



**West Kirby**  
Grammar School

## **Relationships, Sex and Health Education policy**

|                            |                 |                   |
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| <b>Approved by:</b>        | Governing Board | Date: Summer 2026 |
| <b>Statutory:</b>          | Yes             |                   |
| <b>Last reviewed on:</b>   | Summer 2026     |                   |
| <b>Next review due by:</b> | Summer 2027     |                   |

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## 1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a secondary academy school we must provide RSHE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, 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](#).

At West Kirby Grammar School we teach RSHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Governor and Staff consultation – School staff and the Governor Curriculum Committee given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties invited to attend a meeting about the policy

4. Student consultation – what exactly students want from their RSHE
5. Ratification – once amendments were made, the policy was shared again with governors and ratified

## 4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.

## 6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. This takes place during timetabled lessons in Years 7 – 11 and during Skills for Life in Years 12 and 13 . Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). The RSHE is delivered using the PSHE Association recommended scheme , supplemented by other resources.

In Year 7, 9, and 12, students also receive three stand-alone sex education sessions delivered by Talk the Talk an organisation focussed on supporting, educating and empowering young people to make safe and informed decisions about their sexual health and wellbeing.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

For more information about our RSHE curriculum, see Appendix 1.

These areas of learning are taught within the context of home life, taking care to ensure that there is no stigmatisation of children 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 children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing body

The governing body will approve the RSHE policy, and hold the headteacher to account for its implementation.

## **7.2 The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSHE (see section 8).

## **7.3 Staff**

Staff are responsible for:

- › Delivering RSHE in a sensitive way
- › Modelling positive attitudes to RSHE
- › Monitoring progress
- › Responding to the needs of individual students
- › Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

The following members of staff are responsible for the delivery of RSHE at West Kirby Grammar School:

?: PSHE Coordinator

Mrs K Kimber : Assistant Headteacher - Personal Development

## **7.4 Students**

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

## **9. Training**

Where appropriate, staff are trained on the delivery of RSHE. The main resource used, Jigsaw, has extensive teacher notes to guide teachers.

Visitors from outside the school, such as youth workers or sexual health professionals, are invited to provide support and training to staff teaching RSHE.

## **10. Monitoring arrangements**

Students' development in RSHE is monitored by teachers as part of our internal assessment and evaluation.

This policy will be reviewed by the Head of PSHE and the SLT lead for Personal Development annually and approved by the Governing Body.

Educating students on the subjects of SRE and PSHE plays a crucial role in safeguarding them. This policy works in conjunction with our Safeguarding Policy to ensure students are educated on the ways in which they can be kept safe and protect themselves.

## Appendix 1:

### Personal Development Overview

|                                                                                                                                                                                                                                                                                                                                                                          | Autumn 1                                                                                                                                                                                                                | Autumn 2                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                   | Spring 2                                                                                                                                                                                                 | Summer 1                                                                                                                                                                                        | Summer 2                                                                                                                                                                                                           |
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| 7                                                                                                                                                                                                                                                                                                                                                                        | <p><b><u>Project 1</u></b></p> <p>WKGS – Community project</p> <p><b><u>Relationships</u></b></p> <p>Types of positive relationship</p> <p>Relationship Values</p> <p>Bullying Behaviour</p> <p>Anti LGBT+ Bullying</p> | <p><b><u>Project 1</u></b></p> <p>Presentation and reflection</p> <p><b><u>Careers &amp; Aspirations</u></b></p> <p><b>FSQ Questionnaire</b></p> <p>Who am I?</p> <p>Exploring possibilities</p> <p>What is a career?</p> <p>What is an entrepreneur?</p> | <p><b><u>Exploring who I am</u></b></p> <p>Celebrating us as individuals</p> <p>Wellbeing and resilience</p> <p>Strengths and Skills</p> <p>Managing change</p> <p>Cybercrime – <i>covered in form</i></p> | <p><b><u>Managing Risk</u></b></p> <p>Sexting</p> <p>What is consent?</p> <p>Consent and the law</p> <p><b><u>Global Perspectives</u></b></p> <p><b><u>/Careers Week –</u></b></p> <p>Future careers</p> | <p><b><u>Learning Skills</u></b></p> <p>Reviewing strengths and developments</p> <p>Targets and goals</p> <p>Revision strategies and timetable</p> <p>Independent revision</p> <p>Exam Week</p> | <p><b><u>Health and Wellbeing</u></b></p> <p>Managing mental health</p> <p>Work Life Balance</p> <p>Physical activity – benefits and influences</p> <p>Personal hygiene</p> <p>Nutrition</p> <p>Rest and Sleep</p> |
| <p><b><u>RSE Sessions</u></b></p> <p>Sexuality, sexual attraction and orientation</p> <p>Romantic relationships - readiness for intimacy/ strong feelings in relationships</p> <p>The communication and negotiation skills necessary for contraceptive use in healthy relationships/ unprotected sex/ unintended pregnancy and options/ What is consent and the law?</p> |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                            |                                                                                                                                                                                                          |                                                                                                                                                                                                 |                                                                                                                                                                                                                    |

**Curriculum Content**

Puberty and the menstrual cycle - Biology

Human reproduction - Biology

|   |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                                                                                                          |                                                                                                                                                                          |
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| 8 | <p><b><u>Project 2:</u></b> Step into NHS project</p> <p><b><u>Health &amp; Wellbeing:</u></b><br/>Caffeine, Nicotine, Tobacco, Vaping and Alcohol<br/>Evaluating use<br/>Managing influences<br/>Basic first aid</p> <p><b><u>Managing Risk</u></b><br/>What influences my financial decisions<br/>How can I make informed decisions<br/>Targeted advertising and your data</p> | <p><b><u>Project 2:</u></b><br/>Presentation and reflection</p> <p><b><u>Exploring Who I am</u></b><br/>Appearance Ideals<br/>Internal and external impacts on self-esteem<br/>Media Messages<br/>Managing social influences<br/>Keeping ourselves safe online – cybercrime</p> | <p><b><u>Careers &amp; Aspirations</u></b><br/>What are my interests?<br/>Superhero CVs<br/>Challenges and rewards of work<br/>Creating the life you want<br/>What does success mean to me?<br/><br/>Cybercrime – <i>covered in form</i></p> | <p><b><u>Health and Wellbeing</u></b><br/>Attitudes to mental health<br/>Emotional Wellbeing<br/>Digital resilience</p> <p><b><u>Global Perspectives /Careers Week –</u></b><br/>Careers and the Climate</p> | <p><b><u>Learning Skills</u></b><br/>Self-Quizzing and Mind maps<br/>Revision timetable<br/>Top tips<br/>Exam Stress</p> | <p><b><u>Relationships</u></b><br/>Abuse and Discrimination<br/>The 9 Protected Characteristics<br/>Healthy relationships and gender bias<br/>Cyber Bullying<br/>FGM</p> |
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**Curriculum Content**

Healthy Eating - DT

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| <p>9</p> | <p><b><u>Project 3</u></b><br/>Personal Discovery</p> <p><b><u>Health and Wellbeing</u></b><br/>Stigma and mental illnesses<br/>Unhealthy coping strategies (self-harm and eating disorders)<br/>Healthy coping strategies<br/>Managing loss and grief<br/>Specific Mental Illnesses</p> | <p><b><u>Project 3</u></b><br/>Presentation and reflection</p> <p><b><u>Aspirations – the world of work and careers</u></b><br/><b>FSQ Questionnaire</b><br/>What are my skills?<br/>What comes after school?<br/>Deciding what to choose at KS4<br/>Working and earning and managing your money</p> | <p><b><u>Exploring who I am</u></b><br/>How I present myself online<br/>Impact of social media<br/>Managing social influences<br/>Body Image Revisited</p> <p>Cybercrime – <i>covered in form</i></p> | <p><b><u>Managing Risk</u></b><br/><b>Drugs and Alcohol - Short- and long-term health risks</b><br/><b>Personal and social risks</b><br/>The law<br/>Gangs – Managing risk and staying safe, Exit strategies</p> <p><b><u>Global Perspectives</u></b><br/><b><u>/Careers Week –</u></b><br/>What is the labour market?</p> | <p><b><u>Learning Skills</u></b><br/>Revision timetable<br/>Top tips<br/>Active Reading<br/>Flash Cards</p> | <p><b><u>Relationships</u></b><br/>Healthy relationships<br/>Consent<br/>Committed relationships - Rights and protections<br/>Equality Act<br/>Online relationships<br/>Gender, Sex and Orientation<br/>When relationships breakdown</p> |
|          | <p><b><u>RSE sessions</u></b><br/>the role of pleasure in intimate relationships, including orgasms<br/>Impact of pornography<br/>Diversity in romantic relationships<br/>Skills to assess readiness for sex including online activity</p>                                               |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                            |                                                                                                             |                                                                                                                                                                                                                                          |

Choice and access to contraception  
 Unintended pregnancy - emotional and physical response  
 Coercion/ persuasion

**Curriculum Content**

Health and Disease – Biology

Drug health impacts - Biology

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| 10 | <p><b><u>Learning Skills</u></b></p> <p>Spaced repetition<br/>         Active learning<br/>         Time Management</p> <p><b><u>Project 4</u></b><br/>         ActiveCitizenShip Award – community project in teams</p> <p><b><u>Careers and Aspirations</u></b></p> <p>Reflecting on my career journey<br/>         Wellbeing in the workplace<br/>         What is AI?</p> | <p><b><u>Health and Wellbeing – drugs and alcohol</u></b></p> <p>Drinking responsibly<br/>         Managing Influences<br/>         Help seeking<br/>         Ketamine<br/>         County Lines</p> | <p><b><u>Project 4</u></b></p> <p>Presentation &amp; reflection</p> <p>Work Experience Introduction</p> <p><b><u>Relationships</u></b></p> <p>Consent and Pornography<br/>         Relationship Abuse</p> <p>Sextortion – <i>covered in form</i></p> | <p>Revision<br/>         Exam Week</p> <p><b><u>Relationships</u></b></p> <p>Modern Day Masculinity<br/>         Violence against women<br/>         Forced Marriage</p> <p><b><u>Global Perspectives/Careers Week</u></b></p> <p>Career wellbeing – in person, remote or hybrid?</p> | <p><b><u>Managing Risk</u></b></p> <p>Drugs and Alcohol – Assessing risks<br/>         Managing influences<br/>         Seeking Help</p> <p><b><u>Valuing Diversity</u></b></p> <p>The Importance of vaccinations – Biology lesson</p> | <p>Work Experience Placement</p> <p>Year 11 Summer <b><u>Project</u></b></p> <p>Preparing for year 11 (<b><u>Aspirations</u></b>)<br/>         Reflecting on my career journey</p> |
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| 11 | <p><b><u>Learning Skills</u></b></p> <p>Active Learning<br/>Preparing for Yr 11</p> <p><b><u>Aspirations – World of work and careers</u></b></p> <p><b><u>FSQ Questionnaire</u></b></p> <p>What are my employability skills?<br/>Apprenticeship vs. Higher<br/>Research, volunteering and paid<br/>Post 16 choices – T levels/ A levels etc.</p> | <p>Independent Revision<br/>Exam Week</p> <p><b><u>Health and Wellbeing</u></b></p> <p>Anxiety retrieval<br/>Screening and self-checking<br/>Organ Donation<br/>Cosmetic and Aesthetic procedures<br/>How to evaluate evidence</p> | <p><b><u>Relationships</u></b></p> <p>Pathways to parenthood<br/>Intimacy and pleasure<br/>Fertility</p> <p><b><u>Managing Risk</u></b></p> <p>Honour based violence<br/>Prejudice and Discrimination</p> <p><i>Sextortion – covered in form</i></p> | <p><b><u>Managing risk</u></b></p> <p>Tax and Income<br/>Financial decisions and budgeting<br/>Gambling</p> <p><b><u>Global Perspectives/ National Careers Week</u></b></p> <p>Is AI a threat to our jobs?</p> | <p><b><u>Learning skills</u></b></p> <p>Mind mapping in detail<br/>Managing Stress<br/>Seeking Help</p> |                                            |
| 12 | <p><b><u>Who am I &amp; Relationships</u></b></p>                                                                                                                                                                                                                                                                                                | <p><b><u>Ready for Work</u></b></p> <p>This is a specialist unit written</p>                                                                                                                                                       | <p><b><u>Cooking &amp; Nutrition</u></b></p> <p>This takes the theory of health and</p>                                                                                                                                                              | <p><b><u>Wellbeing</u></b></p> <p><b><u>Art</u></b></p>                                                                                                                                                        | <p><b><u>Self Defense</u></b></p> <p>These sessions are delivered by an</p>                             | <p><b><u>Budgeting and Finance</u></b></p> |

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|  | <p>Personal responsibility and keeping safe</p> <p>Healthy Relationships</p> <p>Keeping safe dating</p> <p>Intimacy</p> <p>Managing Break ups</p> <p>Faith and Culture</p> <p>Prejudice and discrimination</p> <p>Forced Marriage and honour killings</p>                                                                                                                                                                                                                                                                               | <p>especially for WKGS focused on applying for jobs and succeeding in the workplace.</p> <p>Assessment is through student reflection and the completion of activities that support them in preparing for the next stage of their education</p> | <p>wellbeing and puts it in a practical context with theory on a balanced diet and the practical application of this through cooking certain meals.</p> <p>Assessment at the end of the unit is through a short-written assessment and a reflection/visual assessment of a final meal.</p> | <p>This is a practical look at the use of art techniques to reduce stress and forge healthy hobbies.</p> <p>Culminates in a student reflection of their journey at the end of the unit.</p>                                                                                                                       | <p>accredited external provider. Continuous and ongoing assessment is used throughout the course to ensure that the students can use the theory and practical skills covered to keep themselves and others safe.</p> | <p>Managing finances effectively, reducing anxiety about money, and setting them on a path to financial stability and independence. It equips students with critical financial skills and knowledge as they transition into adulthood.</p> <p>Assessment is in the form of a MCQ,</p> |
|  | <p><b><u>RSE Sessions</u></b></p> <p>How to select appropriate contraception in different contexts and relationships/ How to reduce the risk of STIs</p> <p>How to take responsibility for their sexual health</p> <p>Implications of unintended pregnancy and young parenthood</p> <p>Negotiate and assert, the use of contraception</p> <p>Evaluate the most appropriate methods of contraception</p> <p>Access the pathways available in the event of an unintended pregnancy</p> <p>Moral and legal responsibilities of consent</p> |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                            | <p><b><u>Careers – World of work and aspirations (Summer Program)</u></b></p> <p>Post 18 choices</p> <p>Apprenticeships vs university</p> <p>Personal statements Apprenticeship applications</p> <p>UCAS</p> <p>Preparing for interviews</p> <p>Student finance</p> <p>University Visits</p> <p>Careers Fairs</p> |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                       |

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| 13 | <p><b><u>Health and Wellbeing</u></b></p> <p>Personal responsibility for Health</p> <p>MHWB</p> <p>Managing Transitions</p> <p>Self-Image and self esteem</p> <p>Body Modifications</p> | <p><b><u>Budgeting/ Financial Choices</u></b>) financial contracts, debt and risk, evaluating savings and consumer rights</p> <p>Finances – at Uni</p> <p>Overdrafts</p> <p>Interest rates</p> <p>Loan use and repay</p> | <p><b><u>Wellbeing</u></b></p> <p>This is a practical look at the use of yoga techniques as a mechanism to reduce stress and forge healthy hobbies. A relaxing unit during a stressful and packed Y13 curriculum with many students building on the Art focus in Y12. Assessment is continuous and culminates in a reflection of their journey at the end of the unit. Any work produced receives feedback and ideas for improvement.</p> | <p>Managing Risk and Transitions</p> | <p><b><u>Basic Domestics</u></b></p> <p>Equips learners with essential DIY and home maintenance knowledge, building their confidence in managing everyday tasks related to home and car maintenance. Assessment takes place in the final session when students put their practical skills to the test by using a variety of tools and materials to create a household item for the kitchen.</p> |  |

## Appendix 2: Parent form: withdrawal from sex education within RSHE

| TO BE COMPLETED BY PARENTS                                                       |  |       |  |
|----------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                    |  | Class |  |
| Date of birth                                                                    |  |       |  |
| Name of parent                                                                   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|                                                                                  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|                                                                                  |  |       |  |
| Parent signature                                                                 |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---------------------------------------------|--|
| Agreed actions from discussion with parents |  |
|                                             |  |