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CHANGING LIVES | CREATING FUTURES

# RSHE and Mental Health and Wellbeing Policy

THAMESFIELD COLLEGE

Relationships. Safety. Wellbeing.  
For implementation from September 2026

## Policy statement

This policy sets out how Thamesfield College teaches Relationships, Sex and Health Education, promotes mental health and wellbeing, and helps pupils make safe, informed and responsible choices.

Changing Lives | Creating Futures

Thamesfield College | Pupil Referral Unit | RSHE and Mental Health and Wellbeing Policy

# Relationships, Sex and Health Education (RSHE) and Mental Health and Wellbeing Policy

*Relationships. Safety. Wellbeing.*

## Policy statement

This policy sets out how Thamesfield College teaches Relationships, Sex and Health Education, promotes mental health and wellbeing, and helps pupils make safe, informed and responsible choices. It reflects our commitment to high expectations, safeguarding, inclusion and preparation for the next stage of life or education.

## Document control information

|                |                                                                                       |
|----------------|---------------------------------------------------------------------------------------|
| Policy name    | Relationships, Sex and Health Education (RSHE) and Mental Health and Wellbeing Policy |
| School         | Thamesfield College                                                                   |
| School type    | Pupil Referral Unit                                                                   |
| Policy owner   | Headteacher                                                                           |
| Approved by    | Management Committee                                                                  |
| Status         | Draft for review                                                                      |
| Version        | 1.0                                                                                   |
| Effective from | September 2026                                                                        |
| Review period  | Annually                                                                              |
| Next review    | September 2027                                                                        |
| Publication    | School website and shared annually with pupils, parents/carers and staff              |

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## 1. Purpose and identity

At Thamesfield College, Relationships, Sex and Health Education is not an add-on. It is part of how we help pupils understand themselves, build safer relationships, make better decisions and become ambitious for the next stage of their life or education.

Thamesfield College is a Pupil Referral Unit. Many pupils arrive after disruption, exclusion, anxiety, conflict, significant absence or lost trust in school. Some pupils have already been exposed to risks that are well beyond their age. Our role is not to lower expectations. Our role is to teach pupils the knowledge, language, confidence and habits they need to keep themselves safe, treat others well and prepare for adulthood.

Our RSHE and wellbeing curriculum is built around our values of Integrity, Respect and Perseverance. Pupils are taught what these values look like in relationships, online, in the community, in lessons and in the choices they make when adults are not standing next to them.

This policy should be read alongside the Thamesfield College Behaviour, Relationships and Culture Policy. Both policies are built on the same principle: we understand the barriers, but we still raise expectations.

This policy aims to:

- provide clear, accurate and age-appropriate RSHE and health education for all pupils;
- support pupils to build healthy relationships, recognise risk and seek help early;
- promote positive mental health, emotional literacy, resilience and safe coping strategies;
- teach pupils how to make safe, informed and responsible choices online and offline;
- respond to contextual safeguarding risks that affect our pupils and local communities;
- support pupils with SEND, trauma histories and additional vulnerabilities through appropriate adaptation;
- work constructively with parents/carers while meeting our statutory responsibilities;
- ensure staff are confident, consistent and safe when teaching or responding to sensitive issues; and
- prepare pupils for education, employment, training, adulthood and life beyond Thamesfield.

## 2. Legislation, guidance and statutory requirements

This policy is written with regard to relevant legislation and guidance, including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for schools in England, published by the Department for Education and for introduction from 1 September 2026;
- the Children and Social Work Act 2017;

- section 403 of the Education Act 1996;
- section 80A of the Education Act 2002;
- Keeping Children Safe in Education;
- the Equality Act 2010;
- the Special Educational Needs and Disability Code of Practice;
- Mental Health and Behaviour in Schools guidance;
- Working Together to Safeguard Children; and
- locally agreed safeguarding procedures and Surrey guidance where applicable.

The statutory guidance applies to management committees of pupil referral units as well as maintained schools, academies and other settings. Thamesfield College will make provision for Relationships Education, Relationships and Sex Education, and Health Education in a way that is appropriate to the age, needs, maturity and vulnerabilities of pupils in alternative provision.

Where the guidance states that schools should do something, Thamesfield College will normally follow that expectation unless there is a clear and justifiable reason to adapt the approach for the safety, needs or context of pupils. Any significant departure from statutory guidance will be considered by senior leaders and reported to the Management Committee where appropriate.

### 3. Scope of this policy

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This policy applies to:

- all pupils on roll at Thamesfield College;
- all staff, including teachers, teaching assistants, pastoral staff, outreach staff, therapists, tutors, agency staff and volunteers;
- RSHE lessons, Thrive sessions, Gateway qualifications, Personal Development activities, assemblies, tutor time, mentoring, informal conversations and off-site learning;
- work with external providers, visitors and partner agencies; and
- curriculum decisions, safeguarding responses, parental consultation and requests to withdraw from sex education within RSE.

The policy covers both planned curriculum and the everyday moments where pupils ask questions, make disclosures, repeat misinformation, test boundaries or need adults to help them understand risk, relationships and wellbeing.

### 4. Definition and principles

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Relationships and Sex Education is about the emotional, social, physical and cultural development of pupils. It involves learning about families, friendships, respectful relationships, sexual health, consent, sexuality, healthy lifestyles, diversity, personal identity, online behaviour and personal safety.

Health Education includes physical health, mental wellbeing, emotional regulation, healthy lifestyles, first aid, health protection and understanding how to seek support. At Thamesfield, mental health and wellbeing are not treated as separate from learning, behaviour or safeguarding. They are part of helping pupils understand themselves and make safer choices.

RSE is not about the promotion of sexual activity. It is about giving pupils accurate knowledge, clear boundaries, respectful language and the confidence to keep themselves and others safe.

Our RSHE and wellbeing provision is based on the following principles:

- Pupils need clear teaching, not guesswork or playground mythology.

- Safeguarding is central. We teach pupils to recognise risk, report concerns and seek help.
- Pupils are entitled to accurate, age-appropriate and developmentally appropriate information.
- Teaching should be inclusive, lawful, balanced and respectful of difference.
- Staff do not need to have all the answers immediately, but they must respond safely and seek support when needed.
- Sensitive content must be taught carefully, with clear ground rules and consideration of pupils who may have lived experience of harm.
- The curriculum must respond to the real risks pupils face locally, online and in the wider community.

## 5. Our values: Integrity, Respect and Perseverance

Our values are the thread that runs through the RSHE and wellbeing curriculum. They are not posters on the wall. They are the way we describe what we expect from pupils and from ourselves.

| Value        | What this means in RSHE and wellbeing                                                                                                                                                                       |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Integrity    | Pupils learn to do the right thing at the right time, in the right place. This includes honesty, consent, personal responsibility, online choices and seeking help when something is not safe.              |
| Respect      | Pupils learn to respect themselves, other people, difference, boundaries, privacy, bodies, relationships and the wider school community. Staff model respect even when pupils are finding this difficult.   |
| Perseverance | Pupils learn that relationships, wellbeing and personal change take effort. We support pupils to recover from mistakes, repair harm, ask for help and keep moving towards safer choices and better futures. |

## 6. Curriculum design and contextual safeguarding

Our curriculum is planned, but it is also responsive. As a specialist provision working with vulnerable young people, we recognise that the risks and influences affecting pupils can change quickly. Contextual safeguarding is central to curriculum design and delivery.

Senior leaders, DSLs and curriculum leaders review information from CPOMS, behaviour records, safeguarding trends, local authority updates, police and community intelligence, pupil voice, parent/carer information and staff feedback. This helps us adapt learning so that it remains relevant and meaningful.

Curriculum adaptations may address emerging or persistent issues including, but not limited to:

- knife crime, serious youth violence and personal safety;
- criminal exploitation, county lines and grooming;
- online harms, deepfakes, fake accounts, sextortion, image sharing and AI-related risks;
- unhealthy relationships, coercive control, harassment, misogyny and harmful sexual behaviour;
- pornography, harmful online subcultures and distorted views of relationships;
- radicalisation, extremism, including far-right extremism, and conspiracy thinking;
- drug use, vaping, alcohol, dependency and links with mental health;
- self-harm, suicidal thoughts and safe routes to support; and
- local issues affecting pupils, families, travel, peer groups or the wider community.

Where content is adapted because of a safeguarding trend, staff are briefed so that pupils receive consistent messages. Sensitive adaptations will be considered carefully so that teaching is safe and does not unintentionally normalise, glamorise or trigger harmful behaviour.

## 7. Delivery of RSHE and wellbeing

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RSHE and wellbeing are delivered through a whole-school approach. Some content is taught directly in planned lessons. Some is reinforced through routines, relationships, assemblies, intervention, Thrive, Gateway qualifications, tutor time and everyday conversations.

### 7.1 RSHE lessons and curriculum structure

Planned RSHE lessons give pupils structured opportunities to learn, discuss, question and practise the language of healthy relationships, personal safety and wellbeing. Lessons are adapted to the age, maturity, needs and prior experiences of the group.

### 7.2 Thrive

Thrive supports pupils to build emotional vocabulary, self-awareness, regulation, social skills and readiness to learn. It helps staff understand the needs behind behaviour while maintaining clear boundaries and high expectations. Thrive does not replace RSHE; it strengthens the relational and developmental work needed for pupils to access it safely.

### 7.3 Gateway qualifications

Gateway qualifications support KS4 pupils to gain recognised outcomes while learning about personal wellbeing, employment, healthy living, substance misuse, decision-making and preparation for adulthood. This is particularly important for pupils who need to see the purpose and value of learning quickly.

### 7.4 Personal Development Week and targeted provision

Personal Development activities are used to deepen learning on key themes such as sexual health, consent, healthy relationships, first aid, personal safety and risk. Where appropriate, pupils may be taught in smaller groups or targeted sessions to ensure teaching is safe, relevant and accessible. Parents/carers will be informed about planned provision and consulted on the policy. Parental consent is not required for statutory curriculum content, but parents/carers retain the right to request withdrawal from sex education within RSE as set out in this policy.

### 7.5 Assemblies, tutor time and themes of the week

Assemblies and themes of the week reinforce our values and give pupils regular opportunities to think about relationships, safety, wellbeing, character, citizenship and future choices. Tutor time and daily interactions allow staff to revisit key messages, correct misinformation and support pupils to apply learning to real situations.

### 7.6 External providers

External providers may be used where they bring expertise or credibility that supports pupils. They do not replace staff responsibility for the curriculum. The school will review the suitability of materials, agree safeguarding and reporting routes, ensure a member of staff is present where appropriate, and make sure visitors understand the needs and vulnerabilities of pupils at Thamesfield.

## 8. Mental health and wellbeing

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Mental health and wellbeing sit at the centre of our work. Many pupils arrive at Thamesfield with low trust, low confidence, anxiety, poor self-image, disrupted routines or previous experiences that affect how they learn and relate to others. Our approach is relational, but it is also practical. We teach pupils what wellbeing looks like and how to get help when things are not right.

Through RSHE, Thrive, Personal Development, pastoral support and everyday school life, pupils are taught about:

- emotional vocabulary and naming feelings accurately;
- the link between thoughts, feelings, behaviour and choices;

- healthy coping strategies, including exercise, sleep, routine, community, kindness and asking for help;
- loneliness, isolation, anxiety, low mood, depression and mental ill health;
- the impact of alcohol, drugs, vaping, online behaviour and sleep on wellbeing;
- how to recognise when they or someone else may need support;
- trusted adults, school support and external sources of help;
- how to respond to pressure, conflict, rejection and setbacks; and
- hope, recovery, repair and planning for the future.

Teaching about self-harm or suicide will be carefully planned, age-appropriate and delivered by staff who understand how to do so safely. Staff will avoid unsafe detail, sensationalism or content that could increase risk. Any concern raised by or about a pupil will be treated as a safeguarding concern and recorded on CPOMS.

The school does not attempt to diagnose pupils. Where mental health concerns are identified, staff will follow safeguarding and pastoral procedures, involve parents/carers where appropriate, and seek advice or referral from relevant professionals.

## 9. Safe teaching, ground rules and confidentiality

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RSHE and wellbeing can involve sensitive issues. Staff are expected to create a calm, safe and respectful environment for discussion. This includes setting clear ground rules before sensitive content is taught.

Ground rules may include:

- listen without laughing at or humiliating others;
- use respectful language;
- do not share personal stories about other people;
- use distancing language such as "someone might" rather than naming real people;
- ask questions in a safe way, including anonymous questions where appropriate;
- understand that staff cannot promise confidentiality where there is a safeguarding concern; and
- know who pupils can speak to if a lesson raises a worry.

Staff must never promise confidentiality. If a pupil discloses abuse, exploitation, self-harm, suicidal thoughts, harmful sexual behaviour, criminal activity, online harm or another safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and record the concern on CPOMS. Where a pupil asks a question that staff are unsure how to answer, staff should pause, seek advice and return to the issue safely rather than guessing.

## 10. SEND, vulnerability and reasonable adjustments

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Many pupils at Thamesfield have SEND, communication needs, neurodivergent profiles, trauma histories, low literacy, anxiety, disrupted education or other vulnerabilities. These needs do not remove their entitlement to RSHE and health education. They mean we need to teach it carefully and accessibly.

Staff will use reasonable adjustments and adaptive teaching where needed, including:

- clear routines and predictable lesson structure;
- visuals, storyboards, key vocabulary and written prompts;
- processing time and chunked information;
- smaller group teaching or individual follow-up where appropriate;
- pre-teaching or re-teaching sensitive vocabulary;
- checking understanding without putting pupils on the spot;

- careful consideration of seating, grouping and peer dynamics;
- planned regulation breaks where needed; and
- use of SSPs, risk assessments and safeguarding plans where relevant.

Where a pupil has an EHCP, SEND profile or known vulnerability, staff will consider how RSHE content should be adapted so that the pupil can access the curriculum safely and meaningfully. Adaptation should not become avoidance. Pupils who are vulnerable often need this curriculum the most.

## 11. Equality, inclusion and protected characteristics

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The RSHE and wellbeing curriculum will be taught in a way that is inclusive, balanced and consistent with the Equality Act 2010. Pupils will be taught to respect difference and understand that bullying, harassment, prejudice and discrimination are not acceptable.

Teaching will support pupils to understand families, relationships, identity, consent, rights, responsibilities and personal safety in a way that is appropriate to their age and maturity. Staff will not promote stereotypes or shame pupils for their background, experiences, beliefs or family circumstances.

Where sensitive topics involve protected characteristics, staff will teach in a way that promotes respect, safety and lawful understanding. Where pupils express prejudiced views or repeat harmful online messages, staff will challenge this calmly and clearly, while using the moment to teach.

## 12. Roles and responsibilities

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### 12.1 The Management Committee

The Management Committee is responsible for:

- approving this policy;
- holding the Headteacher to account for RSHE and wellbeing provision;
- ensuring the policy is reviewed regularly and published appropriately;
- considering whether provision is inclusive and appropriate for pupils with SEND and other vulnerabilities; and
- monitoring safeguarding, behaviour, attendance and personal development information where it relates to RSHE and wellbeing.

### 12.2 The Headteacher

The Headteacher is responsible for:

- ensuring RSHE and Health Education are taught consistently across Thamesfield College;
- ensuring the policy reflects the values, identity and context of Thamesfield;
- ensuring staff are trained and supported to deliver sensitive content safely;
- managing requests to withdraw pupils from sex education within RSE;
- ensuring safeguarding concerns arising from RSHE are responded to appropriately; and
- reporting to the Management Committee on implementation and impact.

### 12.3 Senior leaders, DSLs and curriculum leaders

Senior leaders, DSLs and curriculum leaders are responsible for:

- planning and reviewing the curriculum;
- using contextual safeguarding information to adapt provision;

- supporting staff with sensitive teaching and follow-up;
- quality assuring external providers and resources;
- ensuring disclosures and concerns are recorded and acted upon; and
- communicating key themes to staff through training, briefings and debriefs.

## 12.4 Staff

All staff are responsible for:

- modelling the values of Integrity, Respect and Perseverance;
- responding to pupil questions and comments in a calm, safe and respectful way;
- challenging misinformation, prejudice, harassment and unsafe attitudes;
- adapting teaching where pupils need reasonable adjustments;
- recording safeguarding concerns on CPOMS;
- seeking advice when they are unsure how to respond; and
- taking part in training, debrief and reflective practice.

## 12.5 Pupils

Pupils are expected, with support, to:

- engage with RSHE and wellbeing learning;
- treat sensitive topics and other pupils with respect;
- ask questions in a safe and appropriate way;
- avoid sharing personal information about other people;
- challenge harmful myths and misinformation;
- tell a trusted adult if they are worried about themselves or someone else; and
- use learning to make safer choices in school, online and in the community.

## 13. Parents, carers, consultation and the right to withdraw

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Parents and carers are important partners in RSHE and wellbeing. Thamesfield College will make this policy available to parents/carers and will consult before approval. The school will also provide information about curriculum content and respond to reasonable questions or concerns.

Parents/carers do not have the right to withdraw pupils from Relationships Education or Health Education.

Parents/carers do have the right to request withdrawal from sex education delivered as part of RSE, except where the content forms part of the National Curriculum for Science or statutory Health Education.

The right to request withdrawal applies up to and until three terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the school will arrange for this to happen within one of those three terms.

Requests for withdrawal should be made in writing using the form in Appendix 2 and addressed to the Headteacher. The Headteacher, or a senior leader acting on their behalf, will discuss the request with parents/carers, explain the benefits of receiving the curriculum and consider any concerns. A copy of the request and agreed actions will be kept on the pupil record. Alternative work will be provided where withdrawal is agreed.

The school will always consider safeguarding. Where a request to withdraw appears to raise a safeguarding concern, leaders will seek appropriate advice and follow safeguarding procedures.

## 14. Training and staff development

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Staff will receive training and updates so that they can deliver RSHE and wellbeing safely and confidently. Training may include statutory guidance, safeguarding themes, contextual risks, sexual harassment and harmful sexual behaviour, online harms, mental health, suicide prevention, trauma-informed practice, Thrive, PACE-informed approaches, SEND adaptation and safe handling of disclosures.

Training will be delivered through INSET, safeguarding updates, staff briefings, CPD sessions, debriefs and targeted support for staff delivering sensitive content. Staff who feel unsure about a topic should speak to a senior leader, DSL or curriculum leader before teaching it.

## 15. Recording, monitoring and safeguarding response

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Safeguarding concerns arising from RSHE and wellbeing teaching must be recorded on CPOMS in line with the Child Protection and Safeguarding Policy. This includes disclosures, concerns about abuse or exploitation, harmful sexual behaviour, self-harm, suicidal thoughts, serious online risks, criminal activity or significant welfare concerns.

Curriculum leaders and DSLs will use safeguarding and behaviour information to identify themes that may require curriculum adaptation, additional assemblies, targeted intervention, parent/carers communication, staff training or external agency involvement.

The school will monitor the quality and impact of RSHE and wellbeing through lesson visits, pupil voice, staff feedback, work scrutiny where appropriate, CPOMS and behaviour trends, attendance information, case reviews and Management Committee reporting.

## 16. Monitoring, review and governance

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This policy will be reviewed annually, or sooner where statutory guidance changes, safeguarding trends require it, or leaders identify that the policy no longer reflects practice. The Management Committee will approve the policy and monitor its implementation.

The curriculum will be reviewed regularly so that it remains age-appropriate, relevant and responsive to the needs of pupils at Thamesfield College. Leaders will consider pupil voice, parent/carers views, staff feedback and safeguarding information as part of this review.

## 17. Links with other policies

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This policy should be read alongside:

- Child Protection and Safeguarding Policy;
- Behaviour, Relationships and Culture Policy;
- SEND Policy and information report;
- Online Safety Policy;
- Anti-bullying arrangements;
- Attendance Policy;
- Restrictive Intervention Policy;
- Educational Visits Policy;
- Health and Safety Policy;
- Staff Code of Conduct;
- Equality information and objectives; and

▪ Complaints Policy.

Where there is any conflict between policies, safeguarding, pupil welfare and legal requirements will take priority. Leaders will review and clarify expectations where needed.

**Final note**

The purpose of this policy is not to tick a statutory box. It is to help pupils understand risk, build safer relationships, look after their wellbeing and leave Thamesfield better prepared for the next stage of life or education.

## Appendix 1: Curriculum overview

The overview below summarises the main areas of RSHE and health education. It is not a script. Leaders may adapt timing, grouping and examples in response to pupil needs, safeguarding information and statutory guidance.

| Content area                                        | Pupils should know about                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and committed relationships                | Marriage and civil partnerships; legal rights; myths such as "common-law marriage"; forced marriage; how relationships and families change over time; parenting responsibilities; different family structures.                                                                                                                      |
| Respectful relationships                            | Healthy friendships; trust; respect; honesty; consent; boundaries; communication; conflict management; bullying including online bullying; ending relationships safely; stereotypes; prejudice; misogyny; power imbalance; pornography and its influence; harmful online subcultures.                                               |
| Online safety and media                             | Responsible online behaviour; privacy and personal data; image sharing; laws around sexual images; fake accounts; AI-generated content; deepfakes; online harassment and coercion; sextortion and scams; pornography and its impact; AI chatbots and fake intimacy; misinformation and manipulation.                                |
| Being safe                                          | Consent and boundaries; resisting pressure; recognising unsafe relationships; public safety; sexual harassment; sexual violence; domestic abuse; coercive and controlling behaviour; grooming and exploitation; forced marriage; FGM; harmful sexual behaviour; reporting abuse and seeking support.                                |
| Intimate and sexual relationships and sexual health | Puberty and body changes; brain development; menstrual and gynaecological health; fertility and menopause; reproductive health; age of consent; sexual consent; choosing not to have sex; contraception; pregnancy choices; STIs including HIV; safer sex; testing and treatment; PrEP and PEP; confidential sexual health support. |
| Mental health and wellbeing                         | Emotional vocabulary; managing feelings; exercise, sleep, community and kindness; loneliness and isolation; anxiety and depression; mental ill health awareness; coping strategies; links between drugs, alcohol and mental health; seeking help; safe teaching about self-harm and suicide prevention.                             |
| Physical health and healthy lifestyles              | Healthy lifestyles; exercise and wellbeing; healthy eating; risks of poor diet; obesity and cardiovascular risks; alcohol and weight gain; smoking harms; vaping risks and facts; illegal drugs and laws; synthetic drugs; dependency and addiction; prescription medicine misuse; blood, organ and stem-cell donation.             |
| Health protection, healthcare and safety            | Hygiene and germs; sleep; peer pressure and risk-taking; emotional regulation and conflict management; CPR; defibrillators; emergency first aid; responding to injuries; road, rail and water safety; violence prevention; accessing healthcare support.                                                                            |

## Appendix 2: Parent/carers withdrawal request form

This form should be used where a parent/carers wishes to request withdrawal from sex education within RSE. It does not apply to Relationships Education, Health Education or statutory Science content.

|                                                                             |  |
|-----------------------------------------------------------------------------|--|
| <b>Name of pupil</b>                                                        |  |
| <b>Class / tutor group</b>                                                  |  |
| <b>Name of parent/carers</b>                                                |  |
| <b>Date of request</b>                                                      |  |
| <b>Reason for requesting withdrawal from sex education within RSE</b>       |  |
| <b>Please tick if you would like a copy of the RSHE curriculum overview</b> |  |
| <b>Any other information you would like the school to consider</b>          |  |
| <b>Parent/carers signature</b>                                              |  |
| <b>School discussion held by / date</b>                                     |  |
| <b>Agreed actions following discussion</b>                                  |  |
| <b>Decision and alternative work arrangements, where applicable</b>         |  |
| <b>Review date, if needed</b>                                               |  |

## Appendix 3: Staff guidance for safe delivery

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Before teaching sensitive content, staff should:

- know the learning objective and the agreed key messages;
- check whether any pupil-specific risks, triggers or reasonable adjustments need to be considered;
- use agreed ground rules and distancing language;
- avoid asking pupils to disclose personal experiences;
- prepare how anonymous questions will be handled;
- know how to pause a discussion that becomes unsafe or inappropriate;
- challenge harmful language or misinformation calmly and clearly;
- record safeguarding concerns on CPOMS without delay; and
- debrief with a senior leader, DSL or curriculum leader where a lesson raises concerns.

Staff should not:

- promise confidentiality;
- share unnecessary personal stories;
- use shock tactics or graphic detail;
- invite pupils to debate whether protected groups deserve respect;
- allow pupils to name, shame or speculate about other pupils or staff;
- guess legal, medical or safeguarding answers when unsure; or
- leave a pupil unsupported where a lesson has clearly raised a significant worry.

### Simple staff script

"That is an important question. I am going to answer it safely and accurately. If I cannot answer it properly now, I will check and come back to it. If anything you say makes me worried that someone is unsafe, I will need to pass that on to the safeguarding team."