



Relationships Education, Relationships Sex Education (RSE) and Health Education Policy (for teaching until August 2026) - Secondary

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Owner	Dir of Ed, Secondary	Approved by	Board of Trustees



History of Policy Changes

Date	Page	Change	Origin of Change
Sep 25	All All	References to Governing Body changed to Local Governing Committee	Annual Review
		References to Headteacher changed to School Leader	
		Due to the adoption of Browne Jacobson's template, this review is 'wholesale' and the document should be reviewed in its entirety, before approval.	

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Sam's Entitlement

1. Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.”

2. Scope

This policy is for all employees working within a HET school or establishment (which for ease of reference are referred to throughout this document as ‘schools’) or the HET Managed Service (MS) Team.

It does not apply to agency workers, consultants, self-employed contractors, volunteers or work experience students.

3. Definitions

- ‘Local Governing Committee’ in this policy, where reference is made to the Governing Committee, this means the Local Governing Committee of the school, or the Trust in the case of a school where no Local Governing Committee is present. Where a Governing Committee is not present in a school, or numbers are low, Governors from other schools/partnerships may be used.
- ‘Manager’ in this policy, is anyone as identified in the staffing structure with line management responsibilities.

4. Introduction and Statutory Guidance

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance July 2025.

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf)

In addition to the Statutory Guidance

- As a secondary School we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- HET chooses to follow the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Southampton Hospital School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2025 (see Appendix 1), under the broad headings of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values (Southampton Hospital School):

- Resilience
- Aspiration
- Compassion

5. Equality



Southampton Hospital School is required to comply with relevant requirements of the Equality Act 2010.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership¹¹, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects

Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

6. Pupils with Special Educational Needs and Disabilities (SEND)

Southampton Hospital School must ensure that Relationships Education, RSE and Health Education is accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Southampton Hospital School will be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Southampton Hospital School will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

7. Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, Southampton Hospital School should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Southampton Hospital School must ensure that we comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Southampton Hospital School will ensure that all their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Statutory



guidance says that we are free to determine how we do this, and it is expected all pupils will have been taught LGBT content at a timely point as part of this area of the curriculum.

8. Use of Materials

There are a lot of excellent resources available, free-of-charge, which schools can draw on when delivering these subjects. Southampton Hospital School will assess each resource that we propose to use to ensure that it is appropriate for the age and maturity of pupils, and sensitive to their needs.

When we consult with parents, we will provide examples of the resources we plan to use as this can be reassuring for parents and enables them to continue the conversations started in class at home.

Parents may like to see the suggested resource list, found in Annex B of the 2025 statutory guidance document

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

9. Governors

As well as fulfilling their legal obligations, Southampton Hospital School's Local Governing Committee (LGC) will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Foundation Governors and Foundation Trustees will also have wider responsibilities in relation to maintaining and developing the religious ethos of their schools.

10. Working with Parents/Carers and the Wider Community

Southampton Hospital School will work closely with parents when planning and delivering these subjects. We will ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. We will ensure that there is good communication and opportunities for parents to understand and ask questions about the school's approach help secure their confidence in the curriculum.

11. Right to be Excused from Sex Education (commonly referred to as the Right to Withdraw)



Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the School Leader will discuss the request with parents and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. School Leaders will document this process to ensure a record is kept.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the School Leader may want to take a pupil's specific needs arising from their SEND into account when making this decision.

School Leaders will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

12. Working with External Agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Southampton Hospital School will ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. Visitors will be asked to show the materials they will use as well as a lesson plan in advance, to ensure it meets the full range of pupils' needs (e.g. special educational needs). How confidentiality will work in any lesson will be agreed in advance and the School will ensure that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

13. Flexibility

Southampton Hospital School will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community. Schools must also comply with the relevant provisions of the Equality Act as noted earlier. Where appropriate this may also require a differentiated curriculum. Schools have specific duties to increase the extent to which disabled pupils can participate in the curriculum.

Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils (for example in teaching about gangs or high local prevalence of specific sexually transmitted infections).

14. Safeguarding, Reports of Abuse and Confidentiality



Southampton Hospital School will ensure the focus remains on keeping children safe and discharge its role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Southampton Hospital School will involve the DSL or DDSL in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any local issues which it may be appropriate to address in lessons.

When external agencies are invited in to support delivery of these subjects, there will be agreement in advance of the session how a safeguarding report should be dealt with by the external visitor. The School believes in the importance that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

15. Delivering the Relationships and Sex Education Curriculum at Southampton Hospital School

Relationships, Sex and Health Education (RSHE) is taught through weekly lessons linked to the school's curriculum maps. Due to the nature of our setting, pupils are registered at Southampton Hospital School for varying amounts of time, from a few days to several months. Our curriculum is non-linear and therefore there is not a long term overview of when topics will be taught. Instead teachers will consider the needs of their pupils and teach topics from the RSHE Curriculum as appropriate.

The three key areas that RSHE teaching focuses on are:

- Family, friendships and Relationships (including the issue of consent)
- Keeping myself safe (covering safety online and safety in relationships, including consent)
- Mental Well being

Teachers plan responsively, selecting relevant topics from the RSHE curriculum based on each pupil's needs. An overview of the broad themes and linked Relationship and Health Education objectives can be found in Appendix 2.

Biological aspects of sex education can be taught within the science curriculum in line with the age expectations set out in the National curriculum.



A range of teaching resources are used in the delivery of RSHE lessons, including schemes from NSPCC and PSHE association, in addition to an anxiety resource created by SHS. Parents can request to see curriculum materials and these can be shared with them in person with a discussion or online. Under these circumstances access to documents is accompanied by a sufficient acknowledgment of the provider's authorship and includes a statement, that parents agree to as a condition of access, that the content should not be copied or shared further except as authorised under copyright law. Careful consideration is given to the well-being of pupils regarding their transition back to their homes, communities and schools. Feelings and coping strategies are explored and shared with their home schools, where appropriate, through a transition questionnaire. Close links are formed with the usual school to ensure as smooth a transition as possible, ensuring the physical and mental needs of the pupil are catered for.

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some pupils may have a different structure of support around them (for example: looked after children or young carers).

The school is mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is adapted appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible. Pupils at Southampton Hospital School come from a wide area, largely from the southern counties of England and the Channel Islands, and therefore we strive to be aware of issues both locally and further afield.

Approximately one quarter of our pupils come from within the city of Southampton. In Southampton, we are aware of that the locality reports lower happiness than the national picture, 26% of the area are reported to live in poverty, there is a need to improve children's dental hygiene, that there is an increase in the elderly population and an increase in those with diabetes. We are pleased that the teenage pregnancy rate is falling, but are aware it is still high.

16. Assessment

Southampton Hospital School will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support, adaptation or intervention.

17. Monitoring of RSE

The delivery of RSE is monitored by Senior Leaders to ensure provision can be further strengthened. Leaders carry out monitoring through:

- Planning scrutiny
- Lesson observation



- Analysis of pupils' work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupil profiles and discharge reports
- Review of transition information and pupil wellbeing questionnaires shared with home schools
- Collaboration with hospital medical teams and safeguarding staff where relevant to pupils' needs

18. Review

This policy will be reviewed annually by the Owner.



19. Appendix 1 – Statutory Secondary RSE Content September 2025 – August 2026

Statutory Primary RSE Content September 2025 – August 2026

[Relationships and Sex Education \(RSE\) \(Secondary\) - GOV.UK](#)

Relationships Education (Secondary)

The aim of RSE is 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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

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. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe 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 anonymously.

RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by



providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.



This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that



they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of secondary

Families	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships including friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> • trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict • reconciliation and ending relationships, this includes different (non-sexual) types of relationship • practical steps they can take in a range of different contexts to improve or support respectful relationships • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help

	<ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control • what constitutes sexual harassment and sexual violence and why these are always unacceptable • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<p>Pupils should know:</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content • that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online
Intimate and sexual relationships, including sexual health	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available • the facts around pregnancy including miscarriage

	<ul style="list-style-type: none"> • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • how the use of alcohol and drugs can lead to risky sexual behaviour • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
The Law	<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism and radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM)

Physical health and mental wellbeing: Secondary

[Physical health and mental wellbeing \(Primary and secondary\) - GOV.UK](#)

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g. anxiety and depression) • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
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	<ul style="list-style-type: none"> the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet Safety and Harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
Physical Health and Fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health about the science relating to blood, organ and stem cell donation
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer <p><i>Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers.</i></p>
Drugs, alcohol, tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions the law relating to the supply and possession of illegal substances the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood the physical and psychological consequences of addiction, including alcohol dependency awareness of the dangers of drugs which are prescribed but still present serious health risks the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist (late secondary) the benefits of regular self-examination and screening the facts and science relating to immunisation and vaccination

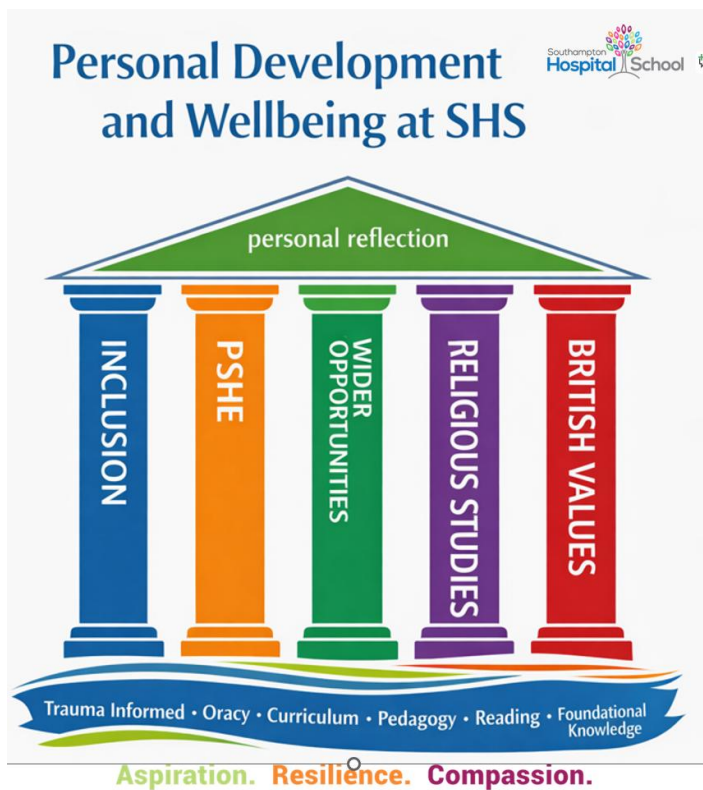
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> basic treatment for common injuries life-saving skills, including how to administer CPR. <i>(Cardio Pulmonary Resuscitation is usually best taught after 12 years old)</i> the purpose of defibrillators and when one might be needed
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty, the changing adolescent body and menstrual wellbeing the main changes which take place in males and females, and the implications for emotional and physical health

The policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) <http://educateagainsthate.com/download/36/>
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Equality Act 2010 and schools <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- SEND code of practice: 0 to 25 years (statutory guidance)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Alternative Provision (statutory guidance)
<https://www.gov.uk/government/publications/alternative-provision>
- Mental Health and Behaviour in Schools (advice for schools)
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Sexual violence and sexual harassment between children in schools (advice for schools)
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
<https://www.equalityhumanrights.com/en/advice-and-guidance/>
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
- National Citizen Service guidance for schools
<https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges>

20. Appendix 2 – RSE Curriculum Overview

At Southampton Hospital School, we do not follow a traditional long-term RSE curriculum map due to the highly variable length of pupil stays and the diverse medical and personal circumstances of our learners. Instead, our RSE curriculum forms part of a wider, holistic Personal Development framework, underpinned by our vision and non-negotiables.



SHS Personal Development Vision (included in place of a long-term map)

At SHS, personal development is not just a curriculum subject — it is the compass that helps pupils rediscover direction, identity and purpose when illness or adversity has disrupted their journey. For children whose confidence, agency or sense of belonging may have been diminished, we provide experiences that restore hope and self-belief through engagement with education and connection with trusted adults.

Through carefully curated opportunities — RSHE, PSHE, careers guidance, British Values, enrichment opportunities and building cultural capital — we empower pupils to see beyond present challenges, to advocate for themselves, and to reimagine their future with clarity and courage. Personal development underpins every interaction, every decision, and every curriculum choice, ensuring that each child leaves us equipped not only with knowledge, but with resilience, character and the conviction that their voice and life have meaning.

SHS Personal Development Non-Negotiables

- Teachers provide a rich, inclusive programme of personal development (RSHE, PSHE, careers, enrichment) that meets statutory requirements and reflects our values of aspiration, compassion and resilience.
- Teachers adapt opportunities thoughtfully so pupils with medical or SEND needs access meaningful experiences without compromising ambition.
- Teachers promote pupil voice and agency in shaping personal development, ensuring feedback informs planning and improvement.

How RSE is Delivered at SHS (replacing the requirement for a long-term plan)

Because pupils attend SHS for varying lengths of time — from a few days to several months — RSE is delivered through a **flexible, personalised**, needs-driven model. Teachers select learning from across the statutory RSE guidance, ensuring:

- pupils receive essential knowledge in a **timely and relevant** manner
- topics align with individual wellbeing, readiness and medical context
- content builds on statutory expectations from the DfE's RSE and Health Education framework
- teaching connects to the wider Personal Development Vision

The RSE curriculum is therefore presented not as a fixed sequence, but as a structured framework of **essential knowledge, safeguarding priorities, and developmental expectations**, within which teachers respond dynamically to pupils' needs.

An example framework mapping RSE content and statutory objectives can be found through the PSHE Association link below, which SHS draws upon to inform planning:

[PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf](#)