

Relationships, Sex & Health Education Policy

Owner: DH/WCJ/KBT/CKP

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
January 2020	January 2021	January 2021	1	January 2022
	GRK Review	January 2022		
	GRW Review	January 2022		
	GR6 Review	January 2022		
	Overall Review	January 2022	2	January 2023
	Overall Review	January 2023	3	January 2024
		January 2024		January 2025
	GRW Review	January 2025	4	Jan 2026
	GRK Review	January 2025		Jan 2026
	GRC Review	February 2025		January 2026
	Overall Review	September 2026	5	September 2027

Introduction

The Green Room Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy sets out how The Green Room Foundation delivers relationships, sex and health education (RSHE) across GRW, GRK and GRC. It reflects Keeping Children Safe in Education 2026 and the revised statutory RSHE guidance effective from 1 September 2026.

RSHE at The Green Room helps students develop the knowledge, understanding and practical skills to build healthy, respectful relationships, make informed decisions about their health and

wellbeing, recognise unsafe situations and seek support. Teaching is sensitive, age-appropriate and adapted to students' individual needs.

Aims

The Green Room aims to give students the knowledge, understanding and practical skills to develop healthy relationships, protect their wellbeing, seek help and contribute positively to society.

Teaching will help students to:

- Develop self-respect, empathy, kindness, integrity and respect for other people's rights and boundaries.
- Recognise healthy and unhealthy relationships, including friendships, family relationships and, where age-appropriate, intimate relationships.
- Understand consent, pressure, coercion and abuse, and know how to seek support for themselves or someone else.
- Use accurate vocabulary for bodies, development and health, and understand puberty and sexual health at an appropriate stage.
- Recognise online risks, question harmful messages and use technology responsibly.
- Make informed decisions about physical and mental health and prepare for increasing independence.

Understand that abuse is never the victim's fault and that seeking help will be taken seriously.

The Foundation takes a whole-provision approach. Staff model respectful relationships and reinforce learning through pastoral support, circle times, individual conversations and behaviour expectations. Sexism, racism, misogyny, misandry, homophobia, biphobia, sexual harassment and other prejudicial or derogatory behaviour will be challenged. An open discussion environment does not permit abusive language or behaviour.

Curriculum Planning

Each provision will maintain a planned, sequenced curriculum linked to the applicable statutory outcomes. Curriculum maps will identify the content taught by year group or programme, when it is taught, the lead member of staff, resources, adaptations and arrangements for assessing learning. These maps support this policy and are made available to parents and carers.

Planning recognises that Green Room students may have experienced interrupted education. Staff assess prior understanding, identify gaps and provide catch-up teaching. Core knowledge is broken into manageable units, revisited and applied to realistic situations. Teaching is age-appropriate and developmentally appropriate; SEND adaptations support access without automatically removing important protective knowledge.

Primary teaching, where relevant, covers families and people who care for students, friendships, respectful relationships, online safety, personal boundaries, recognising harm and seeking help. Health teaching includes wellbeing, healthy lifestyles, hygiene, safety and developing bodies. Any additional primary sex education is identified separately from relationships, health and science content and explained to parents in advance.

Secondary teaching builds on primary knowledge and covers families; respectful relationships and friendships; online safety; being safe; and intimate and sexual relationships, including sexual health. It includes the nature of consent, healthy same-sex relationships, contraception, sexually transmitted infections, pregnancy choices and access to accurate advice and services. Teaching presents medically and legally accurate information and does not encourage early sexual experimentation.

Health education includes mental wellbeing; wellbeing online; physical activity and nutrition; drugs, alcohol, tobacco and vaping; health protection and access to healthcare; personal safety; basic first aid; and developing bodies. The detailed schemes of work, rather than this summary, demonstrate coverage of the applicable September 2026 outcomes.

Provision leaders review curriculum content when guidance changes or local safeguarding needs emerge. Necessary adaptations are recorded and communicated to parents in advance where practicable. Communication about planned teaching must not delay an urgent safeguarding response or disclose a student's confidential information.

Deliver Across the Provisions

GRW

GRW retains its collaborative approach to planning RSHE within PSHE. Staff work together to maintain schemes of work informed by statutory guidance and relevant primary and secondary knowledge. Teaching addresses gaps arising from missed education and is differentiated by year group and student need.

Each year group receives RSE through the PSHE curriculum. Content is woven into sequential topics and planned lessons, with manageable units and opportunities to embed and apply knowledge. Staff review understanding and arrange catch-up support before subsequent learning where necessary.

GRK

GRK uses the PSHE Association guidance as a foundation for planning, alongside statutory guidance, including Keeping Children Safe in Education (KCSIE). Each year group receives two PSHE lessons per week. In KS4, students also receive a weekly Personal and Professional Development (PPD) lesson focused on independence, preparation for adulthood, careers and future pathways.

Schemes of work address missed learning and are differentiated to meet students' educational, social and emotional needs. PSHE includes relationships, healthy and unhealthy relationships, consent, age-appropriate sex education, online safety, financial education, personal safety and wider safeguarding themes. KS4 PPD develops practical skills for greater independence, including managing money and household bills, completing forms, managing a household, using services, understanding employment and developing skills for future life and work.

Teaching is delivered through discussion, circle time, written tasks, debate, practical activities, carefully selected multimedia and approved external speakers. Staff reinforce learning through modelling, everyday interactions and individual conversations. Harmful sexual behaviour

recording and assessment arrangements may inform safeguarding-led support and bespoke interventions; they do not replace reporting or referral procedures.

GRC

GRC retains weekly Preparing for Adulthood and The Big Picture sessions covering relationships, safety, health and increasing independence. Planned teaching consolidates earlier learning and addresses students' changing needs in adult life.

Additional topics or support are introduced when guidance changes, significant issues arise, staff identify gaps or students raise concerns. Provision leaders maintain a programme record so that responsive teaching complements a planned offer. Students receive accessible information about support services and safe relationships in education, work and the community.

Teaching & Inclusion

RSHE is delivered by appropriately prepared staff in a safe, supportive and non-judgemental environment. Teachers use clear ground rules, distancing techniques and hypothetical scenarios to support discussion. Students are not asked to disclose personal sexual experiences, abuse or family circumstances in lessons.

Teachers answer questions sensitively and accurately, taking account of students' ages and needs. Questions beyond planned content are considered carefully; staff may arrange an individual follow-up or consult the RSHE lead or DSL. Anonymous question opportunities may be used, but any concern about a student's safety is handled through safeguarding procedures.

Teaching is accessible to students with SEND. Staff use appropriate language, visual support, repetition, practical examples, communication aids and smaller or individual sessions when needed. Planning takes account of education, health and care plans and professional advice where relevant. Staff check understanding rather than assuming that a student's agreement shows comprehension.

The Foundation recognises that some students face additional risks of exploitation, abuse, bullying or difficulty communicating concerns. Teaching and support consider students who have experienced trauma or abuse, looked-after and previously looked-after students, young carers and those with health or communication needs. The DSL advises on sensitive adaptations without unnecessarily sharing personal histories.

Teaching reflects different family arrangements, including single-parent, same-sex parent, adoptive, foster, kinship and grandparent families. No student is stigmatised because of their family circumstances. Religion and belief are respected while students receive accurate information and learn to treat others with dignity.

Secondary students learn about the law relating to protected characteristics, biological sex and gender reassignment. Teaching distinguishes established facts and law from contested views. It does not present as fact that all people have a gender identity, reinforce gender stereotypes or present social transition as a simple response to distress. Individual concerns from a gender-questioning student are addressed sensitively through the Foundation's safeguarding arrangements and relevant KCSIE guidance, rather than resolved through a classroom debate.

Consent, Abuse & Online Sexual Harm

Students are taught to recognise and communicate boundaries, respect another person's decisions and understand that consent can be withheld or withdrawn. Teaching distinguishes consent from pressure, manipulation or coercion. Kindness and care in relationships extend beyond obtaining consent.

Age appropriate teaching addresses sexual harassment, sexual violence, harmful sexual behaviour, domestic and teenage relationship abuse, stalking, coercive control, grooming and exploitation. It explains that anyone can experience abuse and that harm can occur within familiar relationships as well as through strangers.

Online teaching covers making or sharing nudes and semi-nudes, including digitally altered and AI-generated images and deepfakes. Students learn about consent, privacy, legal risks, grooming, sextortion, pornography, harmful online messages and routes to help. Students are encouraged to seek help if imagery has been created or shared and are not blamed for experiencing exploitation. Staff handle imagery concerns through safeguarding procedures and do not ask students to circulate images as evidence.

Sexual harassment and sexual violence are unacceptable. They will not be dismissed as banter, joking or an inevitable part of growing up. Child-on-child abuse creates safeguarding needs for the student harmed, the student displaying harmful behaviour and other affected students. Educational support, protective action and any disciplinary response are coordinated through the relevant safeguarding and behaviour procedures.

"No reported incidents" does not mean that abuse is absent. Students are taught how to approach trusted staff, report worries and access support even when they are uncertain whether a behaviour is abusive.

Teaching about The Law

Students are taught relevant legal information factually and at an appropriate stage, alongside opportunities to consider rights, responsibilities, values and respectful decision-making. The curriculum includes:

- Consent and the age of consent; rape, sexual assault, sexual harassment and harmful sexual behaviour.
- Domestic abuse, coercive control, stalking and violence against women and girls.
- Marriage and civil partnerships, forced marriage, female genital mutilation, virginity testing and hymenoplasty.
- Sexual and criminal exploitation, grooming, online sexual abuse and sextortion.
- Making or sharing sexual imagery, including nudes, semi-nudes and AI-generated imagery, and relevant online safety law.
- Pornography, pregnancy choices and access to sexual and reproductive healthcare.
- Equality, protected characteristics and the age of criminal responsibility.

Teaching also addresses the dangers and relevant law concerning strangulation and suffocation and the difference between sexual consent and consent to healthcare. The teaching focus is recognising danger, understanding the law and staying safe. Staff check the currency of legal and medical resources and seek reliable professional advice where needed.

Support

Students may need support to recognise unhealthy or abusive relationships, including within families, friendships and intimate relationships. Teaching helps students recognise neglect, emotional, physical and sexual abuse, honour-based abuse and forced marriage, and understand how to seek help for themselves or others.

The Green Room recognises that students who have experienced unsafe relationships may particularly need consistency, trusted adults and a safe environment. Each provision supports students to raise concerns, report harm and access appropriate help. Students are reassured that abuse is never their fault and that their concerns will be taken seriously.

Right to withdraw

The Foundation consults parents and carers when developing and reviewing this policy, and seeks staff and student views in ways appropriate to their roles and ages. It explains curriculum content, delivery and the distinction between relationships education, health education, sex education and science.

Parents and carers may view the policy, curriculum maps and teaching materials on request. The Foundation provides opportunities to discuss concerns and shows representative resources during consultation. Copyright affects how materials are shared but will not be used to refuse access. Consultation does not give parents a veto over curriculum content.

Secondary sex education

Parents and carers may request withdrawal from some or all sex education within RSHE, other than content taught as part of science. Requests should be made to the relevant provision headteacher or leader, who acts within the Foundation's headteacher arrangements and discusses the request with the parent or carer and, where appropriate, the student.

The discussion clarifies what teaching is involved, considers the benefits of participation and potential effects of withdrawal, and explores any concerns. Requests will normally be granted. In exceptional circumstances, for example a safeguarding concern or particular vulnerability, the headteacher may refuse a request. The reasons, discussion and decision are recorded and the parent or carer receives a written response.

From three terms before a student turns 16, the student may choose to receive sex education despite a parent's withdrawal request. The provision will make arrangements for the student to receive it during that period and will ensure students understand this option.

Primary sex education where applicable

Although our students are of secondary age, some need to revisit foundational learning because of their SEND or gaps in previous education. We work closely with parents and carers to ensure that teaching is appropriate to each student's needs and supports progression towards the relevant secondary outcomes. Teaching remains sensitive to students' chronological age, developmental stage and individual circumstances.

Revisiting primary-level content does not change the withdrawal arrangements that apply to secondary students.

Content from which students cannot be withdrawn

There is no parental right to withdraw from relationships education, health education or science curriculum content, including science teaching about puberty or reproduction. Some protective content about preventing sexual abuse belongs within relationships education; the presence of a sensitive topic does not automatically make a lesson withdrawable sex education.

The provision identifies withdrawable sex education clearly in its curriculum map. A student who is withdrawn receives appropriate, purposeful alternative education and is treated respectfully. Participation arrangements for adult students at GRC are discussed with the student directly, with appropriate consideration of capacity and support needs.

Questions from students withdrawn from sex education

If a student withdrawn from sex education asks a question relating to that content, staff will respond respectfully and without judgement. Staff will clarify the question sensitively, without inviting personal disclosures, and consider whether it concerns relationships education, health education, science or withdrawable sex education.

Questions about relationships, health or science may be answered accurately and appropriately to the student's age and needs. Where a question concerns sex education from which the student has been withdrawn, staff will avoid delivering that content to the student in a classroom discussion and arrange a private follow-up with the RSHE lead or provision headteacher/leader. They will consider the withdrawal arrangements, the student's age, understanding and welfare, and agree an appropriate response. Parents or carers will be involved where appropriate, subject to safeguarding and confidentiality considerations. Any significant decision will be recorded.

A withdrawal request must never delay a safeguarding response. Questions suggesting abuse, exploitation, coercion or another welfare concern will be referred promptly to the DSL and addressed through the Foundation's safeguarding procedures. Staff will also respect the student's right to choose sex education from three terms before their sixteenth birthday.

SEND

RSE and Health Education must be accessible for all students, therefore The Green Room delivers high quality teaching that is differentiated and personalised to ensure accessibility to all students. The Green Room is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. The Green Room ensures that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Resources

Provision leaders and RSHE staff review resources before use for accuracy, relevance, age and developmental suitability, accessibility, balance and sensitivity to students' experiences. Materials must support the planned curriculum and comply with applicable equality and political impartiality duties.

The Green Room uses PSHE Association guidance and resources to support the planning and delivery of RSHE. Staff select and adapt these resources to reflect the statutory guidance, the planned curriculum and students' ages, developmental stages and individual needs, including SEND. All resources remain subject to the review checks outlined above.

The Foundation remains responsible for content delivered by an external organisation. Staff check the provider and named visitor, review lesson plans and materials in advance, agree learning outcomes and follow the Foundation's visitor and safeguarding procedures. Checks are appropriate to the visitor's role and level of contact with students.

Visitors are briefed on confidentiality, disclosures, professional boundaries, photography and personal data. A member of the teaching staff remains present and may intervene or stop a session where necessary. The Foundation will not accept contractual restrictions that prevent parents from viewing teaching content.

External resources on biological sex and gender reassignment are subject to advance parental consultation in line with the statutory guidance. Staff avoid oversimplified materials, harmful stereotypes and resources that encourage students to question their gender. Filtering arrangements support appropriate educational access without unreasonable restrictions; concerns about blocked or unsafe content are raised through the online safety procedures.

Roles & Responsibilities

The CEO oversees this policy within the Foundation's governance arrangements and ensures that provision leaders have the support and resources to implement it. Approval does not remove the responsibilities of the Foundation's proprietor or governing body, where applicable.

Provision headteachers or leaders ensure consistent delivery, appoint an RSHE lead, maintain curriculum maps, communicate with parents, manage withdrawal arrangements and monitor teaching. The named roles and contact routes for each provision are recorded in Appendix 1 and shared with staff and families.

RSHE leads coordinate schemes of work, resources, assessment, catch-up teaching and professional development. They consult SEND staff and the DSL when planning support or responding to emerging needs.

The DSL and deputies advise on safeguarding risks, disclosures, support for vulnerable students and appropriate referral routes. They help staff use anonymised safeguarding themes to improve preventative teaching without identifying individual students.

Teaching staff deliver sensitive, accurate teaching, model respect, check understanding and report concerns promptly. Staff who need support with a topic discuss this with their provision leader so that appropriate preparation and support can be arranged.

Students are expected to participate respectfully, avoid sharing other people's private information and seek help when concerned.

Staff Training

Staff delivering RSHE receive induction and continuing professional development appropriate to their responsibilities. Training and updates are provided through INSET days, staff meetings and other scheduled training opportunities, with additional support where needed. Provision leaders identify training needs through curriculum review, staff feedback and safeguarding information.

Training includes sensitive discussion, SEND adaptations, consent, harmful sexual behaviour, online sexual harm, handling disclosures and appropriate professional boundaries. External professionals, including school nurses or sexual health specialists, may support preparation and delivery.

All staff follow the Foundation's safeguarding training arrangements, read KCSIE Part One and receive regular safeguarding and online safety updates, at least annually. RSHE training is coordinated with the wider safeguarding programme, rather than treated as a substitute for it.

Monitoring and Evaluating Progress

Provision leaders and RSHE leads monitor planning, delivery and student learning through proportionate review of schemes of work, lesson activity, questioning, discussion and student feedback. Assessment does not require disclosure of personal experiences or reward a student for holding a particular lawful belief.

Monitoring checks coverage, accessibility, catch-up provision, resource quality and students' understanding of how to seek help. Staff consider emotional wellbeing when sensitive content is taught. Anonymised safeguarding themes may inform curriculum improvements; the absence of reports is not used as proof that students are safe.

The policy is reviewed annually and sooner where statutory guidance, legislation, safeguarding needs or provision arrangements change. Parents are consulted on policy development and review. Concerns about teaching or materials can be raised with the provision leader and through the Foundation's complaints procedure. Safeguarding concerns are referred immediately through the child protection procedures.

This policy is approved by the CEO of The Green Room Foundation

Date 01/09/26

CEO Richard Allen

Appendix 1 Provision implementation record

The Green Room Foundation maintains a [Provision Implementation Record](#) (internal use) that details the curriculum map for each provision, the consultation process and the documents associated with withdrawal requests from sex education. It also contains links to curriculum resources that can be shared upon request.

Appendix 2 Guidance and approval

Department for Education: Keeping children safe in education 2026, effective September 2026. The Foundation uses this document for safeguarding expectations and responses, including Part Five.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Department for Education: Relationships Education, Relationships and Sex Education and Health Education, revised guidance effective 1 September 2026. Detailed statutory learning outcomes are checked through provision curriculum maps.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>