



West Kirby
Grammar School

Relationships, Sex and Health Education policy

Approved by:	Governing Board	Date: Autumn 2026
Statutory:	Yes	
Last reviewed on:	Autumn 2026	
Next review due by:	Autumn 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, West Kirby Grammar School provides relationships and sex education and health education in accordance with the Children and Social Work Act 2017 and has regard to the Department for Education statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective from 1 September 2026, issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

3. Policy development

The policy was originally developed following consultation with staff, students, parents and stakeholders, including review of guidance, opportunities for governor and staff comment, parental/stakeholder engagement, student consultation and governing board ratification. Parental consultation for the Summer 2027 review will take place before December 2026. The school communicates the curriculum to parents of all year groups, invites questions, feedback and requests to view teaching materials, and will consider whether further formal consultation is required when revising this policy.

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

The current curriculum overview for 2026–27 is set out in Appendix 1. Year-group curriculum communications and detailed lesson plans provide further detail. Curriculum content is sequenced to reflect students' age and needs, and lesson resources are quality assured by the PSHE Lead.

6. Delivery of RSHE

In Years 7–11, RSHE is delivered through weekly Personal Development lessons, with relevant reinforcement through form time, assemblies and in Years 12–13, Personal Development is delivered through Skills for Life, form time and assemblies. Biological aspects are also taught in Science and related themes in other subjects, including Religious Education.

Teaching draws on quality-assured Pol-Ed resources, PSHE Association materials and supplementary resources. In Years 7, 9 and 12, Talk the Talk provides three separate 60-minute specialist RSE sessions. Teaching includes families, respectful relationships, online and media, being safe, and intimate and sexual relationships, including sexual health.

Content is approached sensitively without stigmatising students on the basis of home circumstances, including single-parent, blended, LGBT-parent, kinship, adoptive and foster families, or those with alternative support arrangements such as looked-after children and young carers.

7. Roles and responsibilities

7.1 The governing body

The Governing Body approve the Relationships, Sex and Health Education (RSHE) Policy annually, 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 – Mr M Howell.

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 request to withdraw

Parents may request withdrawal from sex education delivered as part of RSE, other than sex education within National Curriculum Science, up to three terms before their child turns 16. After that point, where the young person wishes to receive sex education, the school will arrange it. There is no right to withdraw from Relationships Education or Health Education.

Requests are submitted using the form in Appendix 2 to the Personal Development Lead, who shares them with the Headteacher. The Headteacher discusses requests with parents, considers the student's needs and makes arrangements in accordance with statutory guidance. Requests, discussions and decisions are recorded in the student's educational record, and appropriate alternative provision is arranged where withdrawal is agreed.

9. Training and resource quality assurance

Staff receive guidance and training as appropriate to their RSHE teaching responsibilities. All lesson resources, including Pol-Ed, PSHE Association and supplementary materials, have been quality assured by the PSHE Lead. External providers such as Talk the Talk supplement the school curriculum; the school retains responsibility for appropriate content, safeguarding and delivery.

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
7	<u>Learning Skills</u> Organisation How to revise <u>Relationships</u> Conflict Friendships breaking down Bullying Anti LGBT+ Project: WKGS Community project	<u>Exploring who I am</u> Celebrating us as individuals Wellbeing and resilience Strengths and Skills	<u>Managing Risk</u> Anti racism Child on child abuse Age of criminal resp Protected characteristics Hate Crime Honour based abuse Safer Internet Day – extended form	<u>Learning Skills</u> Revision strategies and timetable NCW: Future careers/ Work Life Balance	<u>Careers & Aspirations</u> Who am I? Exploring possibilities What is a career? What is an entrepreneur? FSQ Questionnaire	<u>Health & Wellbeing</u> Managing mental health Looking after our own health and wellbeing Vaping Lesson for annual reflection
<u>RSE Sessions</u> Puberty and Growing up, emotional and body changes (periods), Questions box, answering basic sex and relationship questions, basic information on the law, including consent, healthy relationships.						
<u>Curriculum Content</u> Puberty and the menstrual cycle, basics of sexual intercourse - Biology Human reproduction – Biology						

8	<u>Managing Risk</u> Legal drugs E rides Basic First Aid Financial decisions Cybercrime Viewing harmful content Deep Fakes Project: Step into NHS project	<u>Exploring Who I am</u> Appearance Ideals Media Messages Use of social media Algorithms	<u>Careers & Aspirations</u> Interests CV writing Success and rewards of work Safer Internet Day – (FMSE)	<u>Health and Wellbeing</u> Mental Health Emotional Wellbeing Digital resilience NCW: Careers & the Climate/ Best Career	<u>Learning Skills</u> Self-Quizzing and Mind maps Revision timetable Exams and Wellbeing	<u>Relationships</u> Healthy relationships Red flags Protected Characteristics Committed relationships Cyber Bullying
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Curriculum Content: Healthy Eating - DT

9	<u>Relationships</u> Intimidation Online relationships Consent Sexism Child sexual exploitation Relationships and the Media Project: EduKids	<u>Careers & Aspirations</u> Transferrable Skills Options After school Managing money <i>(Protected Characteristics in employment)</i> FSQ Questionnaire	<u>Exploring who I am</u> How I present myself online Targeted Advertising Body Image Revisited Safer Internet Day: Sexting	<u>Managing Risk</u> Using drugs/ alcohol Possession of drugs Gangs Child criminal exploitation County Lines Asphyxiation NCW: What is the labour market?	<u>Learning Skills</u> Revision timetable Top tips Active Reading Flash Cards	<u>Health and Wellbeing</u> Mental Health Stigma Self-Harm AI and wellbeing Setbacks and coping strategies <i>Suicide prevention workshop</i>
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RSE sessions: Sexual Health - Physical and Emotional aspects, what is healthy? Sexually transmitted infections/diseases. Contraception, STI's, Sex, the law and Consent.

Curriculum Content: Health and Disease – Biology/ Drug health impacts - Biology

10	<u>Learning Skills</u> Spaced repetition Active learning Time Management <u>Health & Wellbeing</u> Substance Abuse Street Savvy Carrying knives Project: ActiveCitizenShip Award – community project in teams	<u>Careers & Aspirations</u> Work Experience Introduction Wellbeing in the workplace Safer Internet Day	<u>Managing Risk</u> Freedom and the law Extremism Radicalisation Safe and ethical use of AI Deep Fakes	<u>Learning Skills</u> Organisation and support NCW: In person, remote or hybrid?/ Personal Guidance	<u>Relationships</u> Forced Marriage Porn & Relationships Sexual Offences Families Substance abuse and relationships Incel and toxic cultures <i>(protected characteristics ref)</i>	<u>Careers & Aspirations</u> Work Experience Placement Year 11 Summer Project Preparing for year 11
11	<u>Careers & Aspirations</u> Employability skills Post 16 choices Interviews Assessment Centres FSQ Questionnaire	<u>Health & Wellbeing</u> Screening Cosmetic & Aesthetic procedures Pregnancy Contraception Fertility	<u>Managing risk</u> Lending money Tax and Income Financial decisions Gambling Victim Blaming Safer Internet Day	<u>Learning skills</u> Managing Stress Seeking Help NCW: Is AI a threat to our jobs?/ Post 16 choices		
12	<u>Exploring Who I Am & Relationships</u> Who am I and who are my people?	<u>Designing your Future</u> Interview skills Writing cover letters	<u>Survival Cooking</u> Health and wellbeing in a practical context with theory on a balanced diet	<u>Wellbeing - Art</u> This is a practical look at the use of art techniques	<u>Wellbeing and Fitness</u> These sessions are delivered by an accredited external	<u>Budgeting and Finance</u> Setting students on a path to financial stability and independence. It

	Personal responsibility and keeping safe Intimacy Managing Break ups Faith and Culture Prejudice and discrimination Forced Marriage and honour killings	Online presence	and the practical application of this through cooking certain meals. Safer Internet Day	to reduce stress and forge healthy hobbies. NCW: How to Network and be Enterprising	provider and explore wellbeing through exercise	equips students with critical financial skills and knowledge as they transition into adulthood.
	<u>RSE Sessions</u> More in-depth discussions on Sexual Health - physical and emotional aspects, reproductive cancers, STI's, Contraception, Pregnancy choices, what happens at Sexual Health Service Clinic, signposting to local services, values, attitudes. Sex and the Law.			<u>Careers – World of work and aspirations (Summer Program)</u> Post 18 choices/ Careers Fair Apprenticeships vs university Personal statements Apprenticeship applications UCAS/ Preparing for interviews/ Student finance/ University Visits		
13	<u>Health & Wellbeing</u> Wellbeing and mental health Meningitis and vaccinations Managing other adults	<u>Power, Politics & Participation (Exploring Who I Am)</u> Why we should be interested in and care about politics How to vote and how to be an informed voter Safer Internet Day	<u>Wellbeing & Yoga</u> Yoga techniques and how these can contribute to health, fitness and wellbeing	<u>Managing Risk</u> Coercive control Sexual harassment NCW: The basics of interviews and assessment centers	<u>Basic Domestic</u> Equips learners with essential DIY and home maintenance knowledge, building their confidence in managing everyday tasks related to home and car maintenance.	<u>Survival Cooking</u> Health and wellbeing in a practical context with theory on a balanced diet and the practical application of this through cooking certain meals.

NB: Sexual Health sessions will run separately and take place as x3 60 min sessions in Year 7, Year 9 and Year 12 – delivered by external partner Talk the Talk

Collapsed day Y12: First Aid, Suicide Awareness, Drugs and Alcohol abuse, Driving safety and AI/Careers

Appendix 2: Parent form: request to withdraw 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	