

# Relationships and Sex Education and Health Education (RSHE) Policy 2025-2026

Approved by the Board of Governors

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# Relationship and Sex Education and Health Education Policy (RSHE)

## Introduction

Effective Relationship, Sex, and Health Education (RSHE) is a vital component of a well-rounded education, equipping students to make responsible and informed decisions about their lives. Beyond this, RSHE serves as a preventative safeguarding tool, helping students recognise when something is “not right”, and protecting them from potential harm.

Seaford College aims to provide students with the information required to develop healthy, nurturing relationships of all kinds, not just intimate relationships. We understand RSHE to be a learning process about physical, moral, and emotional development. It focuses on the importance of family life, relationships, respect, love, and care, and is also about the teaching of sex, sexuality and sexual health and safety in conjunction with physical, emotional, mental health and well-being.

This policy sets out both the right of parents to withdraw their child from sex education (but not relationship education) and the process the Head will follow when considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.

This policy is published on the Seaford College website and hard copies are available on request from the school office.

## Aims

The aims of RSHE at Seaford College are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene, that is age-appropriate and accessible to all.
- Help develop every student develop feelings of self-respect, confidence, and empathy
- Create a positive culture around the issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies.
- Develop positive characteristics such as resilience, self-worth, integrity, kindness, trustworthiness.

## Statutory Requirement

As an Independent School, Seaford College complies with the statutory RSHE guidance provided in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, July 2025)***, and underpinned by law.

It should be read alongside ***Keeping Children Safe in Education 2025 (KCSIE Sept 2025)***, ***Children and Social Work Act 2017***, and the ***Equality Act (2010)***. It is a statutory requirement that RSHE is

compulsory in all secondary schools. Seaford College has had RSHE as part of its long established PSHE programme, within the 'Personal Development' curriculum, as well as in other parts of the academic curriculum. Some biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Philosophy, Religion and Ethics (PRE). Students also receive stand-alone sex education sessions delivered by a trained health professional during our timetabled sessions for Key Stages 2,3,4, and 5. All students are expected to engage fully, be involved in discussions relating to RSHE and to always treat others with respect and sensitivity.

- **Department for Education (DfE) statutory guidance** – [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
- **DfE statutory guidance** - [Keeping children safe in education 2025](#)
- **Children and Social Work Act 2017** - [Children and Social Work Act 2017](#)
- **Equality Act (2010)** – [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)

## Definition of Relationships Education and Sex Education

Relationship Education focuses on teaching the building blocks and characteristics of positive relationships. It should enable students to form and sustain positive relationships, know what a healthy relationship looks like, addressing misogyny, ethics beyond consent, LGBTQ+ inclusion and family diversity. Students focus on what makes a good friend, a good colleague, and a successful marriage or other type of committed relationship.

Sex Education is more focused on the physical aspects of sexual health and relationships, including understanding the body, the changes that may occur, and the correct terminology for body parts, including genitalia. Sex Education also includes identifying harms and risks of sexual activity and the importance of consent (prevention of sexual abuse, online risks, and inappropriate material). It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental well-being, identify when relationships are not right and understand how such situations can be managed. RSHE at Seaford College is set in the context of the whole school approach to supporting students to be safe, happy, and prepared for life beyond school. RSHE is lifelong learning about physical, moral, and emotional development.

Seaford College would like to emphasise that by providing comprehensive RSHE we are not encouraging students to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that students have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise students' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media, **avoiding harmful gendered language or stereotypes**. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after. Under the provisions of the **Equality Act (2010)**, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as '**The Protected Characteristics**'). Seaford College will make reasonable adjustments to alleviate disadvantage, enhance our SEND accessibility commitments to

comply with the Special Educational Needs and Disability Code of Practice when planning the RSHE curriculum and will fully integrate discussion of LGBTQ+ issues into all relevant parts of the broader RSHE curriculum in a sensitive and age-appropriate manner.

This will enable students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to such setbacks and challenges. Seaford College recognises that it should engender an atmosphere that encourages openness. This will mean that students feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and well-being.

## Roles and Responsibilities

### The Governing body:

The Governing body will approve the RSHE policy and hold the Head and Senior Leaders to account for its implementation

### Senior Leaders:

The delivery of PSHE, and therefore RSHE, is overseen by the Director of Student Personal Development, in conjunction with the Senior Deputy Head. They will liaise with the Directors of Sixth Form, Middle School, and the Deputy Heads of the Prep School, who will in turn liaise with the Heads of Year. The RSHE Statutory guidance is predominantly taught within the Personal Development curriculum time and is delivered via a combination of the Tutor teams and outside speakers.

Senior leaders will ensure that all relevant staff are given regular and ongoing training on issues relating to RSHE and how to deliver lessons on such issues. We will provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to students. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.

We will communicate with staff, parents, and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the college are listened to, considered, and acted on as appropriate.

The Head, working with the Director of Student Personal Development, and the Senior Deputy Head, is responsible for ensuring RSHE is taught consistently across the school, and for managing requests to withdraw from non-statutory components of RSHE via our Special Dispensation process.

### Relevant Staff:

All relevant staff will attend and engage in professional development training around RSHE provision, they do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Staff will encourage students to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that the member of staff feels they cannot deal with alone, they should take the concern to the Designated Safeguarding Lead (DSL).

The Tutors will provide regular feedback to their Heads of Year on their experience of teaching RSHE and the students responses. They will ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school and will tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with SEND needs.

#### Students:

Students are expected to attend RSHE classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development, and the school expects students to recognise this.

Students should support one another with issues that arise through RSHE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision.

We also hope that students will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSHE or otherwise. Conversations of this nature between staff and students will be held in confidence; however, staff may take concerns to the DSL if there is a child protection concern, or they feel ill-equipped to deal with the issue at hand.

We ask students for feedback on the school's RSHE provision and expect them to take this responsibility seriously as it will help shape curriculum development. Guest speaker feedback surveys record Student Voice and can be completed in confidence. Student Council forums are also a safe space to discuss the curriculum content. Opinions on provision and comments will be reviewed by Heads of Year and taken into consideration when the curriculum is prepared for the following year's students. In this way, the school hopes to provide students with the education they need on topics they want to learn about.

#### Parents/Guardians:

The school hopes parents and guardians will share the responsibility of RSHE and support their children's personal, social, and emotional development. The curriculum overview outlines topics and themes for individual year groups and parents and guardians are notified when visiting speakers and staff deliver key talks to students. Where appropriate, parents and guardians will also be invited to listen to visiting speakers and presentations, with opportunities to share questions and resources.

In line with the new government guidelines that become statutory from September 2026, Seaford College will be implementing a more robust and transparent parental engagement process. By September 2026, we will consult with parents and guardians when developing and reviewing our RSHE policy, and be transparent about all curriculum materials, which will be available online before teaching. We want to create an on-going dialogue with all carers to ensure our students receive the best RSHE education possible.

## Training

The delivery of RSHE is monitored by the Senior Deputy Head, and supported by the Director of Personal Development through:

- Attending annual **Keeping Children Safe in Education (KCSIE)** training, which outlines the safeguarding implications of student disclosures
- Learning Walks
- Regular meetings with each Heads of Year
- Visiting classes
- Student Voice surveys

Students' development in RSHE is not formally marked. It is regularly monitored by the tutor teams as part of an internal assessment system.

## Managing Difficult Questions

At times, students may raise questions that go beyond the scope of the RSHE curriculum or relate to aspects of sex education from which they have been granted Special Dispensation. In such cases, staff will respond with sensitivity and ensure that students feel supported. Where appropriate, students may be encouraged to continue these conversations with their parents or another trusted adult, and they may also be signposted to suitable sources of advice or support services. Seaford College recognises that unanswered questions can lead children to seek information from inappropriate or unreliable sources, particularly online. To prevent this, staff will aim to provide age-appropriate clarification while maintaining professional boundaries. Teachers are supported through training and guidance in managing sensitive discussions and will refer to the Designated Safeguarding Lead (DSL) if a concern arises.

## Parents'/Guardians' Right to Withdraw and Special Dispensation

Parents and guardians have the right to request withdrawal of their children from some or all the components of sex education within RSHE. However, from three terms before the student turns 16, a student can choose to opt back into sex education even if their parent has requested withdrawal. Where **primary schools** (up to Year 7) provide sex education, head teachers must automatically grant a request to withdraw a student from it, other than content that is taught as part of the science curriculum. In **secondary schools** (year 8-11), head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a student's specific vulnerability. The decision to withdraw should not be taken lightly and before any request can be granted a discussion would need to be taken between the college and the parents making the request and, if appropriate, with the student concerned. Any withdrawal may have safeguarding and/or social consequences, such as peer misinformation, and have a social or emotional impact. Any such request needs to be submitted in writing to the Senior Deputy Head and agreed with the Headteacher using the form found in Appendix 1 of this policy and addressed to the Headteacher.

## Special Dispensation from Personal Development Lessons

Seaford College recognises that parents and guardians may, in some circumstances, wish to request that their child does not take part in certain elements of the Personal Development curriculum due to the nature of the content. **In line with Department for Education statutory guidance, parents cannot remove their child from Relationships Education or Health Education, nor from any statutory content delivered through the Science curriculum** (including puberty, human growth and reproduction). However, parents may request what we describe as *Special Dispensation* from some or all the non-statutory elements of RSHE delivered within the PD programme. This is not an automatic right but a formal process that requires discussion with the College before any decision is reached.

Requests for Special Dispensation should be made in writing, using the [Personal Dispensation: Special Dispensation](#) form, to the Director of Student Personal Development, who will arrange a conversation with the parents, and the student if appropriate, to discuss the nature and purpose of the curriculum, the benefits of participation, and the possible impact of withdrawal. The request may be declined in exceptional circumstances, for example where safeguarding concerns or a student's specific vulnerability make participation essential. This process will be carefully documented. If a Special Dispensation is granted, the College will ensure that the student receives appropriate, purposeful education during the withdrawal period. Seaford College is committed to working in partnership with parents, and to ensuring that students are supported to make informed and safe choices as they grow.

## Curriculum Content and Delivery of RSHE

### Relationships Education (Primary):

In the Prep School, Relationships Education provides students with the foundational knowledge and skills required to develop positive, healthy, and respectful relationships as they grow. Teaching is designed to help children understand the importance of kindness, care, and respect for others, as well as equipping them with strategies for managing their own feelings, such as disappointment, anger, or conflict in friendships. Students will learn that families come in many different forms, including single parent families, same-sex parents, adoptive or foster families, and those supported by carers or extended relatives, and that all such families are to be recognised and valued. Lessons also cover safeguarding themes in an age-appropriate way, including personal boundaries, privacy, the correct use of body terminology, recognising unsafe or abusive behaviours, and understanding that bullying of any kind, including discriminatory bullying, is unacceptable. Students are encouraged to seek help if they are worried or feel unsafe and are reassured that being the victim of any form of abuse is never their fault.

### Sex Education (Primary):

While sex education is not a statutory requirement at primary level, Seaford College recognises the importance of introducing age-appropriate content in line with the national science curriculum. In Years 5 and 6, students are taught about body changes and puberty, and may be introduced to the factual, scientific process of conception and birth to prepare them for further learning in senior years. This content is taught sensitively and factually, ensuring that students receive accurate knowledge that will support their understanding of human development. Parents are fully consulted on the delivery of sex education at this stage and are provided with resources and guidance to help them continue conversations at home. In line with statutory guidance, parents retain the right to



request withdrawal of their child from sex education at primary level, although teaching of related scientific content on human growth and reproduction remains compulsory.

### Relationships and Sex Education (Secondary):

In the Senior School, Relationships and Sex Education builds on the foundation established in the Prep years and equips students with the knowledge and skills they need to develop healthy, safe, and nurturing relationships. Teaching covers a broad range of topics, including how to maintain positive relationships, the importance of respect for self and others, and the ability to recognise and resist unhealthy or unsafe behaviours. Students are taught about consent, the avoidance of sexually transmitted infections, and how to prevent unplanned pregnancies, with the aim of ensuring they are well-prepared to make informed, safe, and responsible choices later in life. Lessons are designed to support confidence and self-esteem, empowering students to decide for themselves whether and when to enter safe and fulfilling relationships, once they are of an appropriate age, while being clear that there is no expectation to become sexually active. Effective RSHE in the Senior School is interactive and participative, allowing students to explore and evaluate complex scenarios, and to practise the skills needed for decision-making in challenging circumstances. Sensitive topics, including different forms of abuse, online risks, and the impact of unhealthy relationships, are addressed with clarity and care, ensuring that all students understand that being the victim of abuse is never their fault. Staff employ a range of approaches, such as establishing ground rules, using distancing techniques, and anonymous question opportunities, to create a safe and supportive environment for discussion. The school recognises its role in providing consistency and support for any student who has experienced or may be experiencing difficulties at home or in their relationships, and RSHE is delivered in close alignment with safeguarding responsibilities.

### Guiding Principles of RSHE Education

Seaford College develops the RSHE curriculum with the following key principles in mind, as outlined in the Department for Education (DfE) RSHE guidance that become statutory from September 2026:

- **Student engagement** in shaping curriculum.
- **Parental engagement & transparency** on materials.
- **Positivity** – avoid normalising harmful behaviours or gendered stereotypes.
- **Careful sequencing** – statutory topics taught in order before harms arise.
- **Relevance** – tailored to local issues, age/stage appropriate.
- **Skilled, participative delivery** – interactive, safe, safeguarding-trained staff.
- **Whole-school approach** – link with wellbeing, safeguarding, behaviour policies.

RSHE is taught within a timetabled programme of PSHE education, during Personal Development time. This is a 50-minute lesson, which occurs across the Middle School and Sixth Form every week on a Wednesday morning. In the Prep School, sessions are divided into one, 30-minute session, and a 50-minute lesson on alternate weeks, which are scheduled to co-ordinate with Chapel assemblies.

Certain topics are revisited through a spiral curriculum to progressively build knowledge across all key stages, and to anticipate issues before harm arise. Schemes of work are planned following national guidance. The curriculum content is delivered in a non-judgemental, factual way which allows scope for students to ask questions, whether publicly or on an individual basis. The published

programme can and will be interrupted at any time to respond to topical issues and may need to be adapted as and when necessary.

A summary of the programme for EYFS to 11 is shown below:

<b>Year</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>R</b>	<ul style="list-style-type: none"> <li>• <b>Self-Regulation:</b> My feelings</li> <li>• <b>Building Relationships:</b> Special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Managing Self:</b> Taking on challenges</li> <li>• <b>Self-Regulation:</b> Listening and following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Building Relationships:</b> My family and friends</li> <li>• <b>Managing Self:</b> My wellbeing</li> </ul>
<b>1 and 2</b>	<ul style="list-style-type: none"> <li>• <b>Family and Relationships</b></li> <li>• <b>Health and Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safety and Changing Body</b></li> <li>• <b>Economic Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Citizenship</b></li> <li>• <b>Transition</b></li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Family and Relationships</b></li> <li>• <b>Health and Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safety and Changing Body</b></li> <li>• <b>Economic Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Citizenship</b></li> <li>• <b>Transition</b></li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• <b>Family and Relationships</b></li> <li>• <b>Health and Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safety and Changing Body</b></li> <li>• <b>Economic Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Citizenship</b></li> <li>• <b>Transition</b></li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Family and Relationships</b></li> <li>• <b>Health and Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safety and Changing Body</b></li> <li>• <b>Economic Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Citizenship</b></li> <li>• <b>Transition</b></li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• <b>Family and Relationships</b></li> <li>• <b>Health and Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safety and Changing Body</b></li> <li>• <b>Economic Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Citizenship</b></li> <li>• <b>Transition</b></li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>• Body changes</li> <li>• Puberty and Emotional changes</li> <li>• Healthy and unhealthy relationships</li> <li>• Managing conflict</li> <li>• Introducing Consent</li> <li>• Keeping Safe Online</li> <li>• Digital Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Making choices about Diet</li> <li>• Maintaining Physical Health</li> <li>• Lifestyle and wellbeing</li> <li>• Influences on Lifestyle and Decisions</li> <li>• Keeping Safe Online</li> <li>• Digital Safety – with PC Pack</li> </ul>	<ul style="list-style-type: none"> <li>• Sex and Relationships Education (outside speaker)</li> <li>• Being Green</li> <li>• Our Footprint on the Planet</li> <li>• The Future</li> <li>• What can we do to make a change</li> </ul>

<b>8</b>	<ul style="list-style-type: none"> <li>• Body Shaming</li> <li>• Mental Health Week</li> <li>• Black History Month</li> <li>• COP 29 (2024)</li> <li>• Vaping and e-Cigarettes</li> <li>• Anti-Bullying Campaign</li> </ul>	<ul style="list-style-type: none"> <li>• New Year Resolutions</li> <li>• Freedom of Speech, Social Media Influencers</li> <li>• Positive Relationships</li> <li>• Keeping Healthy</li> <li>• Sleep</li> <li>• Sexual Harassment: Step up, Speak up!</li> </ul>	<ul style="list-style-type: none"> <li>• Sex and Relationships Education (outside speaker) (2 sessions)</li> <li>• Earth Day</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>• Self-Reflection and Goal Setting</li> <li>• Failure</li> <li>• World Ignorance</li> <li>• Bullying vs Banter</li> <li>• Healthy Relationships for Teens</li> <li>• Learning Development</li> <li>• Bystander Effect</li> <li>• Anti-Bullying</li> <li>• Personality Types</li> <li>• Embracing Vulnerability</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Reflection</li> <li>• Creers</li> <li>• Finance</li> <li>• LGBTQ+ Awareness</li> <li>• Emotional Intelligence</li> <li>• What it takes to succeed</li> <li>• Wellbeing</li> <li>• Leadership – Communication and Effective Relationship Building</li> <li>• Consent</li> <li>• Contraception</li> <li>• Getting to know your body</li> <li>• Team Building</li> </ul>	<ul style="list-style-type: none"> <li>• Team Building</li> <li>• Drama workshop - Panic room Scenarios – healthy Relationships</li> <li>• Careers: How do you manage</li> <li>• Online Safety – PC Pack</li> <li>• Drugs</li> <li>• Goal Setting</li> </ul>
<b>10</b>	<p>Sextortion Doing your best vs Being your best Black History Month Real vs Fake news Maximise Success Resilience Meeting Deadlines Mental Health Alcohol and Drugs</p>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Revision Planning</li> <li>• Leadership: Values and Inner Drivers</li> <li>• Pornography and Consent</li> <li>• Dance from around the world</li> <li>• Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• LGBTQ+ - Trans and effects on Mental Health</li> <li>• Careers</li> <li>• Communication and Listening</li> <li>• Transition to 6<sup>th</sup> Form</li> <li>• Social Safety</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>• Personal Values</li> <li>• Careers</li> <li>• Resilience</li> <li>• Communication Skills</li> <li>• Organisation and Time Management</li> <li>• Teamwork</li> <li>• Leadership: Handling Stress and Anxiety</li> <li>• Nutrition</li> <li>• Wellbeing and Failure</li> <li>• Developing Digital Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Life after Mocks</li> <li>• Stereotypes and Discrimination</li> <li>• Financial Awareness</li> <li>• Vaping – Staying Safe</li> <li>• Sexual Health</li> <li>• Freedom and Festivals</li> <li>• First Aid</li> <li>• Revision Timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing and Stress management</li> <li>• Revision Skills</li> </ul>

In the Sixth Form, the majority of the RSHE content is taught within the Personal Development sessions, the Year 13 Carousel, and with additional guest speakers.

There are also the Seaford College health and wellbeing drop-in sessions. These take place approximately once every half term and run by an external advisor, Shannon Reddin, from [Enrich-RSE](#), who is a Psychosexual Therapist and accredited RSE practitioner with the most up-to-date

training in relevant aspects of sexual health and relationships. Drop-in sessions provide students with an opportunity to seek guidance and to find out more about the support that is available.

A summary of the programme for Sixth Form, Years 12 and 13 is shown below:

Year	Autumn Term	Spring Term	Summer Term
12	<ul style="list-style-type: none"> <li>Managing body alteration and supplements</li> <li>Testicular Cancer awareness</li> <li>Health and well-being drop-in sessions</li> <li>Knife Crime Awareness</li> <li>Sex and Pleasure</li> </ul>	<ul style="list-style-type: none"> <li>LGBTQ+</li> <li>Positive relationships</li> <li>Breast cancer awareness</li> <li>Health and well-being drop-in sessions</li> <li>E-Safety and Online presence</li> <li>Gambling Addiction</li> </ul>	<ul style="list-style-type: none"> <li>Health and well-being drop-in sessions</li> <li>Sexual behaviours - Pornography and revenge Porn</li> <li>Domestic abuse</li> </ul>
13	<ul style="list-style-type: none"> <li>Identifying post-18 needs</li> <li>Health and well-being drop-in sessions</li> <li>Ending a relationship, escaping abuse</li> <li>Sexual Health – for a safer future</li> </ul>	<ul style="list-style-type: none"> <li>Sexual consent - moral and legal aspects</li> <li>Encouragement versus manipulation</li> <li>Accessing emergency contraception, dealing with unintended pregnancy</li> <li>Health and well-being drop-in sessions</li> </ul>	<ul style="list-style-type: none"> <li>Relationship abuse and abuse disclosure</li> <li>Relationship safety - stalking</li> </ul>

## Guest Speakers

We invite guest speakers into the college to talk on issues related to relationships and sex. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge students' perceptions. Tutors are present throughout these talks, so they can deal with any arising issues.

## Equality

Seaford college will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect, regarding the protected characteristics in the **Equality Act 2010**.

## Assessment

Seaford College has the same high expectations of the quality of students work in RSHE as for other curriculum areas.

We aim to monitor the effectiveness of our RSHE provision through:

- Feedback from students - through student voice

- Feedback from parents
- Feedback from staff
- Observations within the classroom
- Learning Walks

## Review

The RSHE policy is reviewed annually with parents involved as part of its development. It is available to view on the College website and is also available on Firefly for easy access for staff. Students are also asked for input through their Tutors and Personal Development time.

## Appendix 1:

Parent Form: withdrawal from sex education within RSHE

TO BE COMPLETED BY THE PARENT/GUARDIAN:			
Name of child:		Tutor Group:	
Name of parent/guardian:		Date:	
Reason for requesting withdrawal from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent/Guardian Signature:			
TO BE COMPLETED BY THE SCHOOL:			
Agreed actions from discussion with parents/guardians:			
Staff signature:			
Headteacher signature:			