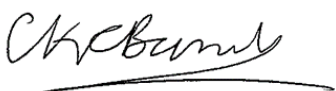


	ST ALBANS GIRLS' SCHOOL
Relationships, Sex and Health Education (RSHE) Policy	
Full Governing Body	
Co-ordinator: Ms P Jarvis	
Last Reviewed: Summer 2026	Next Review: Summer 2027
	
Signed by: Paul Kershaw Headteacher	Signed by: Claire Barnard Chair of Governors

1. RATIONALE	
1.1	This policy has been reviewed by SLT, staff, governors and in consultation with parents and carers. Relationships, Sex and Health Education (RSHE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. Teaching will build on the knowledge acquired at primary school and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. The subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. This is underpinned by our STAGS Values of Support, Trust, Ambition, Generosity and Success.
2. LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)	
2.1	Statutory documents that inform the school's RSHE policy include: • Relationships, Sex and Health Education (RSHE) and Health Education (2026) • Equality Act (2010) • Keeping Children Safe in Education At St Albans Girls' School, we teach RSHE as set out in this policy.

3. AIMS	
3.1	At STAGS the core aim of the RSHE programme is to reduce risk and promote safe, healthy lifestyle choices. This is not a task for the PSHE team in isolation but as a collaborative process within school across subjects, with the pastoral team as well as with parents and carers and occasionally outside agencies to ensure that the teaching of Relationships and Sex Education reflects their expectations and complements teaching at home. Provision is made for students whose parents wish to withdraw their children from the sex education lessons where the intention of the teacher is to focus the whole lesson on Sex Education. RSHE is not about the promotion of sexual activity. In order to achieve this the school aims to: ● Provide a framework in which sensitive discussions can take place; ● Teach students how to keep themselves and others safe from harm, both on and offline; ● Respond to the challenges that new technologies and trends pose; ● Prepare students for puberty; ● Encourage students to recognise the physical, emotional and moral implications and risks of sexual behaviour; ● Help all students accept that they must behave responsibly and safely in sexual matters; ● Help students manage their own mental health and to enhance their awareness of wellbeing services available to them; ● Help students develop feelings of self-respect, confidence and empathy; ● Recognise healthy and unhealthy behaviours within a relationship; ● Teach students the correct vocabulary to describe themselves and their bodies; ● Create a better understanding of diversity and inclusion. Reduce gender-based, sex based, disability-based, faith-based, homophobic, transphobic, biphobic prejudice, bullying, abuse and violence; ● Teach students key aspects of the law and make them aware of relevant legal provisions when relevant topics are being taught. ● Ensure all statutory duties are met in relation to the delivery of RSHE.
3.2	RSHE forms an integral part of the whole school curriculum intent and the schemes of learning for Science, PSHE/Personal Development, REP, PE, Food Technology, Child Development, Health and Social Care, and English contain explicit reference to the teaching of RSHE and is informed by Keeping Children Safe in Education.
3.3	RSHE is about: ● The emotional, social and cultural development of students ● Personal safety and safeguarding ● Learning about relationships ● Sexual health, ● Healthy lifestyles ● Diversity and personal identity
3.4	RSHE involves a combination of sharing information and exploring issues, and values.
3.5	RSHE is not about the promotion of sexual activity.
3.6	The Key Stage 3 PSHE, Key Stage 4 Personal Development and Key Stage 5 Step Up/Thrive Six curriculum also include lessons on citizenship, personal finance and careers related education. All students receive a one hour lesson per week.

	An overview of the content of the RSHE Curriculum taught in distinct PSHE lessons can be found in appendix 1.
4. POLICY DEVELOPMENT	
4.1	This policy has been developed in consultation with staff, students, and parents and carers. The consultation and policy development process involved the following steps: ● Review – the Lead Practitioner of PSHE pulled together all relevant information including relevant national and local guidance ● Staff consultation – staff were given the opportunity to look at the policy and make recommendations ● Parents and carers consultation – parents and carers were invited to review the policy via the school newsletter and were invited to share any feedback ● Student voice – students are frequently asked to share feedback on their learning ● Ratification – once amendments were made, the policy was shared with governors and ratified <i>NB. A sample of resources used are available to parents/carers on request.</i>
5. PROCEDURES, ROLES AND RESPONSIBILITIES	
5.1	The Governing Board The governing board will approve the RSHE policy, and hold the Headteacher to account for its implementation.
5.2	The Headteacher The Headteacher will ensure the implementation of this policy, and in line with 2026 RSHE statutory guidance, can 'in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability', refuse the request of a parent or carer to withdraw their child from sex education.
5.3	The Senior Leadership Team (SLT) The SLT will ensure that: ● The governing body is advised about the nature and organisation of RSHE Students are provided with age and stage appropriate teaching materials ● A scheme of learning is agreed and implemented within PSHE lessons ● Parents and carers are advised about the programme for RSHE within the curriculum ● SLT responds appropriately to those parents who wish to withdraw their child from sex education after consultation with the Headteacher, Assistant Headteacher and Lead Practitioner of PSHE. These students will be considered vulnerable from a safeguarding perspective and provided with an alternative learning environment for the duration of the lesson(s) where the teaching of sex education is the primary intention of the teacher
5.4	The Teaching Staff Staff are responsible for: ● Delivering RSHE in a sensitive way ● Modelling positive attitudes to RSHE ● Monitoring progress ● Responding to the needs of individual students ● Responding appropriately to students whose parents/carers wish them to be withdrawn from the sex education component of PSHE/Personal Development

	Below are the names and roles of those responsible for leading and overseeing the teaching and curriculum of RSHE at STAGS: - Jen Lamb (Lead Practitioner of PSHE, Curriculum Leader of Sociology) - Pegah Jarvis (Assistant Headteacher) Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE on the basis of religious, cultural, or other personal reasons are encouraged to discuss this with the Headteacher.
5.5	Lead Practitioner of PSHE with responsibility for RSHE is expected to: • Ensure that learning across the curriculum in other subject areas follow the RSHE policy and compliments the skills-based curriculum being delivered in distinct PSHE lessons • Coordinate the delivery of an effective spiral curriculum with recurring themes that are age and stage appropriate • Ensure that all teaching materials are of a satisfactory standard and are not offensive or could be construed as such, in consultation with their Line Manager • Coordinate any outside speakers and ensure quality of provision in line with this policy; We won't, under any circumstances: ○ Work with external agencies that take or promote extreme political positions ○ Use materials produced by such agencies, even if the material itself is not extreme • Keep parents and carers informed through the school website and school newsletter about PSHE/RSHE provision at STAGS. • Work with SLT to deliver parent/ carer information evenings to find out more about RSHE and PSHE topics
5.6	Role of students: • Students are expected to engage fully in PSHE and RSHE lessons and, when discussing issues, treat others with respect and sensitivity
6. PARENTS' AND CARERS' RIGHT TO WITHDRAW	
6.1	• Parents and carers have the right to withdraw their child from the components of sex education within PSHE and Personal Development, up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this • A letter will be shared in advance to parents and carers which details any upcoming sex education content. To withdraw their child from the Sex Education lessons we request that parents or carers do so in writing; • Parents and carers will then be contacted by Ms Jen Lamb, Lead Practitioner, who will discuss the concerns that parents have regarding the content of the lessons
6.2	Following these discussions, if parents and carers wish for their child to be withdrawn, then unless there are exceptional circumstances (see section 5.2), STAGS will provide the child with an alternative learning environment for the duration of the sex education lesson(s) which have the intention of teaching about: • Information of contraception and protection including demonstrations

7. PROCEDURES FOR POLICY MONITORING AND EVALUATION	
7.1	The Governors and Senior Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy. The policy will be monitored regularly by Ms Jen Lamb, Lead Practitioner and Pegah Jarvis, Assistant Headteacher, before it is shared with the school community for review. The following criteria will be used in monitoring the success of the policy: • Feedback from students at the end of work units • The quality of students' written and oral work • Core skills assessments made by teaching staff for reports • Feedback from staff and students • Student self-assessment Monitoring of the impact of the Scheme of Learning will be undertaken by the Lead Practitioner in the first instance through school procedures, and will report findings to SLT and any issues raised in that monitoring procedure
7.2	Organisation and Delivery of RSHE • Student development in RSHE is monitored by class teachers as part of our internal assessment systems- • Teaching staff will work closely with the SEND department to make sure students are offered provision appropriate to their needs, taking specialist advice where necessary • Classroom ground rules are set for staff and students to enable all to feel safe and secure. These rules do not allow inappropriate personal questions to be asked and emphasise the right for all to be listened to with respect. No student will be asked to do or say anything they do not feel comfortable about • Teaching will include the giving out of factual information, but the importance of open discussion and examples of real scenarios will be recognised • A variety of resources will be used as appropriate to the age and stage of the students. The school will continue to choose resources which give a fair and balanced view, especially for potentially sensitive topics. • Students are regularly encouraged to ask questions anonymously
7.3	Staff Training • Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar
8. Dissemination of Policy and Working with Parents/Carers	
8.1	Information on the PSHE/RSHE topics in the academic year are available on the school website and STAGS Link (Newsletter). Additional information for specific lessons and/or key events relating to PSHE/RSHE are communicated home to all families in advance. There is ongoing transparency within our curriculum enabling families to request further information related to PSHE and RSHE taught content. In addition: • All parents and carers of students at STAGS will be signposted towards the Relationships, Sex and Health Education Policy • The parents and carers of in-year admissions will be signposted once a place at the school has been confirmed

	• In the case of Secondary Transfer students, parents and carers will be signposted to this information when provided with other documentation during the summer term prior to transfer • A printed copy of the full policy statement will be available on request • If parents/carers have concerns or questions relating to the policy, they are invited to address them directly to the school • Regular updates on what topics students are studying in PSHE, alongside parental signposting will be available in STAGS Link which is sent to all parents and carers. Links and a school contact for parental queries will be included
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An Overview of the Relationships, Sex and Health Education taught in the PSHE Curriculum in KS3 and KS4 can be found below:

Year	Relationships Education	Sex Education	Health Education
7	• Rights and responsibilities • Social interactions • Resilience Programme-developing self-esteem • Anti-Bullying • Online Safety including cyber-bullying • Discrimination and protected characteristics	• N/A	• Resilience Programme - mental health • Puberty • Menstruation • Personal Hygiene • Healthy Lifestyles (Drugs and Alcohol) • FGM (Female Genital Mutilation)
8	• Online Safety and Social Media • Government and Democracy • Personal Safety • Healthy Relationships ○ Coercive relationships ○ Developing positive, healthy relationships ○ Human variation and LGBTQ+, gender identity • Britishness • Multicultural Britain • Racism	• N/A	• Dove Self Esteem • Healthy Lifestyles (Drugs and Alcohol) • Healthy Relationships ○ Effective reproduction ○ Fertility ○ Reproduction
9	• Healthy and unhealthy relationships • Child Sexual Exploitation (CSE) and grooming • Personal safety, sexual exploitation • Sexual health ○ Consent and Control	• Sexual Health • Using Contraception and protection (Sex education)	• Healthy Lifestyles (Drugs and Alcohol) • Making resilient decisions • Sexually Transmitted Infections • FGM revisited • Good Sexual health • Female health • Mental Health and healthy coping strategies
10	• The impact and effects of debt • The role of consent and readiness in intimacy • Domestic abuse • Radicalisation/extremism • Gang and knife crime	• N/A	• Resilience and Mental Health • Exam stress and healthy coping strategies

11	● Pregnancy choices including abortion ● Parenting ● Negative impacts of pornography on relationships	● Revisiting of using contraception and protection (Sex education)	● Emotional and Mental Health ● The risks and dangers, including risk reduction, of drug and alcohol use and misuse ● Mindfulness ● Female health revisited ● Sexual health revisited
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