

***Relationships, Sex and
Health Education
(RSHE) Policy
September 2026***



1. Introduction

1.1

The JCB Academy is committed to supporting learners to develop healthy, respectful and positive relationships. RSHE aims to foster responsible attitudes towards relationships, intimacy and sexual health. The programme is designed to reflect the expressed needs of learners and to promote wellbeing.

1.2

RSHE supports learners' emotional, social and cultural development. It includes learning about relationships, sexuality, sexual health, healthy lifestyles, diversity and personal identity.

1.3

RSHE involves both the sharing of factual information and guided opportunities for learners to explore values, beliefs and personal perspectives.

1.4

RSHE does **not** promote sexual activity.

2. Aims

RSHE at The JCB Academy aims to:

- Provide a framework for safe and sensitive discussions.
- Prepare learners for puberty and teach the importance of health and hygiene.
- Help learners develop confidence, self-respect and empathy for others.
- Create a positive culture of safety and respect around sexuality and relationships.
- Teach accurate vocabulary for describing bodies, identities and feelings.
- Empower learners to make informed, lawful and age-appropriate decisions regarding relationships and sexual behaviour.
- Reduce risk-taking behaviours within sexual contexts.
- Support learners to understand their emotions and feelings regarding friendships, relationships and sexual contact.

3. Statutory duty

3.1

As a secondary academy, RSHE must be provided to all learners in accordance with Section 34 of the Children and Social Work Act 2017.



3.2

The academy is required by its funding agreement to have regard to statutory guidance issued under Section 403 of the Education Act 1996. The **updated RSHE guidance (2025)**, which becomes compulsory from 1 September 2026, forms the basis of this requirement.

4. Programme of study

4.1

RSHE is taught primarily through the PSHE curriculum.

4.2

Biological content is delivered through the science curriculum.

4.3

Learners may receive specific sessions delivered by trained external professionals.

4.4

RSHE provides learners with knowledge needed to build healthy, nurturing relationships of all kinds, including:

- Family relationships
- Respectful friendships and relationships
- Online and media (virtual) relationships
- Staying safe, including recognising risk and seeking help
- Intimate and sexual relationships, including sexual health

4.5

Further details of the academy's RSHE curriculum are provided in **Appendix 1**.

4.6

Teaching takes account of the wide variety of family structures, including single-parent families, same-sex parents, kinship carers, adoptive parents, foster families and other variations. The academy is sensitive to the needs of learners who may have different support structures, including looked-after children and young carers.

5. Pastoral support

5.1

Some learners may feel anxious about aspects of their development, relationships or home circumstances. High-quality pastoral support is essential to ensure learners feel safe to access advice.



5.2

Staff must take care when discussing sexual behaviour with learners, respecting parental responsibilities and recognising when concerns may represent safeguarding issues. If a member of staff is unsure, they must consult a safeguarding team member and follow the academy's Safeguarding and Child Protection Policy.

6. Contraception

6.1

Staff must not give individualised contraceptive advice to learners under 16, for whom sexual intercourse is unlawful. Instead, they should direct learners to parents/carers, GPs or local sexual health services.

6.2

Information about contraceptive methods will be provided only by appropriately qualified professionals.

7. Roles and responsibilities

7.1

The Board of Trustees approves the RSHE Policy and holds the Principal to account for its implementation.

7.2

The Principal ensures RSHE is taught consistently across the academy and manages withdrawal requests for non-statutory/non-science RSHE content.

7.3

Staff are responsible for:

- Delivering RSHE safely and sensitively
- Modelling positive attitudes
- Monitoring understanding and progression
- Responding appropriately to learners' needs
- Managing withdrawal requests in line with the policy

7.4

Staff cannot opt out of teaching RSHE. Any concerns should be discussed with the Principal.

7.5

All staff can contribute to RSHE delivery through the PSHE curriculum.

7.6

Learners are expected to engage respectfully and sensitively in RSHE lessons.



7.7

Visitors and external professionals may be involved to enhance provision. All visitors must follow this policy, and health professionals act within their professional codes.

8. Parents' right to withdraw

8.1

Parents may withdraw their child from the **non-statutory, non-science components of sex education** up to **three terms before the learner turns 16**. After that point, learners may request to participate and the academy will provide access.

8.2

Requests must be made in writing using the form in **Appendix 2**, addressed to the Principal.

8.3

Alternative supervised work will be provided for withdrawn learners.

8.4

Copies of withdrawal requests will be retained in the learner's educational record.

9. Aspects of sexual behaviour raised outside RSHE

9.1

Occasionally, unrelated curriculum topics may prompt limited discussion of sexual behaviour. This will not automatically form part of RSHE.

9.2

Staff must balance responding appropriately with respecting the views of learners and parents, especially where a learner has been withdrawn from RSHE content.

Related policies/procedures:

Safeguarding and Child Protection Policy

Date of approval by Governing Body:	15 June 2010
Reviewed and reapproved:	7 June 2020
Reviewed and reapproved:	9 March 2022
Reviewed and reapproved:	21 September 2026



By the end of secondary school pupils should know

TOPIC	LEARNERS SHOULD KNOW
Families	• 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. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • 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 to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict; reconciliation and ending relationships, this includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in 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 cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

TOPIC	LEARNERS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another 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 is sent to them. • 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 (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, 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 (in all contexts, including online).

TOPIC	LEARNERS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• 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 all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause. • That there are a 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 to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally 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), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • 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.

APPENDIX 2

Withdrawal from Sex Education within RSHE

TO BE COMPLETED BY THE PARENT/CARER			
Name of learner		Year	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent/carer signature:			
TO BE COMPLETED BY THE ACADEMY			
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.		
Staff Member			