



Poole High School

RSE Policy

Staff link: S Carroll
Governor Link: J Godber
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Relationship Sex Education Policy

Policy Purpose & Grounding

RSE is... “Lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage [and other types of committed relationships] for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is not about the promotion of sexual orientation or sexual activity.” DfE - July 2019

The Government's intention is for schools to play a key role in reducing the incidence of unwanted pregnancies through the—dissemination of appropriate information and education on contraception, and on delaying sexual activity. Effective RSE is one of the four aims of the local Teenage Pregnancy Strategy.

Our provision

We believe that effective RSE can make a significant contribution to the development of the personal skills needed by students if:

- they are to establish and maintain good relationships
- they are to make responsible and informed decisions about their health and well-being.

It does not promote early sexual activity, but instead aims to provide students with sufficient information and skills to delay such contact until they are sufficiently informed and equipped to make such a decision.

Staff and Contact

Any questions, comments, or concerns regarding the PSHE/RSE curriculum should be directed to the school using the relevant year group contact form, which is available on the school website.

Our values:

The RSE programme at Poole High School reflects the school's ethos, and demonstrates and encourages the following values:

- We recognise the worth of each individual by valuing the personal qualities they demonstrate in their learning, living and working
- We recognise the experience of young people by valuing the talents and skills they bring into their schooling experiences, and we commit to ensure that schooling enhances these talents and skills
- We embrace difference by valuing diversity in ethnicity, religion, nationality, race, sexuality and gender identity
- We display integrity by valuing openness, trust, negotiation, fairness, honesty and respect for all people
- We foster ambition and independent spirit by valuing each individual's abilities, aspirations and desire to explore and create
- We acknowledge the role of networks by valuing the way in which people can work together and collaborate
- We acknowledge the place of school in the community, particularly the broader global community, by valuing the essential nature of the relationship between schools and the social and economic environment in which they operate



Equal Opportunities Statement

The school is committed to the provision of RSE to all its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds, including LGBTQIA+ families.

The PSHE/RSE curriculum is designed to be inclusive and accessible to all students. Teaching is adapted to meet the needs of learners with additional educational needs, using accessible resources and, where applicable, individual student passports. All students are entitled to equal access to the curriculum; however, some students may receive additional support from Additional Educational Needs (AEN) staff to enable them to fully engage with and benefit from the programme.

We recognise that some parents/carers may wish to request that their child be withdrawn from the non-statutory elements of Relationships and Sex Education (RSE). In such cases, the Head of PSHE will meet with parents/carers to discuss their concerns and, where appropriate, consider reasonable adjustments, such as single-sex groupings or withdrawal from specific aspects of RSE provision. The school will seek to work collaboratively with families while ensuring compliance with statutory requirements.

Parents have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before their child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Students cannot be withdrawn from the "Health education" topics within the new curriculum. Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will discuss the request with the parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

The school works closely with both on-site and external alternative provision partners to ensure that all students have access to the statutory Relationships and Sex Education (RSE) curriculum. The school makes appropriate arrangements to ensure required content is delivered consistently and statutory requirements are met for all learners, regardless of their educational setting.

Anti-bullying

The school recognises bullying behaviour and will continue to work to prevent it. In addition to requiring staff and students to report and address it, the school aims to teach students the importance of treating all individuals with respect. Through the PSHE/RSE curriculum, assemblies, pastoral support, and Personal Development Days, students will learn to recognise, report, and challenge bullying while developing respect, empathy, and positive relationships with others. The school works in partnership with parents/carers and external agencies where appropriate to promote a culture of kindness, respect, and inclusion.

Statutory Requirements

The school is mindful of its statutory obligation to:

- i. publish a Relationship and Sex Education Policy and make it available for inspection to parents;
- ii. ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils;
- iii. teach all aspects of Sex Education included in the National Curriculum Science Orders (DfE QCA 2007);
- iv. inform parents of their right to withdraw their children from RSE other than that taught in National Curriculum Science. (1996 Education Act);
- v. Set the Relationships and Sex Education in the context of personal and social education.
- vi. 2026 DfE RSHE Guidance



Monitoring and Evaluation

The PSHE curriculum leader is responsible for overseeing and organising the monitoring and evaluation of PSHE, in line with the school's overall plans for monitoring the quality of teaching and learning. The PSHE curriculum leader will review PSHE lessons in conjunction with the Head of Science, the Head of Religious Studies and with the Sixth Form Pastoral Lead and Tutor Team to ensure delivery is appropriate across the school.

Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, training and delivery.

Confidentiality and Safeguarding

Students

- Students must understand that teachers cannot guarantee unconditional confidentiality.
- Students should be aware of the advice they can access and that they can be assisted by Heads of Year, our school nurse, and the contact numbers they receive through PSHE and on the information points around the school.
- Students should understand that their best interests are paramount throughout any process.
- Students should be encouraged to talk about RSE and any possible confidential issues with their parents or carers. Students are supported in doing this. Students should be aware that staff may have concerns around CSE and will act in line with the safeguarding policy should this be the case.
- Students should understand that if confidentiality has to be broken, a relevant staff member would support them through this.

Staff

- Staff must understand that a child is less likely to be successful in school if he or she is suffering abuse.
- Staff must understand that they cannot offer unconditional confidentiality to any student.
- Staff should be alert to the signs of abuse, CSE or underage sexual activity and should report their concerns or suspicions to the Head Year, or to the Safeguarding Lead.
- Should a student make a disclosure to a staff member, the Designated Safeguarding Lead (or another suitably trained member of the Safeguarding team) must be informed at the earliest opportunity and certainly before the end of the school day. An appropriately qualified member of staff should see the student concerned before they leave school.

Parents

- All staff members and governors receive a copy of the Relationships and Sex policy. In addition, the policy is available on our website, which staff, students, and parents can access. A printed copy is available, on request, for parents who do not have access to the Internet.
- The PSHE curriculum leader is available to discuss any concerns about the delivery of content in PSHE. The Director of Science is able to support staff in their delivery of the Science Curriculum elements.
- Year office staff will support tutors in any delivery of the RSE elements.
- Information regarding the PSHE/RSE curriculum is shared with parents and carers through the school website and regular newsletters. The school consults with parents and carers on its RSE policy and curriculum every two years to ensure stakeholders have the opportunity to contribute to its development and review. The next scheduled consultation will take place in 2028.



Key Policy and Curriculum updates 2026 – 2027

For the year 2026 – 2027, all secondary schools in England have updated their policies and curricula to reflect the new statutory Relationships, Sex and Health Education (RSHE) guidance. The delivery will be through dedicated PSHE lessons, assemblies, personal development days, and contributions from appropriately selected external agencies and specialist providers. This varied approach supports effective curriculum delivery and enhances students' learning and personal development.

1. Online safety, including financial scams, deepfakes, AI-generated content, pornography and harmful online communities.
2. Violence against women and girls, including misogyny, sexual harassment, incel culture and harmful gender stereotypes.
3. Personal safety, including knife crime awareness, conflict resolution, as well as road, rail and water safety.
4. Emotional wellbeing including bereavement, loneliness, resilience and accessing support services.

The Relationship Sex Education Policy

PSHE

PSHE is delivered through timetabled lessons (1 a fortnight) for Years 7, 8, 9 and 11. In Year 10, it is delivered in RS lessons during the summer term. PSHE for Years 12 & 13 is delivered through the tutor programme, with one ½-hour lesson a week. A dedicated co-ordinator oversees the PSHE programme, and key stakeholders review the effectiveness of its delivery.

Science (during curriculum time)

Science staff deliver the science National Curriculum. The relevant PSHE lessons are in Key Stage 3 and are primarily concerned with the physical aspects of development, including reproduction, STIs & safe sex, and healthy pregnancy. At GCSE, the science department also covers puberty, the menstrual cycle and contraception. The relationship aspect is not specifically addressed.

Religious Studies (during curriculum time)

The RS department covers 'Relationships and Family' at GCSE. This includes: family; gender and equality; sex before marriage; contraception; and homosexuality.

Computer Science (during curriculum time)

Computer Science covers the e-safety of personal data.

Physical Education (during curriculum time)

The PE curriculum covers subjects relating to making informed choices about a healthy lifestyle, and making and applying decisions in this area.



Delivery

All content will be delivered in a timely way and will be age- and developmentally appropriate to meet the needs of our pupils, including those with SEND. Our scheme of work is available via the school website.

In order to maximise engagement and impact, we:

- invite outside speakers into school to explore aspects of relationships (such as how to manage arguments, the importance of valuing yourself and others) which may form part of a collapsed timetable session;
- deliver PSHE lessons during timetabled lessons for Years 7, 8, 9, 10 and 11; tutor time for Years 12 and 13.
- encourage students to consider the importance of valuing their own and others' future health by inviting teams, such as the chlamydia screening team and the Sexual Health team, to discuss the health risks associated with some aspects of informed sexual contact, such as the use of effective contraception, as well as to remove the stigma of testing;
- make students aware of how the use/abuse of substances, such as drugs and alcohol, can influence their ability to make safe decisions.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, we establish ground rules that prohibit participants from requesting or disclosing inappropriate personal information. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Support is offered to teachers who find delivering any or some of the content of RSE difficult. Dorset Healthcare support the delivery of their Core package by running 'Train the Trainer' sessions for the key teachers delivering the content. The PSHE curriculum leader supports planning and lesson delivery as required.

There is no formal assessment, but a focus on students knowing and understanding how to keep themselves safe.

Main School (Years 7 – 11)

- Health and Wellbeing
- Relationships (including sex education)
- Living in the Wider World

These themes are revisited throughout each year group as part of a spiral curriculum. Content is progressively developed and delivered in an age-appropriate and developmentally appropriate manner, enabling students to build upon their prior knowledge, understanding, and skills as they progress through the school. Please see the website for learning journeys.

Sixth Form (Years 12 – 13)

- Relationships
- Taking responsibility
- Personal values/ respecting others
- Sexuality and homophobia
- Party safety
- Drug awareness
- CSE awareness
- Domestic Violence
- Online safety
- Well-being