

RSHE Policy

Fairmead School



Wellbeing Statement: At Fairmead School we take a holistic approach to the wellbeing of our young people and staff. All policies are written with this in mind and consider the physical and mental wellbeing of our young people, staff and our school community.

Signed by: Mrs T Felstead
Date: 12th February 2026
Next review: February 2027

This policy has been written in line with the statutory government requirements for Relationships Education in primary schools and Relationships and Sex Education in secondary schools [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#). It has been written by the RSHE Leads, Mr Adrian Simmons, Mr Luke Shepherd, the lead for RSHE within the wider curriculum, Mrs Kerry Lewis and the curriculum lead, Mr Ben Crump.

Overview

At Fairmead school, RSHE (Relationship, Sex and Health Education) incorporates our equality and safeguarding duties, the government's British Values agenda and our young people's SMSC (Spiritual, Moral, Social and Cultural) development. These are important factors when working towards our overarching goal of preparing young people for safe, successful and happy futures in which they enjoy healthy relationships and safely engage with communities, both online and offline.

As a SEND school, we are aware of the diverse needs of our young people and recognise that they may be more vulnerable to exploitation, bullying and other issues, both in the real world and online. With this in mind, we have planned our RHSE curriculum to address our young people's highest priorities with regards to their safety and wellbeing both now and in their futures.

Although many of our young people are working below the academic level of their mainstream peers, they face the same life challenges and often have greater difficulties managing these challenges due to their SENDs. Recognising they need to develop the skills to manage these challenges we teach age, not stage, appropriate content. Guidance on what is suitable for each age group is taken from the RSHE statutory guidance [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#) and, from September 2025, will reflect the updated guidance [Relationships Education, Relationships and Sex Education and Health Education guidance](#).

Young people within our lower primary classes are still learning to attend to learning opportunities. Relationship, health and well-being skills are taught through play-based provisions. We have devised our own RSHE framework to guide provision and capture progress. This is informed by the Early Years Foundation Stage Development Matters Framework, the AET Autism Progression Framework and The Early Years Developmental Journal.

This RSHE policy has been written through consultation with teaching and support staff, senior leaders and our governing body. Pupil and parental consultations remain a high priority as we continue the development of our RSHE curriculum. Parent and carer's thoughts and opinions are welcomed and taken into consideration when reviewing our practice.

Our RSHE curriculum and policy will be reviewed annually to reflect our changing cohorts and their changing priorities. We will also take into consideration emerging issues, challenges and safeguarding headlines in our local and wider context.

Statutory requirements regarding Relationship and Sex Education (RSE)

We are required by law to teach Relationships and Physical Health and Mental Wellbeing education to our primary young people. Within secondary, we are required to teach Relationships, Sex, Physical Health and Mental Wellbeing education.

The following documents have been used to inform our RSHE policy:

- Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education (2019) [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)
- Equality Act (2010) [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)
- Young personen and Social Work Act (2017) [Young personen and Social Work Act 2017 - Social Work England](#)

- Education Act (1996) [Education Act 1996 \(legislation.gov.uk\)](#)
- Keeping Young personren Safe in Education (2025) [Keeping Young personren Safe In Education 2025](#)
- The Young personren’s Act (2004) [Young personren Act 2004 \(legislation.gov.uk\)](#)
- Working Together to Safeguard Young personren (2023) [Working together to safeguard young personren 2023: statutory guidance](#)

What is ‘Relationship Education’ and ‘Relationship and Sex Education’ and what do we teach?

Across primary and secondary phases, our RSHE curriculum teaches young people to make informed decisions about their relationships and health and how to build their self-efficacy. Young people are taught about the choices they could make when faced with risks and challenges in relationships and health. Through our RSHE teaching, young people will build resilience and develop independence in identifying and seeking out help and support in a range of contexts.

Our primary young people are taught Relationships and Health Education.

They will be taught;

- What is needed to build positive and safe relationships with family, friends and online.
- Who cares for them and who can offer help and support.
- How to treat others with kindness, consideration and respect.
- Consent and how to say no
- About the human life cycle and how bodies change as people grow up
- They will be taught to name body parts, including genitalia

As they move into year 6, they are taught about puberty and about human reproduction, as part of the Science curriculum.

During year 5 and year 6, Girls are taught about menstrual hygiene and menstrual well-being.

Our secondary young people are taught Relationships, Sex and Health Education.

It is important to emphasise that sex education is not about the promotion of sexual activity. Our sex education curriculum teaches young people to:

- develop self-respect and positive mental well-being
- respect others
- the meaning of consent
- understand human sexuality
- understand the laws relating to sexual activity, including consent
- identify the risks of grooming and sexual exploitation
- recognise abuse
- keep themselves and others safe

The RSHE curriculum will also teach young people about safer sex and sexual health.

The Sex Education element of the RSHE and Science curriculum can be found on our school website.

Parents’ and carers’ right to withdraw their young person from sex education

Primary parents and carers **cannot** withdraw their young person from the RSHE curriculum and the sex education element of the science curriculum. Overviews for these topics can be found here [primary-sex-education-framework](#).

Secondary parents and carers **can** request to withdraw their young person from all or part of the secondary sex education elements of the RSHE curriculum [secondary-sex-education-framework](#). They can withdraw their

young person up until three terms before they turn 16. After this time, if their young person wishes to be taught sex education rather than be withdrawn, they can do so.

Parents and carers wishing to withdraw their young person from any of the secondary sex education elements of the RSHE curriculum must make a written request to do so to the head teacher, Mrs Tracy Felstead. They will then be invited to discuss their request with her before any final decision to withdraw them is made.

There may be exceptional circumstances where the head teacher makes the decision to withdraw young people from some elements of sex education. This decision will be made in collaboration with parents.

RSHE Curriculum and Delivery

Our RSHE curriculum overview can be found on our school website.

Many of our RSHE objectives are met through the following provisions:

- Timetabled RSHE lessons
- Through wider curriculum lessons: Computing and eSafety, Careers, Accessing the Community and Science
- Assemblies
- Visiting professionals. For example, the school nurse, charities (S.A.R.D).
- Access to wider accreditations such as the Duke of Edinburgh Award.
- Access to therapies (counselling, drama therapy, music therapy, rebound therapy).
- Working on or with the School Council team.
- Opportunities to join clubs such as, Coding Club, Breakfast Club, Football Club etc.
- Outdoor activities such as our Forest School programme and overnight camping.
- Alternative external and internal off-site provisions tailored to the specific needs of individuals or groups.

To meet the diverse needs of our young people, several different approaches are used, for example;

- Whole class teaching
- Small group/ intervention teaching
- 1:1 teaching
- Target group teaching
- Attention Autism teaching (see appendix)
- Outdoor learning (e.g., forest school)
- Alternative provisions
- Specific teaching approaches:

The use of Vital Relational Functions when supporting regulation (attune, validate, contain, soothe, calm, stimulate)

Mirroring: A nonverbal technique where a person copies the body language, vocal qualities, or attitude of another person to show they have a connect and want to build a relationship

We place importance on the partnership between home and school in providing the context for planning. We have the flexibility to deliver a personalised and appropriate curriculum for young people in 'real time' as and when issues arise.

Anatomical Vocabulary

The skill of using anatomical vocabulary to name body parts, without feeling embarrassed or shamed, is one of the key building blocks needed to achieve a positive body image. Using anatomical vocabulary also enables

us to hold open discussions and to develop strong personal safety skills. Therefore, teaching our young people age-appropriate vocabulary to name their body parts, including their sexual organs and their function, is vital in teaching them to value their bodies and to keep themselves safe. A list of the anatomical vocabulary used within RSHE lessons is listed in the appendix. Family names or common slang names for genitalia will be acknowledged when used by young people. The anatomical vocabulary will be introduced alongside these.

Roles and Responsibilities

RSHE leads: Mr Adrian Simmons, Mrs Kerry Lewis, Mr Luke Shepherd: Responsible for: monitoring, evaluating and reviewing the RSHE curriculum and policy on an annual basis; consulting stakeholders: keeping up to date with and disseminating changes to RSHE guidance and practise; keeping up to date with and disseminating information about current issues in society that are relevant to young people; staff CPD.

RSHE governor: Mrs Kirsty Farthing: A responsibility to have a working knowledge of the current RSHE curriculum and support the monitoring of its delivery and development.

Safeguarding governor: Mrs Amanda Purchase: Responsible for supporting monitoring, evaluating and reviewing safeguarding and online safety elements of the RSHE within the computing curriculum.

Curriculum lead: Mr Ben Crump: Responsible for overseeing and supporting the RSHE leads in curriculum design, implementation and impact; overseeing the monitoring, evaluation and review of the curriculum and policy

Class teachers: Responsible for following the RSHE rolling programme in order to deliver the RSHE curriculum; Adapt a bank of high-quality, accredited resources to meet the distinct needs of learners.

Headteacher: Mrs Tracy Felstead: Responsible for granting permission for parents to withdraw their young person from all or part of the secondary sex education elements of RSHE curriculum. Responsible for making the final decision to withdraw young people from all or part of the secondary sex education elements of RSHE curriculum due to their SEND, personal circumstances or safeguarding needs.

Designated Safeguarding Lead: Mrs Nicky Barratt: Responsible for identifying key safeguarding trends within the school community, local community and nationally as they arise; communicating trends to RSHE leads in order for them plan appropriate curriculum content or interventions.

Wider curriculum subject leads: Science, Accessing the Community, Careers and Independent Living, Computing, PE. Responsible for ensuring the cross-curricular elements of RHSE are planned, taught, monitored, evaluated and reviewed within their subjects: Liaise and report back to RSHE subject leads.

All staff: Responsible for modelling and embedding strategies for building positive relationships, respect, tolerance, self-regulation, emotional literacy and resilience and for promoting well-being and safeguarding awareness within their daily practise, whilst following CPD and supervision guidance.

Staff Development

Training and/or guidance is provided to staff delivering the RSHE curriculum to ensure they have a high level of expertise and confidence. Staff delivering the more sensitive and contentious elements of the RSHE curriculum follow guidance from the Department for Education and use accredited teaching sources.

All teaching and support staff are trained to implement strategies and approaches to support young people emotional and social development. These include the Thrive approach, the use of PLACE, the use of Vital Relational Functions and the use of mirroring.

Further training needs are identified by the RSHE leads through subject monitoring activities and appropriate training is provided.

Visitors, such as the school nurse, community police officer, sexual health professionals and inclusivity practitioners (e.g. 2BU, SARI) may be invited into the school to provide support and training to the staff team.

Inclusivity and Diversity

We strive to create a culture where inclusivity is celebrated and discrimination is not tolerated. Through our RSHE and wider school curriculum we address current issues of sexism, homophobia, racism, disability discrimination, religious discrimination and gender stereotypes. Our curriculum is delivered in line with the school's Equality Information and Objectives [equality-information-and-objectives-policy](#)

Our teaching resources embrace diversity and cultural differences, challenge stereotypes and are free from cultural bias.

A Safe Learning Environment

We establish a climate of trust, cooperation and support where young people feel safe to have discussions and engage in learning activities. We encourage our young people, on all levels, to share their feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback.

Through our positive atmosphere, we teach young people to: build a healthy sense of themselves; to form trusting relationships with others and to develop their emotional literacy. This is underpinned by the PLACE approach we use when working with our young people (Playful, Like, Accepting, Curious and Empathic).

Our curriculum is taught in a manner that is appropriate and sensitive to the needs and circumstances of our young people. Staff delivering RSHE follow the guidance set out in the [Handling complex issues and creating a safe learning environment \(pshe-association.org.uk\)](#). main points are summarised in the appendix

In addition to the staff guidance, we have clear ground rules for young people (these are listed in the appendix). These are shared at the beginning of every RSHE lesson. The ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other young people; whether intentional or not. They are also important to effectively manage discussions that might elicit strong opinions from young people.

Some elements of our RSHE curriculum need to be handled with greater sensitivity. Teachers responsible for teaching potentially sensitive areas discuss the content and context with the subject leads and safeguarding lead prior to planning. The headteacher may make the decision to withdraw individual young people from some lessons. This decision will be made in consultation with parents/ carers.

Managing Difficult Questions

Young people may want to discuss high profile and/or controversial issues rising from the media and look to adults in school to support them, to provide reassurance and to talk through these issues.

Young people may also ask teachers or other adults questions pertaining to sex or sexual activity which go beyond what is set out in our RSE curriculum.

Acknowledging that young people may turn to inaccurate and inappropriate sources for information (i.e., the internet), we have an agreed approach to adopt with young people when discussing wider complex issues. These are set out in the appendix.

Staff will carry out their safeguarding duties and report any questions/ comments they feel are a cause for concern to a safeguarding lead.

Engaging Parents and Carers:

We recognise that parents and carers have a significant influence in enabling their young person to develop positive relationships and attitudes. We are committed to working in partnership with parents and carers. Parents are consulted annually regarding the RSHE curriculum. They are welcome with the subject lead to discuss RSHE with the subject leads.

Our RSHE policy and long-term plans are published on our school website. Links to statutory guidance is also available on our website.

Parents are informed before RSHE lessons covering reproduction, puberty and sex education are taught. They are provided with the resources to help them support and understand the learning that has taken place in school.

Appendix

Definitions

Attention Autism Defined: Attention Autism is an intervention model designed by Gina Davies, a speech and language therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. The aims are to engage and improve joint attention, to encourage spontaneous interaction and to increase non-verbal and verbal communication and vocabulary through commenting on the activities.

British Values Defined: Values that underpin what it is to be a citizen in a modern and diverse Britain. They ensure we create environments that are free from discrimination, intolerance and hate. The fundamental British values are:

- democracy
- the rule of law
- individual liberty
- tolerance and respect

Spiritual, Moral, Social and Cultural development (SMSC) Defined: Values that teach young people how to be positive individual and global citizens.

- **Spiritual:** Opportunities to experience and faiths; explore beliefs, feelings and values; enjoy learning about oneself, others and the surrounding world and reflect on experiences.
- **Moral:** Opportunities to learn what is wrong and right and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.
- **Social:** Opportunities to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.
- **Cultural:** Opportunities to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

Thrive: The Thrive Approach is a trauma-sensitive intervention that helps young people meet their emotional and social needs. It is based on neuroscience, attachment and young person development theories. The Thrive Approach identifies different stages of development and uses play based and creative activities to support young people through them. More information about Thrive and how it is implemented in Fairmead school is available on request.

2BU: [Home | 2BU Somerset \(2bu-somerset.co.uk\)](http://2BU Somerset (2bu-somerset.co.uk)) 2BU are a charity whose aim is to help build resilience and confidence and support each young LGBTQ+ person to a place of healthy self-acceptance.

SARI [SARI - Stand Against Racism & Inequality \(saricharity.org.uk\)](http://SARI - Stand Against Racism & Inequality (saricharity.org.uk)) SARI provides free and confidential support for anyone who is a victim of hate crime across Avon and Somerset. Whether that's based on race, faith, disability, sexual orientation, transgender identity, age, or sex. They also work to build greater understanding and respect for diversity and difference within our community.

Vocabulary List

This table sets out the vocabulary that will be taught to young people and the age it is introduced.

| School Phase | Vocabulary | |
|--|---|--|
| All Primary | Range of external body parts e.g. hands, head, teeth, stomach, chest penis testicles Vulva vagina | bottom breast nipple anus scrotum |
| Primary year 5/6 girls Menstruation | Puberty Period Menstruation Cervix Labia fallopian tube | clitoris Ovary ovum Vulva vagina Uterus womb Ovulation |
| Primary (year 5-6) | Puberty Period Menstruation Cervix Labia fallopian tube clitoris Ovary ovum Vulva vagina Uterus womb Sperm semen sperm duct urethra | pubic hair voice breaking arousal erection sexual intercourse sex ejaculate conception pregnancy Ovulation Female genital mutilation |
| KS3 (yr 7-9) | Sexual consent Pornography Sexual images | Indecent images Sexual orientation Masturbation |
| KS4 (yr10-11) | Safe sex Sexual health Unprotected sex Contraception Fertility Unintended pregnancy Adoption Abortion | Sexual Transmitted Diseases (STIs) Sexual exploitation Grooming Sexual pressure Sexual abuse; harassment; assault; violence Rape Victim-blaming |

Staff Guidance on Handling Complex Issues and Creating a Safe Learning Environment (summary)

[Handling complex issues and creating a safe learning environment \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)

- Staff approach all lessons with the assumption that at least one pupil could have direct experience of the topic being discussed, or find it sensitive for another reason and should plan their language use, resources and activities accordingly
- Staff work with pupils to establish ground rules about how they will behave towards each other in discussion
- Staff provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- Staff use distancing techniques such as stories, scenarios, TV clips or case studies that feature fictional characters to 'de-personalise' discussions. They do not use real examples.
- Boxes are made available in classrooms in which pupils can place anonymous questions or concerns
- Staff provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)
- Staff are cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law
- Staff are sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- Staff always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- Young people make pupils aware of reliable sources of support both inside and outside the school

Non- Negotiable Ground Rules for Young people

- **We listen with respect:** We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- **We are non-judgemental:** It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- **We make no assumptions:** We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings.
- **We have the right to pass:** Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- **We are open and honest,** but do not discuss directly our own or others' personal/private lives. We will discuss fictional examples.
- **We can ask questions:** We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
- **We use appropriate language:** We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- **Conversations stay in the room:** We feel safe discussing issues and we know that our adults will not repeat what is said in the classroom unless they are concerned, we are at risk, in which case they will follow the school's safeguarding policy
- **We know where to get more help or advice:** If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it

Managing Difficult Questions Guidance

- Seek advice from the RSHE leads.
- Never feel pressurised to answer a question on the spot. If it requires you to go away consider an answer/seek advice and then revisit, do so. Explain that you will speak to the young person later after you have thought about your answer.
- Always use distancing techniques such as stories, scenarios, TV clips or case studies that feature fictional characters to 'de-personalise' discussions. They do not use real examples.
- Do not share your personal views to young people. Remain impartial.
- Do not disclose your private information to young people. Be clear. 'That is a personal question and I do not want to answer it.'
- If you feel uncomfortable answering a question, do not do it. State, 'I do not want to answer that question.' Inform RSHE lead, who may pick it up with the young person.
- Always report any safeguarding concerns to a safeguarding lead.