including physical and emotional changes, menstrual wellbeing and other aspects of puberty. At Alfreton Park School, we recognise the importance of preparing pupils for these changes before they occur, while ensuring that content is taught sensitively and at an appropriate developmental stage.

RSE and Health Education will continue throughout secondary education. Teaching will be adapted to the individual developmental needs of pupils, but statutory content will not be omitted solely because a pupil has SEND. Where pupils require significant adaptation or additional support to access the curriculum, this will be considered through appropriate curriculum planning, differentiation and individual support.

The school will deliver RSHE in accordance with the revised Department for Education statutory guidance, which came into effect on 1 September 2026. The guidance is issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The school will comply with relevant requirements of the Equality Act 2010 and will promote equality, inclusion and respect for differences, including the protected characteristics, throughout RSHE and the wider curriculum.

We recognise that some RSHE topics may be sensitive and may lead to questions, concerns or disclosures. Staff will create a safe, supportive and respectful environment in which pupils can participate and ask questions. However, staff will not promise confidentiality where a pupil shares information that raises a safeguarding concern. Any disclosure or safeguarding concern will be responded to in accordance with the school's safeguarding and child protection procedures and shared with the Designated Safeguarding Lead or deputy in line with those procedures.

RSHE will contribute to the school's whole-school safeguarding approach. Teaching will include opportunities to develop pupils' understanding of respectful relationships, consent and boundaries, public and private behaviour, appropriate and inappropriate touch, personal safety, recognising unsafe situations, seeking help and staying safe online. Teaching will be carefully sequenced and revisited across the curriculum, with content introduced at an appropriate stage so that pupils are supported with relevant knowledge and skills before they are likely to encounter particular situations.

Where appropriate, the school will signpost pupils, parents and staff to relevant sources of information and support when sensitive topics are discussed. Any external support or signposting will be considered in line with safeguarding procedures and the individual needs of the pupil.

Post-16 provision

The school provides education for pupils aged up to 19. The statutory RSHE requirements apply to pupils receiving primary or secondary education. Where pupils aged 16–19 are no longer receiving secondary education, the statutory RSHE requirements do not apply to their post-16 provision. However, the school will continue to provide appropriate relationships, health, personal safety and preparation for adulthood education, informed by the principles of the DfE statutory RSHE guidance and the individual needs, EHCP outcomes and preparation for adulthood priorities of pupils.

4. Policy Development

This policy has been developed and reviewed in consultation with staff, pupils and parents/carers, and has been approved and ratified by the school's governing body. In accordance with the Department for Education's statutory guidance, the school recognises the important role parents and carers play as the first educators of their children and values a positive partnership between home and school in supporting pupils' relationships, sex and health education. Schools are required to consult parents when developing and reviewing their RSHE policy.

We aim to develop positive and constructive relationships with parents and carers based on mutual understanding, respect, trust and cooperation. Parents and carers will be given appropriate opportunities to understand the purpose and content of the RSHE curriculum, provide feedback and raise questions or concerns. This may include parent meetings, information sessions, face-to-face discussions, written communication and opportunities to contribute to consultation when the policy or curriculum is reviewed.

The policy will be published on the school website and a copy will be provided free of charge to anyone who requests one. Parents and carers are encouraged to contact the school if they have questions or concerns about the policy or the teaching of RSHE.

Parents and carers will be able to request access to the curriculum materials and resources used to deliver RSHE. Requests to view relevant teaching materials should be made through the school, and the RSHE Subject Lead will arrange an appropriate opportunity to provide or discuss these materials. Where responsive or additional teaching is introduced in response to an emerging issue, parents will be informed of any shift away from the published policy or curriculum, and relevant teaching materials will be made available to parents on request.

Pupil voice will be considered when developing and reviewing the RSHE curriculum. We recognise the importance of understanding pupils' experiences, views, questions and individual needs when planning and evaluating RSHE provision.

Staff will receive appropriate information, guidance and professional development to support the effective delivery of RSHE and to ensure that they are aware of the school's expectations and policy. Staff will have opportunities to contribute feedback and make recommendations regarding the curriculum and its implementation.

The RSHE Subject Lead, in collaboration with the Headteacher and relevant staff, will support the effective implementation of this policy, ensure that the RSHE curriculum remains up to date and reflects current statutory guidance and relevant national and local guidance. The Subject Lead will monitor the implementation and effectiveness of the RSHE curriculum and report to the Headteacher and governors as appropriate.

The policy will be reviewed at least annually and sooner where there are significant changes to statutory guidance, legislation, school provision or identified pupil needs. Any significant revisions will be subject to appropriate consultation before being presented to the governing body for approval.

5. Definition

RSHE stands for Relationships, Sex and Health Education. At Alfreton Park School, we use the term RSHE consistently across the school to promote continuity and consistency for pupils, parents, carers and staff.

RSHE encompasses the teaching of relationships, health and, where appropriate, sex education. The content and level of detail taught will be carefully considered according to pupils' age, developmental stage, individual needs and circumstances. As a special school, we recognise that pupils may require different approaches, levels of support, repetition and opportunities to practise and apply their learning.

RSHE supports pupils' emotional, social and physical development. It includes learning about relationships, emotional wellbeing and resilience, healthy lifestyles, personal identity, diversity, growing and changing, personal safety and respectful relationships. It also supports pupils to develop the knowledge and skills they need to make informed choices, communicate their feelings and needs, establish appropriate boundaries and seek help when necessary.

RSHE involves sharing accurate, age- and developmentally appropriate information, developing practical skills and providing opportunities for pupils to explore and reflect on relationships, choices, feelings, values and behaviours. Teaching will be inclusive and responsive to the individual needs of our pupils.

RSHE is not intended to promote sexual activity. It provides pupils with the knowledge and skills they need to understand themselves, develop healthy and respectful relationships and keep themselves safe. Depending on pupils' age, developmental stage and individual needs, this may include learning about body parts and their correct biological names, public and private behaviour, personal space and boundaries, appropriate and inappropriate touch, consent, puberty, personal hygiene, sexual development including masturbation, making safe choices, recognising unsafe situations, knowing how to say no and knowing where and how to seek help. Such teaching forms an important part of our wider safeguarding provision.

Teaching will be delivered sensitively and inclusively. Where appropriate, particular lessons or activities may be delivered in smaller or gender-specific groups where this would better meet pupils'

individual needs, support engagement or enable sensitive topics to be explored appropriately. This will be considered on an individual and curriculum basis and will not be used to reinforce stereotypes or limit pupils' access to the curriculum.

Staff will use accurate and consistent terminology, including the correct biological names for body parts. We also recognise that pupils and families may use different names or vocabulary at home. Parents and carers are encouraged to share relevant information with school so that staff can understand the language used by individual pupils and support clear and consistent communication.

6. Curriculum (Intent)

We teach RSHE through a differentiated and progressive curriculum that enables pupils to develop knowledge, understanding and practical skills over time. RSHE is taught both through dedicated lessons and, where appropriate, through planned links across a range of curriculum areas and learning experiences, including Science, Physical Education, Independence Skills, community visits and Religious Education.

The RSHE curriculum is carefully sequenced and adapted to reflect the age, developmental stage, individual needs and circumstances of our pupils. We recognise that pupils' knowledge and understanding should not be underestimated and provide meaningful opportunities for all pupils to develop their understanding of themselves, their bodies, relationships, families, friendships, health, safety and the wider world. Learning may also include understanding different family structures, cultures, beliefs, traditions and significant life events, including birth, marriage and death.

RSHE is promoted throughout the whole school day and is not limited to specific taught lesson times. Opportunities to develop and reinforce RSHE knowledge and skills may arise during playtimes, lunchtimes, personal care routines, independence activities, community visits and everyday interactions. It is therefore essential that all staff understand the principles and expectations of this policy and consistently support pupils to develop respectful relationships, personal safety, independence, communication and appropriate boundaries.

The curriculum has been developed with consideration of the views and needs of pupils, parents/carers and staff. Pupil voice and individual needs will continue to inform the development and review of RSHE provision.

Pupils may ask questions about relationships, growing up, health, their bodies or other sensitive topics outside of planned lesson content. Staff will respond calmly, respectfully and appropriately, taking account of the pupil's age, developmental stage and individual circumstances. Staff will provide accurate information within the boundaries of the curriculum and their professional role. Where a question raises a safeguarding concern, requires specialist advice, falls outside the planned curriculum or relates to sex education from which a pupil has been withdrawn, staff will respond sensitively and supportively without providing unplanned teaching beyond the school's curriculum. Staff will seek advice from the RSHE Subject Lead, Headteacher or Designated Safeguarding Lead as appropriate. Where appropriate, pupils may be encouraged to discuss the question with a parent, carer or trusted adult, or may be signposted to an appropriate source of support or information. Staff will consider the pupil's individual communication, developmental and safeguarding needs when determining the most appropriate response.

We aim to ensure that pupils receive accurate and appropriate information, are supported to challenge misconceptions and develop the knowledge and skills they need to make safe and informed choices. Teaching will also support pupils to understand that information found online is not always accurate, reliable or appropriate.

Further information about the content and sequencing of the RSHE curriculum can be found in the school's RSHE Long-Term Plans.

7. Delivery of RSHE

RSHE is taught throughout the school week, with focused RSHE teaching taking place for a minimum of one timetabled lesson each week. Additional opportunities to develop and reinforce RSHE knowledge and skills are incorporated throughout the school day, including personal hygiene and care, individual learning targets linked to EHCP outcomes, turn-taking, communication, choice-making, friendships, independence and personal safety.

The focused RSHE lesson will normally have a planned theme or area of learning for each half term. Themes may include relationships and friendships, emotions and feelings, growing and changing, puberty, health and wellbeing, personal safety, online safety, families, respectful relationships and living in the wider world. The content and level of detail will be adapted according to pupils' age, developmental stage, individual needs and prior learning.

RSHE resources will be selected carefully to ensure that they are accurate, appropriate, accessible and suitable for the pupils being taught. Teachers may use resources from recognised providers, including the PSHE Association, Learn and Thrive, and can seek advice and support from the RSHE subject lead. The school has a range of practical and visual resources to support learning, including puppets for relationship and role-play activities, digital devices to support online safety and relationships, and resources to support emotional wellbeing. Books and other resources are also used to promote understanding of diversity, equality and protected characteristics.

The school recognises that pupils with SEND may require additional support, repetition, visual resources, concrete experiences, alternative communication methods and additional opportunities to practise and generalise their learning. Staff will consider individual communication needs and ensure that teaching approaches and resources are accessible to pupils.

Where there are concerns that a particular RSHE topic may be sensitive or require additional consideration for an individual pupil, staff will seek advice from the Designated Safeguarding Lead and/or other appropriate professionals. This may include consideration of pupils who have experienced trauma, adverse childhood experiences, abuse or other circumstances which may affect how they respond to particular topics. The aim is to ensure that pupils are supported sensitively while still receiving the knowledge and skills they need to keep themselves safe and develop healthy relationships.

Primary

For pupils receiving primary education, Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education includes areas such as:

- Mental wellbeing
- Wellbeing online, including internet safety and harms
- Physical health and fitness
- Healthy eating and nutrition
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, including personal hygiene, oral health, germs, infection prevention, sun safety and vaccination and immunisation
- Personal safety, including recognising hazards and staying safe around roads, railways and water
- Basic first aid

- Developing bodies, including growth, puberty, correct biological names for body parts and menstrual wellbeing

The statutory curriculum will be adapted and differentiated to meet the needs of our pupils. Pupils may revisit areas of the primary curriculum throughout their education, including during secondary education, where this is appropriate to their developmental stage and individual needs. This does not mean that pupils are excluded from the secondary curriculum; rather, learning will be appropriately sequenced, differentiated and revisited to enable pupils to make progress from their individual starting points.

Secondary

For pupils receiving secondary education, Relationships and Sex Education and Health Education will continue to build progressively on previous learning.

Secondary RSHE will also address relevant areas of personal safety, safeguarding and healthy relationships, including sexual harassment and sexual violence, harmful sexual behaviour, domestic abuse, coercive and controlling behaviour, exploitation, grooming, forced marriage, FGM and other forms of abuse. Where appropriate to pupils' age, developmental stage and individual needs, teaching will also address pornography, misogyny, harmful stereotypes, image sharing, including the risks associated with sharing intimate images without consent, AI-generated and deepfake content, online harassment, stalking and other digital risks.

Health and wellbeing education will continue to develop pupils' understanding of mental health, including safe and appropriate opportunities to learn about suicide prevention and seeking help. Where suicide prevention is addressed directly, the school will ensure that appropriate professional advice, staff preparation and safeguarding arrangements are in place.

Where a pupil needs specific information or support before a topic is reached through the planned curriculum, an individual or small-group intervention may be considered. This may include teaching relating to puberty, personal hygiene, menstruation, personal boundaries, relationships or personal safety.

The school recognises that pupils learn through small steps, repetition and carefully sequenced experiences. Staff will therefore ensure that the curriculum remains broad, balanced, progressive and sequential, while recognising that pupils may work on different aspects of the curriculum at different stages.

For pupils aged 16–19, RSHE will continue to support preparation for adulthood, independence, healthy relationships, personal safety, health and wellbeing. Provision will build on previous learning and will be appropriate to pupils' age, developmental stage, individual needs, EHCP outcomes and preparation for adulthood priorities.

Families, diversity and relationships

Teaching about relationships and family life will reflect the diversity of families and caring relationships within our school and wider society. This may include single-parent families, adoptive families, foster families, families with same-sex parents, families headed by grandparents and other family structures. Teaching will also recognise that some pupils may have different or additional networks of support, including looked-after children and young carers.

Learning will promote respect, kindness and understanding and will not stigmatise pupils because of their family circumstances. A range of stories, books, visual resources, discussion, role play and practical activities may be used to support learning. Resources will be selected according to the age, developmental stage and needs of the pupils.

RSHE is a whole-school responsibility and learning about relationships, health, safety and wellbeing will not be restricted to discrete RSHE lessons. These themes may be reinforced throughout the curriculum, during community activities and visits, and through everyday interactions and routines.

Teaching approaches

We use a range of teaching strategies to meet the diverse needs of our pupils. These may include:

- Active learning, including circle time, discussion, practical activities and the use of props, puppets and books.
- Stories, poems, songs, role play, drama, videos and other age- and developmentally appropriate resources.
- Visual supports, symbols, social stories and alternative or augmentative communication where appropriate.
- Repetition and opportunities to practise and generalise learning across different contexts.
- Establishing clear expectations and ground rules where appropriate, including ensuring that pupils are not pressured to disclose personal information or answer questions that make them uncomfortable.
- Creating a safe, respectful and supportive environment in which pupils can ask questions and express their views.
- Following the school's safeguarding procedures whenever a pupil makes a disclosure or a concern arises.
- Using smaller or gender-specific groups where this is considered appropriate for a particular lesson, cohort or individual need. Any such grouping will be carefully considered and will not restrict pupils' access to the curriculum or reinforce stereotypes.
- Ensuring that teaching staff and support staff are appropriately prepared, including appropriate safeguarding training, and have access to suitable resources and guidance.

Menstrual wellbeing

The school recognises the importance of teaching menstrual wellbeing and ensuring that pupils are prepared for menstruation before it occurs. Learning will be introduced at an appropriate developmental stage and will include understanding menstruation, menstrual hygiene, managing periods and knowing when and how to seek support.

The school supports initiatives that aim to reduce stigma and promote access to menstrual products. Appropriate period and menstrual products are available in school toilets and staff will provide personal care support where required, in accordance with individual care plans and school procedures.

Sex education and parental withdrawal

Parents and carers will be informed about the content and organisation of sex education in accordance with the school's RSHE policy and the statutory guidance. Information about planned content will be shared in advance, particularly where teaching covers non-statutory sex education.

Parents and carers will be given an opportunity to discuss the content and purpose of sex education before making a request to withdraw.

At primary level, sex education is not a statutory requirement. Where the school chooses to provide additional sex education beyond the statutory Relationships and Health Education curriculum, this will be clearly identified to parents and carers. Parents and carers have the right to request that their child be withdrawn from this additional sex education. Where a request is made, it will be granted by the Headteacher, except where the content forms part of the statutory Science curriculum.

Parents of secondary-aged pupils have a right to request withdrawal from some or all sex education delivered as part of statutory RSE, subject to the arrangements set out in the statutory guidance. There is no right to withdraw from statutory Relationships Education or Health Education. Parents cannot withdraw pupils from statutory science teaching, including the scientific aspects of reproduction.

The school will provide parents and carers with clear information about the content of sex education and the distinction between statutory and non-statutory content. Further information, including the school's withdrawal arrangements and relevant form, can be found in Appendix 1.

Responding to current issues

RSHE is a responsive curriculum and will be reviewed and adapted where appropriate to address relevant issues affecting pupils and the wider community. Any additional or responsive teaching will remain consistent with the statutory guidance, the school's curriculum aims and safeguarding procedures, and will be appropriate to pupils' age, developmental stage and individual needs.

8. Roles and Responsibilities

The Governing Board

The Governing Board is responsible for approving the RSHE policy and ensuring that appropriate arrangements are in place for its effective implementation. The Governing Board will hold the Headteacher to account for the quality and effectiveness of RSHE provision.

The governor with responsibility for overseeing RSHE will maintain an appropriate level of understanding of the school's provision and will work with the Headteacher and RSHE subject lead to provide appropriate challenge and support.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught effectively and consistently across the school and that the requirements of the statutory guidance are met.

The Headteacher is responsible for ensuring that appropriate arrangements are in place for parental requests to withdraw pupils from applicable sex education and that these requests are managed in accordance with this policy and the statutory guidance.

The Headteacher will ensure that staff have appropriate support, guidance and professional development to deliver RSHE safely and effectively.

Where external providers are used to support RSHE, the Headteacher will ensure that appropriate checks, safeguarding arrangements and expectations are in place and that provision is consistent with this policy and the school's curriculum.

The RSHE Subject Lead

The RSHE subject lead is responsible for supporting the Headteacher in the implementation of this policy and the effective development of the RSHE curriculum.

The RSHE subject lead will:

- Monitor the implementation and effectiveness of the RSHE curriculum.
- Review and update the RSHE policy when required.
- Monitor curriculum planning, including long-term and medium-term planning and, where appropriate, short-term planning.
- Undertake learning walks, work scrutiny and focused lesson observations where appropriate.
- Identify areas for development and improvement.
- Identify staff training and professional development needs.
- Identify and review resources required to support effective teaching and learning.
- Support staff with advice and guidance relating to RSHE.
- Keep up to date with relevant statutory guidance and national and local developments.
- Report to the Headteacher and Governing Board on RSHE provision and identified areas for development as appropriate.

Staff

All staff involved in the delivery of RSHE are responsible for:

- Delivering RSHE in a sensitive, inclusive and age- and developmentally appropriate manner.
- Adapting teaching and resources to meet individual pupil needs.
- Modelling positive, respectful and appropriate attitudes and behaviours.
- Supporting pupils to develop knowledge, understanding and practical skills.
- Monitoring and recording pupils' progress in line with the school's assessment arrangements.
- Responding appropriately to pupils' questions and individual needs.
- Maintaining appropriate professional boundaries when discussing sensitive topics.
- Following the school's safeguarding and child protection procedures if a pupil makes a disclosure or a concern arises.
- Respecting and supporting arrangements for pupils whose parents have exercised their right to withdraw them from applicable sex education.
- Seeking advice from the RSHE subject lead, Headteacher or Designated Safeguarding Lead when they are unsure how to respond to a sensitive issue.
- Where external providers are used, school staff will remain responsible for the overall RSHE provision and will ensure that the content delivered is consistent with this policy and the school's curriculum.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about delivering particular aspects of RSHE are encouraged to discuss these with the Headteacher, Deputy Headteacher or RSHE subject lead so that appropriate guidance, support or professional development can be provided.

Pupils

Pupils are encouraged and supported to engage positively with RSHE and to participate in learning in a way that is appropriate to their individual needs and communication abilities.

When discussing issues relating to RSHE, pupils will be supported to:

- Listen to and respect the views, feelings and experiences of others.
- Develop positive and respectful relationships.
- Communicate their own feelings, needs and boundaries.
- Ask questions and seek help when they are unsure or concerned.
- Develop the knowledge and skills needed to make safe and informed choices.

Parents and Carers

Parents and carers are recognised as important partners in their child's RSHE education. They are encouraged to engage with the school regarding the RSHE curriculum and to raise any questions or concerns.

Parents and carers will be provided with information about the school's RSHE provision and, where applicable, the content of sex education and their statutory rights in relation to withdrawal.

Parents and carers who have questions or concerns about RSHE are encouraged to contact the RSHE subject lead in the first instance.

9. Assessments, Recording and Reporting (Impact)

Assessment of RSHE is ongoing and focuses on the knowledge, understanding, skills and confidence that pupils develop over time. Assessment will take account of each pupil's individual starting point, developmental stage, communication needs and identified learning needs.

Pupils' contributions, participation and achievements are recognised and valued as part of the Alfreton Park School approach. Teachers will assess pupils against the planned RSHE learning outcomes for

their class and will use a range of evidence to identify progress. This may include observation, discussion, practical activities, pupil responses, work produced and evidence of pupils applying their learning in different contexts.

Individual pupil learning and progress will be recorded through Earwig, the school's recording and evidence system. Where appropriate, photographic, video or other evidence may be used to demonstrate the development and application of RSHE knowledge and skills.

Teachers will record progress through the school's B Level and B Skills Assessment systems, in accordance with the school's assessment procedures. Assessment will be used to identify next steps, inform future planning and ensure that teaching remains appropriately differentiated and responsive to individual pupil needs.

Where appropriate, RSHE learning may contribute to pupils' EHCP outcomes and Individual Learning Plan (ILP) targets. Progress towards these outcomes will be reviewed in accordance with the school's usual assessment and review arrangements.

The RSHE subject lead will monitor assessment information and evidence of learning to evaluate the impact of the curriculum, identify areas of strength and development, and inform future curriculum planning and staff support.

10. Evaluation and Review

The RSHE curriculum will be monitored and evaluated regularly to ensure that it remains effective, relevant, accessible and responsive to the needs of our pupils. Evaluation will take account of the school's Long-Term Plans, curriculum developments, pupil needs and feedback, as well as any changes to statutory guidance, legislation or national expectations.

The effectiveness of teaching and learning in RSHE will form part of the ongoing monitoring and evaluation of curriculum and whole-school practice. This may include learning walks, work scrutiny, lesson observations, pupil voice, staff feedback, assessment information and evidence of pupils applying their learning in different contexts.

Pupils' learning and progress in RSHE will be reviewed throughout the year and formally evaluated at the end of each term. Assessment information and evidence will be used to identify strengths, gaps in learning and areas for further development, and to inform future planning and teaching.

The RSHE curriculum and policy will be reviewed at least annually by the RSHE Subject Lead and Headteacher, with input from relevant staff, pupils, parents/carers and governors where appropriate. Findings from monitoring and evaluation will inform future curriculum development and any necessary amendments to the policy. The policy will also be reviewed sooner where there are significant changes to statutory guidance, legislation, school provision or the needs of our pupils.

11. Staff Development

All staff involved in the delivery of RSHE will receive appropriate support and professional development to enable them to deliver the curriculum confidently, sensitively and effectively. RSHE will be included within staff induction and will form part of the school's continuing professional development programme. Training and development opportunities will reflect the needs of our pupils, including their communication, cognitive, sensory, social and emotional needs, and will include appropriate safeguarding training and guidance on responding to disclosures arising from RSHE teaching.

Staff are encouraged to seek advice and support from the Senior Leadership Team, Middle Leadership Team and RSHE Subject Lead where they require additional guidance or feel less confident teaching a particular area of the RSHE curriculum. Where appropriate, specific training, coaching or professional development will be identified through the school's professional development and performance management processes.

Where appropriate, the school will work with external professionals and agencies to enhance staff knowledge and expertise and to support the delivery of RSHE. This may include health professionals, sexual health professionals, oral health practitioners, mental health professionals and other relevant specialists. External professionals may also contribute to parent/carer information sessions where this supports effective partnership working between school and home.

Staff will have opportunities to share good practice, resources and developments with colleagues within the school and, where appropriate, with professionals from mainstream and special schools. Collaborative curriculum development is recognised as a valuable part of maintaining and improving the quality of RSHE provision.

The school will also work collaboratively with relevant local authority services and other professional networks to access current guidance, training and resources and to support the ongoing development of RSHE provision.

Where external professionals contribute to RSHE teaching or parent/carer sessions, the school will ensure that their role, content, resources and safeguarding arrangements are agreed in advance and are consistent with this policy.

12. Parents' Right to Request Withdrawal

The school recognises the important role of parents and carers in supporting their child's education and will provide clear information about the content and organisation of RSHE. Parents and carers will be given opportunities to discuss the curriculum and raise any questions or concerns with the school.

Relationships and Health Education

Parents and carers do not have the right to withdraw their child from statutory Relationships Education or Health Education, at either primary or secondary level. This includes content relating to puberty and the changing adolescent body when taught as part of Health Education. Parents and carers also cannot withdraw their child from statutory Science, including content relating to puberty or sexual reproduction.

Sex Education

At primary level, sex education is not a statutory requirement. Where the school chooses to provide additional sex education beyond the statutory Relationships and Health Education curriculum, this will be clearly identified to parents and carers. Parents and carers have the right to request that their child be withdrawn from this additional sex education. Where a request is made, the Headteacher will grant the request, except where the content forms part of the statutory Science curriculum.

At secondary level, parents and carers have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE, subject to the provisions of the statutory guidance. In exceptional circumstances, the Headteacher may refuse a request, for example where there are safeguarding concerns or where the pupil has particular vulnerabilities.

From three terms before a pupil turns 16, the pupil may choose to opt back into sex education, even where their parent or carer has previously requested withdrawal. The school will ensure that pupils are aware of this right and will make appropriate arrangements where a pupil wishes to participate.

Withdrawal Process

Requests for withdrawal should be made in writing using the form provided in Appendix 1 and addressed to the Headteacher. Before making a decision, the Headteacher will discuss the request with the parent or carer and, where appropriate, the pupil. The purpose and content of the relevant RSHE provision, the benefits of participation and the potential implications of withdrawal, including any social or emotional impact, will be explained.

A copy of the withdrawal request and the outcome of the request will be retained in accordance with the school's record-keeping and data protection procedures.

Where a pupil is withdrawn from sex education, the school will provide appropriate and purposeful education during the period of withdrawal.

13. Monitoring Arrangements

The delivery and effectiveness of RSHE will be monitored by the RSHE Subject Lead, in collaboration with the Senior Leadership Team and relevant curriculum staff. Monitoring will consider the quality and consistency of teaching, curriculum coverage, pupil engagement, progress and the impact of RSHE on pupils' knowledge, understanding, skills and ability to apply their learning.

Monitoring activities may include:

- Learning walks and curriculum monitoring.
- Review of work, practical activities and evidence recorded on Earwig.
- Review of lesson planning and, where appropriate, lesson observations.
- Review of pupil progress and development through the school's internal assessment systems, including ILP targets, B Level and B Skills assessments.
- Consideration of progress and achievement for pupils accessing RSHE through ASDAN modules, where appropriate.
- Pupil voice and feedback about their RSHE learning and experiences.
- Feedback from staff and parents/carers.
- Staff, parent/carer and pupil questionnaires or surveys, where appropriate.
- Staff meetings to review curriculum delivery, share good practice, identify areas for development and discuss the content and organisation of RSHE.
- Review of curriculum planning and progression to ensure that statutory content is appropriately covered, revisited and adapted to meet the needs of individual pupils.

Monitoring information will be used to identify strengths, gaps and areas for development and to inform future curriculum planning, staff development and resource provision. Findings will be shared with the Headteacher and governors as appropriate and will contribute to the annual evaluation and review of the RSHE curriculum and policy.

14. Post-16 Provision

For pupils aged 16–19 who are no longer receiving secondary education, RSHE will continue to support preparation for adulthood, independence, healthy relationships, personal safety, health and wellbeing. Provision will build on previous learning and will be appropriate to pupils' age, developmental stage, individual needs, EHCP outcomes and preparation for adulthood priorities.

Teaching will support pupils to apply their knowledge and skills in increasingly independent contexts, including relationships, personal safety, health, community participation, online safety and life beyond school.

The statutory RSHE requirements do not apply to post-16 provision where pupils are no longer receiving secondary education. However, the principles and relevant content of the DfE statutory RSHE guidance will continue to inform provision where appropriate, alongside the school's preparation for adulthood curriculum and the individual needs and circumstances of pupils.

Reviewed September 2026 by Katie Turner

Appendix 1: Parent/Carer Request to Withdraw from Sex Education within RSHE

To be completed by the parent/carer			
Name of Child		Class	
Name of Parent/Carer		Date	
Sex education content/lesson(s) from which you are requesting withdrawal: Please provide details of the specific sex education content or lesson(s) from which you are requesting that your child is withdrawn.			
Reason for request / any concerns you would like the school to consider: This section is optional.			
Any other information you would like the school to consider:			
Parent/Carer Signature			

To be completed by the school	
Date request received:	Date of discussion with parent/carer:
Outcome of request:	
Agreed actions following discussion with parent/carer: Alternative/purposeful education to be provided during withdrawal: Any further actions or review date:	
School representative signature:	Parent/Carer signature: