

CAMBIAN TYLDESLEY SCHOOL

Relationships, Sex and Health Education (RSHE/RSE) Policy

2026–2027

Policy owner	Headteacher / RSHE Lead
School	Cambian Tyldesley School
Applies to	KS3, KS4 and KS5
Setting	Independent specialist SEMH school
Approval date	September 2026
Review date	September 2027, or earlier following statutory or safeguarding change
Version	1.0 – September 2026

Policy statement. Tyldesley School recognises Relationships, Sex and Health Education as an essential part of education, personal development and preventative safeguarding. The school provides an inclusive, age-appropriate and developmentally appropriate programme that equips pupils to build respectful relationships, understand consent and boundaries, recognise abuse and exploitation, stay safer online and offline, and know how and where to seek help.

1. Purpose and aims

This policy sets out Tyldesley School's approach to Relationships, Sex and Health Education (RSHE), including Relationships and Sex Education (RSE), and explains how it is integrated with safeguarding, SEND, pastoral support and the wider curriculum.

- Provide a planned, coherent and regularly timetabled programme of RSHE appropriate to pupils' age, stage of development, SEND, SEMH presentation and individual needs.
- Promote respectful, safe and healthy relationships and a culture in which sexism, misogyny or misandry, racism, homophobia, biphobia, sexual harassment, sexual violence and other derogatory or abusive behaviour are not normalised.
- Teach pupils about consent, personal boundaries, privacy, healthy and unhealthy relationships, coercion, grooming, exploitation and how to seek help.
- Develop pupils' understanding of online relationships, pornography, image sharing, harmful content, manipulation, misinformation and digital risks.
- Ensure pupils understand that safeguarding concerns can be reported to any trusted adult and will be acted upon.
- Work constructively with parents/carers while maintaining the school's statutory safeguarding responsibilities.

2. Statutory and safeguarding framework

This policy has been reviewed for the 2026–2027 academic year with regard to the Department for Education's revised statutory Relationships Education, Relationships and Sex Education (RSE) and Health

Education guidance, effective from 1 September 2026, and Keeping Children Safe in Education (KCSIE) 2026.

- Keeping Children Safe in Education 2026.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised guidance effective 1 September 2026.
- Working Together to Safeguard Children.
- Education Act 1996, including section 403.
- Education Act 2002, including section 80A where applicable.
- Equality Act 2010.
- Independent School Standards and other requirements applicable to independent schools.
- SEND Code of Practice: 0 to 25 years.
- Human Rights Act 1998 and relevant data protection legislation.

KCSIE 2026 requires all staff to read Part One in full and follow the school's safeguarding policies and procedures. Safeguarding is everyone's responsibility and staff must act immediately on concerns.

3. Context of Tyldesley School

Tyldesley School is an independent specialist setting for pupils with Education, Health and Care Plans (EHCPs), including pupils with social, emotional and mental health needs and associated SEND. RSHE therefore forms part of the school's graduated, trauma-informed and preventative approach to education and safeguarding.

Teaching is adapted to pupils' communication, cognition, emotional regulation, lived experience and developmental readiness. Adaptation must increase access without reducing pupils' entitlement to essential safeguarding knowledge.

4. Roles and responsibilities

Proprietor and Headteacher

- Ensure the school meets its statutory responsibilities and that this policy is implemented and reviewed.
- Ensure RSHE is adequately resourced, appropriately timetabled and subject to quality assurance.
- Ensure staff receive appropriate training and that safeguarding and curriculum systems are aligned.

RSHE Lead

- Plan and sequence the RSHE curriculum and ensure statutory content is covered.
- Review resources before use and ensure they are age, stage and SEND appropriate.
- Work with the DSL/SENCO, pastoral team, teaching staff and external professionals where appropriate.
- Use pupil voice, safeguarding themes and curriculum assessment to inform review without exposing confidential safeguarding information.

Designated Safeguarding Lead (DSL)

- Provide safeguarding oversight and advice where RSHE content raises concerns.
- Ensure disclosures and concerns are recorded, assessed, shared and referred in accordance with the Child Protection and Safeguarding Policy and KCSIE.
- Support staff to distinguish appropriate curriculum discussion from information requiring safeguarding action.

All staff

- Create a respectful, safe learning environment and model professional boundaries.
- Never promise confidentiality to a pupil.
- Act immediately and report safeguarding concerns to the DSL or deputy DSL without delay.
- Do not investigate disclosures themselves or ask leading questions.
- Challenge prejudicial, discriminatory, sexualised, misogynistic, homophobic or otherwise harmful language and behaviour in accordance with school policy.

5. Curriculum principles

RSHE is taught as a planned curriculum and reinforced through safeguarding, pastoral work, assemblies, tutor/key-worker work and the wider curriculum. Teaching is factual, balanced, inclusive and appropriate to age and stage of development.

- Families, respectful relationships and different types of committed relationships.
- Friendships, boundaries, trust, respect and communication.
- Consent, including that consent must be freely given, can be withdrawn and is not present where a person is pressured, coerced or unable to consent.
- Recognising controlling, coercive, exploitative and abusive behaviour.
- Sexual harassment and sexual violence, including how to report concerns and support others safely.
- Online relationships, social media, grooming, scams, sextortion, sexualised contact and manipulation.
- Sharing nude or semi-nude images, including the risks associated with manipulated or AI-generated sexual imagery.
- Pornography, including unrealistic expectations, objectification, consent, body image and the difference between pornography and healthy relationships.
- Sexual health, contraception, pregnancy, sexually transmitted infections and accessing appropriate health services, taught at an appropriate stage.
- Domestic abuse, grooming, child sexual exploitation and other forms of exploitation.
- Forced marriage and female genital mutilation where appropriate to age, stage and safeguarding need.
- Equality, protected characteristics, respectful discussion of LGBT people and relationships, and different family structures.
- Mental wellbeing, body image, self-esteem, peer influence, risk, help-seeking and sources of reliable information.

6. Preventative safeguarding and emerging harm

RSHE is a key element of Tyldesley School's preventative safeguarding curriculum. The school promotes a whole-school culture in which harmful sexual behaviour, sexual harassment, sexual violence, sexism, misogyny or misandry, racism, homophobia, biphobia, coercion, exploitation and derogatory behaviour are not dismissed as banter, an inevitable part of growing up or normalised peer behaviour.

Curriculum content may be adapted in response to emerging safeguarding patterns, local risks or pupil need. Any adaptation will remain developmentally appropriate and will not disclose identifiable safeguarding information about individual pupils.

Staff will be alert to harmful online ideologies and communities where these intersect with relationships, gender, sexual harm, exploitation or violence. Teaching will focus on critical thinking, respectful relationships, help-seeking and safeguarding rather than amplifying harmful material.

7. Child-on-child abuse, sexual harassment and harmful sexual behaviour

All staff recognise that children can abuse other children and that abuse may occur in school, outside school and online. Reports of sexual harassment, sexual violence, coercive behaviour, unwanted sexualised contact, harmful sexual behaviour or image sharing will be taken seriously and managed through the school's safeguarding procedures.

The school will not create a culture in which pupils feel that harmful behaviour is tolerated because it is frequent. Victims will be listened to, supported and protected, while safeguarding and appropriate support will also be considered for the child displaying harmful behaviour.

8. Online safety, images, pornography and AI

- Teaching will address the permanence, reach and potential legal and safeguarding consequences of creating, requesting, forwarding or sharing sexual images.
- Pupils will be taught to recognise grooming, coercion, sextortion, impersonation, deepfakes and manipulated sexual imagery.
- Pornography will be discussed in an age-appropriate manner that supports pupils to understand consent, respect, expectations, body image and the difference between commercial sexual content and healthy relationships.
- Staff who become aware of nude/semi-nude images or suspected illegal content must follow safeguarding procedures and must not unnecessarily view, copy, print, forward or store such imagery.

9. SEND, SEMH and accessibility

Tyldesley School recognises that pupils with SEND may be more vulnerable to abuse, exploitation, misunderstanding of social cues, online manipulation and barriers to reporting. RSHE will therefore be adapted carefully and explicitly.

- Use clear, concrete language and avoid unnecessary ambiguity or euphemism.
- Break concepts into manageable steps and revisit learning over time.
- Use visual supports, scenarios, social narratives and structured rehearsal where appropriate.
- Teach boundaries, consent, privacy, online safety and help-seeking explicitly rather than assuming implicit understanding.
- Consider sensory, communication, literacy, cognition, trauma and emotional regulation needs.
- Use EHCP information, individual learning plans and professional advice where relevant.
- Provide additional or individual teaching where group delivery would not provide sufficient access or safety.

10. Safe teaching practice and disclosures

RSHE lessons can lead pupils to recognise or disclose abuse. Staff will establish ground rules explaining that pupils may discuss issues but should not be encouraged to disclose personal experiences publicly in a group.

- If a pupil makes a disclosure, the member of staff will listen, remain calm, take the pupil seriously and avoid leading questions.
- The member of staff will explain that information may need to be shared with the DSL to keep the pupil or another child safe.

- The concern will be reported to the DSL/deputy DSL without delay and recorded using the school's safeguarding system.
- Safeguarding records should include the concern, actions taken, decisions, rationale and outcomes.
- Where there is immediate danger or risk of serious harm, emergency safeguarding procedures will be followed.

11. Confidentiality and information sharing

Pupils are entitled to respectful handling of personal information, but confidentiality cannot be promised where safeguarding concerns arise. Data protection law does not prevent appropriate information sharing for safeguarding purposes. Staff will share information on a need-to-know basis and in accordance with the school's safeguarding and information-sharing procedures.

12. External visitors and resources

The school may use appropriately selected external professionals or organisations to enhance RSHE. External provision supplements rather than replaces the school's responsibility for curriculum quality and safeguarding.

- Content, resources and intended learning outcomes will be reviewed in advance.
- Visitors will be given relevant safeguarding expectations and classroom boundaries.
- Appropriate checks and supervision arrangements will be applied in line with current safeguarding and regulated-activity requirements.
- A member of school staff will retain oversight of the session.
- Any safeguarding concern arising during external provision will be managed under school procedures.

13. Parents/carers and consultation

Tyldesley School recognises parents and carers as important partners in RSHE. The school will make the RSE policy available and communicate appropriately about curriculum content, particularly where sensitive or new material is introduced. Parent/carer views will be considered alongside pupils' entitlement to statutory education and the school's safeguarding duties.

14. Right to withdraw

Parents/carers may request that their child is withdrawn from some or all of the sex education delivered as part of RSE, except for sex education that forms part of the science curriculum. Relationships education cannot be withdrawn from. Requests should be made to the Headteacher, who will discuss the request with the parent/carer and explain the educational and safeguarding benefits of participation.

In accordance with the statutory arrangements, a pupil may choose to receive sex education from three school terms before they turn 16. Where this applies, the school will make arrangements for the pupil to receive the teaching. Appropriate alternative education will be provided during an agreed withdrawal.

15. Equality, inclusion and respectful relationships

RSHE will be inclusive and taught in a way that respects the dignity of all pupils. Teaching will comply with equality duties and will not stigmatise pupils because of disability, sex, race, religion or belief, sexual

orientation, gender reassignment or other protected characteristics. The school will teach pupils to disagree respectfully and will challenge bullying, harassment, prejudice and discrimination.

16. Assessment, monitoring and quality assurance

- Teachers will assess understanding in ways appropriate to the subject and pupils' needs; assessment will focus on knowledge, understanding, application and help-seeking rather than personal disclosure.
- The RSHE Lead will monitor curriculum coverage, sequencing, resources and pupil experience.
- Learning walks, work scrutiny, planning review, pupil voice and staff feedback may contribute to quality assurance.
- Safeguarding trends may inform curriculum review at an anonymised strategic level.
- The policy and curriculum will be reviewed at least annually and sooner where legislation, statutory guidance, safeguarding learning or pupil need requires change.

17. Linked school policies

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- SEND Policy
- Curriculum and Inclusion Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Data Protection / Information Sharing Policy
- Intimate and Invasive Care Policy
- Mental Capacity and Consent guidance/policy where applicable

18. Staff training

All staff will receive safeguarding training appropriate to their role and will read KCSIE Part One in full. Staff delivering RSHE will receive sufficient subject knowledge, safeguarding guidance and support to teach sensitive content confidently, safely and inclusively. Training needs will be reviewed through supervision, quality assurance and curriculum monitoring.

19. Policy review

This policy will be reviewed annually by the Headteacher/RSHE Lead with safeguarding oversight from the DSL and appropriate proprietor/governance approval. It will be reviewed sooner where statutory guidance, legislation, safeguarding learning or school circumstances change.

Appendix A – Staff response to a safeguarding disclosure during RSHE

- Listen and take the pupil seriously.
- Do not promise confidentiality.
- Do not investigate or ask leading questions.

- Reassure the pupil that they have done the right thing by speaking.
- Explain what will happen next in language the pupil understands.
- Report to the DSL/deputy DSL immediately.
- Make a clear, factual safeguarding record.
- Record actions, decisions, rationale and outcomes as required.
- Continue to support the pupil in accordance with the safeguarding plan.

Appendix B – 2026 compliance checklist

Requirement	Included
KCSIE 2026 referenced and all-staff Part One expectation included	Yes
Revised statutory RSHE guidance effective 1 September 2026 referenced	Yes
Preventative education / whole-school safeguarding approach	Yes
Child-on-child abuse, sexual harassment and sexual violence	Yes
Consent, coercion, exploitation and unhealthy relationships	Yes
Online safety, nude/semi-nude images, sextortion and manipulated/AI imagery	Yes
Pornography addressed in an age/stage appropriate safeguarding context	Yes
SEND/SEMH adaptations and vulnerability	Yes
Disclosure, recording and information-sharing procedure	Yes
Parent/carers consultation and withdrawal arrangements	Yes
External visitors/resources oversight	Yes
Equality and inclusive teaching	Yes
Monitoring, assessment and annual review	Yes

Appendix C – Key national references

Department for Education, Keeping Children Safe in Education 2026 (in force from 1 September 2026).

Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education – revised statutory guidance (effective 1 September 2026).

Department for Education, Working Together to Safeguard Children.

SEND Code of Practice: 0 to 25 years.