

# Newbridge Learning Community RSHE Policy

(Relationships, Sex and Health Education)



Date policy last reviewed: 10.09.25

The next scheduled review date for this policy is September 2026

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_



# RSHE Policy 2025 - 2026

## 1. Statutory Information

- **School:** Newbridge Learning Community
- **Headteacher:** Mr. Paul Appleton
- **Deputy Headteacher:** Mrs. Clare Byrne
- **RSHE Lead:** Mr. James Turner
- **Designated Safeguarding Lead (DSL):** Mrs. Dawn Robson
- **Deputy DSL:** Mrs. Cath Bessell
- **Governance oversight:** Local Governing Board (Wigan LA)
- **Chair of Governors:** Mr. Mike Inman
- **Policy approved by:** Chair of Governors (Date: 24 / 03 / 2026)
- **Review cycle:** At least annually.
- **Publication:** This policy is published on the school website and available free of charge on request.
- **Linked policies:** Safeguarding & Child Protection; Behaviour & Anti-Bullying; Online Safety (filtering & monitoring); PSHE; SEND; Equality, Diversity & Inclusion; Health & Safety; RE; Science; ICT/Computing.

## Legal and Statutory Basis

Our policy reflects and meets the requirements of the following:

- **RSHE Statutory Guidance (DfE, July 2025)** - effective 1 Sept 2026.
- **KCSIE 2025** and safeguarding arrangements.
- **Education Acts 1996 & 2002; Children and Social Work Act 2017; Equality Act 2010; Online Safety Act; other relevant law.**

**Applicability:** As a secondary SEMH school, **RSHE is compulsory**; health education is compulsory; reproduction in science is statutory.



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## 1. Vision Statement

At our school, we believe that every pupil is better than they know. We hold a deep conviction that each young person has untapped potential, strength, and worth—regardless of their circumstances or past experiences. Our role is to help them discover it. We believe that with the right support, all pupils can thrive socially, emotionally, and academically.

### **Definition of RSHE**

Relationships, Sex and Health Education (RSHE) is the lifelong learning about physical, moral, emotional and social development. It is about the understanding of the importance of healthy relationships, respect, consent, and the development of self-worth. RSHE equips pupils with the knowledge, skills and values to make informed decisions about their wellbeing, health and relationships, in line with the ethos and values of Newbridge Learning Community.

### Core Values

#### **Community**

We cultivate a safe, inclusive environment where every pupil feels that they belong. We believe behaviour is shaped and nurtured within relationships, and we are committed to building a school culture that values connection, trust, and mutual respect.



#### **Compassion**

We respond to difficulties with empathy and understanding. We recognise that challenging behaviour is often a form of communication and a signal of unmet needs. We seek to understand the "why" behind actions and respond with support, not punishment.





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## **Courage**

We encourage pupils and staff alike to be brave—to face challenges, to try again after failure, and to speak openly about difficulties. We model vulnerability and promote emotional honesty.



## **Competence**

We empower pupils to build the skills they need to regulate their emotions, solve problems, and interact positively with others. We explicitly teach social and emotional skills, helping pupils take ownership of their growth and success.



## **2. Developing and Reviewing this Policy**

### **Consultation**

We actively engage parents, carers, and pupils in the development and review of RSHE. Their feedback helps to shape the curriculum and ensures it reflects the needs and values of our school community.

### **Transparency**

All RSHE curriculum materials and resources are available for parents and carers to view on request. This openness builds trust and ensures clarity about what is taught and how it is delivered.

### **Sequencing**

The RSHE curriculum is carefully sequenced and regularly adapted in response to local safeguarding intelligence. This ensures content is timely, relevant, and addresses the real issues affecting our pupils.

### **Monitoring**

The RSHE Lead monitors provision and reports regularly to the Senior Leadership Team and Governing Board. This oversight ensures accountability, consistency, and continuous improvement in the quality of RSHE delivery.



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## 3. Curriculum Principles

### **Accessibility**

RSHE will be made accessible to all pupils, including those with special educational needs and/or disabilities (SEND). Teaching will be supported using approaches such as visual resources, scaffolded activities, small-group delivery, and additional adult support. We are committed to ensuring that all pupils are able to engage with the curriculum in a way that meets their needs and promotes equality of opportunity.

### **Trauma-Informed**

Our RSHE curriculum is delivered in a way that recognises the impact of trauma and adverse experiences. Lessons are structured to create safe, predictable environments, with clear boundaries and supportive approaches.

Meaning: Pupils who have experienced trauma are better able to engage when teaching is sensitive to their needs, reducing barriers to learning and supporting emotional safety.

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### **Inclusive**

RSHE reflects the diverse identities, families, cultures, and experiences of our school community. We actively promote respect and challenge stereotypes, prejudice, and discrimination.

Meaning: Every pupil should see themselves represented in the curriculum and feel valued, while also learning to respect the rights and differences of others.

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### **Skills-Building**

As well as knowledge, pupils are taught practical skills to manage relationships, emotions, and choices in real life. These include communication, consent, resilience, problem-solving, and help-seeking.

Meaning: RSHE is not just about what pupils know, but about equipping them with the confidence and abilities to make safe, healthy, and respectful decisions.

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### **Safeguarding-Centred**

Safeguarding is embedded throughout RSHE. Pupils are taught how to recognise risks, seek help, and report concerns. Staff are trained to handle disclosures and link learning to wider safeguarding practices.

Meaning: RSHE acts as a protective factor by helping pupils identify unsafe situations and ensuring staff respond consistently to concerns.

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## **Evidence-Based**

The RSHE programme is informed by research, statutory guidance, and good practice from health, education, and safeguarding fields. Resources are vetted for accuracy and age-appropriateness.

Meaning: Teaching is grounded in reliable evidence rather than opinion, ensuring pupils receive accurate, up-to-date, and relevant information.

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## **Digital by Design**

The curriculum integrates online safety, media literacy, and digital wellbeing across all topics. Pupils learn how digital technology affects relationships, health, and personal safety.

Meaning: Since pupils live much of their lives online, RSHE must prepare them to navigate digital spaces safely, responsibly, and positively.

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## 4. Curriculum Overview and Content

### Relationships and Sex Education

- Healthy relationships & consent
- Positive identities & inclusion
- Sexual health & reproduction
- Intimacy & communication
- The law and rights/responsibilities

### Health Education

- Mental health & resilience
- Digital wellbeing
- Physical health
- Menstrual & gynaecological health

## 5. Parental Engagement & Withdrawal

Parents and carers are key partners in RSHE. All RSHE curriculum materials and resources will be available for parents and carers to view on request. From September 2026, this will be a statutory entitlement.

### Right to Withdraw

Parents and carers have the right to request withdrawal of their child from sex education that forms part of RSHE (but not from relationships or health education, nor from statutory science).

Requests should be made in writing to the Headteacher. The Headteacher will discuss the request with the parent/carer, and with the pupil where appropriate.



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From September 2026, the Headteacher may refuse a request in **exceptional circumstances**, such as safeguarding concerns, where it is judged to be in the best interests of the child to remain in the lesson.

### Parental Rights to Withdraw

#### Parents *can* withdraw their child from:

- Sex Education (outside of the science curriculum) at **secondary level**. gov
- This includes topics on sexuality, reproduction, and sexual health not covered in science.

#### Parents *cannot* withdraw their child from:

- Relationships Education
- Health Education
- Science curriculum content (e.g. human reproduction, puberty, HIV/AIDS). gov

#### Pupil Autonomy:

- From three terms before their 16th birthday, pupils can opt into sex education even if previously withdrawn by parents. gov

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## 6. Teaching & Staffing

RSHE is primarily delivered by trained school staff, with input from carefully selected and vetted external specialists where appropriate (Locala). All staff involved in teaching RSHE receive annual continuing professional development (CPD) to ensure their knowledge and practice remain current and effective. Lessons are underpinned by agreed ground rules and safe learning agreements, creating a respectful, supportive environment in which pupils feel confident to participate.

### Monitoring and Evaluation

RSHE provision will be monitored through lesson observations, learning walks, pupil voice surveys, and staff feedback. Outcomes will be reported annually to the Senior Leadership Team and the Governing Board. The policy and curriculum will be reviewed at least annually to ensure compliance with statutory guidance and responsiveness to local safeguarding needs.



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### 7. Safeguarding

Safeguarding is central to all aspects of learning at NLC, including RSHE. All teaching and provision are delivered in line with the school's safeguarding policies and procedures.

- Any concerns relating to pupils are reported directly to the Designated Safeguarding Lead (DSL), Mrs Dawn Robson, or the Deputy DSL, Mrs Cath Bessell. Concerns may be raised verbally or via CPOMS.
- Pupils are encouraged to share any worries or concerns with their form teacher, teaching assistant, or a member of the Pupil and Family Partnership Team, who will ensure that appropriate safeguarding procedures are followed.

This approach ensures that safeguarding remains fully embedded in the delivery of RSHE and that all pupils are supported in a safe and secure environment.

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### 8. Signposting for Further Advice and Support

The school is committed to ensuring that pupils and families have access to appropriate advice, guidance, and specialist services where needed. We will provide clear signposting to both in-school and external support, including:

- **In-school support:** Pupil and Family Partnership Team.
- **Health support:** Locala Sexual Health Services; Wrightington, Wigan & Leigh NHS services; GP practices; local pharmacies.
- **Mental health support:** CAMHS Wigan; Kooth (online support); Papyrus HOPELINEUK; Samaritans.
- **Safeguarding and online safety support:** Wigan Safeguarding Children Partnership; CEOP; Police; Report Harmful Content; Revenge Porn Helpline; StopNCII; Report Remove.

• Staff will share these resources with pupils and families where appropriate, and information will be available through the school website, pastoral staff, and RSHE lessons.



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## 9. Pupil Voice, Sequencing and Assessment

### **Pupil Voice**

We are committed to ensuring that pupils have a meaningful role in shaping the RSHE curriculum. Pupil feedback is gathered through surveys, focus groups, and informal discussions, and is used to review lesson content, delivery methods, and resources. This ensures that teaching remains relevant, engaging, and responsive to the lived experiences of our pupils.

### **Sequencing**

The RSHE curriculum is designed to build progressively, ensuring that learning is age-appropriate and responsive to pupils' developmental stages. Core themes—such as relationships, consent, digital safety, and health—are revisited regularly, with increasing depth and complexity as pupils move through the school. This sequencing allows pupils to consolidate prior knowledge while preparing them for the challenges and responsibilities of later life.

### **Assessment**

RSHE learning is assessed through a range of formative methods, including class discussions, reflection activities, scenario-based tasks, and pupil self-assessments. These approaches focus on pupils' understanding, application of skills, and ability to make informed, safe, and respectful choices. Assessment outcomes are used to inform teaching, identify gaps in knowledge, and provide feedback to pupils, while avoiding undue pressure or high-stakes testing.