



ACHIEVING TOGETHER

FOUR STONES GATEWAY TRUST

RELATIONSHIPS, SEX, HEALTH EDUCATION (RSHE) POLICY

For Secondary Schools

DATE POLICY WAS APPROVED	10.07.2026
DATE POLICY WILL BE REVIEWED	SUMMER 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	LEAD OF ETHICS

FOUR STONES GATEWAY TRUST

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Four Stones Gateway Trust is a company limited by guarantee registration number 9115941

Key Definitions

These policies incorporate the following schools or organisations within Four Stones Gateway Trust ('the Trust') that are physically based within Worcestershire Local Authority:

- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level. Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

Policy aims

This Policy has the following aims:

- To provide a description of how Relationships, Sex, and Health Education (RSHE) is delivered, monitored, and evaluated in the schools in Four Stones Gateway Trust (the Trust).
- To set out the framework of values which guides the delivery of RSHE and the wider pastoral care of students and contributes towards the ethos of the schools in the Trust.
- To communicate young people's legal rights to seek confidential advice, support and treatment around their sexual health and also providing parents/carers with a comprehensive overview of how we approach RSHE.
- To describe how young people can be helped to access confidential help both within school and in the community.

Legislation

Our Relationships, Sex and Health Education (RSHE) Policy is underpinned by the following legislation and guidance:

- [The Equality Act of 2010](#)
- [Keeping Children Safe in Education](#)
- [DfE guidance on Relationships, Sex and Health Education](#)
- [Online Safety Act](#)
- [Domestic Abuse Act 2021](#)
- [Marriage and Civil Partnership \(Minimum Age\) Act 2022](#)

Policy Development

This Policy has been developed in consultation with staff, students, and parents/carers. We believe in the importance of parents/carers and students having a say in the way that RSHE is delivered and consider the views within the local community. The steps that each school will take to develop the RSHE curriculum and policy are:

1. Staff consultation – all school staff given the opportunity to look at the policy and make recommendations
2. Parent/carer/stakeholder consultation – parent/carers and any interested parties invited to attend a meeting about the RSHE curriculum and policy upon request.
3. Student consultation – Student voice to capture what students want from their RSHE education
4. Ratification – Policy shared with trustees and ratified

Openness with Parents/Carers

The Trust is committed to transparency in RSHE. Parents/carers:

- be informed about RSHE curriculum content;
- be able to view RSHE curriculum resources on request;
- receive regular written updates during the year about upcoming topics and any curriculum enhancements, including external speakers, organisations or visits;
- have access to online curriculum information to support their understanding of the programme;
- be able to review external provider materials in line with statutory guidance;
- be consulted annually in the summer term of each academic year.

Definition of RSHE

RSHE is life-long learning about moral, cultural, emotional, and physical development and the importance of, stable and loving relationships, respect, kindness, and care. RSHE also includes teaching about intimate relationships and sexual health. It does not involve the promotion of any sexual orientation or of early sexual activity.

Values Framework

All those who teach aspects of RSHE in the schools, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community. The teaching of RSHE will encourage students, through the Trust values of ambition, integrity, creativity, and commitment, to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care, and goodwill

- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability, and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another
- Value and respect the many aspects of living a healthy lifestyle, and the associated connection this has with a healthy emotional wellbeing

The personal beliefs and attitudes of teachers or those delivering RSHE will not influence the teaching of relationship and sex and relationship education in the schools in the Trust.

Safeguarding within the RSHE Curriculum and Learning Outcomes

Over the course of Key Stages 3 and 4 (and Key Stage 2 where relevant), the RSHE curriculum plays a vital role in safeguarding students by providing age-appropriate, evidence-informed learning that enables students to recognise risk, seek support and make safe, respectful and responsible choices. Through RSHE, students will develop their understanding of healthy relationships, consent, equality, personal boundaries and the law, including education on sexual harassment, sexual violence, harmful sexual behaviour, public sexual harassment, coercive and controlling behaviour, violence against women and girls, misogyny and the risks associated with online influence, including incel ideology. The curriculum will also address online safety and exploitation, including sextortion, image-based abuse and grooming, ensuring that students understand how to identify, report and respond to concerns. In addition, teaching will promote awareness of personal safety, including knife crime, peer-on-peer abuse, criminal exploitation and gambling-related harms. Staff will deliver this content in a sensitive and developmentally appropriate manner, signposting students to appropriate sources of support and working in accordance with the school's safeguarding, child protection and behaviour policies. Where safeguarding concerns arise, these will be managed in line with statutory safeguarding procedures.

For an example of topics covered, see Appendix A.

The Delivery of RSHE

RSHE is delivered through the Ethics Curriculum in each school. Each school in the Trust is responsible for outlining how they sufficiently cover the delivery of RSHE within the curriculum. The details of this are given in the appendices, but we may need to adapt it as and when necessary.

Managing Difficult Questions

Teachers will answer students' questions honestly, sensitively and in an age-appropriate manner. Where questions fall outside planned curriculum content, teachers may signpost students to trusted adults, parents, healthcare professionals or appropriate support services. Teachers may also seek support from the subject lead in school or the safeguarding team before responding to students. Safeguarding procedures will always take precedence where disclosures occur.

Parents' right to withdraw and complaints procedure

Some parts of sex education are compulsory - these are part of the national curriculum for science. In accordance with the DfE guidance on Relationships, Sex and Health Education, parents/carers have the right to withdraw their son/daughter from non-statutory aspects of sex education up to and until three terms before the child turns 16. Any parent/carer wishing to withdraw their child from sex education is asked to make an appointment with the headteacher to discuss the matter. Parents/carers cannot withdraw their children from statutory Relationships Education or Health Education.

Any complaints about the content or delivery of RSHE should be addressed to the Headteacher.

Monitoring and Evaluation of RSHE

Evidence is collected for the monitoring and evaluation of the RSHE programme by means of lesson drop-ins and book monitoring. Feedback is obtained from online surveys, group discussions with teachers, students, and parent/carers. The curriculum is analysed and evaluated continually throughout the year.

Equal Opportunities

RSHE is guided by other policies in the Trust including the equality, anti-bullying, and the safeguarding policies, all of which are available on the schools' website or, on request, as a printed copy.

The schools in the Trust aim for all students to have equal access to the RSHE curriculum and to sources of help and support. Students requiring further support, including those with SEND, may receive additional guidance, teaching in smaller settings and workshops as guided by the Lead Teacher of Ethics. Students whose parents/carers have withdrawn them from sex education are still entitled to receive information about how they can access confidential help and advice.

Objective discussion of the diversity of personal, social, and sexual preference in relationships will take place in RSHE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Teaching about protected characteristics, including sexual orientation and gender reassignment, will be delivered in accordance with the Equality Act 2010 and statutory RSHE guidance. Students will learn about equality, respect, same-sex relationships and the legal protections afforded to all individuals. Teaching will also include factual information about biological sex and gender reassignment. Where topics are subject to public debate, teaching will remain balanced, factual and age-appropriate and will not promote any particular viewpoint as fact.

Confidentiality and Young People

Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection.

Under 16's entitlement to confidential health advice and treatment

Health professionals, such as the School Nurse or GP's, follow guidelines which allow them to give advice and treatment to young people under 16 years of age without the knowledge or consent of the parent/carer if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse or serious risk of harm would the health professional follow the schools' safeguarding procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure.

When the School Nurse sees students on a one-to-one basis the professional guidelines mentioned above will be followed. However, should the School Nurse ever be present in lessons, the same guidelines as teachers must be followed.

RSHE lessons will inform students of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and how to recognise what is normal in their own body's and when a medical issue arises how to seek support. Students will be taught about how they can access local services for this both inside and outside school. All teachers of RSHE signpost support and can refer any issues or concerns to the relevant members of staff in school. In addition, we provide students with knowledge of sources of local help and support to encourage students to be pro-active in finding solutions to any problem they may face throughout their lives.

Confidentiality Guidelines for Teachers

The use of ground rules and distancing techniques in RSHE should prevent the disclosure of personal information by students in the classroom. Students are informed that teachers and other members of staff cannot guarantee confidentiality, but that health professional including the School Nurse service and their GP can guarantee confidentiality except in cases of abuse or serious harm.

Disclosure of Underage Sex

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

- Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this.
- Encourage the student to talk to a parent/carer.

- Seek advice from the Designated Safeguarding Lead. Underage sex or suspected pregnancy are not, in themselves, child protection issues unless there is coercion or abuse. A teacher may not always be aware of the entire situation surrounding a student, where a teacher is concerned that there may be coercion or abuse, they can discuss the case anonymously with the Designated Safeguarding Lead (DSL). The DSL can advise whether the name of the student should be disclosed and whether the child protection procedure needs to be followed. The student will be kept fully informed at all stages.

A student with a learning disability or mental disorder may be more vulnerable to exploitation and less able to protect themselves and others. In these cases, the teacher can seek advice from the DSL as above.

The role of the School Nurse

Students can call the Chat service for support and where necessary, staff can make a specific referral. There may be 'Drop-in' sessions available where schools have been selected for this to take place.

Support for pregnant teenagers and young fathers

Any pregnant student will be given time with the appropriate middle leader to ensure that they know how they may continue their education within school and if appropriate how they may continue in post-16 education. This discussion will include advice on benefits and child-care as well as support from external support services. Health professionals such as the School Nurse will help them to access antenatal and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers, and information on sources of advice on legal and other issues.

APPENDICES

Appendix A: Description of Topic that students will learn about.

Healthy Relationships

- Consent and boundaries.
- Power imbalances within relationships.
- Coercive and controlling behaviour.
- Domestic abuse.
- Sexual harassment and sexual violence.
- Respectful disagreement and tolerance.

Online Safety

- Deepfakes.
- AI-generated content.
- Sextortion.
- Online scams.
- Harmful online influencers.
- Misogynistic content.
- Sharing sexual images.
- Online pornography and its impact.
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Personal Safety

- Grooming.
- Criminal exploitation.
- County lines.
- Harmful sexual behaviour.
- Public sexual harassment.
- Forced marriage.
- FGM.
- Virginity testing.
- Hymenoplasty.
- Strangulation and suffocation offences.

Sexual Health

- Full range of contraception.
- STI prevention.
- HIV, PrEP and PEP.
- Pregnancy options including adoption and abortion.
- Confidential health services.

Appendix B: The delivery of RSHE at Haybridge High School

The RSHE curriculum is led by the Lead Teacher of Ethics across the Trust, the Curriculum Leader for each school is responsible for its implementation. In Years 7-11 RSHE is taught within the Ethics curriculum which encompasses PSHE, and RE and is inclusive of relationship and sex education. Students receive three hours of Ethics per fortnight at Key Stage 3, and a one hour per week of Ethics at Key Stage 4. Ethics lessons are delivered by a combination of specialist and non-specialist teachers. Staff receive guidance and training throughout the year. Students in Years 12 receive RSHE as part of the PD curriculum for Sixth Form delivered during Prep Time, once a week. All compulsory biological aspects of RSHE are taught within the science curriculum. The tutor programme and school assemblies also support delivery of topics where necessary.

The teaching methods used follow established good practice and include discussion (turn and talk), case studies and scenarios and deliberate practice. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect upon their learning.

Any external organisations which may, from time to time, be invited to contribute to the delivery of RSHE will be given a copy of this policy and will be expected to work within the values framework described herein. The Lead Teacher / Curriculum Leader will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSHE programme. A teacher will be present during the lesson.

Appendix C: The delivery of RSHE at King Charles I School

The RSHE curriculum is led by the Lead Teacher of Ethics across the Trust, the Curriculum Leader for each school is responsible for its implementation. In Years 7-11 RSHE is taught within the Ethics curriculum which encompasses PSHE, and RE and is inclusive of relationship and sex education. Students receive three hours of Ethics per fortnight at Key Stage 3, and one hour per week at Key Stage Four. Ethics lessons are delivered by a combination of specialist and non-specialist teachers. Staff receive guidance and training throughout the year. In Years 12 and 13 it is delivered through the tutorial programme, assemblies, and external guest speakers. All compulsory biological aspects of RSHE are taught within the science curriculum. The tutor programme and school assemblies also support delivery of topics where necessary.

The teaching methods used follow established good practice and include discussion (turn and talk), case studies and scenarios and deliberate practice. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect upon their learning.

Any external organisations which may, from time to time, be invited to contribute to the delivery of RSHE will be given a copy of this policy and will be expected to work within the values framework described herein. The Lead Teacher / Curriculum Leader will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSHE programme. A teacher will be present during the lesson.

Appendix D: The Delivery of RSHE at The De Montfort School

The RSHE curriculum is led by the Lead Teacher of Ethics across the Trust, the Curriculum Leader for each school is responsible for its implementation. In Years 6 -11 RSHE is taught within the Ethics curriculum which encompasses PSHE, and RE and is inclusive of relationship and sex education. Students receive one hour of Ethics per fortnight and one hour of RE per fortnight at Key Stage 2, three hours of Ethics per fortnight at Key Stage 3, and a one hour per week of Ethics at Key Stage 4. Ethics lessons are delivered by a combination of specialist and non-specialist teachers. Staff receive guidance and training throughout the year. In Years 12 and 13 it is delivered through the tutorial programme. All compulsory biological aspects of RSHE are taught within the science curriculum. The tutor programme and school assemblies also support delivery of topics where necessary.

The teaching methods used follow established good practice and include discussion (turn and talk), case studies and scenarios and deliberate practice. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect upon their learning.

Any external organisations which may, from time to time, be invited to contribute to the delivery of RSHE will be given a copy of this policy and will be expected to work within the values framework described herein. The Lead Teacher / Curriculum Leader will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSHE programme. A teacher will be present during the lesson.

Appendix E: The Delivery of RSHE at Lacon Childe

The RSHE curriculum is led by the Lead Teacher of Ethics across the Trust, the Curriculum Leader for each school is responsible for its implementation. In Years 7-11 RSHE is taught within the PSHE curriculum and is inclusive of relationship and sex education. Students receive one hour of PSHE per fortnight. PSHE lessons are delivered by a combination of specialist and non-specialist teachers. Staff receive guidance and training throughout the year. All compulsory biological aspects of RSHE are taught within the science curriculum. The tutor programme and school assemblies also support delivery of topics where necessary.

The teaching methods used follow established good practice and include discussion (turn and talk), case studies and scenarios and deliberate practice. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect upon their learning.

Any external organisations which may, from time to time, be invited to contribute to the delivery of RSHE will be given a copy of this policy and will be expected to work within the values framework described herein. The Lead Teacher / Curriculum Leader will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSHE programme. A teacher will be present during the lesson.