

Freman College

Relationships, Sex and Health Education Policy

Policy Intent and aims

RSHE is about the emotional and social 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.

The aims of relationships, sex and health education (RSHE) at Freman College are to:

- Provide a framework in which sensitive discussions can take place
- Give students 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

Individual responsibilities

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-science components of RSHE.

RSHE will be coordinated by the RSHE Lead (Ms Rebecca Roberts) and Wellbeing Assistant Headteacher (Mrs Zoe Smith), in consultation with relevant pastoral 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- Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSHE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 their line manager.

Students

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

Students have been consulted about the content delivered in RSHE at Freman College.

Right not to participate in RSHE

Parents have the right to withdraw their children from the 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 After this point, if the child wishes to receive sex education rather than being withdrawn, the college will arrange this.

Requests for withdrawal should be put in writing to the Headteacher.

Structure of RSHE Curriculum

Our curriculum is set out on our website [here](#) but we may need to adapt it as and when necessary.

We have consulted with parents, students and staff, taking into account the age, needs and feelings of students.

We recognise the need for a whole school approach to RSHE which meets the needs of all students.

RSHE is taught within the personal development and the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

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 students with SEND, the school will refer to the specific learning needs of individuals through their EHCP and other knowledge and information, when planning and delivering sessions.

These areas of learning are taught within the context of family 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).

Staff Training

Staff are trained on the delivery of RSHE as part of our continuing professional development calendar.

Monitoring

The delivery of RSHE is monitored by the SLT Wellbeing Lead along with relevant Teaching and Learning and Pastoral staff.

Monitoring will take place through planning and evaluation sessions, staff feedback and learning walks.

Students' development in RSHE is monitored by staff delivering personal development and PSHCRE sessions as part of our internal assessment systems.

Review

This policy will be reviewed by the SLT Wellbeing Lead when there is a legislative change and approved by the Governing Body Curriculum and Personnel Committee on behalf of the Governing Body.

Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017.5

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 Freman College we teach RSHE as set out in this policy.

Ratified: Autumn 2025

Review: Autumn 2026

Appendix 1 – PSHCRE Year plan

	Autumn 1	Autumn 2	Spring	Summer
A Year Personal Development	Rotation One (X8) Health and Wellbeing: Social Media, Stress & Anxiety, Depression, Emotional Resilience, Drugs, Alcohol		Rotation Two (X3) Relationships: Families Respectful Relationships Dealing with conflict	
A Year PSHCRE Days	Careers Careers Carousel including T-Talks, Apprenticeship, Higher/Further Ed, and Experiences of the workplace. Politics Work Skills Unifrog	Health Healthy Eating Self-Esteem First Aid Sexual Health Cancer	Careers Business Enterprise Day	Relationships Global Human Rights Types of Relationships The power of voice Bullying Careers Fair
I Year PSHCRE Days	Health Eating Disorders Resilience Smoking and Vaping Drugs and Alcohol Personal Hygiene	Careers Career Planning Finance Politics Employment Skills Applications	Relationships Religious Speakers Meditation Respectful Relationships Disability Staying Safe	Careers Interview Preparation Discovering Jobs Unifrog Coping With Changes Careers Fair
E Year PSHCRE Days	Health Healthy Living Staying Calm Online Presence Personal Health Smoking	Careers Mock Interviews Revision Techniques Unifrog Careers Carousel including T-Talks, Apprenticeship, Higher/Further Ed and Experiences of the workplace	Relationships Philosophy and Ethics NEW SESSION Body Image Sexual Health Gender Stereotypes	E Year on Study Leave
Lower Sixth	“Get Work Ready” day (Workshops run by professionals across various career areas to build employability soft skills)	Relationships & Health Sexual Consent Sexual health UK’s political system Homelessness	Careers Work shadowing / Virtual work experience.	“Plan your future” day. (Workshops on post-18 applications and contact with ex-students for advice)
Upper Sixth	Careers Interview technique. CV Writing Post-18 applications	Visit to Houses of Parliament Includes workshop to understand the democratic systems in UK.	Preparing to leave home. Cooking healthily Basic car maintenance Living on a budget	Upper Sixth on Study Leave

Appendix 2 – Session Descriptors

A Year

Health:

Healthy Eating – looking at what is meant by a healthy diet and the consequences of a poor diet.

Self-Esteem – examining the importance of a good self-esteem and teaching students' strategies to help them to improve their self-esteem.

First Aid – teaching students essential First Aid skills such as how to assess a casualty, CPR and the recovery position.

Sexual Health – explaining the law on sex, types of contraception and the risks of unprotected sex.

Cancer – teaching students how to examine themselves to check for either breast or testicular cancer.

Careers

Politics – educating students about the political system in the UK including how to vote.

Work Skills - describing the different ways enterprise skills can be put to use in different work environments

Business Enterprise Day – a day run by the Business Department examining business and marketing strategies.

Unifrog – introducing students to Unifrog and how it will be used throughout their time at Freman College.

Careers Carousel – students have beneficial talks from providers in the areas of Apprenticeships, Higher Education, Further Education and T Levels.

Careers Fair – students have the opportunity to talk to a range of employment and education providers.

Relationships

Human Rights – an examination of the status of human rights across the world.

Types of Relationships – to understand the traits and impacts of healthy and unhealthy relationships.

The power of voice – to consider how to discuss our emotions in an effective manner.

Bullying – to teach students strategies for dealing with both face-to-face and online bullying.

Personal Development

Social Media – outlining the positives and dangers of using social media.

Stress & Anxiety – examining the affect stress has on the mind and body and strategies for dealing with it.

Depression – to understand the symptoms, causes and strategies for dealing with depression.

Emotional Resilience – to help students to examine how to deal with every day challenging situations.

Drugs – to examine different types of drugs, their effects and the law on them.

Alcohol – understanding the short and long term effect of alcohol on the mind and body.

Scenarios Sessions - reflecting and applying key content and understanding from other sessions.

Families – examining different types of family units, their legal status and the impact of these relationships.

Respectful Relationships – to understand the meaning and importance of consent in relationships.

Dealing with conflict - to learn basic assertiveness skills, the difference between aggression, passive and assertive.

I Year

Health

Eating Disorders – to help students to understand the symptoms and types of eating disorders and what help is available for those that need it.

Resilience – to teach students strategies to help them to be more resilient.

Drugs and Alcohol – explain the difference between and types of legal and illegal drugs, their effects and the law.

Personal Hygiene – examining the short and long term effects of poor personal hygiene.

Smoking and Vaping – examining the risks associated with smoking and vaping.

Careers

Work Shadowing – students will spend the day with an independently organised work experience with an organisation of their own choosing.

Career Planning – looking at the difference between apprenticeship and university education paths.

Finance – to show students how to budget and have a healthy financial lifestyle.

Politics – examining the different political parties and how the political system works.

Applications – to look at what makes a good applications letter.

Employment Skills – to allow students to reflect on their work shadowing and demands of the workplace.

Careers Fair – students have the opportunity to talk to a range of employment and education providers.

Relationships

A variety of sessions on the core beliefs and practices of religions such as Islam, Buddhism, Hinduism, Christianity and the practices of Yoga and Meditation.

Respectful Relationships – examining the laws on sex and the importance using contraception.

Disability – exploring misconceptions and stereotypes associated with disabilities.

Staying Safe – a look at a range of scenarios including but not limited to; how to stay safe online, unexpected pregnancy, underage sex.

E Year

Health

Healthy Living – to help students understand the importance of a healthy lifestyle.

Staying Calm – to provide students with coping strategies for staying calm in stressful situations, such as exam pressure.

Online Presence – to educate students on how to be safe online.

Personal Health – to inform students of the risks of STIs and where to get help in the case of an unexpected pregnancy.

Smoking – to understand the dangers of smoking.

Careers

Alongside these sessions, students will also have individual mock careers interviews with external volunteers.

Unifrog – to allow students to consider their post-16 options

Revision techniques – preparing students prior to their mocks on different revision techniques.

Careers Carousel – students have beneficial talks from providers in the areas of Apprenticeships, Higher Education, Further Education and T Levels.

Relationships

Philosophy and Ethics – gives students the opportunity to reflect on different philosophical and ethical scenarios.

Body Image - examining the impact of harmful imagery on an individual's own mental health, self-esteem and relationships with others.

Sexual Health – to discuss and understand issues relating to the laws surrounding sex and social media

Gender Stereotypes – examining issues associated with gender stereotyping.

Sixth Form

Get Work Ready day

On this day our Lower Sixth students work with over twenty professionals from different industries, developing their soft skills through a range of active workshops and mock interviews, and learning more about the opportunities open to them after Sixth Form.

Relationships & Health

Sexual Consent & Sexual health – students discuss sexual health issues and boundaries and the meaning of consent within relationships, with guidance on where to get help if needed

Staying safe as new drivers – Through a presentation made by Hertfordshire Fire Service and other road safety bodies, students understand the factors that lead to young drivers having a disproportionate number of road collisions, and how to keep themselves safe. This is followed up with a talk from an ex-firefighter in year 13.

UK's political system – A workshop to help students to understand the democratic processes in the UK, as well as the role of their MP. This is developed further through a visit to Parliament in Year 13.

Homelessness – the local organisation Herts Young Homeless work with students to help them understand the causes of homelessness and consider ways to access support if they experience challenging home situations.

Managing anxiety – this workshop helps students to recognise anxiety as a continuum, with everybody experiencing some anxiety at some times. Self-management techniques are encouraged and support within college is signposted to students.

Careers

Work shadowing – in Year 12, students are all encouraged to complete one day of in-person or virtual work shadowing. Guidance is provided on how to access virtual work experience, through sites such as www.theforage.com which typically last 5-6 hours. Students aiming for specific careers or courses after Sixth Form, such as Vet Medicine or Primary Education are supported in finding further work experience before they apply.

Further details of the comprehensive programme of support offered to students to help them identify, research and apply for their post-18 destinations can be found [here](#).

“Plan your future” day

On this day in the Summer Term we invite recent ex-students of the college to return in order to offer their advice and information to our current Year 12s. Between 40 and 90 ex-students join us for this event each year, and their advice forms part of a multi-week programme during which Year 12 students will be given the chance to visit universities and apprenticeship providers, and to begin their post-18 applications.

Preparing to leave home

Cooking healthily – students practice cooking a range of healthy meals on a small budget as part of our “Preparing to leave home” carousel of workshops

Basic car maintenance – Students are given a hands-on demonstration of how to change a car tyre, check fluids, check the tyre tread, and other essentials.

Living on a budget – with an eye to living independently for the first time, students work through a weekly budget, learning to prioritise their needs and wants.

Visit to Houses of Parliament

Building on the workshop on Politics in Year 12, students visit the Houses of Parliament for the day, touring both houses, meeting their local MP and participating in a workshop to better understand our democratic processes.