



Millfield School

Name of Policy: Relationships, Sex and Health Education (RSHE) Policy

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“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSHE) compulsory for all students receiving secondary education. 4 They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (CPSHE) continues to be compulsory in independent schools.”

Department for Education 2019

1. What is RSHE?

RSHE gives our students the opportunity to prepare for their future, to make informed choices in the future and to keep themselves safe in all aspects of their lives. RSHE explores the topics of physical, sexual, moral, and emotional development. It focuses on the importance of stable, loving relationships, along with respect, care, and love within family life. It also involves learning about the physical changes of growing up, forming relationships, engaging in sexual activity, and understanding human sexuality and sexual health. At Millfield we are committed to provide our students with the knowledge to make safe an informed choices in their future.

2. Procedures

The following groups are in the process of consultation as part of producing this policy.

- Staff (through staff voice)
- Governing body
- Parents
- School council (meeting with Head of CPSHE)

The policy will be reviewed every year by the Senior Assistant Headteacher, Head of CPSHE and the Governing Body.

3. Principles and Values

At Millfield we believe that RSHE should be an integral part of the lifelong learning process and an entitlement for all our students. It is set within the wider school context and supports family commitment, love, respect, affection, knowledge, and openness. The ideals, stereotypes, and

realities of family life are explored, with recognition of the need to value children from all family circumstances, while embracing difference and diversity.

Religious and cultural perspectives are discussed and respected throughout. Students and teachers are encouraged to share and respect one another's views, developing awareness, understanding, and tolerance of different approaches to sexual orientation. RSHE does not promote any particular family structure but instead emphasizes the values of love, respect, and care within committed relationships. It also seeks to create an atmosphere where questions and discussions about sexual matters can take place without stigma or embarrassment, where scientific facts and statistics are shared to help our students understand risks and potential consequences.

Parents are recognised as the primary educators of their children in matters of sex, relationships, and growing up, and the school aims to work in partnership with them, consulting on the content of the curriculum. Additionally, the wider community is acknowledged as having much to contribute, with the school seeking to collaborate with health professionals, social workers, and other mentors or advisers.

4. Aims

RSHE at Millfield has three main elements which follow the statutory requirements they are:

Attitudes and Values

- Recognising the importance of values, personal conscience, and making moral choices.
- Developing an understanding of the different perspectives on relationships and sex within society.
- Appreciating the role of respect in relationships and the significance of stable, loving partnerships, including marriage (whether heterosexual or same-sex) and civil partnerships.
- Valuing respect, love, care, and the recognition of rights within relationships, alongside the importance of family life.
- Gender equality and embracing difference and diversity.
- Understanding that violence, coercion, and sexual exploitation in any relationship are unacceptable, including practices such as forced marriage.
- Recognising that discrimination on the basis of gender, gender identity, sexual orientation, disability, ethnicity, culture, age, or faith is unacceptable, while actively promoting equality and challenging inequality.

Personal and Social Skills

- Gaining the ability to manage emotions and relationships with confidence and sensitivity.
- Building self-respect while developing empathy toward others.
- Developing resilience to adapt and cope with change.
- Learning to make informed choices and understanding their potential consequences.
- Acquiring skills to manage and resolve conflict effectively.
- Learning strategies to handle peer pressure.

- Recognising, avoiding, and protecting oneself from exploitation and abuse.
- Practising respectful and effective communication.
- Making safe and responsible decisions.
- Learning how to identify, assess, and manage risks, while knowing how to seek help and access advice and support services.

Knowledge and Understanding

- Emotional, social, and physical growth
- Understanding body image and self-perception
- Exploring human sexuality
- Gender identity and expression
- Varieties of relationships and family structures
- Recognizing healthy vs. unhealthy relationships
- Sex, consent, and respecting rights and responsibilities
- Reproduction, sexual health, contraception, and available local/national services
- Reasons for and benefits of delaying sexual activity
- Laws around sexual activity, technology, and social media use
- The effects of drugs and alcohol on sexual decision-making
- Sexual exploitation and violence in personal, family, and other relationships
- The influence of pornography on views of relationships
- Female genital mutilation (FGM)
- Staying safe, both offline and online

5. Provision

RSHE is delivered predominantly through the CCPSHE/RSHE curriculum, while the Science National Curriculum is taught by the Science department. Science lessons focus on the physical aspects of development and reproduction, while also acknowledging the importance of relationships.

At Millfield, RSHE is delivered through bespoke drop-down sessions, carefully planned by a specialist RSHE teacher and informed by quality-assured resources from the CCPSHE Association. These sessions are designed to provide students with a safe and familiar environment in which to explore and discuss key topics.

Delivery is led by form tutors, who benefit from established relationships with their form groups. In cases of staff absence, another member of staff may be required to cover the session. Each session includes a scheduled break, allowing students the opportunity to seek additional support from their Head of Year if needed.

We also work in close partnership with external agencies, who bring extensive expertise in safe content delivery and evidence-informed support for students. Where appropriate, certain sessions may be delivered by these professionals—for example, the NHS Sexual Health Services team.

6. How RSHE is delivered at Millfield

- In years 7-11 students are taught in mixed groups by their form tutor.
- Teachers foster an environment in which students feel comfortable asking questions, expressing concerns, and discussing feelings and relationships. However, personal experiences or issues are not shared, nor are students or staff expected to disclose personal information. Staff do not discuss details of their own experiences or relationships with students.
- Teachers respond to questions honestly and with sensitivity, ensuring answers are appropriate to the age and maturity of the students. Depending on the nature of the question, responses may be given to the whole class, within small groups, or on a one-to-one basis, as appropriate.
- Resources, such as video clips and leaflets, are carefully selected to ensure they are appropriate to the age and maturity of students. They are chosen with consideration for equality of opportunity, including the use of inclusive language, sensitivity to cultural attitudes and family structures, and the portrayal of diverse and positive body images. Materials are designed to avoid stereotyping, racism, and sexism.
- A range of teaching methods are employed to encourage active participation and reflection, including discussions, quizzes, paired activities, and small group work, with opportunities for students to collaborate with different peers. Case studies, stories, and role plays are also used to de-personalise discussions, enabling students to build confidence in expressing themselves and listening to others.
- The RSHE policy aligns with our Equal Opportunities Policy, ensuring that the teaching programme is inclusive, relevant, and accessible to all students. Teachers deliver content using approaches and language that reflect the diversity of the school community, helping every pupil feel respected and included, regardless of gender identity, sexual orientation, ability, disability, personal experiences, or family background.
- Where appropriate, RSHE is adapted to meet the diverse needs of students, with specialist resources used to support individual requirements. This is done in conjunction with the SEND team in school.
- Teachers do not offer individual students advice on contraception. The teaching programme includes information about local services that can offer confidential information and advice.
- Teachers approach the topic of relationships with sensitivity, ensuring that RSE promotes inclusion and actively reduces discrimination in line with our Equality Policy. Teaching about relationships and families includes recognition of same-sex relationships and provides specific understanding of diverse relationships, including those of lesbian, gay, and bisexual people.
- Homophobic, biphobic, and transphobic language, behaviour, or bullying are not tolerated in school. Such incidents are consistently challenged and addressed as part of our commitment to inclusion, gender equality, and the prevention of bullying.
- Teaching about different family structures is an integral part of RSHE. We aim to reflect the diverse experiences of our students and ensure that every child feels their family is recognised and valued. This includes, but is not limited to, single-parent families, families with divorced or separated parents, married or unmarried parents, parents in non-

monogamous relationships, same-sex parents, children living across two homes, those in foster care or residential homes, and those living with relatives other than their biological parents.

- We place particular emphasis on the importance of strong, supportive, and stable relationships—such as marriage (both heterosexual and same-sex) and civil partnerships—in providing a secure foundation for family life and the upbringing of children.
- Staff will receive regular training in the delivery of CPSHE and RSHE, the Head of CPSHE and RSHE will share relevant information with staff and will be available to support staff in the delivery of all topics included in the curriculum.
- In line with our teaching and learning curriculum, students are regularly encouraged to share their thoughts and opinions or engage in “turn and talk” activities to explore different stimuli and develop confidence in their oracy skills. Recognising that some RSHE topics may cause apprehension, students are expected to participate actively in discussions. Where a topic is particularly sensitive, students should inform their form tutor or Head of Year so that staff can provide appropriate support.

7. Statutory framework

The statutory framework 2026 replaces Statutory Guidance “Relationships education, Relationships and Sex Education (RSHE) (2000). The DfE states that it intends to update the guidance every three years. The guidance should be read in conjunction with:

1. *Keeping Children Safe in Education* (statutory guidance)
2. *Respectful School Communities: Self Review and Signposting Tool* (a tool to support a whole school approach that promotes respect and discipline)
3. *Behaviour and Discipline in Schools* (advice for schools, including advice for appropriate behaviour between students)
4. *Equality Act 2010 and schools*
5. *SEND code of practice: 0 to 25 years* (statutory guidance)
6. *Alternative Provision* (statutory guidance)
7. *Mental Health and Behaviour in Schools* (advice for schools)
8. *Preventing and Tackling Bullying* (advice for schools, including advice on cyberbullying)
9. *Sexual violence and sexual harassment between children in schools* (advice for schools)
10. *The Equality and Human Rights Commission Advice and Guidance* (provides advice on avoiding discrimination in a variety of educational contexts)
11. *Promoting Fundamental British Values as part of SMSC in schools* (guidance for maintained schools on promoting basic important British values as part of students’ spiritual, moral, social and cultural (SMSC))
12. *SMSC requirements for independent schools* (guidance for independent schools on how they should support students' spiritual, moral, social and cultural development).

13. *National Citizen Service* guidance for schools

8. Purpose of the Statutory Guidance

These subjects form part of the core school curriculum (as was previously the case for sex education in maintained secondary schools), giving schools the flexibility to design a planned programme that is integrated within a broad and balanced curriculum.

The guidance applies to:

Relationship Education	All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).
Relationship and Sex Education	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).
Health Education	All maintained schools including schools with a sixth form, academies, free schools, Non-maintained special schools and alternative provision, including pupil referral units.

9. Equality

The Governing Body of Millfield School is fully committed to its responsibilities under the Equality Act 2010 and works to ensure that all students are supported and treated fairly, regardless of ability (physical or mental), race, ethnicity, nationality, pregnancy or maternity, sex, gender identity or sexual orientation, or whether they are looked-after children. For detailed procedures, please refer to the school's Equality Policies.

Equality considerations are integral to the planning and delivery of Relationships, Sex, and Health Education (RSHE). Schools must comply with the Equality Act 2010, which also protects characteristics such as religion or belief, and teaching must reflect the law, helping students understand legal boundaries and broader implications of their decisions. Planning for these subjects must also reference the SEND Code of Practice to ensure accessibility for all students, including those with special educational needs and disabilities, who represent a significant minority of the school population.

Governors ensure that teaching is differentiated, personalised, and accessible. This includes monitoring the work of the SEND Coordinator and ensuring that students are supported to manage challenges such as bullying, exploitation, aggressive behaviour, and moments of acute vulnerability due to family circumstances, bereavement, social anxieties, relocation, or health issues. In some cases, students may require individualised plans tailored to their needs and developmental stage, in line with statutory guidance.

The Equality Act allows schools to take proportionate action to address disadvantages affecting particular groups. Governors monitor incidents such as bullying linked to protected characteristics, academic outcomes across sex, ethnicity, or socio-economic status (e.g., pupil premium), and the progress of SEND students. Whole-school strategies, such as assemblies and targeted support, are employed to challenge stereotypes and address harassment or abusive behaviours.

RSHE teaching is delivered in a manner sensitive to students' age, cultural background, and family experiences. The school promotes a culture of respect and zero tolerance for homophobic, biphobic, or transphobic behaviour. Governors ensure teaching reflects LGBTQ+ inclusivity, covering gender and sexuality across year groups, and that questions are addressed appropriately within the curriculum.

The Governing Body recognises the implications of the DfE's 2017 guidance on sexual violence and harassment between children in schools and colleges. This guidance informs the school's approach to safeguarding, reporting, and responding to incidents. Students are taught about personal privacy, online behaviour, and the importance of respecting others in both online and offline relationships. Staff receive training to support their understanding of these issues, alongside safeguarding training, to ensure that all challenges are addressed with awareness and sensitivity.

Through these measures, Millfield ensures that RSHE is inclusive, legally compliant, and promotes the wellbeing, dignity, and safety of all students.

10. Monitoring and Evaluation

The Senior Leader for Personal development is responsible for overseeing and coordinating the monitoring and evaluation of RSHE within the context of the school's overall approach to evaluating teaching and learning. Learning walks and pupil voice feedback are key components of this monitoring process. The Head of CPSHE/RSHE has overall responsibility for the delivery of the CPSHE programme, including RSHE. Governors are kept informed of the outcomes, as they hold responsibility for reviewing, overseeing, and updating the RSHE policy.

10. Working with Parents/Carers and Withdrawal Procedures

Millfield places the utmost importance on sharing responsibility with parents and carers for their children's education. We actively seek to inform and involve parents and carers by:

- Making the RSHE policy available on the school website.
- Providing a summary of the content and organisation of RSHE online.
- Offering materials to support parents in discussing RSHE topics with their children.
- Providing opportunities for consultation, allowing parents to learn more about the RSHE programme and offer feedback.

Parents **cannot withdraw** their child from statutory Relationships and Health Education. However, parents may withdraw their child from sex education that falls outside of the statutory Science curriculum. Students have the right to opt into sex education from the age of 15 (three academic terms before they turn 16), even if their parents object.

Before granting such a request, the Head of Personal Development and the Head of CPSHE/RSHE will meet with parents and, where appropriate, the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. This includes sharing resources used within the classroom and the full curriculum plan. The school will honour parental requests to withdraw a pupil up to three terms before the pupil turns 16. After this point, if a pupil wishes to receive sex education, the school will provide it rather than allow withdrawal.

In cases where material may be sensitive to individual students, alternative arrangements will be made. Parents are encouraged to discuss any concerns with the Headteacher at the earliest opportunity. Additionally, parents may be fully informed about the topics being taught and the resources used. A copy of the withdrawal policy can be found on the school website.

11. Additional Support

Millfield works closely with external agencies to enhance RSHE provision. Referrals can be made for either group sessions or one-to-one interventions. Parental consent is always obtained in advance. In the case where a student has joined Millfield after year 7 and may have missed some aspects of CPSHE/RSHE, appeals can be made by parents/carers to have bespoke 'catch-up' sessions. This will be granted and facilitated by the Head of CPSHE/RSHE.

12. Confidentiality

All teachers receive regular safeguarding training and understand that they cannot provide unconditional confidentiality. Staff should avoid asking leading questions. Any disclosures must be referred to the Designated Safeguarding Lead (DSL), and students should be informed that their disclosure will be shared and with whom.

Reviewed by RBE July 2026