



RSE and Health Education Policy

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This policy applies to all sites: Marsh Green | Standish | Holly House (Warrington) | Lancashire

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1. INTRODUCTION

At Infinite Schools, we understand the importance of educating pupils about sex, relationships, and their health, so they can make responsible and well-informed decisions in their lives.

RSE and health education helps to prepare pupils for opportunities, responsibilities, and experiences of adult life, whilst promoting the spiritual, moral, social, cultural, mental, and physical development of pupils at school and in wider society.

We are committed to delivering relationships and sex education in a way that reflects the values of dignity, respect, inclusion and safeguarding. Our approach promotes positive relationships, personal responsibility and wellbeing. All pupils have a fundamental right to have their lives respected whatever their background or family circumstances. RSE prepares pupils for life in modern Britain.

2. AIM OF RSE AND MISSION STATEMENT

Aim of RSE and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all people and develop caring and sensitive attitudes. It is in this context that we strive to provide children and young people with a positive and prudent sexual education, which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a vision of education and the human person.

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 curriculum is designed to be inclusive, age-appropriate and responsive to pupil need.

3. LEGAL FRAMEWORK

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

- Equality Act 2010
- DfE (2025) 'Keeping children safe in education'
- DfE Guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2026) 'Working Together to Safeguard Children'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Independent School Standards Regulations (2026)

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Anti-bullying Policy
- SEND Policy

- E-safety Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Data Protection Policy

4. ROLES AND RESPONSIBILITIES

The governing body 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.
- Maintaining and developing the religious ethos of the school.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSE and health education subject leader is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE and health education curriculum and advising on their

implementation.

- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance. 5
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Senior Leadership Team.

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENDCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the RSE and health education subject leader about key topics, resources, and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader, the Head of Year, or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make because of the subject content to the DSL or Deputy DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs to meet pupils' individual needs.

5. 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 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 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.

We will gather the views of teachers, pupils, and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

RSE and Health Education is delivered consistently across all Infinite Schools sites: Marsh Green, Standish, Holly House (Warrington), and Lancashire. Delivery is adapted to reflect age, stage, SEND profile, SEMH needs, safeguarding context and cohort needs of pupils at each site. Pupils receive RSE education through weekly PSHE lessons, form sessions, targeted pastoral interventions, assemblies and curriculum-linked learning.

The curriculum is reviewed regularly and adapted in response to safeguarding needs, local context, and pupil voice.

The RSE and health education 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.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils’ needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

6. 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.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

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.
- How stereotypes, particularly those based on sex, gender, gender identity, 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 cyberbullying), 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.
- 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 and media

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.

Being safe

By the end of secondary school, pupils will be aware of:

- 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 – this includes online. Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils will be aware of:

- 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 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 choices, their effectiveness, and options available.
- 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.

- 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.

Teaching is factual, inclusive and age - appropriate.

7. RSE PROGRAMME 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 Relationships and Education, Relationships and Sex Education (RSE) and Health Education.

8. 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.

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.

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, and tobacco

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, the benefits of quitting and how to access the support to do so.

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.
- During KS4, the benefits of regular self-examination and screening.
- 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.
- The purpose of defibrillators and when one might be needed. Changing adolescent body 8. By the end of secondary school, pupils will know:
 - Key facts about puberty, 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.

9. DELIVERY OF THE CURRICULUM

The majority of the RSE and health education curriculum will be delivered through the SMSC/PSHE, Citizenship, Careers and Life Skills Curriculum, but there are elements that will be delivered through other curriculum areas namely: PE, Science, Religious Education, and ICT.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, according to the curriculum map.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that can be used confidently in real-life situations.

RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSE and health education curriculum will be delivered by appropriately trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on students' physical, emotional, and sexual development.

RSE and health education will be delivered in a non-judgemental, age-appropriate, factual, and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate, and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

All teaching and resources are assessed by the RSE and health education subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion, and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Teaching is delivered in non-judgemental, inclusive, factual age-appropriate way. Learning may take place through discussion, videos, case studies, structured activities, and targeted interventions. Teachers create safe environments where pupils can ask questions and discuss sensitive topics appropriately.

10. CURRICULUM LINKS

The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning. See an example of SMSC/PSHE map (Appendix 1) for further details. RSE links with PSHE, Science, PE, Careers and Safeguarding. Cross-curricular links strengthen understanding.

11. WORKING WITH PARENTS / CARERS

The school understands that parents' role in the development of their children's understanding relationships and health are vital.

Parents can access the content of the school's RSE and health education curriculum via the school website. Parents are consulted during policy development and review.

When consulting with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

Parents are welcome to ask questions about the school's approach to RSE and health education.

The school understands that the teaching of some aspects of the curriculum may be a subject of concern to parents.

If parents have concerns regarding RSE and health education, they may submit these via email to Sion Hughes - sion.hughes@infiniteschools.co.uk, or contact Infinite Schools to arrange a meeting with the Headteacher on [01257 822872](tel:01257822872).

12. WORKING WITH EXTERNAL AGENCIES

Working with external agencies can enhance our delivery of RSE and health education and bring in specialist knowledge and different ways of engaging pupils.

External experts may be invited to assist from time to time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

The school will check the visitor/visiting organisation's credentials of all external agencies. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.

The school will request copies of the materials and lesson plans the visitor will use to ensure it meets the full range of pupils' needs.

The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

All agencies must meet safeguarding expectations, provide appropriate resources, and align with policy requirements.

13. WITHDRAWAL FROM LESSONS

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents do not have a right to withdraw their child from the relationships and health education elements or statutory science content.

Requests to withdraw a child from sex education will be made in writing to the headteacher. Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

All discussions with parents will be documented. These records will be kept securely and confidentially.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, 15 if the child wishes to receive RSE rather than be withdrawn, the school will decide to provide the child with RSE.

Pupils who are withdrawn from RSE will receive appropriate education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

14. EQUALITY AND ACCESSIBILITY

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, and sexual orientation.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENDCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture within 16 which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Safeguarding Policy.

15. SAFEGUARDING AND CONFIDENTIALITY

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g., disclosing that they are being abused, and that if a disclosure is made, the DSL or Deputy DSL will be alerted immediately.

Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

16. ASSESSMENT

The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Lessons are planned to provide suitable challenges to pupils of all abilities. For those pupils identified as needing additional support, Teaching Assistants, SENDCO or Key worker will provide targeted guidance.

There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways: discussions, observations, written and verbal assignments, pupil and staff questionnaires, and self-evaluations.

17. STAFF TRAINING

Training will be provided by the RSE and health education subject leader to the relevant members of staff, in preparation for SMSC delivery, to ensure they are up-to date with the RSE and health education curriculum.

Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as “sexting,” which may need to be addressed in relation to the curriculum.

Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling, and treatment, as well as guidance on emergency contraception and their effectiveness.

Staff receive training on curriculum content, safeguarding, sensitive delivery, and emerging risks.

18. MONITORING QUALITY

The RSE and health education subject leader is responsible for monitoring the quality of teaching and learning for the subject.

The RSE and health education subject leader will conduct subject assessments, which will include a mixture of lesson observations, lesson walks, pupil voice, staff feedback, and curriculum reviews.

The RSE and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

The RSE and health education subject leader will work regularly and consistently with the SLT and RSE link governor, e.g., through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

19. MONITORING AND REVIEW

This policy will be reviewed by the SLT Link in conjunction with the RSE and Health Education subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher.

Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils involved in the RSE and health education curriculum.

Reviews may also occur in response to statutory changes, safeguarding developments, and school improvement priorities.

Appendix 1 – SMSC/PSHE Curriculum Map example

	Year 7	Year 8	Year 9	Year 10	Year 11
HT1	<p>Emotional Regulation</p> <p>L1: Understanding Emotions</p> <p>L2: Understanding Triggers</p> <p>L3: Coping Strategies</p> <p>L4: Building Self-Esteem</p> <p>L5: Understanding Stress</p> <p>L6: Coping with Stress</p>	<p>Emotional Regulation</p> <p>L1: Feelings and Emotions</p> <p>L2: Emotional Intelligence</p> <p>L3: Understanding Anxiety</p> <p>L4: Coping with Anxiety and Worry</p> <p>L5: Developing Self-Confidence</p> <p>L6: Resilience and Problem Solving</p>	<p>Emotional Regulation</p> <p>L1: Emotional Triggers</p> <p>L2: Self-Confidence</p> <p>L3: Managing Stress and Anxiety</p> <p>L4: Building Resilience</p> <p>L5: Change and Transition</p> <p>L6: Sleep and Healthy Routines</p>	<p>Emotional Regulation</p> <p>L1: Healthy Coping Strategies</p> <p>L2: Exercising, Fitness Level and Motivation</p> <p>L3: Emotional Resilience</p> <p>L4: Asking for Help</p> <p>L5: Responsible Expression</p> <p>L6: Coping with Responsibilities</p>	<p>Emotional Regulation</p> <p>L1: Managing Emotions</p> <p>L2: Exam Stress and Pressure Management</p> <p>L3: Resilience and Bouncing Back</p> <p>L4: Resilience for Adulthood</p> <p>L5: Managing Change and Uncertainty</p> <p>L6: Self-management</p>
HT2	<p>Personal Safety</p> <p>L1: Recycling</p> <p>L2: Safety on Streets</p> <p>L3: Personal Space and Boundaries</p> <p>L4: Respecting Boundaries Online</p> <p>L5: Consent and The Law</p> <p>L6: Cyberbullying</p>	<p>Personal Safety</p> <p>L1: Water and Fire Safety</p> <p>L2: Road and Travel Safety</p> <p>L3: First Aid and Emergency Safety</p> <p>L4: Household Safety</p> <p>L5: Online Safety - Making Safe Choices</p> <p>L6: Digital Consent and Sexting</p>	<p>Personal Safety</p> <p>L1: Personal Safety</p> <p>L2: Mutual Consent</p> <p>L3: Dangers of Social Network</p> <p>L4: Personal Information Safety</p> <p>L5: Gambling</p> <p>L6: Social Media and Mental Health</p>	<p>Personal Safety</p> <p>L1: Harrassment</p> <p>L2: Stalking</p> <p>L3: Pornography and Unrealistic Expectations(Local)</p> <p>L4: Social Currency and FOMO</p> <p>L5: Social Media Safety</p> <p>L6: Screen Time</p>	<p>Online Safety</p> <p>L1: Digital Messaging</p> <p>L2: Transacting Online</p> <p>L3: Two-factor Authentication</p> <p>L4: Phishing and Blagging</p> <p>L5: Scam Messages</p> <p>L6: Online Sexual Risks (Local)</p>
HT3	<p>RSE</p> <p>L1: Positive and Friendly Friendships</p> <p>L2: Reconciliation</p> <p>L3: Respectful Relationships (Local)</p> <p>L4: Body Changes at Puberty</p> <p>L5: Emotional Changes</p> <p>L6: Communication Skills</p>	<p>RSE</p> <p>L1: Healthy Eating and Body Image</p> <p>L2: External Pressures</p> <p>L3: Boundaries and Consent (Local)</p> <p>L4: FGM</p> <p>L5: Healthy and Unhealthy Relationships</p> <p>L6: Puberty and Growing Up</p>	<p>RSE</p> <p>L1: Sexual Exploitation</p> <p>L2: Online Relationships (Local)</p> <p>L3: Peer Pressure and Decision Making</p> <p>L4: Abusive Relationships</p> <p>L5: Safe Sex</p> <p>L6: Families</p>	<p>RSE</p> <p>L1: Marriage</p> <p>L2: Forced and Arranged Marriages</p> <p>L3: LGBTQ+ Awareness (Local)</p> <p>L4: Sexism and Misogyny</p> <p>L5: Contraception and Sexually Transmitted Diseases</p> <p>L6: Pregnancy</p>	<p>RSE</p> <p>L1: Consent (Local)</p> <p>L2: Good Parent and Carers</p> <p>L3: Marriage and Long-term Commitment</p> <p>L4: Breakdowns and Divorce</p> <p>L5: Different Types of Families</p> <p>L6: Healthy Relationships and Mental Wellbeing</p>
HT4	<p>Safeguarding</p> <p>L1: Discrimination</p> <p>L2: Bullying</p> <p>L3: Racism</p> <p>L4: Prejudice and Stereotypes</p> <p>L5: Violence</p> <p>L6: Radicalisation and Extremism</p>	<p>Safeguarding</p> <p>L1: Identity (Local)</p> <p>L2: Disabilities</p> <p>L3: Tolerance</p> <p>L4: Celebrating Differences</p> <p>L5: Self-Esteem and Identity</p> <p>L6: Equality and Protected Characteristics</p>	<p>Safeguarding</p> <p>L1: Body Shaming</p> <p>L2: Uniqueness and Diversity</p> <p>L3: Sexual Harrassment</p> <p>L4: Peer Influence</p> <p>L5: Challenging Stereotypes</p> <p>L6: Self-Expression</p>	<p>Safeguarding</p> <p>L1: County Lines</p> <p>L2: Human Trafficking</p> <p>L3: Criminal Exploitation</p> <p>L4: Anti-social Behaviour</p> <p>L5: Substance Misuse</p> <p>L6: Hate Crime</p>	<p>Safeguarding</p> <p>L1: Equal Opportunities</p> <p>L2: Recognising Exploitation and Harmful Behaviours</p> <p>L3: Grooming</p> <p>L4: Misogyny and Gender-Based Harm</p> <p>L5: Staying Safe</p> <p>L6: Knife Crime and Serious Violence</p>
HT5	<p>Mental Health and Wellbeing</p> <p>L1: Healthy Lifestyle Choices</p> <p>L2: Drugs and Illegal Substances Misuse</p> <p>L3: Alcohol Misuse</p> <p>L4: Smoking and Vaping</p> <p>L5: Mental Health and Depression</p> <p>L6: Physical Wellbeing - Exercising</p>	<p>Mental Health and Wellbeing</p> <p>L1: Dieting and Dangers</p> <p>L2: Eating Disorders</p> <p>L3: Addiction</p> <p>L4: Five Ways to Wellbeing</p> <p>L5: What is Physical Health?</p> <p>L6: Mental Health and Wellbeing</p>	<p>Mental Health and Wellbeing</p> <p>L1: Personal Health and Wellbeing</p> <p>L2: Personal Hygiene and Self-Care</p> <p>L3: Routines and Sleeping Patterns</p> <p>L4: Life Balance</p> <p>L5: Healthy Eating - Nutrition and Energy</p> <p>L6: Understanding Mental Health</p>	<p>Mental Health and Wellbeing</p> <p>L1: Family Life (Local)</p> <p>L2: Conflict Management</p> <p>L3: Understanding Mental Health</p> <p>L4: Self-Esteem and Self-Confidence</p> <p>L5: Online Influences and Wellbeing</p> <p>L6: Accessing Support and Health Services</p>	<p>Mental Health and Wellbeing</p> <p>L1: Problem Solving</p> <p>L2: Stress and Anxiety</p> <p>L3: Mental Illness</p> <p>L4: Mental Health Warning Signs</p> <p>L5: Support Services and Crisis Support</p> <p>L6: Personal Wellbeing Toolkit</p>
HT6	<p>Project - Climate Change</p> <p>L1: Climate Emergency</p> <p>L2: Green School Project - Planning</p> <p>L3: Green School Project - Research</p> <p>L4: Green School Project - Evaluation</p> <p>L5: Green School Project - Feedback</p>	<p>Project - Travel Skills</p> <p>L1: Independent Travel</p> <p>L2: Planning Public Transport Journey - Planning</p> <p>L3: Safe Travel - Research</p> <p>L3: Budgeting Journey</p> <p>L4: Having a Plan B</p> <p>L5: Trip Project - Evaluation</p> <p>L6: Trip Project - Feedback</p>	<p>Environment Project</p> <p>L1: Biodiversity and Climate</p> <p>L2: Environmet Project - Planning</p> <p>L3: Environment Project - Research</p> <p>L4: Environment Project - Evaluation</p> <p>L5: Environment Project - Evaluation</p> <p>L6: Environment Project - Feedback</p>	<p>Project - Debate - Global Issues - link with Citizenship</p> <p>L1: Globalisation</p> <p>L2: Cooking and Nutrition</p> <p>L3: Consumption</p> <p>L4: Debate Planning</p> <p>L5: Debate Preparation</p> <p>L6: Debate and Evaluation</p>	

Appendix 2 – RSE Curriculum Overview

Year 7

- Positive and friendly relationships
- Reconciliation
- Respectful relationships
- Body changes at puberty
- Emotional changes
- Communication skills

Year 8

- Healthy eating and body image
- External pressures
- Boundaries and consent
- FGM
- Healthy and unhealthy relationships
- Puberty and growing up

Year 9

- Sexual exploitation
- Online relationships
- Peer pressure and decision making
- Abusive relationships
- Safe sex
- Families

Year 10

- Marriage
- Forced and arranged marriages
- LGBTQ+ awareness
- Sexism and misogyny
- Contraception and sexually transmitted diseases
- Pregnancy

Year 11

- Consent
- Good parents and carers
- Marriage and long-term commitment
- Breakdowns and divorce
- Different types of families
- Healthy relationships and mental wellbeing

Appendix 3 – Parent Consultation Statement and Website Statement

Parent Consultation Statement

Parents and carers are consulted during policy development and review. The school provides parents with an opportunity to review draft versions of this policy before implementation or revision. Parents are invited to provide comments, feedback and suggestions. All feedback received is reviewed and considered by school leaders before the policy is finalised or revised.

Website Statement – RSE and Health Education

At Infinite Schools, Relationships, Sex and Health Education support pupils to develop healthy relationships, understand personal safety, and make informed decisions about physical and emotional wellbeing. Delivery takes place across all sites and is adapted to cohort needs through weekly PSHE lessons, form time, targeted pastoral interventions, and wider curriculum opportunities. RSE meets the needs of our pupils and cohorts. The curriculum is inclusive, age-appropriate and compliant with statutory guidance.