

Relationships, Health and Sex Education (RHSE) Policy 2026-7

Introduction and Aims

Relationships and Sex Education (RSE) became compulsory in 2020 for all secondary schools. In July 2025, the Government issued statutory guidance to all schools to deliver Relationships, Health and Sex Education from September 2026. This Policy has regard to this guidance.

At Brampton College we seek to ensure that students are well prepared for all aspects of their lives as young adults in the 21st century world.

The topics covered within the RHSE curriculum at Brampton are wide-ranging and at times there may be understandable and legitimate areas of contention. This policy is designed to outline the purpose and content of RHSE, whilst ensuring that all the compulsory subject content is age and developmentally appropriate. We aim to teach RHSE sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions.

In the PSHE classes for Year 11 students, teaching will build on knowledge acquired in earlier years and develop further pupils' understanding with a focus on risk areas such as intimate relationships and sex, substance misuse and online threats to mental and physical health. At Brampton we believe that mental wellbeing is central to a students' success and will enable them to build positive relationships. We know that young people are increasingly experiencing challenges to their health. The RHSE curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise.

Under the provisions of the Equality Act 2010, Brampton College will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of RHSE will reflect this.

RHSE Policy and Curriculum Development and Review

The RHSE policy and curriculum have been produced in line with statutory guidance from the Department for Education from September 2025, with input from our expert staff. It forms part of the Year 11 PSHE curriculum. We aim to deliver content in a sensitive, objective and balanced manner to enable students to comprehend the range of social attitudes and behaviour in modern-day society. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

The RHSE policy and curriculum will be reviewed on an annual basis with consultation with parents where appropriate.

Resources

Class teachers, College counsellor, Adolescent Psychotherapist. We sometimes use outside speakers to complement our teaching of the RSE content. In this instance, speakers are asked to work within the framework of our RSE policy and adhere to the policy for visiting speakers. A teacher will be present throughout these lessons. A representative selection of classroom resources as recommended by the Department of Education can be found in annex B of [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Content of the RHSE programme

Families

1. Different types of committed, stable relationships, how these relationships might contribute to wellbeing, and their importance for bringing up children.
2. Marriage, civil partnership and cohabitation: similarities and differences in legal status, rights, benefits, disadvantages. The illegality of forced marriage and marrying before the age of 18. How families and relationships change over time, including through birth, death, separation and new relationships.
3. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
4. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. Age of Marriage Act 2023

Respectful relationships

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships: consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. Evaluating one's own impact on other people; the uniqueness and equal value of others. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. The importance of respectful communication.
3. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
4. Ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.

5. The role of consent, kindness and attention to the needs and vulnerabilities of others including in romantic and sexual relationships.

6. The threats to positive relationships posed by stereotyping, prejudice, power inequality, misogyny, pornography and some online influencers.

Online safety and awareness

1. Online behaviour, privacy, sharing information, safety measures and risk.

3. Threats from social media, AI, “deep fakes”, including the dangers of sharing material to others that they would not want to be distributed, including the law concerning the sharing of indecent or sexual images.

4. Inappropriate and upsetting content, some of which is illegal, including content that encourages misogyny, violence or use of weapons. The danger of social media leading to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

5. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

6. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.

7. That criminals can operate online scams such as fake websites or emails to extort money or valuable personal information; sextortion; how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.

17 Being Safe:

1. How to recognise, respect and communicate consent and boundaries in relationships

2. Strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.

3. Judgement of trustworthiness and safety in relationships with other children and adults; how to seek help or advice, including reporting concerns about others, if needed.

4. Increasing personal safety in public spaces, including when socialising with friends, family, the wider community or strangers.

5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable; the concepts and laws relating to harmful sexual behaviour, sexual violence, including rape and sexual assault.
6. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
7. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage, FGM, strangulation.

Intimate and sexual relationships, including sexual health

1. Healthy sexual relationships and the way they are affected and shaped by consent, choice, the law, consideration of health, faith, and family values. The importance of kindness, care and communication.
2. Choices and information regarding STIs and contraception.
3. Choices and information in relation to pregnancy:
4. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
5. How and where to seek support for concerns around sexual relationships including sexual violence or harms.

Health and wellbeing

Mental wellbeing

1. Talking about emotions.
2. The importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. The normality of different emotional states – unhappiness and worry are not in themselves signs of mental ill-health. Learning what make you happy, eg, being connected to others. Coping strategies for when you are anxious or unhappy.
4. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions.

5. Dangers of gambling, and of drug, nicotine and alcohol abuse; the law around gambling, drugs and alcohol.

Physical health and fitness

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain
4. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
5. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
6. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

How to identify risk and manage personal safety in increasingly independent situations, for example the first time a young person goes on holiday without their parents).

2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.

3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence.
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RHSE. Parents must state their request in writing to the Principal. Parents will then be invited into College to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the likelihood of the child hearing their peers' version of what was learned in the class rather than what was delivered by the teacher.

Unless there are exceptional circumstances, the College will respect the parents' request to withdraw their child. Requests from parents must be made annually for consideration. However, three terms before the child turns 16 years old, they are legally able to make their own decision as to whether to receive sex education. The College will make arrangements to provide the child with sex education during one of those terms and a parental request of withdrawal will not be granted.

There is no right to withdraw from relationship education.

Training

Approval of the Policy

This policy will be reviewed annually by the Vice Principal and the Assistant Vice Principal. Ultimate approval of the policy rests with the Principal.

Linked Policies:

Curriculum Policy

PSHE Policy

SEND Policy

Safeguarding Policy

Review Date:

September 2027