Campnill
Wakefield

# Relationships, Sex & Health Education Policy

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| **Policy Owner** | | **Executive Director, Education, Enterprise & Estates** | |
| **Version** | **Author** | **Date** | **Changes/Updates** |
| v0.1 | Cara Hambly<br>Ian Barker | 22.09.23 | Board of Trustees reviewed (12th October) & identified the following needed:<br>*"a statement needed at the beginning of the policy to highlight whose rights are being protected. There also needs to the inclusion of a statement regarding conflict resolution, how any conflicts will be resolved and the hierarchy involved."* |
| v0.2 | Ian Barker | 22.01.24 | Page 3 – Context added.<br>Pages 7 & 8 Conflict Resolution added in. |
| V1 | Deborah Archer | 05.03.2024 | Changes made & approved by Curriculum & Quality Committee. |
| | Ian Barker<br>Cara Heatherglen | September 24 | **Reviewed by Executive Directors – no changes/updates required** |
| V2 | Ian Barker/James Heaton Jennings | September 25 | **Student Rights – third bullet point amended and paragraph added – Page 3** |
| V3 | Ian Barker/Alice Hardy | July 2026 | **What students are expected to know added in**<br>**Changes in job titles, policies updated** |


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## 1. Context

In the context of relationship, sex and health education the rights being protected refer to the rights of individuals involved, especially the rights of students, parents and educators.

**Student Rights**

- The right to receive accurate and age-appropriate information about relationships, sex and health.
- The right to privacy and confidentiality in discussions related to sexual health.
- The right to opt out of certain aspects of sex education. In the event that a student is deemed to not have capacity to opt out, then a parent/carer can be consulted in line with the five principles of the Mental Capacity Act, 2005

In all cases, should a student choose to opt out then staff must follow the five principles, including taking reasonable steps to ensure that the student's choice is made with full awareness of potential impact and consequences (Principle 1) and that a choice different to that which the staff member would make is not a lack of capacity, as the student has the right to make unwise choices (Principle 2).

In this instance, the use of the word 'consequences' does NOT mean that a staff member has the right to impose a punishment, but that they should explain what might happen if they don't attend (e.g. an EHCP is more likely to cease, and they won't be able to complete their learning).

**Parental Rights**

- The right to be informed about the content and nature of relationship, sex and health education provided to their child.
- The right to be involved in decisions regarding their child's participation in specific aspects of sex education.

**Educator Rights**

- The right to provide accurate, evidence-based information to students.
- The right to teach within the guidelines and policies established by educational institutions and local authorities.
- The right to create a safe and inclusive learning environment.

**Human Rights**

- The right to non-discrimination, ensuring that sex education is inclusive and respects the diversity of individuals and relationships.
- The right to comprehensive and unbiased information, enabling individuals to make informed decisions about their sexual health.

It is important to note that the emphasis on rights in sex education policies is often aimed at protecting individuals from misinformation, promoting consent and respecting the diversity of beliefs and backgrounds.

## 2. Policy Statement and Principles

Camphill Wakefield are committed to supporting the development of young people in responding to the increasingly complex challenges of today. It is important that our students are equipped to understand how to keep themselves safe and healthy, both in real situations and also online.

The subject content of the Relationships, Sex and Health Education (RSHE) curriculum builds on the foundations that students have already developed. Students will have gained an understanding of healthy and respectful relationships, with a focus on family and friendships in a range of contexts, including online environments.


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The curriculum then progresses to develop students' understanding of both physical and mental health. It also explores potential risk areas, including drugs and alcohol. In addition, students are introduced to age-appropriate knowledge about intimate relationships and sex.

It is the intention of Camphill Wakefield that the provision of the RSHE curriculum will foster student wellbeing and develops resilience and character that we know are fundamental to students being happy, successful and productive members of society.

## 3. Definition

Relationships, Sex & Health Education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support students gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives students essential skills for building positive, enjoyable, respectful, loving and non-exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

## 4. Core Principles

- To promote the spiritual, moral, cultural, mental and physical developments of students so that they may make healthy and safe life choices.
- To prepare students for the opportunities, responsibilities and experiences of adult life so that they may make a positive contribution to society.
- To consider a range of values and moral issues, including the importance of family life.
- To help students understand the biological facts related to human growth and development, including reproduction.
- To focus on the importance of healthy relationships.
- To demonstrate and encourage personal responsibility and positive and informed choice.
- To encourage high self-esteem and respect for others.

This policy work in conjunction with other relevant policies, for example:

- Anti-Bullying Policy
- Positive Student Behaviour Policy
- Equality & Diversity Policy
- Safeguarding Policy

Camphill Wakefield's arrangements for the provision of the RSHE curriculum is inspected by Ofsted Inspecting Safeguarding in early years, education and skills settings.

## 5. Legislation and Guidance

From September 2026, all college students must be taught relationships, sex & health education. This applies to every college whether it is maintained, academy, free school or independent. Camphill Wakefield ensures that policies, procedures and training reference in the following legislation and statutory guidance:

- Children and Social Work Bill 1 March 2017 which came into full effect from September 2019 (making relationship education statutory)
- DfE Relationship, Sex and Health Education Guidance 2025
- Keeping Children Safe in Education 2026
- Equality Act 2010
- Counter Terrorism and Security Act 2015 – Section 26 applies to schools and other


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providers, to have due regard to the need to prevent people being drawn into terrorism
- Teacher Standards 2011 (updated 2021) – state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- Children's Wellbeing and Schools Act 2026

As well as formally teaching young people about the Equality Act (2010) and the rights of people recognised as having protected characteristics, Camphill Wakefield will constantly promote a positive culture of equality. Sexism, homophobia and any form of discrimination will not be tolerated, and young people will be challenged to communicate in appropriate language and have regard for the rights of others. All staff will act as role-models, having equal unconditional positive regard for all individuals.

## 6. Roles and responsibilities

### 6.1 Board of Trustees

The Board of Trustees is responsible for ensuring RSHE policies and procedures are in place and adhered to across the college. It ensures that the college creates a culture where the welfare of students is paramount and students are supported to develop the knowledge and skills in order to meet the challenges of the wider world. The trust will ensure that all students can access the RSHE curriculum and any form of discrimination will not be tolerated.

### 6.2 Executive Directors

The Executive Directors will ensure that procedures are in place to monitor that RSHE and safeguarding policies and procedures are in place and adhered to across the Trust.

- Ensure that the RSHE policy and code of conduct are implemented and delivered by staff.
- Allocate sufficient time, training, support and resources, to enable the RSHE/Life Curriculum Coordinator to carry out their role effectively.
- Ensure that pupils are provided with opportunities throughout the curriculum to learn about healthy relationships, sex and health education.
- Work closely with the SLT as required.

Camphill Wakefield has identified the Executive Directors as PSHE Curriculum Coordinators to oversee the provision of the RSHE curriculum. They will have the appropriate status and authority within the college to carry out the duties of the post.

They will be given the time, funding, training, resources and support to ensure the planning, development, delivery and monitoring of the RSHE/Life Curriculum. The RSHE/PSHE Co-ordinator will be supported by the Designated Safeguarding Leads who will also oversee provision in their absence.

They will recognise and understand that Camphill Wakefield students face additional barriers in their understanding of the RSHE curriculum and so a more tailored approach may be required, for example working in small groups or engaging with support from external agencies, for example STRIDE. They will ensure that all of our students, regardless of race, religion, sexual identity, gender or SEND, can access the RSHE curriculum.

### 6.4 All staff are responsible for

- Delivering RSHE in a sensitive way, taking of students' cultural and faith backgrounds.
- Modelling positive attitudes to RSHE, as with any other subject.


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- Monitoring students' learning in order to ensure they make progress.
- Responding to the needs of individual students.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching aspects of RSHE should discuss the concern with the Executive Directors.

## 7. Curriculum Model & Delivery

RSHE will be inclusive for all students, sensitive to all family and faith backgrounds and students' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The college environmental reflects, values and celebrates the diversity of our community.

Across all sessions, students will be supported with developing the following skills.

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions. Skills and knowledge will be taught in an appropriate way. Teaching methods are a combination of sharing information and facilitating discussions and exploring issues and values. Lessons will be delivered by STRIDE and tutors within college.

By the end of their time at Camphill Wakefield, students should be expected to know:

**Families**

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.8
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. 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.
8. 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.

**Respectful relationships**

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of 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. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.


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3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. 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.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

**Online safety and awareness**

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or


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with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. 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.
11. 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.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

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**Being safe**

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of 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. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is


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unacceptable, emphasising that it is never the fault of the person experiencing it.

6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. 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.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

**Intimate and sexual relationships, including sexual health**

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of,


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and facts about, regular testing and the role of stigma.

9. The prevalence of STIs, the short and long-term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

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## 8. Conflict Resolution

RSHE (Relationships, Sex and Health Education) often includes components related to conflict resolution to help individuals develop the skills necessary for managing conflicts in a healthy and constructive way. Here are some key principles and strategies that can be integrated into RSHE for conflict resolution.

**Communication Skills**

- Teach effective communication skills, including active listening, expressing thoughts and feelings clearly and using "I" statements.
- Encourage students to consider different perspectives and understand the impact of their words on others.

**Empathy**

- Foster empathy by helping students understand and appreciate the feelings and perspectives of others.
- Use activities and scenarios that promote perspective-taking to develop a sense of understanding.

**Problem Solving**

- Teach students how to identify the root causes of conflicts and work towards solutions that benefit everyone involved.

**Negotiation Skills**

- Provide opportunities for students to practice negotiation skills, including finding common ground and compromising when necessary.
- Emphasise the importance of win-win solutions that address the needs of all parties involved.

**Self-Regulation**

- Help students develop emotional intelligence and self-regulation skills to manage their own emotions during conflicts.
- Teach strategies such as deep breathing, mindfulness or taking a break to calm down before addressing the issue.

**Respect and Tolerance**

- Promote a culture of respect and tolerance for diversity, highlighting that differences in opinions and backgrounds are natural.
- Address stereotypes and biases that may contribute to conflicts.

**Role-Playing and Simulations**

- Use role-playing and simulations to allow students to practice conflict resolution skills in a safe and controlled environment.


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**Positive Reinforcement**

- Acknowledge and reinforce positive conflict resolution behaviours, both in the workshops, classrooms and other social settings.
- Celebrate instances where students successfully navigate conflicts in a constructive manner.

**Reflection and Evaluation**

- Encourage students to reflect on their own conflict resolution skills and identify areas for improvement.
- Use case studies and real-life examples to discuss the consequences of different conflict resolution approaches.

## 9. Monitoring and Evaluation

The delivery of RSHE/PSHE curriculum is monitored by the Executive Directors and members of the college senior leadership team through:

- Reviews of curriculum plans
- Learning walks
- Work scrutiny
- Student voice

Student understanding and development is monitored by tutor as part of our internal assessment systems

## 10. Safeguarding & Reports of abuse

Relationships, Sex and Health Education can encompass a range of challenging and sensitive issues. To protect privacy and engender respect for all, staff will be expected to develop ground rules with students at the onset of work that reinforce the expectations of equality and sensitivity.

Although a degree of sensitivity and anonymity will be used, for example if students wish to discuss a scenario or personal experience, it is only within the context of a classroom discussion.

Should a member of staff have a concern or a student makes a disclosure within or following the lesson, the member of staff will follow the protocols and procedures that are detailed within the college Safeguarding Policy.

Staff will report any information or disclosure which raises concern that a student or vulnerable young person/s may be at risk of significant harm to a Designated Safeguarding Lead (DSL) in accordance with the college Safeguarding Policy. The DSL will then, in line with the Safeguarding Policy, take action as appropriate.

## 11. Review

This policy will be reviewed on an annual basis by the Policy Owner, Executive Director for Education.


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