

Relationships, Sex and Health Education

As a secondary academy school we must provide RSHE to all pupils as per section 34 of the [Children and Social work act 2017](#).

Relationships, Sex and Health Education (RSHE) at Meadowhead School will ensure that our young people are confident, knowledgeable and empowered to make good choices.

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. We believe that effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives.

Delivery of RSHE

Most of the RSHE curriculum is taught within the Ethics curriculum and lessons. Y7, Y8 and Y9 students have two lessons of Ethics a week, with one of the hours focussing on PSHE and the other on Religious Studies.

Y10 and Y11 students have one lesson a week.

From 2022-23, Y12 and Y13 students also have had one lesson of Ethics a week.

Biological aspects of RSHE are taught within the science curriculum, and other aspects of the RSHE curriculum are integrated in the Health, Fitness and Wellbeing (PE), ICT and Computing, and Food faculties. For Key Stage Three and Four, these lessons are supported by an extensive assembly programme. For Key Stage Five students, these lessons are supported by the tutorial programme and weekly briefings.

At Meadowhead, RSHE will be accessible for all pupils. The Head of Ethics works with colleagues such as Assistant Headteacher – SENCO and the Engagement Centre teachers to ensure all Meadowhead pupils access the full curriculum as outlined in this policy. High quality teaching is differentiated and personalised and this is the starting point to ensure accessibility for 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. Relationships, Sex and Health Education is a priority for these students who are regularly supported by individual mentoring or in small group sessions.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

The Health Education curriculum also covers:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body.

Dealing with sensitive issues

We will ensure a safe learning environment by ensuring all staff teaching Ethics make sure their approach always considers the best interests of the child.

Teachers will set ground rules guided by the PSHE Association's suggested guidelines. This is because ground rules are most effective when students can explain their purpose and express them in their own words.

Distancing techniques such as role plays or adopting the role of 'agony aunt' or 'uncle' are used because when students can distance themselves from a sensitive issue they can think more clearly without their thoughts being influenced by strong emotions.

Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play when deciding if questions are suitable for class discussion.

Sensitive issues will be handled by a variety of techniques including reminding students of the ground rules, pausing the lesson for class discussion, anonymous question boxes and distancing techniques to turn the issue into a more general example. In some cases, it may be deemed appropriate to 'park' a question in order to allow the teacher time to ensure a factual and appropriate response or raise potential child protection issues. This could include teacher research or liaison with colleagues and the Head of Ethics. It may also require communication with year teams, senior leadership and safeguarding leads.

If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the school's safeguarding policy and notify the school's Designated Safeguarding Lead or Deputy DSL. Staff will also register any concerns for a student on CPOMs.

[RSHE Policy Meadowhead May 2025pdf](#)