Outcomes First Group

Relationships, Sex and Health Education (RSHE) Policy

Miller House School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

CONTENTS **PAGE**

1.0 Legal framework and linked policies 3
2.0 Policy context and rationale 3
3.0 Principles and aims of effective RSHE 4
4.0 Definitions 5
5.0 Delivery of RSHE 5
6.0 Equality, diversity and inclusion 6
7.0 Curriculum and monitoring 6
8.0 Responding to pupils' questions 7
9.0 RSHE and safeguarding 8
10.0 Involving parents and carers 8
11.0 Policy review 9
Appendix one_Curriculum coverage PSHE, RSE and health education ..... **Error! Bookmark not defined.**
Appendix two_Statutory Relationships and Sex Education content ..... **Error! Bookmark not defined.**

1.0 Legal framework and linked policies

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

➢ Education Act 1996
➢ Education Act 2002
➢ Children and Social Work Act 2017
➢ DfE (2025) 'Keeping children safe in education' (KCSIE)
➢ DfE (2020) 'Relationships and sex education (RSHE) and health education'
➢ DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:
➢ Safeguarding Policy
➢ Careers Education, Information, Advice and Guidance Policy
➢ Equal opportunities Policy
➢ Online safety policy

2.0 Policy context and rationale

This relationships, sex and health education policy covers **MILLER HOUSE SCHOOL** approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at **MILLER HOUSE SCHOOL** and covers all statutory requirements as per the DFE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, **Keeping Children Safe in Education** and the provisions of the **Equality Act (2010)** , our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

This approach is underpinned by our commitment to **trauma-informed practice (TIP)**. We recognise that behaviour and wellbeing are shaped by individual experiences, including trauma and neurodivergence. Staff understand the impact of early experiences on a child's internal world so our RSHE delivery is grounded in strong, trusting relationships that support pupils to feel safe and understood. We recognise some topics may feel confronting and trigger survival behaviours, meaning bespoke and individualised approaches to delivery of RSHE content may be required.

RSHE provision at **MILLER HOUSE SCHOOL** strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3.0 Principles and aims of effective RSHE

RSHE provision at **MILLER HOUSE SCHOOL**

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by **Matt Brown – Assistant Head for Personal Development and Wellbeing.**
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.

- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest Keeping Children Safe in Education guidance.

4.0 Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- Suggested Secondary (or all through school) At **MILLER HOUSE SCHOOL** we define sex education as the teaching of intimate and sexual relationships. Sex education is integrated into relationships education. It includes sex for pleasure, learning about intimate acts and the details of sexually transmitted infections (STIs). Content is delivered in an age-appropriate, factual and non-judgemental way.
- Any content that supports safeguarding—such as consent, sexual health, and understanding contraception for health purposes—is part of our commitment to keeping pupils safe.

5.0 Delivery of RSHE

RSHE is delivered by form tutors as part of the PSHE curriculum, timetabled as two planned 45-minute sessions each week. On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When external visitors are used ***MILLER HOUSE SCHOOL*** *will adhere to the principles set out in the DFE statutory guidance 2025. We will only work with external speakers/providers where we have full confidence in their approach, intended outcomes and have viewed all resources to be used.*

Roles and responsibilities

The governing board will approve the RSHE policy and hold the Head to account for its implementation.

The Headteacher is responsible for ensuring that RSHE is taught consistently across the School and for managing requests to withdraw students from sex education.

The Assistant Head for Personal Development and Wellbeing has responsibility for:

- Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.
- Overseeing all required content is coherently planned and consistently taught across year groups.

• Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.
•Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.

***Staff** are responsible for:*

- *Delivering RSE in a sensitive way*
- *Modelling positive attitudes to RSE*
- *Monitoring progress and understanding*
- *Responding to the needs of individual students*

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher

6.0 Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice**. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7.0 Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum at **MILLER HOUSE SCHOOL.** The curriculum is structured in accordance with the PSHE Association framework, providing

a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including PSHE Association and Pol Ed. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

Pupils' knowledge and understanding is assessed through a combination of informal and formal methods that support each pupil's individual level of engagement and understanding such as 1:1 discussions, role play, responses to stimuli. Where appropriate, formative assessment methods such as written materials and quizzes will be used to monitor progress.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT). The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

For more information about our PSHE curriculum (including RSHE). See Appendix 1.

8.0 Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9.0 RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10.0 Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at **MILLER HOUSE SCHOOL** through mutual understanding, trust and cooperation.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey. A representative sample of the resources used is available as an appendix to this policy. Parents are able to view other curriculum materials used to teach RSHE on request. The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

<u>Right to withdraw</u>

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with Gaynor Donley-Williams, making clear which sessions they do not wish their child to participate in. The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, **MILLER HOUSE SCHOOL** will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11.0 Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2025).

Miller House Programme of Study September 2026 - 2027 PSHE	
The Gathering: these assemblies will be run weekly by key stage and will pick up on the main strands of the PSHE curriculum and will include significant dates including religious festivals.	**Passport to Independence:** curriculum lessons helping students develop the skills they need for life beyond Miller House. This will link in with many area of our PSHE offer.
Literacy/Reading: reading skills, comprehension, spelling, reading from different text styles, specific and technical vocabulary, handwriting, media literacy, choosing age-appropriate texts and information.	**SMSC:** sharing opinions, listening to others, respecting opinions, reading aloud, group discussions, building confidence and self-esteem, accepting and giving feedback, being mindful of others views and beliefs.
Numeracy: recognising numbers, dates, facts, figures and statistics, interpreting data, application of number in context, percentages.	**British Values:** understanding the UK economy and financial planning, exploring social norms within the UK, Law, careers, understanding diversity and equality.

Theme/Topic

You will notice that the number of weeks in a term does not always correspond to the number of lessons. This gives us the flexibility to spend more time on the topic if we need to or to put 2 lessons together according to the needs of your group. This will also give us chance to use outside educators to input into some of our topics.

Term 1,2,5 and 6 are PolEd resources, which you will be given access to and from which you able to run the PowerPoints.

Term 3 and 4 are PSHE Association. Logs in will be provided for all teaching staff to access materials. The same materials can also be found on the Miiler House All Staff Documents.

Year Group	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 7	**Health and Wellbeing**	**Living in the Wider World (Keeping Safe)**	**Relationships**	**Health and Wellbeing**	**Relationships**	**Living in the Wider World (Understanding the Law)**
	1.What range of emotions are there? 2.What are my strengths? 3.What are my areas to develop? 4.What influences my heath choices? 5.How can vaccinations support or health? 6.How can I cope with puberty?	1. How do we balance independence and risk? 2. How can we be responsible road users? 3. What is addiction? 4. What is vaping all about? 5. How do I report a concern? **Term 2 or 3** **Staying safe online**	**Friendship and Bullying** Pupils will learn about the value of friendships, overcoming challenges and how to respond to bullying behaviour, including others, communicating respectfully, the impact of bullying and how to seek support. PSHE Association:	**Healthy Lifestyle** Pupils will learn about healthy food and drink choices, and the importance of physical activity — as part of a balanced lifestyle — as well as managing influences and pressure around these areas.	1.Is this banter or bullying? 2. What is child on child abuse? 3. How do I deal with conflict? 4. How can we deal with friendships breaking down? 5. Why is trust important?	1.What is the age or criminal responsibility? 2.What are protected characteristics? 3.What is hate crime? 4.What is anti-racism? 5.What is LGBTphobia? 6.What is honour based abuse? 7.How can it feel to witness a crime?

		Three lessons covering, passwords, protecting devices and suspicious contact. PSHE Association: Cyber Sprinters	Friendship and bullying	PSHE Association: Health education		
Year 8	**Health and Wellbeing**	**Living in the Wider World (Keeping Safe)**	**Relationships**	**Living in the Wider World**	**Relationships**	**Living in the Wider World (Understanding the Law)**
	1.How can viewing harmful content make us feel? 2.How does social media make me feel? 3.How can drugs and alcohol impact the way we feel? 4.What are mental health conditions? 5. How might relationship changes impact our wellbeing?	1.What happens if there is an emergency at school? 2.How safe are legal drugs? 3.What is financially motivated sexual extortion? 5.What are deep fakes? 6.What are my algorithms?	**Drug Education** Providing age-appropriate knowledge about substance use and the understanding and skills to manage influences young people experience in relation to tobacco, alcohol and other drugs. PSHE Association: Drug Education	**Serious and organised Crime** These lessons will help students: Identify the features of coercive or unsafe friendships Recognise what serious and organised crime is and its consequences Explain how and why some people might become involved in serious and organised crime, including manipulation techniques Assess the risks involved in serious and organised crime Develop skills to seek support PSHE Association:	1.Are we responsible with social media? 2. How do I do with unplanned encounters? 3. How can I deal with my friends using drugs and alcohol? 4. What are red flags in relationships (friendship and romantic)?	1.What does the law say about the possession of drugs? 2.What is stop and search? 3.What are erides? 4.What is phishing and hacking? 5.What are threatening behaviours? 6.What is money laundering?

				Preventing Involvement in Serious and Organised Crime		
Year 9	**Health and Wellbeing**	**Living in the Wider World (Keeping Safe)**	**Relationships**	**Health and Wellbeing**	**Relationships**	**Living in the Wider World (Understanding the Law)**
	1.What is expected of me? 2.How do I deal with setbacks? 3.What are my coping strategies? 4.What is self-harm? 5.What is mental health stigma? 6.How can relationships impact the way I feel? 7.How can I support the health of others?	1.What is child criminal exploitation? 2.What makes a gang a gang? 3.What are the links between gaming and grooming? 4.What are microtransactions? 5.What is asphyxiation?	**Friendship and Bullying** Pupils will learn how to maintain positive friendships, develop empathy, and prevent or challenge bullying. They also explore friendship challenges and ways to resolve them; and learn about similarities and differences between people. PSHE Association: Friendship and bullying	**Healthy Lifestlye** Pupil will learn about: Making choices about diet and exercise, Maintaining physical health, Lifestyles and wellbeing, Managing influences of lifestyle decisions. PSHE Association: Health education	1.What is consent in a relationship? 2.What is sexism? 3.What is child exploitation? 4.What's the issue with nudes? 5.How does the media portray sex and relationships? 6.How can I manage on line relationships?	1.What do we mean by intimidation? 2.What is antisocial behaviour? 3.What is Victim Support? 4.What are county lines? 5.Can I legally get contraception? 6.How might the incidents influence illegal behaviour?

Year 10	**Health and Wellbeing**	**Living in the Wider World (Keeping Safe)**	**Relationships**	**Living in the Wider World**	**Relationships**	**Living in the Wider World (Understanding the Law)**
	1.What are my wellbeing warning signs? 2.How can I take responsibility for my health? 3.How can I mange my time more effectively? 4.How can I demonstrate assertiveness? 5.How can I navigate health care services? 6.When might weight gain be unhealthy?	1.How can we approach new situations? 2.How can we be street savvy? 3.Why is fighting not the answer? 4.What are the risks of carrying a knife? 5.What first aid is useful to know? 6.How is my data used? 7.How can I get help when there are legal consequences?	**Online safety** Cyber First Navigators Developed in collaboration with the National Cyber Security Centre, this pack supports an interactive video resource to develop students' key knowledge, skills and behaviours — to help them navigate the risks of online life. PSHE Association: Cyber First Navigators	**Gangs** These lessons help students explore how young people might be recruited into a gang, and consider the choices, risks, and potential consequences for this type of scenario, and ways to get support with gang-related issues. PSHE Association: Gangs: Managing risks and staying safe	1.What are my relationship values? 2.What is emotional abuse? 3.What is incel culture? 4.What is toxic culture? 5.What is image based sexual abuse? 6.How can I manage online relationships? 7.How can I seek support about my behaviour in relationships?	1.What is extremism? 2.What is radicalization? 3.Is it OK to protest? 4.What are public order offences? 5.How can we balance freedom with the law?

Year 11	**Health and Wellbeing**	**Living in the Wider World (Keeping Safe)**	**Relationships**	**Living in the Wider World**	**Relationships**	**Living in the Wider World (Understanding the Law)**
	1.What are life changes? 2.How can I cope with exams? 3.What does it mean to catastrophise? 4. How do I feel about leaving school? 5. What makes me employable? 6. Why does gynaecological health matter to everyone? 7. How might sexual health impact	1. What can go wrong when using substances? 2. What is the issue with lending money? 3. How can I avoid financial exploitation? 4. When is tumbling problematic? 5. Can you ever be sure what you are taking?	**Friendship and Bullying** Pupils will learn how to recognise and challenge bullying in a range of contexts; about challenging unhealthy attitudes towards bullying; and, where to seek support. PSHE Association: Friendship and bullying	**Gambling** Students will: Identify risks and understand how to make good decisions. Develop strategies to recognise and manage impulsive behaviour. Recognise unhealthy behaviours in others Understand the role and influence of advertising.	1.What are sexual offences? 2.What is victim blaming? 3.What is the difference between an arranged and a forced marriage? 4.What is the influence of porn on relationships? 5.Substance abuse and relationships, so what? 6.What is a family? 7.What is my	1.What are mitigating factors? 2.What is culpability and harm? 3.What does the law say about contraception? 4.What does the law say about pregnancy and STI's? 5.What does the law say about getting a job?

	wellbeing?			PSHE Association: Promoting Resilience to Gambling	relationship with AI?	



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