



Ludlow CE School

RSHE POLICY

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Introduction

At Ludlow CE School we believe that Relationships, Sex, and Health Education (RSHE) is essential for the personal development of our pupils. Our approach is rooted in our school values of excellence, resilience and care which aim to provide a safe and inclusive environment for all students.

We undertake to follow the principles in the Church of England's Charter for RSHE

What are Relationships, Sex and Health Education (RSHE)?

Relationship Education

Relationships education starts at primary school and focuses on building healthy, respectful relationships, including family and friendships, both offline and online. At Ludlow CE School we expand upon these foundations covering intimate relationships and how to maintain positive and healthy sexual relationships.

Sex Education

Sex education provides students with knowledge about sexual health, consent, and safe practices, ensuring they understand the importance of respect and responsibility in intimate relationships

Relationships and Sex Education aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It covers 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.

Parents and carers should be assured that effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

Alongside this, students are also taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming an adult. This will enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. This applies to online and offline relationships

Health Education covers physical health and mental wellbeing, including topics like nutrition, exercise, managing stress and addresses risk areas such as drugs and alcohol

Students are taught about physical health and mental well-being to give them the information that they need to make appropriate decisions about their own health and well-being. A vital part of health education in KS3 is teaching on puberty and this includes. Health education should ensure all students are prepared for changes they and their peers will experience. Students will have the opportunities to learn:

- About mental well-being, emotions, concerns and when/where to seek help
- About the internet, how to stay safe and what harms exist, including gambling, bullying and advertising

- About physical health and fitness, how to stay well and manage stress, as well as other potential health concerns
- About healthy eating, and what constitutes a balanced and appropriate diet
- About drugs, tobacco and alcohol, the law, the physical risks and dependency
- About protecting health and preventing illness, and the importance of sleep in this • About basic first aid
- About how bodies change over time, particularly in adolescence

Aims and Objectives

- To provide a framework in which sensitive discussions can take place.
- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To help pupils develop feelings of self-respect, confidence, and empathy.
- To create a positive, non-judgemental culture around issues of sexuality and relationships.
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To enable students to make informed decisions regarding sex and relationships and their health
- To help students to tell the differences between fact, opinion, beliefs and an understanding of the law on various topics.

By the end of their education, we hope that students will have developed the resilience and feelings of self-respect, confidence and empathy in preparation for the decisions that they will have to take in their adult lives.

Statutory Requirements

Our RSHE policy is informed by the Department for Education's statutory guidance and the Church of England's Charter for RSHE

We ensure that our curriculum is compliant with the Equality Act 2010 and other relevant legislation.

Faith-Sensitive Approach

We recognize the importance of delivering RSHE in a way that respects the diverse beliefs and values of our school community. Our teaching is inclusive and considers the perspectives of different faiths and cultures

Parental Involvement

We believe that parents are the primary educators of their children in matters of relationships and sex. We will consult with parents and provide opportunities for them to understand the content and approach of our RSHE curriculum. We will review the policy every 3 years and consult with parents at that time using a variety of approaches including:

- Parental Information Evening: We will share details of our RSHE curriculum; teaching approaches and some of the resources that are used
- Parent Voice Survey: We will collect feedback on our policy through Microsoft Forms
- Parent Forum: We will regularly hold parent and carer forums to inform and to seek feedback on our program.

Right to withdraw from Sex Education

- Ludlow CE School hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.
- Parents have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE. Ludlow CE School would urge parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports their child's development.
- Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under The National Curriculum in science.
- Any parent wishing to withdraw their child from sex education in a secondary school should put their request in writing and send it to the Headteacher, who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.
- After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education the respective school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Safeguarding and Confidentiality

All RSHE lessons are conducted in a safe and supportive environment. Pupils are encouraged to ask questions and discuss issues openly. Any disclosures or concerns raised during RSHE lessons will be handled in accordance with our safeguarding policy which can be found [here](#)

Confidentiality and Child Protection

The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the DHMAT Child Protection and Safeguarding procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active
- encourage the pupil to talk to their parent or carer. It is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Curriculum Design

Our RSHE curriculum is designed to be age-appropriate and developmentally appropriate, considering the needs of all pupils. Content will be delivered in a variety of other lessons including Science, English, Humanities, Computing, Religious Studies, PSHE lessons and through other additional events and workshops. Our curriculum is carefully mapped to ensure that all statutory content is covered.

Ludlow CE School RSHE is taught within our PHSE (Personal, Social, Health and Economic Education) program which also includes the following themes that are revisited many times during their studies over five years.

- Healthy Relationships
- Health and Well Being
- Sex Education
- Tolerance, Equality and Respect
- Economic and Careers Education
- Living Safely in the Wider World

These puzzles are revisited each year in a spiral curriculum, building students' knowledge and understanding of these issues as they move through the school from Year 7 to 11.

PHSE is delivered in a non-judgemental, factual way and allows scope for students to ask questions in a safe and positive learning environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues.

How will delivery and content will be made accessible to all pupils?

Ludlow CE School is committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), can fully access and engage with the PSHE curriculum. The school adopts a quality first approach to teaching, tailoring lessons to meet individual learning needs through adapted resources, visual aids, and scaffolded activities. Staff receive regular training to support inclusive practices. By fostering a safe and supportive environment, Ludlow CE School empowers SEND students to explore key themes such as relationships, wellbeing, and citizenship with confidence and understanding.

Monitoring and Review

The implementation of this policy will be monitored by the Assistant Headteacher as part of the whole school quality assurance subject review process which includes lesson observations, book scrutiny, feedback from pupils, parents, and staff.

The policy is reviewed annually by the governing body.

Appendix 1: Summary of RSHE content taught in each year group for 2025-26

W/C		Year 7	F	Year 8	F	Year 9	F	Year 10	F	Year 11	
		HEALTHY RELATIONSHIPS		TOLERANCE, EQUALITY AND RESPECT		HEALTHY AND WELLBEING		LIVING SAFELY IN THE WIDER WORLD		CAREERS EDUCATION	
8.9.25	1	Keeping good friendships		British Values, Tolerance and Racism	L	Behaving to Achieve		Criminal Justice System	L	Social media and Mental Health	
15.9.25	2	Different family relationships [Law]	L	Prejudice and Stereotypes: Disability Focus	L	Alcohol [Long Term Effects]		Gangs, County Lines and CCE		SWOT Analysis & Target Setting	
22.9.25	3	Love and Romance		Homophobia and LGBTQ+ Discrimination		Drugs, Risks and the Law	L	Anti-social behaviour		Employability Skills	
29.9.25	4	Banter or Bullying? Appropriate Behaviour		Who and what are Extremists?		Body Image and the Media		Social media and Mental Health	ES	Writing a Personal Statement	
6.10.25	5	Cyberbullying [E-Safety]	ES	Where does Extremism come from?		How do we cope with stress?		Body Image		Writing a CV	
13.10.25	6	How do we stay safe online [E-Safety]	ES	How do we prevent Radicalisation?		Why do people Self-Harm?		Money Laundering		Interview Techniques	
20.10.25	7	Radicalisation and Extremism		Discrimination of Teens in the Media		Growth Mindsets					

		HEALTH AND WELLBEING/ SEX EDUCATION		HEALTH AND WELLBEING		ECONOMIC AND CAREERS EDUCATION		CAREERS AND ECONOMIC EDUCATION		LIVING SAFELY IN THE WIDER WORLD	
3.11.25	1	Managing Anger		Is Vaping as bad as smoking?		This unit is currently being developed for 2025-26		Managing Finances		Perseverance and Procrastination:	
10.11.25	2	Puberty - What happens, when and why?	SE	Cancer Awareness				Understanding payslips		Developing interpersonal skills	
17.11.25	3	Periods - What happens, when and why?	SE	Personal Safety and First Aid				Avoiding Debt		Exam Stress	
24.11.25	4	Male Body Image	SE	Domestic Conflict				Navigating influence		Managing Time effectively	
1.12.25	5	Sexting - What are the Dangers?	ES	Grief and Bereavement				Spotting and avoiding unhealthy relationships		Gambling and Online Safety	ES
8.12.25	6	FGM	SE	Sexting	ES		L	Developing your leadership Skills		Digital Footprints	
15.12.25	7	Depression									

		HEALTH AND WELLBEING		HEALTHY RELATIONSHIPS		HEALTHY RELATIONSHIPS		LIVING SAFELY IN THE WIDER WORLD		HEALTHY RELATIONSHIPS	
5.1.26	1	Healthy Lifestyles		Conflict Management		The dangers of being Selfie- Obsessed		Living Sustainably		The Dark Web	
12.1.26	2	Diet and Nutrition		Relationship break-ups		How do I manage anxiety?		Homelessness		Personal Safety in public	
19.1.26	3	Food Labelling and health hazards		Peer Pressure		Identity and Diversity		Stereotyping		Relationship Types and Sexuality	
26.1.26	4	Dangers of energy Drinks		Gaslighting: Emotional Abuse		The Equality Act 2010		Overt and Covert Racism		Relationship Break Ups	
2.2.26	5	Dangers of Smoking Cigarettes		Trust		Who are the LGBT Community?		Binge drinking		Obesity and body positivity	
9.2.25	6	Drugs Awareness: Legal Drugs		Falling in Love		Acid Attacks: Why are they increasing?		Tattoos and Piercings		Body shaming	

		LIVING IN THE WIDER WORLD		ECONOMIC EDUCATION		SEX EDUCATION		HEALTH AND WELLBEING		CAREERS AND ECONOMIC EDUCATION
23.2.26	1	What are Wants and Needs?		This unit is currently being developed for 2025-26		Conflict Management		Excessive Screen Time [E- Safety]	ES	Managing Finances
2.3.26	2	Predjudice and Discrimination				Relationship Break-ups		Why do we take risks?		Understanding payslips
9.3.26	3	Personal Identity				Harassment and Stalking		Managing social anxiety		Avoiding Debt
16.3.26	4	Asylum Seekers	L			Consent, rape and sexual abuse	SE	Managing grief and bereavement		Navigating influence
23.3.26	5	Using social media Safely	ES			Safe Sex: Contraception	SE	Social media and Self Esteem	ES	GCSE Revision and Study Skills
30.3.26	6	Excessive Screentime	ES			Safe Sex: Dangers of Pornography	SE	Why do some people commit suicide?		GCSE Revision and Study Skills

		ECONOMIC EDUCATION		SEX EDUCATION		LIVING IN THE WIDER WORLD		LIVING SAFELY IN THE WIDER WORLD			
13.4.26	1	This unit is currently being developed for 2025-2		Body Image: Male Focus		Human Rights: UNICEF		Internet fraud			
20.4.26	2			Safe Sex: Consent	SE	Human Rights Abuses: Genocide		Dark Web	ES		
27.4.26	3			Safe Sex: Contraception	SE	Human Rights Abuses: Human Trafficking		Digital Footprints	ES		
4.5.26	4			The Equality Act 2010		International Aid		Why do we take risks?			
11.5.26	5			Human Rights		How does the law treat young offenders	L	Personal Safety in Public			
18.5.26	6			International Aid		Money Laundering		Perseverance and Procrastination			
25.5.26	7			Human Rights Abuses		Conflict management					

KEY	
ES	E-Safety Topic
SE	Sex Education Topic
	The Law and Legal Perspectives
L	