

Relationships and Sex Education and Health Education (RSHE) Policy 2026-2027

Approved by the Board of Governors

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Relationship and Sex Education and Health Education Policy (RSHE)

Introduction

Effective Relationships, Sex and Health Education (RSHE) is a vital component of a well-rounded education, equipping students with the knowledge and skills to make responsible, informed and ethical decisions about their wellbeing, health and relationships. It also prepares students for the opportunities, responsibilities and experiences of adult life. RSHE serves as an important preventative safeguarding measure by helping students recognise when something is “not right”, identify potentially harmful or abusive behaviour and understand how and where to seek help.

Seaford College aims to provide students with the knowledge and skills required to develop healthy, safe and nurturing relationships of all kinds, not only intimate relationships. We understand RSHE to be a learning process about physical, moral, social and emotional development. It focuses on family life, relationships, respect, kindness, love and care, alongside age- and stage-appropriate teaching about sex, sexuality, sexual health and safety, physical health, mental health and wellbeing.

This policy explains the right of parents and carers to request that their child be withdrawn from some or all of the sex education delivered as part of RSHE, and the process the Head will follow when considering such a request. Students cannot be withdrawn from Relationships Education, Health Education or content taught as part of the statutory Science curriculum.

This policy is published on the Seaford College website. A copy is available on request from the College office.

Aims

The aims of RSHE at Seaford College are to:

- Provide a safe and supportive framework in which sensitive discussions can take place.
- Equip students with the knowledge and skills needed to make responsible, informed and ethical decisions about their health, wellbeing and relationships.
- Prepare students for puberty and provide an age- and stage-appropriate understanding of physical and sexual development, health, hygiene and reproductive health.
- Help students develop healthy, safe and respectful relationships based on kindness, care, trust, equality and mutual respect.
- Develop students' understanding of consent, personal boundaries, privacy and the importance of respecting the needs and wishes of others.
- Teach students how to recognise unhealthy, harmful, coercive or abusive behaviour, including sexual harassment, sexual violence, child-on-child abuse and online abuse.
- Ensure students know how and where to seek help for themselves or others and understand that abuse is never the victim's fault.
- Create a positive and inclusive culture around relationships, sexuality, sexual health and different family arrangements.
- Challenge prejudice, discrimination, misogyny and harmful gender stereotypes, while avoiding language that stigmatises any group of students.

- Teach students the correct vocabulary, including accurate anatomical terminology, to describe themselves, their bodies and their experiences.
- Develop positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.
- Ensure that RSHE is accessible to all students, including those with special educational needs and disabilities, through appropriate teaching and reasonable adjustments.

Statutory Requirement

As an independent school, Seaford College has regard to the statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE, July 2025), which applies from September 2026. Relationships Education is compulsory for all students receiving primary education, and Relationships and Sex Education is compulsory for all students receiving secondary education.

Although the statutory requirements for Health Education do not apply to independent schools in the same way as they apply to maintained schools and academies, Personal, Social, Health and Economic Education (PSHE) is compulsory in independent schools under the Independent School Standards. Seaford College has therefore adopted the statutory Health Education guidance as the benchmark for its planned health and wellbeing provision.

This policy should be read alongside *Keeping Children Safe in Education 2026*, the Seaford College Safeguarding Policy 2026–2027, the Children and Social Work Act 2017, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, the Education (Independent School Standards) Regulations 2014 and the Equality Act 2010.

At Seaford College, RSHE forms part of the established PSHE programme delivered through the Personal Development curriculum and is reinforced through other areas of the academic and wider curriculum. Relevant biological content is taught through Science, while related ethical, moral and social issues may also be explored through Philosophy, Religion and Ethics (PRE).

Students may also receive age-appropriate sessions delivered by suitably trained health professionals or other approved external specialists across Key Stages 2, 3, 4 and 5. Seaford College remains responsible for the content, quality and safeguarding arrangements of all RSHE provision, including that delivered by an external provider. Students are expected to engage appropriately with RSHE and to treat others' questions, experiences, views and beliefs 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 2026](#)
- **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

Relationships Education focuses on the building blocks and characteristics of positive, healthy and respectful relationships. It enables students to understand how to form and sustain relationships based on kindness, trust, honesty, equality, respect and care. This includes relationships with family

members, friends, colleagues and others, as well as marriage, civil partnerships and other committed relationships.

Relationships Education does not involve teaching the detail of different forms of sexual activity. It may, however, include sensitive safeguarding topics, such as consent, personal boundaries, sexual harassment, sexual violence, harmful sexual behaviour, misogyny, coercion, abuse and online risks, where this is necessary to help students recognise harm and remain safe. Students are taught that ethical behaviour in relationships goes beyond consent and includes kindness, care, respect for the needs and vulnerabilities of others, and an awareness of inequalities of power.

Sex Education focuses more specifically on physical and sexual development, intimate and sexual relationships, sexual health and safety. It includes accurate teaching about the body and the correct anatomical terminology for body parts, including genitalia. It also covers consent; resisting pressure to have sex and not applying pressure to others; contraception; pregnancy choices; sexually transmitted infections; the possible effects of alcohol and drugs on sexual decision-making; and how to obtain reliable information, advice and support.

Sex Education also helps students identify harmful or unacceptable behaviour, including sexual pressure, exploitation, abuse, the non-consensual sharing of intimate images, sextortion and exposure to inappropriate or pornographic material. Students are taught how such behaviour may affect physical and mental wellbeing, how to respond safely and how and where to report a concern.

Effective RSHE does not encourage students to become sexually active at a young age. Its purpose is to provide students with the knowledge, language and skills they need to make informed, responsible and ethical decisions, resist pressure, recognise when a relationship is unsafe and seek help when necessary. RSHE at Seaford College forms part of a whole-school approach to safeguarding, wellbeing, positive relationships and preparation for life beyond school.

Through this provision, Seaford College seeks to develop students' self-esteem, confidence, communication and assertiveness. Teaching will promote healthy and respectful relationships, challenge prejudice and misogyny, and avoid language or activities that normalise harmful behaviour or reinforce gender stereotypes.

Under the provisions of the *Equality Act 2010*, the College must not unlawfully discriminate against students because of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation. These are collectively known as the protected characteristics.

Teaching about different family arrangements, including families with same-sex parents, will be inclusive, sensitive and age appropriate. At secondary level, students will have equal opportunities to explore the characteristics of healthy and stable same-sex relationships, with this content integrated into the wider RSHE curriculum rather than presented only as a standalone topic.

Students will be taught the facts and the law concerning biological sex, sexual orientation and gender reassignment. Where matters are contested, the College will distinguish clearly between established facts, the law and differing views and will not present a particular contested view as fact. All students will be treated with respect and dignity and bullying or discriminatory language or behaviour will not be accepted.

The College will make reasonable adjustments to ensure that RSHE is accessible to students with special educational needs and disabilities, in accordance with the SEND Code of Practice. Teaching

will take account of students' individual communication, cognitive, sensory, physical and emotional needs, as well as any additional vulnerability to abuse, exploitation, bullying or harmful sexual behaviour.

Seaford College will provide a safe and supportive learning environment in which students can check their understanding, ask appropriate questions and seek advice. Students will be taught how to find reliable information and how and where to obtain help for themselves or someone else, both during their time at the College and beyond.

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 effective implementation.

The Governing Body will seek assurance that:

- all statutory Relationships Education and Relationships and Sex Education content is covered;
- the curriculum is appropriately sequenced, age- and stage-appropriate, and responsive to students' needs;
- teaching and resources are accessible to students with special educational needs and disabilities;
- curriculum content and teaching materials are aligned with statutory guidance;
- appropriate training and support are provided for staff;
- external providers and resources are subject to appropriate checks;
- parents and guardians are consulted when the policy is developed or reviewed and are given clear information about curriculum content, resources and external providers;
- parents and guardians can view all materials used to teach RSHE;
- appropriate arrangements are in place for safeguarding disclosures; and
- the quality, delivery and impact of RSHE are monitored and evaluated.

Senior Leaders:

The Head and Senior Leaders are responsible for ensuring that RSHE is planned and taught consistently across the College and that the provision meets statutory requirements.

The delivery of PSHE, including RSHE, is overseen by the Director of Student Personal Development in conjunction with the Senior Deputy Head. They will work with the Directors of the Sixth Form and Middle School, the Deputy Heads of the Prep School, Heads of Year, the Designated Safeguarding Lead and the SENDCo.

RSHE is taught predominantly through Personal Development curriculum time and is reinforced through Science, PRE and other relevant areas of the curriculum. It may be delivered by tutors, teachers, suitably trained health professionals and approved external providers.

The College remains responsible for the content, quality and safeguarding arrangements of all RSHE provision, including lessons delivered through Wellio or by an external provider. Senior Leaders will ensure that external organisations, lesson plans and resources are checked in advance for accuracy, balance, age and stage appropriateness, SEND accessibility and alignment with this policy.

Senior Leaders will ensure that relevant staff receive regular and ongoing training in:

- statutory RSHE content;
- participative and inclusive teaching;
- managing sensitive or unexpected questions;
- SEND accessibility;
- establishing a safe classroom environment;
- recognising safeguarding concerns; and
- responding appropriately to disclosures.

Staff who feel uncomfortable or insufficiently equipped to teach aspects of RSHE should seek support from their line manager, the Director of Student Personal Development or the DSL. Personal or religious beliefs must not prevent statutory content from being taught accurately, objectively and respectfully.

The Head, working with the Senior Deputy Head and Director of Student Personal Development, is responsible for considering parental requests for withdrawal from some or all of the sex education delivered within RSHE. There is no right to withdraw students from Relationships Education, the College's Health Education provision or statutory Science content.

Director of Student Personal Development

The Director of Student Personal Development is responsible for:

- maintaining a planned, progressive and appropriately sequenced RSHE curriculum;
- ensuring that statutory content is clearly mapped across year groups;
- coordinating curriculum delivery across the College;
- supporting Heads of Year, tutors and other teaching staff;
- quality-assuring College resources, Wellio lessons and external provision;
- consulting the DSL about sensitive content, safeguarding themes and emerging risks;
- working with the SENDCo to ensure accessibility;
- coordinating parent and student consultation;
- monitoring whether planned lessons have been delivered; and
- evaluating the quality and impact of RSHE provision.

Designated Safeguarding Lead

The DSL and Deputy DSLs will:

- advise on the safeguarding content and sequencing of the RSHE curriculum;
- ensure that staff and external providers understand the College's reporting procedures;
- support staff in preparing for lessons that may lead to increased disclosures;
- receive and respond to safeguarding concerns arising from RSHE;
- ensure that relevant safeguarding patterns and emerging risks inform curriculum planning; and
- work with the Director of Student Personal Development to ensure consistency between this policy and the Safeguarding Policy.

SENDCo

The SENDCo will work with the Director of Student Personal Development, Heads of Year and teaching staff to ensure that RSHE is accessible to students with SEND.

This will include advising on reasonable adjustments, communication needs, appropriate resources and teaching methods, while ensuring that students continue to receive the intended knowledge and safeguarding content. Attention will be given to the increased vulnerability some students with SEND may experience in relation to abuse, exploitation, bullying and harmful sexual behaviour.

Relevant Staff:

All relevant staff are expected to attend and engage with professional development relating to RSHE. Staff do not have the right to opt out of teaching RSHE. Any concerns about delivering content should be discussed with the appropriate line manager or Senior Leader before the lesson.

Staff will:

- prepare for lessons by reviewing the content, guidance, activities and video materials in advance;
- establish and maintain a safe and respectful learning environment;
- deliver content accurately, objectively and without allowing personal beliefs to influence teaching;
- adapt teaching appropriately for the age, stage and individual needs of students;
- challenge discriminatory, misogynistic, sexualised or otherwise harmful language and behaviour;
- monitor students' understanding and engagement;
- review relevant student responses and feedback;
- provide appropriate signposting to college and external support; and
- report safeguarding concerns immediately in accordance with the Safeguarding Policy.

Staff must not promise absolute confidentiality. If a student discloses information that raises a safeguarding concern, the member of staff must listen carefully, avoid investigating or asking leading questions, make an accurate record and report the concern promptly to the DSL or a Deputy DSL.

Tutors will provide regular feedback to their Heads of Year about the delivery of RSHE, including student engagement, areas of misunderstanding, questions raised, accessibility concerns and any content that could not be completed.

Students:

Students are expected to attend and engage appropriately with the RSHE lessons included in their timetable. Although RSHE is not assessed through a public examination, it is an important part of the curriculum and of students' personal development, safety and preparation for adult life.

Students are expected to:

- listen respectfully to others;
- participate appropriately in discussions and activities;
- avoid making personal assumptions about other students;
- use appropriate language;
- respect different experiences, views and beliefs;
- follow the agreed expectations for sensitive discussions; and
- seek help if anything covered in a lesson causes concern.

Students should be aware that staff cannot promise to keep a safeguarding concern confidential. Information will be shared only with those who need it to protect and support the student.

Students will be given meaningful opportunities to comment on RSHE provision through lesson feedback, Student Voice activities, Student Council forums and other age-appropriate consultation. Their views will be considered when the curriculum is reviewed, alongside statutory requirements, safeguarding information, parental feedback and professional judgement.

Parents/Guardians:

The College recognises that parents and guardians play an important role in supporting their children's personal, social, emotional and physical development. The College will work in partnership with families and support them in continuing age-appropriate conversations at home.

Parents and guardians will be:

- consulted when the RSHE policy is developed or reviewed;
- provided with clear information about the RSHE curriculum for each year group;
- informed in advance about sex education content;
- given information about relevant visiting speakers and external providers;
- informed of any significant departure from the published RSHE policy or curriculum;
- invited to raise questions or concerns;
- supported with appropriate information and resources for discussion at home; and
- informed of their right to request withdrawal from some or all sex education and of the limitations of that right.

A representative sample of RSHE resources will be made available to parents and guardians. All curriculum materials used to teach RSHE, including materials supplied by Wellio or an external provider, will be available for parents and guardians to view through the College's agreed access arrangements.

Where copyright restrictions apply, these may affect how materials are shared or reproduced but will not be used as a reason to prevent parents and guardians from viewing them. The College will maintain an ongoing dialogue with families to support the provision of effective, transparent and safeguarding-led RSHE.

Training and Monitoring

Annual KCSIE training alone is not enough. The new guidance expects staff to have the knowledge, skills and confidence to deliver participative RSHE, create a safe environment and respond appropriately to the increased possibility of disclosures.

The delivery of RSHE is monitored by the Senior Deputy Head and supported by the Director of Student Personal Development.

All relevant staff will receive appropriate induction and ongoing training to ensure that they have the knowledge, skills and confidence to deliver RSHE safely, accurately and effectively. Training will include:

- the statutory RSHE requirements and the content appropriate to each year group;
- the use of Wellio and other approved College resources;
- creating a safe, supportive and participative learning environment;
- establishing appropriate expectations for sensitive discussions;
- managing difficult, sensitive or unexpected questions;
- ensuring that teaching is accessible to students with SEND;
- teaching factual and legal content objectively and without allowing personal beliefs to influence delivery;
- recognising child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, misogyny and other forms of prejudice;

- understanding online harms, including sextortion, the sharing of intimate images, AI-generated sexual imagery and deepfakes;
- recognising the increased possibility of safeguarding disclosures during RSHE; and
- responding to and reporting safeguarding concerns in accordance with *Keeping Children Safe in Education 2026* and the Seaford College Safeguarding Policy.

Staff will be reminded that they must not promise absolute confidentiality or attempt to investigate a safeguarding disclosure themselves. Any safeguarding concern arising during or following an RSHE lesson must be reported promptly to the DSL or a Deputy DSL.

Additional specialist training and safeguarding planning will be provided before staff teach particularly sensitive content, including suicide prevention, self-harm or eating disorders. Where appropriate, the College will consult suitably qualified health or safeguarding professionals before such content is delivered.

The quality and consistency of RSHE provision will be monitored through:

- review of the planned curriculum and lesson-completion information;
- learning walks and visits to lessons;
- regular meetings with Heads of Year and tutor teams;
- staff feedback on lesson content and delivery;
- Student Voice surveys and lesson feedback;
- feedback from parents and guardians;
- review of the accessibility of teaching for students with SEND;
- evaluation of Wellio resources, visiting speakers and other external provision; and
- scrutiny of age-appropriate assessment and evidence of students' learning.

Students' progress in RSHE will not normally be assessed through formal examinations or grades. However, their knowledge, understanding, skills and confidence will be monitored through appropriate formative assessment, including discussion, quizzes, scenario-based activities, written or digital responses, reflection and Student Voice. Students will never be assessed on their personal experiences, beliefs or willingness to disclose sensitive information.

Managing Difficult Questions

At times, students may ask questions that go beyond the planned RSHE curriculum or relate to aspects of sex education from which they have been granted Special Dispensation. Staff will respond calmly and sensitively, ensuring that students feel supported and that questions are not dismissed or treated as inappropriate simply because they are difficult or unexpected.

When deciding how to respond, staff will consider the student's age and stage of development, the nature of the question, its relevance to the wider group, any safeguarding implications and whether it can be answered appropriately within the classroom. Staff may provide factual and age-appropriate clarification, defer the question until accurate information can be obtained, respond to the student individually or seek advice from the Director of Student Personal Development or the DSL.

Staff will use appropriate distancing techniques and will not invite students to share personal experiences in front of the class. Where appropriate, students may be encouraged to continue the conversation with their parents, guardians or another trusted adult and may be directed towards reliable information, College support or an appropriate external service.

Seaford College recognises that students whose questions go unanswered may seek information from inappropriate, inaccurate or unsafe sources, particularly online. Staff will therefore seek to ensure that students receive suitable clarification or signposting while maintaining professional boundaries and respecting any agreed withdrawal arrangements.

A difficult or unexpected question does not necessarily constitute a safeguarding concern. However, if a question, comment or response suggests that a student may be at risk of harm, or gives rise to any other safeguarding concern, the member of staff must follow the College's Safeguarding Policy and report the matter promptly to the DSL or a Deputy DSL. Staff must not promise absolute confidentiality or attempt to investigate the matter themselves.

Parents'/Guardians' Right to Request Withdraw from Sex Education

Parents and guardians have the right to request that their child is withdrawn from some or all the sex education delivered as part of RSHE. This right applies only to content that is classified as sex education. Parents and guardians do not have the right to withdraw a student from Relationships Education, the College's Health Education or wider PSHE provision, or content taught as part of the statutory Science curriculum, including Science content relating to puberty or sexual reproduction.

Where Seaford College provides sex education to students receiving primary education, from Reception to Year 6, the Head must grant a parental request for withdrawal from that sex education. This does not include related content taught as part of the statutory Science curriculum.

For students receiving secondary education, from Year 7 onwards, the Head will normally grant a request for withdrawal from some or all sex education. However, the Head may refuse a request in exceptional circumstances, for example where there are safeguarding concerns or where a student's particular vulnerability means that withdrawal could place them at increased risk.

Before a decision is made, the Head, Senior Deputy Head or another delegated Senior Leader will meet with the parents or guardians and, where appropriate, the student. The purpose of this discussion is to:

- clarify which elements of the curriculum are classified as sex education;
- understand the reasons for the request;
- explain the nature and purpose of the curriculum;
- discuss the benefits of the student receiving sex education;
- consider the student's views, age, maturity and individual circumstances;
- identify any safeguarding or SEND considerations; and
- discuss the possible social and emotional effects of withdrawal, including the possibility that the student may receive inaccurate or incomplete information from peers or online sources.

The discussion, considerations, decision and agreed arrangements will be documented. Requests should be submitted in writing to the Head using the form provided [here](#). The Senior Deputy Head will coordinate the consultation and decision-making process.

If withdrawal is agreed, the College will ensure that the student receives appropriate and purposeful alternative education during the relevant lesson. The alternative provision will not deliver the sex education content from which the student has been withdrawn.

From three terms before turning 16, a student may choose to receive sex education even if their parent or guardian has previously requested withdrawal. The College will ensure that students are aware of this right and will plan for the student to participate if they choose to opt back in.

Seaford College refers to its administrative process for managing these requests as **Special Dispensation**. This term does not extend the statutory right of withdrawal beyond sex education and does not provide a general right to withdraw a student from Relationships Education, Health Education, statutory Science or the wider Personal Development curriculum.

Special Dispensation from Personal Development Lessons

Seaford College recognises that parents and guardians may, in circumstances, wish to request that their child does not participate in a specific element of the wider Personal Development curriculum because of the nature of its content.

Special Dispensation is a college-defined, discretionary process. It is separate from the statutory right to request withdrawal from sex education described in the preceding section and does not create a general parental right to withdraw a student from Personal Development.

Students cannot be withdrawn through Special Dispensation from:

- Relationships Education;
- statutory Relationships and Sex Education content, other than sex education covered by the statutory withdrawal process;
- the College's compulsory Health Education and wider PSHE provision;
- statutory Science content, including puberty, human growth and sexual reproduction;
- safeguarding education considered necessary to protect students from harm; or
- other compulsory curriculum requirements.

A request relating specifically to withdrawal from sex education will be considered under the statutory process set out in the preceding section.

Requests for Special Dispensation from other specific Personal Development content should be made in writing using the [Personal Dispensation: Special Dispensation](#) form. The request should identify the lesson or content concerned and explain the reasons for the request.

The Director of Student Personal Development will arrange a discussion with the parents or guardians and, where appropriate, the student. The discussion will consider:

- the nature and purpose of the curriculum content;
- the educational and safeguarding benefits of participation;
- the student's views, age, maturity and individual circumstances;
- any religious, cultural, SEND or other relevant considerations;
- the possible social, emotional or safeguarding effects of non-participation; and
- whether any reasonable adjustment could address the concern while enabling the student to participate.

The Head will make the final decision, taking account of the student's best interests, statutory and safeguarding responsibilities, the integrity of the College curriculum and the information considered during the discussion. As Special Dispensation is not an automatic or statutory right, a request may be granted, granted with agreed adjustments or declined.

The discussion, decision and reasons will be documented. Where Special Dispensation is granted, the arrangement will identify the specific content concerned, its duration, any agreed review date and the purposeful alternative education that will be provided.

Special Dispensation will not be granted where it would prevent the College from fulfilling its statutory duties or where, in the professional judgement of the Head and DSL, non-participation could place the student or others at increased risk.

Seaford College remains committed to working constructively with parents and guardians while ensuring that all students receive the knowledge and safeguarding education they need to make informed, responsible and safe choices.

Curriculum Content and Delivery of RSHE

Relationships Education (Primary):

In the Prep School, Relationships Education provides students with the foundational knowledge, language and skills required to develop positive, healthy and respectful relationships. Teaching begins with the understanding that stable, caring relationships are important to students' safety, happiness and wellbeing and prepares them for the more complex relationships they may experience as they grow.

Students are taught about the importance of kindness, care, honesty, trust, inclusion and respect. They learn how to recognise the characteristics of a healthy friendship, understand that friendships may have difficulties, and develop practical strategies for managing disappointment, anger, loneliness and conflict. Students are taught that violence is never an acceptable way to resolve disagreement and that they should seek support when a friendship or other relationship makes them feel unhappy, uncomfortable or unsafe.

Students learn that families may take many different forms, including single-parent families, families with same-sex parents, families headed by grandparents, adoptive and foster families, families supported by carers and extended families. Teaching will avoid stigmatising any student because of their family circumstances and will emphasise that stable, loving and caring relationships are at the heart of safe and happy family life. Students will also learn, in an age-appropriate way, that marriage and civil partnership are formal and legally recognised forms of commitment.

Teaching about respectful relationships includes:

- recognising and responding to the needs and preferences of others;
- setting, communicating and respecting personal boundaries;
- communicating assertively, kindly and respectfully;
- understanding the difference between respectful behaviour and bullying;
- recognising different forms of bullying, including online, prejudice-based and discriminatory bullying;
- understanding how stereotypes can be unfair, harmful or destructive;
- developing the confidence to challenge inappropriate behaviour safely; and
- knowing how and where to seek help.

Students are taught that the same expectations of kindness, respect and safety apply to relationships online as they do to relationships in person. Age-appropriate teaching will include online identities, the minimum age requirements for social-media platforms, protecting personal

information, communicating with people who may be strangers, recognising unreliable or inappropriate content, and understanding that photographs, messages and other material shared online may be copied or circulated beyond the intended recipient.

Safeguarding themes are taught sensitively and, in an age, -appropriate manner. Students learn:

- the correct anatomical names for body parts;
- that their body belongs to them;
- the importance of privacy and personal boundaries;
- the difference between appropriate and inappropriate physical contact;
- how to respond safely to adults and other students they encounter online and in person;
- how to recognise when a relationship or interaction may be harmful, abusive or dangerous;
- how to report something that has happened to them, another person or something they have seen online;
- that they should continue seeking help until they are heard; and
- that abuse is never the victim's fault.

Where necessary to respond to students' experiences or an identified safeguarding concern, older Prep students may receive carefully planned, age-appropriate preventative teaching about emerging online sexual risks, including pressure to share intimate images or exposure to pornographic material. Any such teaching will be risk assessed, agreed with the DSL and communicated transparently to parents and guardians. Relevant materials will be available for parents and guardians to view.

Sex Education (Primary):

Sex Education is not compulsory for students receiving primary education. However, the Department for Education recommends that primary schools provide an age-appropriate programme of sex education in Years 5 and 6 to prepare students for the physical and emotional changes of puberty and for further learning at secondary level.

Seaford College has chosen to provide age-appropriate Sex Education in Years 5 and 6. This includes sensitive and factual teaching about physical development, puberty and the scientific processes of human conception and birth. Teaching is designed to give students accurate knowledge, correct anatomical vocabulary and an appropriate understanding of human development.

The College will clearly identify for parents and guardians which elements are taught as:

- compulsory Relationships Education;
- content within the College's Health Education and wider PSHE provision;
- compulsory Science; and
- primary Sex Education from which withdrawal may be requested.

Sex Education will be planned carefully to ensure that it is appropriate to students' age, stage of development and existing knowledge. Teaching will be factual, sensitive and inclusive and will take account of the needs of students with SEND. Staff will use appropriate teaching methods and will not invite students to disclose personal or family experiences.

Parents and guardians will be consulted about the content of primary Sex Education and informed before it is taught. They will be able to view the relevant teaching materials and will be offered appropriate information and guidance to help them continue conversations with their children at home.

Parents and guardians have the right to request that their child is withdrawn from primary Sex Education. The Head must grant such a request. This right does not apply to Relationships Education, the College's Health Education and wider PSHE provision, or content taught as part of the Science curriculum.

Where a student is withdrawn from primary Sex Education, the College will provide appropriate and purposeful alternative education. The arrangements will be documented and managed in accordance with the withdrawal process set out in this policy.

Relationships and Sex Education (Secondary):

In the Senior School and Sixth Form, Relationships and Sex Education builds progressively on the knowledge and skills established in the Prep School. It equips students to develop healthy, safe, respectful and nurturing relationships and to recognise, resist and report behaviour that is unhealthy, coercive, exploitative or abusive.

Teaching helps students understand the characteristics of positive relationships of all kinds, including friendships, family relationships, committed relationships and intimate or sexual relationships. Students learn about trust, honesty, equality, respect, kindness, care, independence, self-esteem and the importance of communicating and respecting personal boundaries.

Students are taught about consent in friendships, romantic relationships and sexual relationships. Teaching makes clear that consent must be freely given, can be withheld or withdrawn at any time, and is affected by factors including age, capacity, pressure, coercion, alcohol, drugs and inequalities of power. Students are also taught that ethical behaviour goes beyond obtaining consent and requires kindness, care, respect for the needs and vulnerabilities of others and an awareness of power dynamics within relationships.

The curriculum supports students in developing the knowledge and skills to:

- recognise the characteristics of healthy and unhealthy relationships;
- communicate and respect consent and personal boundaries;
- resist pressure and avoid applying pressure to others;
- manage conflict and end friendships or relationships safely and respectfully;
- recognise manipulation, coercion, controlling behaviour and abuse;
- understand how stereotypes and inequalities of power can affect relationships;
- challenge sexism, misogyny, homophobia, prejudice and harmful gender stereotypes;
- understand the links between misogyny, sexual harassment and violence against women and girls;
- identify reliable information and challenge misinformation; and
- seek help for themselves or someone else.

Students are taught that anyone can experience abuse, sexual harassment or sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame. Teaching will recognise that sexual violence is disproportionately experienced by women and girls and may have a gendered component. However, staff will avoid language that stigmatises boys or suggests that boys and men are always perpetrators or that girls and women are always victims.

Age- and stage-appropriate teaching will address:

- sexual harassment, including unwanted sexual language, attention or touching;

- public sexual harassment;
- sexual violence, rape and sexual assault;
- child-on-child abuse and harmful sexual behaviour;
- domestic abuse, including controlling or coercive behaviour;
- stalking and fixated, obsessive or unwanted behaviour;
- sexual exploitation, criminal exploitation, financial exploitation and grooming;
- forced marriage and the law relating to marriage under the age of 18;
- female genital mutilation, virginity testing and hymenoplasty;
- strangulation and suffocation; and
- how students can seek support if they are concerned about their own harmful or abusive behaviour.

Teaching about online relationships and media will include:

- respectful behaviour and consent online;
- privacy, personal information and digital footprints;
- the risks of communicating with people whose identity may be false;
- the taking, possession and sharing of nude or sexual images;
- non-consensual intimate-image sharing and sextortion;
- AI-generated sexual imagery and the law relating to sexual images of students under 18;
- deepfake images and videos;
- the use of technology in bullying, harassment, stalking and coercive control;
- pornography and the distorted or harmful expectations it may create about bodies, sex, consent and relationships;
- online content that promotes misogyny, violence or other harmful behaviour; and
- how to report harmful or illegal online content and obtain support.

Sex Education provides students with medically and legally accurate information about:

- the age of consent and the law relating to sexual activity;
- readiness for sexual relationships and the right to choose not to have sex;
- contraception and the effectiveness of different contraceptive methods;
- choices relating to pregnancy;
- sexually transmitted infections, including HIV;
- the effects of alcohol and drugs on sexual decision-making;
- reproductive and sexual health;
- how to access reliable and confidential sexual-health information and services; and
- how to identify and challenge inaccurate or misleading information.

The purpose of this teaching is not to encourage students to become sexually active. It is to ensure that they can make informed, responsible and ethical choices, protect their physical and mental health, recognise risk and seek help when needed.

Effective RSHE in the Senior School and Sixth Form will be interactive and participative. Students will have opportunities to explore carefully constructed scenarios, evaluate information, discuss different perspectives and practise communication, boundary-setting, help-seeking and decision-making skills.

Staff will establish clear expectations for respectful discussion, use distancing techniques and provide anonymous question opportunities where appropriate. Students will not be asked to disclose personal experiences. Staff will explain that absolute confidentiality cannot be promised and that any safeguarding concern must be reported in accordance with the College's Safeguarding Policy.

RSHE will be delivered as part of the College's whole-school approach to safeguarding, positive relationships, behaviour and wellbeing. Teaching will be carefully sequenced so that students receive the knowledge and skills they need before they are likely to encounter situations or risks.

Guiding Principles of RSHE Education

Seaford College develops and delivers its RSHE curriculum in accordance with the following principles, as set out in the Department for Education statutory guidance applying from September 2026.

- **Student engagement:** Meaningful Student Voice will inform the development, timing and evaluation of the curriculum. Student feedback will be considered alongside statutory requirements, safeguarding information and professional judgement.
- **Parental engagement and transparency:** Parents and guardians will be consulted when the RSHE policy is developed or reviewed and will receive clear information about the content of the curriculum. A representative sample of resources will be made available, and parents and guardians will be able to view all materials used to teach RSHE through the College's agreed access arrangements.
- **Positivity:** Teaching will promote positive attitudes, healthy relationships and healthy behaviours. Staff will avoid language that could normalise harmful behaviour, reinforce gender stereotypes, stigmatise boys or suggest that any group of students will inevitably become victims or perpetrators.
- **Careful sequencing:** Statutory knowledge and skills will be taught progressively and revisited through a spiral curriculum. Content will be sequenced so that students are equipped to understand and navigate experiences and risks before they are likely to encounter them.
- **Relevance and responsiveness:** Teaching will be age- and stage-appropriate and responsive to the needs of Seaford students. Curriculum planning will take account of the College's Day and Boarding context, Student Voice, safeguarding information, emerging risks, local concerns and relevant advice from appropriate professional and community partners.
- **Skilled and participative delivery:** RSHE will be delivered by trained and appropriately supported staff or approved external providers. Teaching will be interactive and participative and will take place within a safe and supportive learning environment. Staff will understand the increased possibility of safeguarding disclosures arising from sensitive content and will follow the College's safeguarding procedures.
- **A whole-College approach:** RSHE will form part of the College's wider approach to safeguarding, wellbeing, behaviour, positive relationships, equality, anti-bullying, online safety and preparation for adult life. The curriculum will be aligned with the College's Safeguarding Policy and other relevant policies.

RSHE is taught through the College's timetabled programme of PSHE education during Personal Development time. Students in the Senior School and Sixth Form receive a 50-minute Personal Development lesson each Wednesday morning. In the Prep School, Personal Development is delivered through one 30-minute session and one 50-minute lesson on alternate weeks, coordinated with the Chapel assembly programme.

The curriculum follows a planned and progressive sequence. Important knowledge and skills are revisited through a spiral curriculum so that students deepen their understanding as they mature. Teaching is designed to anticipate issues and provide students with appropriate knowledge, language and strategies before harm arises.

Schemes of work are planned with reference to statutory guidance, students' ages and developmental stages, safeguarding priorities and identified local or College needs. The curriculum will be reviewed regularly to ensure that all required content is included and that unnecessary repetition or gaps are avoided.

RSHE will be delivered in a factual, balanced, evidence-based and non-judgemental manner. Students will have opportunities to participate in structured discussions, consider appropriate scenarios, practise relevant skills and ask questions. Anonymous question methods or individual follow-up may be used where appropriate. Students will not be asked or encouraged to disclose personal experiences during classroom discussion.

The published programme may be adapted to respond to an emerging safeguarding concern, significant event or identified student need. Any such change will be:

- considered in consultation with the Director of Student Personal Development and, where relevant, the DSL;
- checked for age and stage appropriateness;
- delivered by suitably prepared staff;
- communicated to parents and guardians in advance where appropriate;
- supported by access to the relevant teaching materials; and
- recorded within the curriculum plan.

Responsive changes will not replace or prevent the delivery of statutory curriculum content. Where a planned lesson is postponed or replaced, arrangements will be made for the required content to be delivered at another appropriate time.

Summary of the RSHE Programme

The table below provides a summary of the principal Relationships, Sex and Health Education content planned for each year group during 2026–27. It does not reproduce every lesson within the wider Personal Development programme, which also includes Careers, citizenship, financial education, spiritual development, community, leadership and preparation for examinations.

Important knowledge and skills are revisited through a spiral curriculum and taught at increasing levels of complexity as students mature. Topics may therefore appear in more than one year group.

A separate, detailed curriculum map is maintained by the Director of Student Personal Development. This identifies:

- the individual lesson and intended date;
- the learning objectives;
- whether the lesson contains Relationships Education, Sex Education, Health Education or wider Personal Development content;
- the staff member or external provider responsible for delivery;
- the teaching resources used, including Wellio materials;
- relevant safeguarding and SEND considerations; and
- whether any part of the lesson is subject to the parental right to request withdrawal from sex education.

The curriculum map is reviewed annually and is available to parents and guardians through the College's agreed curriculum-information arrangements.

Year Group	Principal Relationships Education	Principal Sex Education and Health Content	Safeguarding and Preparation for Life
Reception– Year 2	Recognising and communicating feelings; coping strategies; facial expressions; families; sharing; individuality; interests; similarities and differences.	Rules; listening and communication; grounding and self-regulation; cooperation; teamwork; trust and completing challenges safely.	Festivals and respect for difference; friendship; sharing; teamwork; exercise; relaxation; personal wellbeing; pedestrian safety and healthy eating.
Years 3–4	Families and relationships; caring friendships; kindness; respect; recognising feelings and managing conflict.	Safety; personal boundaries; privacy; changing bodies; health and wellbeing; online safety.	Citizenship; inclusion; seeking help; transition; developing independence and responsibility.
Years 5–6	Families and relationships; changing friendships; respect; stereotypes; peer influence; emotional wellbeing and managing conflict.	Safety and the changing body; puberty; menstrual health; privacy; body autonomy; correct anatomical vocabulary; online relationships and personal information.	Age-appropriate primary Sex Education, including factual teaching about conception and birth; online sexual risks; help-seeking; transition to secondary education.
Year 7	Building relationships with teachers and peers; healthy relationships; bullying and cyberbullying; sexualisation in the media; equality; safe and healthy relationships; identifying reliable online information.	Deepfakes and AI; worry, stress and anxiety; emotional regulation; sleep; physical health and healthy eating.	Online privacy; internet algorithms; social-media addiction; AI and chatbots; different family arrangements; puberty; menstrual health; changing bodies and introductory sexual consent.
Year 8	Different forms of relationships; recognising and managing unhealthy relationships; repairing relationships; peer pressure; bullying; online relationships; sharing information online; harmful content and gender-based discrimination.	Racism, discrimination, homophobia, respect for transgender students and religious diversity; first aid; vaping.	The relationship between physical and mental health; oral health; personal hygiene; drugs and alcohol; assessing trustworthiness; consent; power dynamics; contraception and pornography.
Year 9	Kindness; sextortion; bullying; anxiety; negative self-talk; positive humour; safe and healthy sex;	Pregnancy choices; forced marriage; positive parenting; substance addiction;	Gambling; informed choices about drugs and alcohol; romantic relationships; explicit

	sexually transmitted infections and reproductive health.	knife crime and alcohol-related harm.	sexual imagery; county lines; healthy and unhealthy relationships; first aid and AI.
Year 10	Appropriate behaviour in relationships; inclusion and belonging; trust; self-esteem and respect; personal safety; different relationships; coercive control; sexting; pornography and health screening.	Alcohol dependency; navigating the healthcare system; AI and society; protecting online data; sexual consent and different forms of intimacy.	Sexual orientation; bullying; sexual harassment and aggression.
Year 11	Equality, discrimination, stereotypes and prejudice; gender-based violence; preventing sexual harassment; sharing safely online; criminal exploitation and deepfakes.	Fertility and pregnancy; safe online relationships; sex and substance use; forced and arranged marriage; sexual violence and abuse; sextortion; female genital mutilation and relationship breakdown.	Domestic abuse and healthy masculinity.
Year 12	Mental wellbeing; catastrophising and thinking traps; online radicalisation; help-seeking and peer support.	Contraception; fertility and reproductive health; communication and support; optimism; emotional intelligence; impulse control and problem-solving.	Healthy masculinity; privacy and the body; consent and coercion; domestic conflict.
Year 13	Toxic masculinity and the manosphere; empathy and connection; maintaining friendships after school; sexual safety; independent living and pregnancy choices.	Sexual violence; honour-based violence; conflict; assertiveness; party drugs; substance use and the law; gambling.	Self-harm recovery; violence and exploitation by gangs; ethical decision-making, leadership and preparation for independent adult life.

Guest Speakers and External Providers

Seaford College may invite appropriately qualified guest speakers, health professionals and external organisations to support the delivery of RSHE. External providers can contribute specialist knowledge, professional experience and different approaches to engaging students. However, the College remains responsible for the content, quality and safeguarding arrangements of every session.

Before approving an external provider or guest speaker, the College will:

- check the identity, credentials, experience and suitability of the individual or organisation;
- complete the appropriate safeguarding and visitor checks in accordance with the College's Safeguarding Policy;
- obtain and review the lesson plan, presentation, videos, activities and supporting materials in advance;
- ensure that the content is accurate, evidence-based, balanced and unbiased;
- ensure that the content is appropriate for the age, maturity and developmental stage of the students;
- consider accessibility and any reasonable adjustments required for students with SEND;
- check that the session aligns with the planned RSHE curriculum and this policy;
- consider whether the organisation has any commercial, campaigning, partisan or other wider interest that could affect the balance of the material;
- ensure that the provider does not promote its own commercial services or products to students;
- agree how questions, confidentiality and safeguarding disclosures will be managed; and
- ensure that parents and guardians receive appropriate information and can view the materials used.

Care will be taken when an external provider addresses a contested or sensitive topic. The College will ensure that applicable facts and law are taught accurately, that differing views are presented appropriately and that a particular contested position is not presented to students as established fact.

A member of Seaford College staff will remain present throughout every external RSHE session.

Their role is to:

- maintain a safe and respectful learning environment;
- support students and the visiting speaker;
- monitor the appropriateness and balance of the content;
- intervene if content departs from what was approved;
- support students who become uncomfortable or distressed;
- identify and respond to safeguarding concerns; and
- provide appropriate follow-up after the session.

Guest speakers and external providers will be informed that they must not promise students absolute confidentiality. Any safeguarding concern or disclosure must be passed immediately to the attending member of staff and reported to the DSL or a Deputy DSL in accordance with the College's Safeguarding Policy.

External provision will complement, rather than replace, the planned and progressive RSHE curriculum. Tutors and other relevant staff will be informed about the content in advance so that they can prepare students appropriately, respond to questions and provide follow-up learning or support.

The quality and impact of external provision will be evaluated through staff observations, student feedback and, where appropriate, feedback from parents and guardians. Concerns about content, delivery or safeguarding will be recorded and considered before the provider is invited to return.

Equality

Seaford College will ensure that the needs of all students are appropriately met and that students understand the importance of equality, dignity and respect.

The College will comply with the relevant provisions of the *Equality Act 2010* and will not unlawfully discriminate against, harass or victimise a student because of:

- age;
- disability;
- gender reassignment;
- marriage or civil partnership;
- pregnancy or maternity;
- race;
- religion or belief;
- sex; or
- sexual orientation.

These are nine protected characteristics

RSHE will be taught in an inclusive, age- and stage-appropriate manner. Teaching will not stigmatise students because of their family circumstances, personal characteristics, beliefs or experiences.

In the Prep School, teaching about families will include different family arrangements, including single-parent families, families with same-sex parents, families headed by grandparents, adoptive and foster families, and families supported by carers or extended relatives. The emphasis will be on the importance of stable, loving and caring relationships and on ensuring that no student is made to feel that their family is less valued than another.

In the Senior School and Sixth Form, students will be given equal opportunities to explore the characteristics of healthy and stable same-sex and opposite-sex relationships. Content relating to sexual orientation will be integrated into the wider RSHE programme rather than taught only as a separate or isolated topic. Sexual-health teaching will be relevant and accessible to all students.

Students will be taught the facts and the law relating to biological sex, sexual orientation and gender reassignment. They will understand that people with the protected characteristic of gender reassignment, like those with all other protected characteristics, are protected from discrimination and must be treated with respect and dignity.

The College recognises that, beyond the established facts and law concerning biological sex and gender reassignment, there is significant debate. Staff will distinguish clearly between:

- established facts;
- the law;
- religious or ethical beliefs; and
- differing or contested views.

The College will not endorse a particular contested view or present it as established fact. For example, students will not be taught as fact that every person has a gender identity. Teaching will avoid language or activities that reinforce gender stereotypes or suggest that social transition is a simple solution to feelings of distress or discomfort.

Students will be encouraged to express their views respectfully and to listen to the views of others. Disagreement will not justify bullying, discriminatory language, harassment or disrespectful behaviour. Staff will challenge prejudice, sexism, misogyny, homophobia and harmful stereotypes while avoiding language that stigmatises any group of students.

Where external resources are used to teach about biological sex, gender reassignment or gender-questioning students, the College will ensure that they:

- are factually and legally accurate;
- do not oversimplify complex issues;
- do not reinforce gender stereotypes;
- are appropriate for the age and maturity of the students;
- do not encourage students to question their gender;
- have been reviewed in advance by appropriate College staff; and
- are available for parents and guardians to view.

Parents and guardians will be consulted in advance about external resources used specifically to teach these matters.

RSHE will be sensitive to students' religious backgrounds. The College may include appropriate faith perspectives and balanced discussion of ethical or religious beliefs. Staff will make clear when a perspective reflects a religious or philosophical belief rather than established fact or law. Students of all religions and beliefs, including those with no religious belief, will be treated with equal respect.

The College will make reasonable adjustments to ensure that RSHE is accessible to students with SEND. Teaching will take account of individual communication, cognitive, sensory, physical and emotional needs. The College also recognises that some students with SEND may be particularly vulnerable to bullying, exploitation, sexual abuse, sexual violence or harmful sexual behaviour.

Any individual request relating to a gender-questioning student will be managed in accordance with the Seaford College Safeguarding Policy. Decisions will be considered on a case-by-case basis, with the student's welfare and best interests at the centre. Parents and guardians will normally be involved unless there is reason to believe that doing so would place the student at risk of harm.

Assessment and Evaluation

Seaford College has the same high expectations of students' engagement and the quality of their work in RSHE as it does in other curriculum areas.

RSHE is not normally assessed through formal examinations or grades. However, staff will use age-appropriate formative assessment to establish what students already know, identify misconceptions and evaluate the progress they make in their knowledge, understanding, skills and confidence.

Assessment may include:

- baseline and end-of-topic questions;
- quizzes and knowledge checks;
- responses to appropriate scenarios;
- individual or group activities;
- written or digital responses;
- reflection and self-evaluation;
- anonymous lesson feedback; and
- Student Voice activities.

Assessment will focus on curriculum knowledge and relevant skills rather than students' personal experiences, family circumstances, beliefs or willingness to disclose sensitive information. Students will not be expected to share private information as evidence of learning.

The effectiveness of the College's RSHE provision will be evaluated through:

- Student Voice and lesson feedback;
- feedback from parents and guardians;
- feedback from tutors, teachers and Heads of Year;
- learning walks and lesson observations;
- review of students' work and assessment information;
- monitoring of planned lessons against lessons delivered;
- Wellio lesson-completion information and student responses;
- review of accessibility and reasonable adjustments for students with SEND;
- evaluation of guest speakers and external providers;
- analysis of recurring questions, misconceptions and emerging areas of need;
- relevant safeguarding information provided by the DSL; and
- review by Senior Leaders and the Governing Body.

Safeguarding information will be used carefully and confidentially to identify patterns or emerging needs, rather than to assess individual students or disclose personal information unnecessarily.

The Director of Student Personal Development will use this evidence to identify strengths, gaps, unnecessary repetition and areas requiring further development. Any significant gap in statutory content or inconsistency in delivery will be addressed through curriculum planning, staff support or additional teaching.

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.