

RSHE POLICY

(Relationships, Sex and Health Education)



HARTFORD
CHURCH OF ENGLAND
HIGH SCHOOL

Ratified by Governing Board: February 2026 Next Due for Review: Autumn Term 2026

Mission Statement:

Our mission at Hartford Church of England High School is to provide an outstanding, inclusive and ambitious education for all. Children develop and thrive both within and beyond the classroom. They are known, with their talents embraced and promoted. They develop into young people who will make a substantial contribution to the world. They enjoy an education rooted in a shared set of Christian values that radiate the love and truth of Jesus Christ.

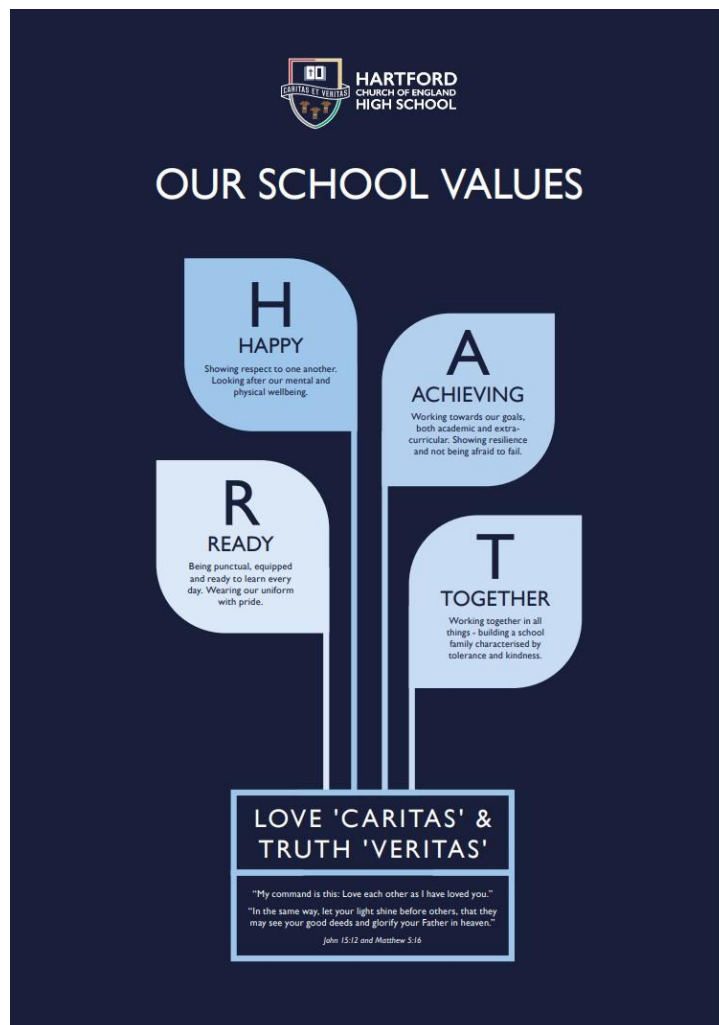
Everything we do at Hartford Church of England High School as students, staff, Governors and wider stakeholders, centres on the core values of our school:

Happy: Showing respect to one another. Looking after our mental and physical wellbeing.

Achieving: Working towards our goals, both academic and extra-curricular. Showing resilience and not being afraid to fail.

Ready: Being punctual, equipped and ready to learn every day. Wearing our uniform with pride.

Together: Working together in all things - building a school family characterised by tolerance and kindness.



"My command is this: Love each other as I have loved you."

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

John 15:12 and Matthew 5:16

Equally, the educational offer at Hartford Church of England High School is based on the Church of England's four key principles for education:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect

The RSHE Policy for Hartford Church of England High School fully embodies our values, our mission statement and the key principles for education set out by the Church of England.

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1. Aims

In accordance with our school's mission, our aim through the teaching of RSHE is to encourage all students to grow, develop and flourish into confident, resilient and compassionate individuals who enhance any community of which they are a part.

Our values as a Church of England High School underpin all lessons and the school's Christian Ethos is promoted widely within the teaching of RSHE. RSHE equips students with the knowledge and skills to make decisions that contribute to healthy and balanced lifestyles with positive relationships.

RSHE is delivered to all year groups in an age-appropriate and sensitive manner.

2. Definition

Relationships and Sex and Health Education (RSHE) promotes the spiritual, moral, cultural, emotional and physical development of students at school and of society. It provides teaching about sex, sexuality and sexual health, and develops understanding, mutual respect, love and care; recognising the importance of marriage for family life and stable, loving relationships.

3. Guidance

This policy has been created in accordance with both the statutory and non-statutory guidance provided in the following documents:

- Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025).
- Relationships, Sex and Health Education Guidance Review (Sept 2024).
- Pastoral Principles for Living Well Together (CoE, 2019).
- The Equality Act 2010.
- Keeping Children Safe in Education 2025.
- SEND Code of Practice 2015.

This policy operates in conjunction with the following school policies and procedures:

- Anti-Bullying Policy
- Behaviour and Attitudes Policy
- Child Protection and Safeguarding Policy
- SEND Policy

4. Christian Distinctiveness

Our policy and curriculum is guided in part by The Church of England Education Office and their faith-sensitive and inclusive approach to Relationships and Sex Education (RSHE) and Health Education (PSHE). This approach is underpinned by two key bible passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

The Church of England's Pastoral Advisory Group has set out some principles for living well together, accommodating difference and diversity within churches (especially in relation to LGBTI+ people) which has provided helpful context and principles for our school. Hartford Church of England High School has ensured that our RSHE curriculum protects, informs and nurtures all students. Our RSHE teaching ensures that children are

able to cherish themselves and others as unique and wonderfully made, to keep themselves safe and able to form healthy relationships where they respect and afford dignity to others.

Hartford Church of England School approaches RSHE in a faith-sensitive and inclusive way. Our approach seeks to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. We afford dignity and worth to the views of students from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. We recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

5. RSHE Curriculum Content

RSHE is delivered within the curriculum by tutors and other members of teaching staff with occasional input from external providers. Visits from external agencies provide a depth and breadth of coverage that promotes an awareness and appreciation of topics. The lessons are delivered weekly throughout the year with additional days where the normal school timetable is broken down to allow for external speakers and more in-depth exploration of curriculum content.

Our curriculum is carefully planned to be cohesive and sequenced across all year groups to ensure progression and depth of learning. Provision is contextualised to be responsive to the specific needs, circumstances and local context of our students and the wider community. Content is delivered at an age and developmentally appropriate level, in line with DfE guidance.

Our RSHE Curriculum content:

- Respectful relationships.
- Families.
- Online safety and awareness.
- Being safe.
- Intimate and sexual relationships, including sexual health.

6. Accessibility

RSHE will be accessible for all students, including differentiated and personalised resources to meet any specific needs. For some students a bespoke curriculum will be followed to ensure that students who are more vulnerable to bullying, exploitation and other issues due to their SEND (Special Educational Needs and Disabilities) have their needs fully met.

For some SEND students it may be necessary to adapt and personalise the delivery so that they are not disadvantaged when compared to their peers.

7. Working with Parents and Carers

Some parents/carers may not feel able to discuss sexual matters openly with their children and because of this the school has a statutory responsibility to ensure that all our students are prepared for adult life in line with the statutory guidance for RSHE. The inclusion of relationships and sex education in the curriculum is complementary and supportive to the role of the parent/carer. The school is committed to working with parents/carers to ensure the needs of all students are met.

Parents/carers have the right, under section 405 of the Education Act 1996, to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. If any parent or carer wishes to exercise this right, they must write to the Headteacher either by email using head@hartfordhigh.co.uk or in letter form, explaining their reasons for making this request. Before granting any request for withdrawal of a child from

sex education, the Headteacher or appropriate senior leader will meet with the parent or carer, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate.

We commit to transparent communication with parents/carers regarding our personal development curriculum, especially RSHE, and will provide opportunities for discussion and viewing of materials upon request. Copies of this policy are available on our website.

8. Monitoring and Review

The strategic lead for Personal Development at Hartford Church of England High School is Assistant Headteacher, Mr C. Eaton. The Director of Learning - RE, PSHE and RSHE, who holds day-to-day responsibility for the delivery of PSHE and RSHE, is Miss Hayward.

The content, delivery and impact of the RSHE curriculum is evaluated in the following ways:

- Student voice across all year groups.
- Annual curriculum reviews.
- Regular evaluation of local and national safeguarding and behaviour trends.
- Staff feedback.
- Learning walks and work scrutiny.

Appendix I- Curriculum Plans

	KEY STAGE 3					
	HALF TERM 1 <i>Health and Wellbeing</i>	HALF TERM 2 <i>Relationships</i>	HALF TERM 3 <i>Living in the Wider World</i>	HALF TERM 4 <i>Health and Wellbeing</i>	HALF TERM 5 <i>Living in the Wider World</i>	HALF TERM 6 <i>Living in the Wider World</i>
YEAR 7		L1 – What are the Different Types of Relationships? L2 – What are the Features of Healthy Relationships? L3 – What is the Importance of Values and Trust in Relationships? L4 – What is Peer Pressure? L5 – What is the Difference Between Bullying and Banter? L6 – What is Cyber Bullying? L7 – (BULLYING WORKSHOP) L8 – Critical Knowledge		L4 – What is Puberty? L5 – How Can we Practice Menstrual Wellbeing?		
YEAR 8		L1 – What is Human Sexuality? L2 – What is Gender Identity? L3 – How Does Media Portrayal Influence Relationship Expectations? L4 – What Qualities and Behaviours Should be Displayed in Relationships? L5 – What is Marriage? L6 – How Can Change Influence Relationships? L7 – What are Relationship Values? L8 – Critical Knowledge				

YEAR 9		L1 – How Can We Manage Positive Relationships? L2 – What is the Importance of Communication? L3 – What are the Risks of Online Relationships? L4 – What is Conflict Management? L5 – How Can We Manage the Breakdown of a Relationship? L6 – What are the Characteristics of Unhealthy Relationships? (EXTERNAL SPEAKER) L7 - What Services are Available to Support Healthy Relationships? L8 – Critical Knowledge			L1 – What is Consent? L2 – What are STIs? L3 – What is the Purpose of Contraception? (STAGGERED DELIVERY) L4 – What is Self-awareness? L5 – What is Teen Pregnancy? L6 – Critical Knowledge	
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KEY STAGE 4						
	HALF TERM 1 <i>Living in the Wider World</i>	HALF TERM 2 <i>Relationships</i>	HALF TERM 3 <i>Health and Wellbeing</i>	HALF TERM 4 <i>Relationships</i>	HALF TERM 5 <i>Health and Wellbeing</i>	HALF TERM 6 <i>Living in the Wider World</i>
YEAR 10	L	L1- What is Consent? L2- What are STIs? L3- What are the Qualities of a Healthy Relationship? L4- What are the Challenges of Parenting and Young Families? L5- What is Fertility and Reproduction? L6- What is Pregnancy and Miscarriage? L7- What is Sexual Readiness? L8- Critical Knowledge	L4- Why is Self-examination Important? (EXTERNAL SPEAKER)	L1- What is the Purpose of Marriage? L2- What are Arranged Marriages? L3- What are Civil Partnerships? L4- How do People Approach Breakups and Divorce? L5- What is Honour-based Violence?		
YEAR 11 <i>To be delivered by RE Dept.</i>		L1- How Can I Approach Harassment, Abuse and Unwanted Attention? L2- What is Revenge Pornography? L3- How Do Drugs and Alcohol Influence Sexual Activity? L4- What is Peer Pressure?	L1- What are the Causes and Consequences of Misogyny? L2- How Does Social Media Impact our Body Image? L3- How Can I Build a Positive Online Profile? L4- How Can I Build a Network of Support?	L1- What is Sexual Harassment? L2- How Can I Report Sexual Harassment? L3- What are the Dangers of Sexting? L4- What is the Importance of Consent? (EXTERNAL SPEAKER)		

Date approved by Governing Board: 09/02/2026

Applicable from: 09/02/2026

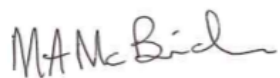
Signed by

Headteacher:



Date: 09/02/2026

Chair of Governors:



Date: 09/02/2026