

Furrowfield School

Relationships, Sex and Health Education (RSHE) Policy



2026-2028

1. Vision for Futures

At Furrowfield School, we believe every young person should leave school equipped with the knowledge, skills, confidence and independence needed to thrive in adulthood.

Our Futures Curriculum underpins our approach to Personal Development and Preparation for Adulthood. Through high-quality Relationships, Sex and Health Education (RSHE), Citizenship, Careers Education, Financial Education and Religion and World Views, students develop the understanding and practical skills needed to make informed decisions, build positive relationships, maintain good physical and mental health and participate successfully in their communities.

The curriculum reflects the needs of our learners and prepares them for their next steps in education, employment, independent living and adult life.

2. Policy Context and Rationale

This policy outlines Furrowfield School's approach to delivering RSHE through its Futures Curriculum.

The Futures Curriculum provides students with opportunities to develop the knowledge, skills and attributes required to:

- Stay healthy and safe
- Develop positive relationships
- Understand and manage risk
- Prepare for employment and further education
- Participate positively within their communities
- Live as independently as possible
- Develop resilience and self-confidence

At Furrowfield School, we recognise that effective RSHE is an essential component of safeguarding, personal development and preparation for adulthood.

3. Statutory Compliance and Legislation

This policy has been written with reference to:

- Education Act 1996
- Education Act 2002
- Children Act 2004
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- SEND Code of Practice: 0–25 Years
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE)
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children
- Prevent Duty Guidance

Statutory Compliance

The Futures Curriculum fulfils the statutory requirements for:

- Relationships and Sex Education (RSE)
- Health Education
- Careers Education
- Safeguarding and Online Safety Education
- Equality and Diversity Education

4. Aims and Objectives

The Futures Curriculum aims to:

- Promote students' spiritual, moral, social and cultural development
- Prepare students for adult life
- Develop positive attitudes towards themselves and others
- Support good physical and mental health
- Enable students to keep themselves safe
- Promote healthy relationships
- Develop employability and independence skills
- Foster respect, tolerance and inclusion
- Support successful transition to post-16 education and adulthood

5. The Futures Curriculum

The Futures Curriculum is Furrowfield School's programme for Personal Development and Preparation for Adulthood.

The curriculum integrates:

- RSHE
- Citizenship
- Careers Education
- Financial Education
- Religion and World Views
- Online Safety
- Employability Skills

The curriculum is built around the four Preparation for Adulthood pathways:

Employment and Further Education

Developing aspirations, employability skills and career readiness.

Independent Living

Developing life skills, financial literacy and decision-making skills.

Community Inclusion

Promoting citizenship, democracy and active participation.

Health and Wellbeing

Developing healthy lifestyles, emotional wellbeing and positive relationships.

6. Curriculum Delivery

RSHE is delivered through the Futures Curriculum by appropriately trained staff.

Learning is delivered through:

- Weekly Futures lessons
- Cross-curricular opportunities
- Careers activities
- Citizenship projects
- Assemblies
- Visits and visitors
- Enrichment activities

Learning follows a progressive model that revisits key themes throughout Key Stages 3 and 4.

Topics include:

- Healthy relationships
- Consent
- Puberty
- Mental health
- Online safety
- Sexual health
- Financial education
- Careers and employability
- Diversity and equality
- Citizenship
- Preparing for adulthood

Age-Appropriate Teaching

All RSHE content delivered through the Futures Curriculum will be age-appropriate, developmentally appropriate and responsive to the needs of individual students.

When planning and delivering learning, staff will consider:

- students' chronological age
- developmental stage
- communication needs
- SEND needs
- emotional maturity
- prior knowledge and experiences

Learning is carefully sequenced across Key Stages 3 and 4 to ensure students progressively develop knowledge and understanding over time. Sensitive topics are introduced in a manner that is appropriate to students' readiness and designed to promote understanding, safety and wellbeing.

The school recognises that our students may require content to be revisited, reinforced and contextualised through practical and explicit teaching approaches to support understanding and application in real-life situations.

7. Supporting Students with SEND

As a specialist setting, Furrowfield School recognises that students may require explicit teaching of:

- Social understanding
- Communication
- Emotional regulation
- Personal safety
- Independence skills
- Relationship skills

The Futures Curriculum is adapted through:

- Visual supports
- Structured routines
- Small-step learning
- Repetition and reinforcement
- Modelling and role play
- Real-life contexts
- Communication-friendly resources

Preparation for Adulthood

The Futures Curriculum directly supports:

Good Health

- Physical health
- Mental wellbeing
- Healthy relationships
- Sexual health
- Risk awareness

Independent Living

- Budgeting
- Financial awareness
- Personal responsibility
- Everyday life skills

Employment and Further Education

- Career planning
- Employability skills
- Workplace readiness
- Application skills

Community Inclusion

- Active citizenship
- Understanding diversity
- Social participation
- Community engagement

8. Supporting Transition Planning

Transition planning is embedded throughout the Futures Curriculum.

Developing Aspirations

Students explore:

- Career pathways
- Further education opportunities
- Employment opportunities
- Workplace expectations

Promoting Independence

Students learn:

- Budgeting
- Managing money
- Decision making
- Personal responsibility

Emotional Readiness

Students develop:

- Resilience
- Self-awareness
- Coping strategies
- Emotional literacy

Community Participation

Students learn:

- Rights and responsibilities
- Democracy
- Citizenship
- Community engagement

EHCP Outcomes

The Futures Curriculum supports EHCP Preparation for Adulthood outcomes through continuous learning from Year 7 to Year 11, ensuring transition planning is an ongoing process rather than an isolated event.

9. Safeguarding

The Futures Curriculum plays a key role in meeting the school's safeguarding responsibilities.

Digital Influences and Online Media

Through the Futures Curriculum, students develop the knowledge and critical thinking skills needed to navigate an increasingly complex online world safely and responsibly.

Learning includes:

- Healthy and unhealthy relationships
- Respectful relationships
- Consent

- Personal boundaries
- Child-on-child abuse
- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Coercive and controlling behaviour
- Grooming
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County lines
- Online safety
- Digital harms
- Extremism and radicalisation
- Substance misuse
- Mental health awareness
- How to seek help and report concerns

Students are supported to critically evaluate online content, identify risks, challenge harmful narratives and understand the influence that digital media can have on relationships, self-image, mental health and decision-making.

Learning includes:

- Healthy and unhealthy relationships
- Consent
- Online safety
- Grooming
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Sexual harassment
- Harmful sexual behaviour
- Extremism and radicalisation
- Mental health awareness
- Substance misuse
- How to seek help

Teaching is delivered in accordance with Keeping Children Safe in Education 2025 and the school's Safeguarding and Child Protection Policy.

10. Teaching and Learning

Teachers establish a safe learning environment through agreed classroom expectations including:

- Respect
- Confidentiality within safeguarding limits
- Appropriate language
- Right to pass
- Respect for differing views
- Asking questions safely

Teachers will:

- Deliver unbiased information
- Use age-appropriate materials
- Adapt learning for SEND students
- Signpost support services
- Follow safeguarding procedures where concerns arise

Assessment may include:

- Learning discussions
- Quizzes
- Exit tickets
- Written responses
- Observation of participation

External Agencies and Visitors

External agencies and visitors may be invited to contribute to aspects of the Futures Curriculum where their expertise enhances student learning and supports curriculum objectives.

Examples may include:

- school nursing services
- health professionals
- careers advisers
- community organisations
- safeguarding specialists

The school remains responsible for:

- curriculum planning
- quality assurance
- safeguarding arrangements
- selection of resources
- ensuring content is age appropriate
- ensuring learning meets statutory requirements

External contributions will complement, rather than replace, planned curriculum delivery by school staff.

11. Working with Parents and Carers

Furrowfield School values effective partnership with parents and carers.

The school will:

- Publish this policy on the website.
- Inform families about curriculum content.
- Communicate significant curriculum changes.
- Provide opportunities for discussion where appropriate.

Parents have the legal right to request withdrawal from the non-statutory sex education elements of RSHE.

The Head Teacher will meet with parents/carers to discuss any request before decisions are made.

12. Equality, Diversity and Inclusion

Furrowfield School is committed to ensuring that all students are valued, respected and able to access the Futures Curriculum regardless of need, background or personal circumstances.

Teaching reflects the Equality Act 2010 and promotes:

- respect
- diversity
- inclusion
- tolerance
- equality of opportunity

Teaching will develop understanding of the protected characteristics and encourage students to show respect towards individuals regardless of:

- age
- disability
- sex
- race
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership

The school recognises that students and families may hold a variety of personal, cultural and religious beliefs. Teaching will be objective, factual and balanced whilst promoting mutual respect and inclusion.

Learning resources, teaching approaches and curriculum content will be adapted where necessary to ensure accessibility for students with SEND.

13. Confidentiality

Students should understand that teachers cannot offer unconditional confidentiality.

Where safeguarding concerns arise:

- Staff will follow school procedures.
- Information will be shared with the Designated Safeguarding Lead.
- Appropriate action will be taken in accordance with safeguarding guidance.

14. Roles and Responsibilities

Governing Body

The Governing Body will:

- Approve the policy
- Monitor implementation
- Hold leaders accountable

Head Teacher

The Head Teacher will:

- Ensure compliance
- Monitor curriculum delivery
- Manage withdrawal requests
- Ensure staff training

Staff

Staff will:

- Deliver the curriculum appropriately
- Follow safeguarding procedures
- Adapt teaching for SEND students
- Promote inclusion and respect

15. Monitoring, Evaluation and Quality Assurance

Measuring Progress and Impact

At Furrowfield School, the primary purpose of assessment within the Futures Curriculum is to support students' personal development, independence and preparation for adulthood. As many aspects of RSHE relate to attitudes, understanding, confidence and application of knowledge, assessment focuses on students' progress over time rather than attainment against traditional academic measures.

Teachers assess learning through:

- Classroom discussion and questioning
- Retrieval activities and quizzes
- Exit tickets and reflection activities
- Scenario-based learning
- Role play and practical activities
- Observation of participation and engagement
- Written, verbal and visual responses
- Student self-assessment and reflection

Assessment focuses on the extent to which students can:

- Recall key knowledge
- Apply learning to real-life situations
- Demonstrate understanding of risk and safety
- Show increased confidence and independence
- Make informed decisions
- Develop positive attitudes and behaviours
- Identify strategies for maintaining health and wellbeing
- Recognise where and how to seek support

Measuring Progress for Students with SEND

Progress within the Futures Curriculum is measured in ways that recognise individual starting points, developmental needs and EHCP outcomes.

Evidence of progress may include:

- Increased independence
- Improved communication and self-advocacy
- Greater understanding of personal safety and boundaries
- Improved emotional regulation
- Increased confidence in social situations
- Improved ability to make informed choices
- Successful application of learning in everyday situations
- Progress towards Preparation for Adulthood outcomes
- Progress towards relevant EHCP outcomes

For some students, progress may be demonstrated through small but significant steps in confidence, understanding or independence that enable them to participate more successfully in school and wider community life.

Evaluating Curriculum Impact

The impact of the Futures Curriculum is reviewed through:

- Student voice activities
- Parent and carer feedback
- Staff feedback
- Curriculum reviews
- Lesson observations and learning walks
- Behaviour and safeguarding information
- Attendance and engagement data
- Progress towards EHCP outcomes
- Preparation for Adulthood outcomes
- Careers and employability outcomes
- Post-16 destination data

Leaders and Governors use this information to evaluate the effectiveness of the Futures Curriculum and to ensure it continues to meet the needs of students whilst supporting their successful transition into adulthood.

Appendix 1 – Key Stage 3 Futures Curriculum Overview



Key Stage 3 Curriculum Map Overview

Subject: Choose Subject						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Unit Name: Relationships - Healthy relationships: How can I build good relationships? Unit Description: This unit will cover topics such as healthy friendships, making new friends, <u>importance</u> of friendships, changing friendships, boundaries, conflict and ending friendships.	Unit Name: Health & Wellbeing - Changing adolescent body: Puberty and menstrual wellbeing Unit Description: This unit will cover topics such as puberty, sexual feelings, hygiene, menstrual health	Unit Name: Religion and World Views - Blik: <u>how</u> do I interpret the world around me? Unit Description: In this unit pupils are introduced to the idea of philosophy through an overview of key Greek thinkers. From <u>this</u> they will focus on R M Hare and the idea that all humans have a worldview.	Unit Name: Financial & Careers Education - Choices, risks and rewards How can we be aspirational students Unit Description: This unit will cover topics such as saving, borrowing, making financial decisions, risk and rewards and aspirations for the future	Unit Name: Active citizenship, making a positive difference - Citizenship - what's it all about? Unit Description: In this unit pupils consider what citizenship is all <u>about</u> , they will explore what knowledge and skills they need to develop to become active citizens.	Unit Name: Health and Wellbeing - Our online lives: How do I report and find support for things I see online? Unit Description: This unit will cover topics such as <u>online</u> world, harmful online content, reporting concerns, <u>being</u> responsible.
Year 8	Unit Name: Relationships - Respectful relationships: Stereotypes & Bullying Unit Description: This unit will cover topics such as types of bullying, impact, imbalance of power, unlawful discrimination, stereotyping, respect and tolerance and how to seek help	Unit Name: Health & Wellbeing - Mental wellbeing: <u>Recognising</u> concerns and body image Unit Description: This unit will cover topics such as mental wellbeing and concerns, anxiety, sleep, <u>taking action</u> , where to get help, body image, idealized <u>projections</u> and support.	Unit Name: Religion and World Views - Ethics: <u>how</u> do we know what is 'good'? Unit Description: In this <u>unit</u> pupils will use a philosophical lens to consider what we mean by good. They will examine various ethical answers given such deontology, <u>utilitarianism</u> and situation ethics. They will conclude by weighing up the issue of suffering in the world.	Unit Name: Financial & Careers Education - Tax, insurance and inflation Career focus – communication, teamwork and entrepreneurs Unit Description: This unit will cover topics such as insurance, taxation and inflation and careers focus.	Unit Name: Active citizenship, making a positive difference - How can citizens bring about change? Unit Description: In this unit, pupils explore the different ways citizens can <u>take action</u> and what role this plays in democracy.	Unit Name: Health and Wellbeing - Our online lives: How do I report and find support for things I see online? Unit Description: This unit will cover topics such as <u>online</u> world, harmful online content, reporting concerns, <u>being</u> responsible.
Year 9	Unit Name: Relationships - Intimate relationships: Positivity and health Unit Description: This unit will cover topics such as intimacy, sex, diversity within relationships, STI, <u>Pregnancy</u> and communication	Unit Name: Health & Wellbeing - Mental wellbeing: Common types of ill health Unit Description: This unit will cover topics such as anxiety, depression self-harm, stress and eating disorders	Unit Name: Religion and World Views - Religious law: What is the social context and relevance today? Unit Description: In this unit pupils examine how religions have created rules to live by. They will investigate how the ethics of Jesus reframed the Jewish law of the time and how Muslims may use the concept of <u>ijtihad</u> to make moral decisions.	Unit Name: Financial & Careers Education - Smart spending: budgets and investments Workplace skills and employability Unit Description: This unit will cover topics such as budgeting, investing, <u>planning</u> for the future.	Unit Name: Active citizenship, making a positive difference - How can young people play an active role in democracy? Unit Description: Pupils consider what role they can play in their <u>communities</u> from school to local and national democracy.	Unit Name: Health and Wellbeing - Media influence: how can I look after myself? Unit Description: This unit will cover topics such as sharing personal information, pornography, addiction, gambling, <u>trolling</u> .

Appendix 2 – Key Stage 4 Futures Curriculum Overview



Key Stage 4 Curriculum Map Overview

Subject: Futures						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Unit Name: <i>Relationships - Intimate relationships: Reproductive health and impact of alcohol and drugs</i> <i>Being safe: Informed consent</i> Unit Description: This unit will cover topics such as alcohol, drugs, sex, fertility and reproduction, consent and sexual coercion	Unit Name: <i>Health & Wellbeing - Mental wellbeing: Impact of our actions on mental health</i> Unit Description: This unit will cover topics such as stress, <u>school work</u> , impact of substances, bullying, violence, <u>anti social</u> behavior, mental health	Unit Name: <i>Religion and World Views - Issues of Human Rights</i> Unit Description: In this unit pupils will examine ideas of human rights and responsibilities. They will examine ideas of religious <u>expression</u> , the status of women and issues related to wealth and charity. Pupils will gain an understanding of different Christian and non-religious responses to these issues.	Unit Name: <i>Financial & Careers Education - Making informed financial decisions</i> <i>AQA UAS Making informed career choices Unit 7 L1</i> Unit Description: This unit will cover topics such as financial decision making, managing risk, <u>insuring</u> against risk. Students will identify different career paths. Report on the basic requirements of selected careers. Produce a personal careers action plan and identify opportunities for lifelong learning.	Unit Name: <i>Active citizenship, making a positive difference - How can we make a difference in society? Active citizenship project</i> Unit Description: Students are introduced to what an active citizenship project is, how it should be <u>structured</u> and the skills they need to complete one.	Unit Name: <i>Health and Wellbeing - Internet safety and harms: Online relationships and harmful <u>behaviour</u></i> Unit Description: This unit will cover topics such as interactions online, obsessive online <u>behaviours</u> , catfishing, self-help, healthy online relationships
Year 11	Unit Name: <i>Relationships - Intimate sexual relationships: Pregnancy and parenting</i> Unit Description: This unit will cover topics such as pregnancy, abortion, labor, miscarriage	Unit Name: <i>Health & Wellbeing - Mental wellbeing: <u>Recognising</u> problems and seeking support</i> Unit Description: This unit will cover topics such as exam stress, anxiety, mental health stigma, stressors, PTSD, SAD, maintaining positive mental health	Unit Name: <i>Religion and World Views - Issues of life and death</i> Unit Description: In this unit pupils will focus firstly on the relationship between religion and science - looking at ideas of creation. They will examine how Christians and non-religious people view the world. <u>Finally</u> they will examine how people speak about the sanctity of life.	Unit Name: <i>Financial & Careers Education - Salaries and <u>long term</u> financial planning</i> <i>Post-16 Transition planning and applying for work – Life Skills</i> Unit Description: This unit will cover topics such as work, income, personal finance, long term planning. Students will identify what their strengths and weaknesses are and what career paths they are interested in. Students will then look at applying for work – job application process.	Unit Name: <i>Active citizenship, making a positive difference - How can we prepare well for financial decision making?</i> Unit Description: Using the example of housing, pupils explore a range of different financial decisions, <u>products</u> and services. They consider how they can prepare to become financially independent and what advice is available to them.	

Appendix 3 – Request to Withdraw from Sex Education

Student Name:	
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Year Group:	
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Parent/Carer Name:	
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Reason for Withdrawal Request:

Parent/Carer Signature:	
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Date:	
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School Response

Meeting Date:	
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Agreed Actions:

Head Teacher Signature:	
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Date:	
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