



OFG
Education

RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE) POLICY

**Including Personal, Social & Health
Education with Elements of Citizenship
(PSHCE)**

Hillingdon Manor School



RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

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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 **Hillingdon Manor** approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at **Hillingdon Manor** 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 and neurodiversity-affirming practice**. We recognise that behaviour and wellbeing are shaped by individual experiences, including trauma and neurodivergence. Through our **Ask, Accept, Develop (AAD)** approach, we work collaboratively

with young people—asking about their preferences, accepting their experiences and needs, and developing together. This ensures that RSHE is inclusive, responsive and grounded in strong, trusting relationships.

Hillingdon Manor School is an independent specialist school for autistic pupils and pupils with associated social, emotional and mental health needs. We recognise that many of our pupils require explicit teaching of social communication, relationships, emotional literacy, personal safety and self-advocacy skills. Our RSHE curriculum is carefully adapted to meet individual developmental needs, communication profiles and levels of understanding.

Through a trauma-informed, autism-informed and neurodiversity-affirming approach, we provide learning opportunities that support pupils to:

- develop healthy and respectful relationships;
- understand personal boundaries and consent;
- recognise and report concerns;
- manage physical and emotional wellbeing;
- stay safe online and in the community;
- prepare for greater independence and adulthood.

RSHE at Hillingdon Manor School is delivered within a whole-school safeguarding framework and contributes significantly to pupils' ability to make safe, informed and responsible choices throughout their lives. Therefore, the RSHE provision at **Hillingdon Manor** 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 **Hillingdon Manor**

- 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 **Claire Stapleton-Deputy Headteacher**
- 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.
- At Hillingdon Manor 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 through the PSHE curriculum and wider pastoral programme. Lessons are taught by class teachers, form tutors and pastoral staff who know pupils well and have received appropriate training.

Learning is delivered through:

- timetabled PSHE/RSHE lessons;
- tutor time activities;
- assemblies;

- enrichment activities;
- individual and small group interventions when required;
- contextual safeguarding opportunities arising throughout the school day.

Delivery is differentiated to meet pupils' EHCP outcomes, communication needs and developmental stages. Staff utilise visual supports, social stories, role play, discussion activities and real-life scenarios to promote understanding and generalisation of learning.

RSHE is delivered through a combination of structured learning and meaningful, everyday opportunities across the school curriculum. In addition to timetabled RSHE sessions, pupils encounter rich, personalised learning related to relationships, personal development and social understanding throughout the school day and within topic-based activities. Our curriculum recognises that learning happens both formally and informally; staff proactively identify and capitalise on “in-the-moment” opportunities to reinforce RSHE themes in real contexts, adapting to pupils’ interests, needs and communication styles. This approach supports the development of practical understanding, social development and self-awareness and is responsive to individual learning pathways informed by the PSHE Association SEND planning framework.

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 Deputy Headteacher and Safeguarding Team have 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 Deputy Headteacher where support will be offered.

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 **Hillingdon Manor**. The curriculum is structured in accordance with the PSHE Association SEND 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, Cre8tive Resources and the NSPCC. Hillingdon Manor works with external agencies such as KISS which is part of the local safeguarding offer. 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' learning will be assessed to ensure that teaching strategies and resources remain relevant and effective, and pupils are making sufficient progress, building on prior knowledge and skills. Assessment activities may include informal quizzes, confidence checkers and confidence scales, responses to scenarios, observations and self-assessment tasks to confirm pupils' understanding of the topics and address gaps. Progress over time will be tracked through individual tracking documents held in each pupil's PSHE folder.

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) and the PSHE leader. 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.

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.

Curriculum content is regularly reviewed in response to local safeguarding concerns, including:

- online harms;
- exploitation;
- harmful sexual behaviour;
- county lines activity;
- knife crime;
- mental health concerns;
- misogyny and discrimination.
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The Designated Safeguarding Lead and Deputy DSLs support curriculum planning to ensure pupils receive relevant and timely learning.

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 Hillingdon Manor through mutual understanding, trust and cooperation and are committed to working in partnership with parents and carers. Information regarding RSHE content is shared through the school website, parent communications, annual policy consultation and review meetings where appropriate.

Parents and carers may discuss RSHE content with school leaders at any time and may request to view curriculum resources.

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.

Right to withdraw

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 **the Headteacher/Deputy Headteacher** 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, Hillingdon Manor 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).

Appendix one: Hillingdon Manor – Long Term Plan RSHE including PSCE

	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 1 Living in the wider world	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety/values Transition to secondary school. Getting to know people. What is a community?	Staying safe online and offline Respect and relationships. What makes a good friend? Friendships & Online relationships, Online gaming risks and what is AI	Developing skills and aspirations Careers and your future. Sleep and relaxation. Proud to be me. Transition points in your life	Health and puberty What is puberty? Girls' puberty and boys' puberty. Personal hygiene (including teeth), self-esteem and growing up	Building relationships Consent and boundaries. Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Discrimination Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks. Understanding deepfakes, and AI
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes. Domestic abuse and coercive control	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence and AI
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Healthy relationships Relationships and sex, myths, pleasure and challenges, including the impact of the media and pornography. Strangulation and suffocation. Sextortion and online scams	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Exploring influence The influence and impact of drugs, gangs, role models and the media, AI and deepfakes	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work

	Autumn 1 Living in the wider world	Autumn 2 Living in the wider world	Spring 1 Health & wellbeing/ Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 11	Next steps Application processes, and skills for further education, employment and career progression. The use of AI and online platforms		Building for the future Self-efficacy, stress management, and future opportunities	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, pregnancy choices, marriage and forced marriage and changing relationships	
Year 12	Positive Wellbeing Dealing with depression, anxiety and stress. Coercion and controlling behaviour. Sleep hygiene and mental health. Promoting emotional wellbeing	Personal Finance Young Adults Financial resilience, how to pick a bank. Saving and debt	Forming Respectful Relationships The importance of friends and family. Online dating and personal safety. Emotional Intimacy. Toxic friendships. Breaking up and grooming	Religion and Life Death and afterlife. Religion, Crime and Punishment.	Revisiting Sexual Health Porn, Masculinity and Misogyny. Alcohol and bad choices. Contraception and STI's.	Long-Term Carer Planning Career challenges. How can AI help. Work life balance.
Year 13	Exploring Your Future Options Skills for the future. Understanding different jobs and job market. Finding a job	Religion, Human Rights & Social Justice Religious freedom. The poor and exploitation. Human rights	Sexual Health and Self-Concept Life phases. Body images and pressure. Financial abuse in relationships, Importance of sexual health	Young Adults, Choices, Risks and Decisions Decisions and accountability. Taboo, parenting, what is SMSC?	Contraception and Parenthood Routes to parenthood, Pregnancy, Consent and boundaries, and contraception	Young Adults, Choices, Risks and Decisions Decisions and accountability. Taboo, parenting, what is SMSC? Next step?



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