



Relationship, Sex and Health Education Development Intent 2026/2027

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Signed:	
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RSHE

Through planning work across the trust and drawing on practice from other special schools and SEMH settings, RSHE at Everly East Academy is designed to be needs-led, trauma-informed and safeguarding-focused. All aspects of RSHE involve supporting students to reflect on their own experiences, develop understanding of themselves and others, and build the knowledge and skills needed to form safe, respectful and healthy relationships. With practice specialising in Social, Emotional and Mental Health, our PSHRE policy intertwines with this intent to co-produce a responsive RSHE curriculum that reflects student need. Below highlights our specific definitions in relation to RSHE at Everly East Academy.

RSHE

RELATIONSHIPS

- Relationships education is concerned with:
- Healthy relationships – understanding what respectful, safe and trusting relationships look like with peers, staff, family and within the community.
- Boundaries and consent – recognising personal boundaries, respecting the boundaries of others, and understanding consent in all relationships.
- Communication – developing skills to express needs, feelings and opinions appropriately and respectfully.
- Conflict resolution and repair – learning how to manage disagreement, repair relationships and seek support when relationships break down.
- Respect and tolerance – recognising and valuing diversity, difference and protected characteristics.
- Peer influence and pressure – understanding manipulation, coercion, unhealthy influence and how to resist negative peer pressure.
- Online relationships – understanding how relationships differ online, including risks such as grooming, exploitation, coercion and harassment.

We therefore aim to promote healthy relationships through:

- The values and attitudes Everly East Academy identifies, upholds and fosters.
- The contribution made by the whole curriculum.
- Through assemblies and directed form time where positive, safe relationships are modelled and discussed.
- Relational practice and trauma-informed approaches embedded across the school.
- Extra-curricular activity, together with the general ethos and climate of Everly East Academy.

Aspects	Examples of Student Experiences
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Healthy relationships This is seen in the fostering of respectful, safe and trusting relationships between student and student, and student and staff, within the school and wider community.	Personal Development PSHRE Tutor time Assemblies Behaviour Development Relational Practice Extra-curricular activity Workshops and project-based study
Boundaries and consent Where students are supported to recognise personal boundaries, respect the boundaries of others, and understand that consent must be freely given and respected in all relationships.	PSHRE Personal Development Safeguarding education Tutor time Assemblies Restorative conversations
Communication This is seen through supporting students to express their needs, feelings and views appropriately, and to listen respectfully to others.	Tutor time PSHRE English Relational Practice Restorative conversations
Conflict resolution and repair Where students are given opportunities to resolve disagreements constructively, repair relationships and seek support when relationships break down.	Behaviour Development Relational Practice PSHRE Tutor time Restorative conversations
Respect and tolerance This is seen through developing understanding and respect for diversity, difference and protected characteristics within relationships and the wider community.	Assemblies Personal Development PSHRE Religious Education Humanities (History/Geography) Whole-school ethos and values
Peer influence and pressure Where students explore how peers can influence behaviour, including recognising unhealthy influence, manipulation or coercion and learning how to resist negative pressure.	PSHRE Safeguarding education Assemblies Workshops and project-based study Targeted interventions
Online relationships Where students are supported to understand how relationships differ online, including the risks of grooming, exploitation and harassment, and how to seek support safely.	Computing / Online Safety PSHRE Safeguarding curriculum Assemblies Workshops and project-based study

Feelings and emotions within relationships Where students are supported to recognise, understand and manage emotions within relationships, including empathy, anger, jealousy and trust.	Tutor time PSHRE Personal Development Relational Practice Targeted interventions
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SEX EDUCATION

Sex education (age-appropriate and in line with statutory guidance) is concerned with:

- Puberty and physical development – understanding bodily changes and emotional development during adolescence.
- Sexual health – age-appropriate understanding of contraception, STIs and accessing health services (secondary phase).
- Consent and choice – understanding that consent must be freely given, informed and can be withdrawn.
- Healthy and unhealthy intimate relationships – recognising respectful, safe intimate relationships and warning signs of abuse or exploitation.
- Exploitation and coercion – awareness of grooming, CSE/CCE and abusive dynamics (age-appropriate and trauma-informed).
- Media and unrealistic portrayals – understanding how media and online content can present harmful or unrealistic views of relationships and bodies.
- Identity and respect – respectful understanding of gender identity and sexual orientation.

We therefore aim to promote safe, informed sex education through:

- The values and attitudes Everly East Academy identifies, upholds and fosters.
- The contribution made by the whole curriculum, with core delivery through PSHRE.
- Clear safeguarding procedures and staff training to manage disclosures and sensitive topics.
- Parental communication and transparency regarding curriculum content and statutory rights.
- The wider safeguarding culture and ethos of Everly East Academy.
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Aspects	Examples of Student Experiences
Puberty and physical development This is seen in learning about the physical and emotional changes that occur during adolescence, including understanding bodies, hygiene and development in an age-appropriate way.	PSHRE Science Tutor time Assemblies Personal Development Targeted interventions

Sexual health and wellbeing Where students are supported to develop age-appropriate understanding of sexual health, including contraception, STIs and how to access health services (secondary phase).	PSHRE Targeted interventions Safeguarding education Assemblies External health professionals (where appropriate)
Consent and choice This is seen in developing understanding that consent must be freely given, informed and can be withdrawn, and that respectful intimate relationships are based on mutual choice and respect.	PSHRE Personal Development Safeguarding education Tutor time Assemblies Restorative conversations
Healthy and unhealthy intimate relationships Where students explore what respectful, safe intimate relationships look like and recognise warning signs of unhealthy or abusive dynamics.	PSHRE Tutor time Assemblies Safeguarding curriculum Workshops and project-based study Targeted interventions
Exploitation, coercion and abuse awareness This is seen through age-appropriate learning about grooming, CSE/CCE and coercive control, and understanding how to seek help and report concerns safely.	PSHRE Safeguarding education Assemblies Workshops and project-based study External agency input (where appropriate) Targeted interventions
Media and unrealistic portrayals Where students reflect on how media and online content can present unrealistic or harmful views of bodies, sex and relationships, and develop critical awareness.	PSHRE Computing / Online Safety Safeguarding curriculum Assemblies
Identity and respect This is seen through developing respectful understanding of gender identity and sexual orientation, and promoting dignity and respect in discussions about relationships and sexuality.	PSHRE Assemblies Personal Development Tutor time Whole-school ethos and values

HEALTH EDUCATION

Health education is concerned with:

- Mental health and emotional wellbeing – understanding feelings, stress, anxiety and low mood, and developing healthy coping strategies.
- Physical health and wellbeing – knowledge of healthy lifestyles including nutrition, exercise, sleep and personal hygiene.

- Healthy routines and self-care – developing habits that support wellbeing and resilience.
- Substance use and risk awareness – understanding the risks associated with smoking, vaping, alcohol and drugs, and how to seek support.
- Body confidence and self-esteem – developing positive self-image and resilience.
- Managing change and transitions – understanding how life changes can impact wellbeing and how to seek support.
- Help-seeking and support – knowing how and when to access trusted adults and appropriate services.
- Keeping safe – understanding personal safety, risk-taking behaviours and how to reduce harm.

We therefore aim to promote health and wellbeing through:

- The values and attitudes Everly East Academy identifies, upholds and fosters.
- The contribution made by the whole curriculum.
- Through assemblies and directed form time where wellbeing, coping strategies and help-seeking are modelled and discussed.
- Relational practice and trauma-informed approaches embedded across the school.
- Extra-curricular activity, enrichment and the general ethos and climate of Everly East Academy.

Aspects	Examples of Student Experiences
Mental health and emotional wellbeing This is seen in supporting students to recognise feelings, manage stress and anxiety, and develop healthy coping strategies and self-regulation.	PSHRE Tutor time Assemblies Personal Development Targeted interventions Relational Practice
Physical health and wellbeing Where students learn about healthy lifestyles including nutrition, exercise, sleep and personal hygiene, and how these support wellbeing.	PE Science PSHRE Assemblies Enrichment activities Extra-curricular activity
Healthy routines and self-care This is seen through developing habits that support wellbeing, resilience and balance in daily life.	Tutor time PSHRE Personal Development Behaviour Development
Substance use and risk awareness Where students learn about the risks associated with smoking, vaping, alcohol and drugs, and how to seek support and reduce harm	PSHRE Assemblies Safeguarding education Workshops and project-based study External agency input (where appropriate)
Body confidence and self-esteem	PSHRE PE

This is seen in supporting students to develop positive self-image, resilience and respect for their own and others' bodies.	Assemblies Personal Development Targeted interventions
Managing change and transitions Where students are supported to understand how change can impact wellbeing and how to seek support during transitions and life changes.	Tutor time PSHRE Assemblies Personal Development
Help-seeking and support This is seen through developing understanding of when and how to access trusted adults and appropriate services for support with health and wellbeing.	PSHRE Tutor time Safeguarding education Targeted interventions Trusted adults
Keeping safe Where students learn about personal safety, risk-taking behaviours and strategies to reduce harm and protect wellbeing.	PSHRE Safeguarding education Assemblies Workshops and project-based study Behaviour Development

Clearly in all the above, the ethos, climate and vision of Everly East Acadmey make an important contribution to the delivery of RSHE. We would like to think that the ethos of the Academy reflects our values and aims in relation to promoting safe, respectful and healthy relationships, personal safety and wellbeing.

In all the above we believe that the following also play an important contribution to RSHE:

- The pastoral system
- The emphasis on student care and wellbeing
- The emphasis on student voice
- The development of behaviour, relationships and interaction
- The system of rewards and recognition
- An emphasis on:
 - Praise
 - Target setting and review
- The anti-bullying policy
- The extra-curricular activities and clubs at lunchtime and after school

- Positive professional relationships
- Restorative and relational practice
- Solutions-focused and trauma-informed practice

The range of teaching and learning styles in terms of learning experiences, as an Academy we attempt, across the curriculum, to encourage our students to:

- Discuss matters of personal concern related to relationships, safety and wellbeing
- Develop relational and restorative practice
- Develop a sense of belonging to a community
- Be challenged by exploring values, identity and respectful relationships
- Discuss ethical and real-life questions related to relationships, health and personal safety
- Understand why people reach certain decisions in relationships and health contexts and how these decisions affect their lives
- Experience appropriate reflection and emotional processing
- Engage in supported reflection and self-awareness

Review and Monitoring

The provision of Relationships, Sex and Health Education (RSHE) is monitored by the SLT together with Subject Teachers and the whole school staff team to empower engagement and co-production. We have not identified narrow performance indicators; rather, colleagues are asked to provide specific examples of student experiences and impact. In accordance with safeguarding requirements and mandatory Prevent training for all staff, RSHE resources and learning materials are quality assured to ensure they are appropriate, inclusive and minimise risk, with safeguarding considerations embedded throughout.