

Remedicare Education Services

Relationships, Sex and Health Education (RSHE) Policy

Applies to: All Remedicare Education Services provision

Approved: September 2026

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1. Introduction

Remedicare Education Services is committed to providing safe, inclusive, respectful and developmentally appropriate education that supports children and young people to understand themselves, develop healthy relationships, recognise unsafe situations and make informed decisions.

As a non-school Alternative Provision provider, Remedicare delivers personalised education based on the individual needs, age, developmental stage, EHCP outcomes, commissioned placement and presenting needs of each learner.

Relationships, Sex and Health Education (RSHE) forms part of Remedicare's wider personal development, safeguarding, wellbeing and preparation for adulthood offer.

This policy provides the framework for how Remedicare approaches relationships, sex and health education across its provision, including:

- centre-based provision;
- outreach;
- community-based learning;
- outdoor and practical provision;
- post-16 provision;
- work-related learning where relevant; and
- other activities delivered or commissioned by Remedicare.

Remedicare recognises that learners may have very different levels of chronological age, developmental understanding, communication ability, cognitive ability, emotional development and previous educational experience.

RSHE will therefore be adapted appropriately while maintaining clear expectations around safeguarding, dignity, respect and personal safety.

2. Legislative and Guidance Framework

This policy has been developed with regard to relevant legislation and national guidance, including:

- Department for Education **Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance**, revised for implementation from September 2026;
- **Keeping Children Safe in Education 2026 (KCSIE)**;
- **Working Together to Safeguard Children 2026**;
- Equality Act 2010;
- Children and Families Act 2014;
- SEND Code of Practice: 0 to 25 years;
- Online Safety Act 2023, where relevant;
- relevant safeguarding legislation and local safeguarding arrangements;
- relevant DfE guidance concerning harmful sexual behaviour, sexual violence and sexual harassment;
- relevant health and public health guidance; and
- Remedicare's commissioning and contractual requirements.

The DfE RSHE statutory guidance applies directly to schools and specified education settings. Remedicare is a non-school Alternative Provision provider and therefore applies the guidance proportionately and appropriately as a framework for high-quality provision, while also following the requirements of the commissioning school, local authority and learner's individual plan where applicable.

KCSIE 2026 is statutory guidance for schools and colleges. Remedicare will align its safeguarding practice with relevant KCSIE expectations and the safeguarding requirements placed upon Alternative Provision providers through commissioning and safeguarding arrangements.

3. Purpose

The purpose of RSHE at Remedicare is to help learners develop the knowledge, understanding and practical skills required to:

- build and maintain healthy relationships;
- recognise respectful and disrespectful behaviour;
- understand personal boundaries;
- understand consent and personal autonomy;
- recognise unsafe situations;
- understand how to seek help;

- develop appropriate communication skills;
- understand physical and emotional wellbeing;
- develop independence and self-care;
- understand online safety;
- recognise online grooming, exploitation and abuse;
- understand sexual harassment and sexual violence;
- recognise coercive or controlling behaviour;
- understand the importance of respect and dignity;
- develop confidence in communicating their needs;
- understand changes associated with puberty and growing up;
- understand sexual health where age and developmental stage make this appropriate;
- prepare for adulthood; and
- develop the knowledge and skills necessary to keep themselves and others safe.

4. Remedicare's Guiding Principles

4.1 Child-centred

RSHE will be planned around the individual learner.

Staff will consider:

- chronological age;
- developmental age;
- cognitive ability;
- communication needs;
- sensory needs;
- emotional development;
- SEND;
- previous learning;
- cultural and family context;
- safeguarding needs;
- individual risk factors;
- EHCP outcomes;
- preparation for adulthood outcomes; and
- the learner's current level of understanding.

4.2 Safe and Respectful

RSHE will be delivered in an environment where learners are encouraged to ask questions and discuss topics respectfully.

Staff will establish clear ground rules appropriate to the group and individual learners.

Learners will not be required to disclose personal experiences as part of an RSHE activity.

Staff will not share personal experiences or opinions in a way that blurs professional boundaries.

4.3 Age and Developmentally Appropriate

Remedicare will not use a one-size-fits-all RSHE curriculum.

Content will be introduced according to the learner's age, developmental stage, needs and circumstances.

For learners with SEND, teaching may require:

- repetition;
- additional processing time;
- concrete examples;
- visual resources;
- symbols;
- AAC;
- social stories;
- role play;
- modelling;
- simplified language;
- accessible vocabulary;
- sensory or practical activities;
- explicit teaching of boundaries;
- additional opportunities for consolidation; and
- individualised teaching.

The DfE's evidence review recognises that learners with SEND and those in non-mainstream settings may require content to be adapted according to chronological age and developmental ability.

5. Inclusion and Equality

Remedicare is committed to providing RSHE that is accessible and respectful to all learners.

Teaching will take account of the protected characteristics under the Equality Act 2010, including:

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

Learners will not be subjected to discrimination, harassment or victimisation.

RSHE will promote:

- dignity;
- respect;
- equality;
- tolerance;
- appropriate boundaries;
- recognition of difference; and
- respectful communication.

Where topics are contested or sensitive, staff will teach relevant facts, law and safeguarding information accurately and professionally and will not present personal opinions as established fact.

6. Curriculum Content

RSHE will be delivered as part of an appropriate personal development curriculum.

Content may include the following areas.

6.1 Relationships

Learners may be taught about:

- friendships;
- family relationships;
- positive relationships;
- respectful relationships;
- trust;
- communication;
- cooperation;
- managing disagreements;
- conflict resolution;
- boundaries;
- personal space;
- appropriate touch;
- recognising uncomfortable feelings;
- asking for help;
- maintaining safe relationships;
- ending unhealthy relationships;
- different family structures; and
- respectful behaviour towards others.

7. Consent, Boundaries and Personal Autonomy

Learners will be supported to understand:

- their body belongs to them;
- personal boundaries;
- appropriate and inappropriate touch;
- saying "no";
- respecting another person's "no";
- asking permission;
- recognising discomfort;
- understanding that consent must be freely given;
- recognising pressure or coercion;
- seeking help when boundaries are not respected; and
- understanding that consent can be withdrawn.

Teaching will be adapted to the learner's communication needs.

For learners who use AAC, symbols, gestures or other communication systems, staff will ensure that teaching supports the learner's ability to communicate:

- yes;
- no;
- stop;
- help;
- uncomfortable;
- private;
- public; and
- other relevant concepts.

8. Sexual Health and Sexual Development

Where appropriate to the learner's age, developmental stage and commissioned curriculum, RSHE may include:

- puberty;
- menstruation;
- body changes;
- personal hygiene;
- reproductive health;
- contraception;
- sexually transmitted infections;
- sexual health services;
- pregnancy;
- sexual consent;
- sexual activity;
- relationships and sexual health;
- accessing appropriate healthcare; and
- recognising sexual health concerns.

Teaching will be factual, age appropriate and delivered by appropriately prepared staff.

Where a learner asks a question that goes beyond the planned curriculum, staff will consider:

- whether the question is appropriate to answer;

- the learner's age and developmental understanding;
- whether answering is necessary for safeguarding;
- whether the question indicates a safeguarding concern;
- whether the information should be discussed individually;
- whether the question should be referred to a parent/carer or appropriate professional; and
- whether the DSL should be informed.

9. Safeguarding Through RSHE

RSHE is an important part of Remedicare's safeguarding curriculum.

Learners will be supported to recognise and report situations involving:

- abuse;
- neglect;
- grooming;
- sexual exploitation;
- sexual abuse;
- sexual harassment;
- sexual violence;
- coercion;
- controlling behaviour;
- domestic abuse;
- forced marriage;
- FGM;
- harmful sexual behaviour;
- inappropriate touching;
- inappropriate requests for images;
- online sexual abuse;
- exploitation through social media;
- sextortion;
- inappropriate sharing of sexual images;
- exploitation by adults or peers; and
- other behaviour that places a child at risk.

Teaching will focus on helping learners understand:

- what is safe and unsafe;

- who they can speak to;
- how to report a concern;
- how to seek help;
- that abuse is never the child's fault; and
- that Remedicare will take concerns seriously.

KCSIE 2026 emphasises the importance of safeguarding against sexual violence and harassment and ensuring children are able to report concerns and receive appropriate support.

10. Sexual Harassment and Sexual Violence

Remedicare maintains a zero-tolerance approach to sexual harassment and sexual violence.

Learners will be taught, in an age and developmentally appropriate way, about:

- respectful behaviour;
- inappropriate sexual comments;
- sexualised language;
- unwanted sexual attention;
- unwanted touching;
- sharing sexual images;
- pressure to send images;
- online sexual harassment;
- sexual coercion;
- sexual assault;
- recognising unsafe behaviour; and
- how to report concerns.

Staff must never dismiss sexualised behaviour as:

- "banter";
- "just joking";
- "boys being boys";
- "something they do";
- "attention seeking"; or
- any other explanation that prevents an appropriate safeguarding response.

Where harmful sexual behaviour or sexual harassment occurs, Remedicare will follow its safeguarding and behaviour procedures.

11. Online Relationships and Digital Safety

Online safety is an integral part of RSHE.

Learners may be taught about:

- social media;
- online friendships;
- online communication;
- privacy;
- passwords;
- location sharing;
- online identity;
- online pressure;
- grooming;
- exploitation;
- sexual harassment;
- inappropriate messages;
- inappropriate images;
- sexting and youth-produced sexual imagery;
- sextortion;
- pornography;
- deepfakes and AI-generated sexual imagery;
- manipulation;
- reporting harmful content;
- blocking and reporting users; and
- seeking help.

Teaching will focus on practical safety rather than simply presenting lists of online risks.

The revised DfE guidance specifically identifies online behaviours including sexual imagery, youth-produced sexual imagery, AI-generated sexual imagery and deepfakes, as well as grooming and sextortion, as areas where pupils should understand relevant law and risks.

12. Pornography and Sexualised Content

Where appropriate to age and developmental stage, learners may be taught about the risks associated with pornography and sexualised online content.

Teaching will focus on:

- unrealistic expectations;
- consent;
- respect;
- exploitation;
- age restrictions;
- online safety;
- the potential impact on relationships and wellbeing;
- illegal content;
- reporting harmful content; and
- seeking help.

Staff will not use inappropriate or explicit material to illustrate a point.

Any resources used must be age appropriate, professionally approved and consistent with Remedicare's safeguarding expectations.

13. Harmful Sexual Behaviour

Remedicare recognises that children and young people may display harmful or inappropriate sexual behaviour for a range of reasons.

All sexualised behaviour must be considered within the context of:

- the learner's age;
- developmental stage;
- SEND;
- communication needs;
- understanding;
- previous experiences;
- exposure to inappropriate content;
- relationships with peers;
- safeguarding history; and

- any other relevant factors.

Staff will not label a learner as an offender or make assumptions about intent.

Concerns will be recorded factually and referred through safeguarding procedures.

The response will be:

- proportionate;
- child-centred;
- safeguarding-led;
- educational where appropriate;
- focused on safety;
- informed by professional advice where required; and
- considerate of the needs of all children involved.

14. Mental Health and Emotional Wellbeing

RSHE may support learners to understand:

- emotions;
- self-esteem;
- body image;
- healthy coping strategies;
- asking for help;
- loneliness;
- friendships;
- relationship difficulties;
- emotional abuse;
- peer pressure;
- anxiety relating to relationships;
- healthy boundaries; and
- where to access support.

Where discussions indicate a concern about a learner's mental health or wellbeing, staff must follow Remedicare's safeguarding and wellbeing procedures.

RSHE must not become a substitute for specialist mental health assessment or treatment.

Where there are concerns about suicide or self-harm, staff must follow Remedicare's safeguarding procedures immediately.

The revised 2026 RSHE guidance includes strengthened content around mental wellbeing and suicide prevention.

15. Teaching About the Law

Where legally relevant, learners will be supported to understand the law in an age-appropriate manner.

Relevant areas may include:

- consent and the age of consent;
- sexual offences;
- sexual harassment;
- sexual violence;
- grooming;
- exploitation;
- domestic abuse;
- coercive and controlling behaviour;
- forced marriage;
- FGM;
- sharing sexual images;
- online sexual abuse;
- pornography;
- hate crime;
- protected characteristics;
- alcohol, vaping, smoking and drugs;
- gambling;
- weapons;
- exploitation and criminal activity; and
- other relevant areas of law.

The 2026 DfE guidance explicitly states that applicable law should be taught factually so learners understand their rights and responsibilities.

16. Communication and Personal Safety

For learners with SLD, PMLD, communication difficulties or limited verbal communication, RSHE will prioritise practical communication and personal safety skills.

This may include:

- identifying trusted adults;
- recognising public and private;
- understanding personal space;
- identifying body parts using appropriate language;
- communicating "yes" and "no";
- communicating "stop";
- recognising safe and unsafe touch;
- understanding routines;
- developing independence with personal care;
- recognising emotions;
- understanding relationships;
- recognising changes in behaviour or routine;
- accessing help;
- using AAC;
- using symbols and visual supports; and
- developing functional communication.

Teaching will be consistent with the learner's communication profile and EHCP outcomes.

17. Personal Care, Privacy and Dignity

RSHE will support learners to develop independence and dignity around personal care.

This may include:

- toileting;
- menstruation;
- changing;
- hygiene;
- dressing;
- personal space;
- privacy;

- appropriate help-seeking;
- understanding private and public behaviour;
- body awareness; and
- accessing support appropriately.

Staff must maintain professional boundaries when supporting learners with personal care.

Personal care must always be delivered in accordance with Remedicare's relevant policies, risk assessments and individual plans.

18. Teaching Approaches

RSHE may be delivered through:

- structured lessons;
- small-group sessions;
- one-to-one teaching;
- social stories;
- sensory stories;
- role play;
- visual supports;
- AAC;
- practical activities;
- scenario-based discussion;
- video resources;
- interactive activities;
- community-based learning;
- preparation for adulthood activities; and
- individualised learning programmes.

For learners with significant communication or cognitive needs, practical teaching may be more appropriate than worksheet-based learning.

Staff should use concrete, functional and meaningful examples.

19. Professional Boundaries for Staff

Staff delivering RSHE must maintain clear professional boundaries.

Staff must:

- use appropriate language;
- remain professional;
- avoid personal disclosures;
- avoid sharing personal sexual experiences;
- avoid expressing personal views as facts;
- maintain appropriate physical boundaries;
- use approved resources;
- follow safeguarding procedures;
- respond appropriately to questions;
- report concerns and disclosures; and
- seek support when unsure how to respond.

Staff must never use RSHE teaching as an opportunity to discuss their own sexual experiences or relationships with learners.

20. Questions From Learners

Learners will be encouraged to ask questions.

Staff should:

1. listen without judgement;
2. thank the learner for asking;
3. consider whether the question is appropriate to answer;
4. provide factual and age-appropriate information;
5. avoid unnecessary detail;
6. consider whether the question indicates a safeguarding concern;
7. refer the question to an appropriate professional where necessary; and
8. record or report a safeguarding concern where required.

Staff should not promise confidentiality.

If a question indicates that a learner may have experienced abuse, exploitation, inappropriate contact or another safeguarding concern, staff must follow the Child Protection and Safeguarding Policy.

21. Disclosures

If a learner discloses information that may indicate abuse, neglect, exploitation, sexual violence, sexual harassment or another safeguarding concern, staff must:

- listen;
- remain calm;
- take the learner seriously;
- avoid leading questions;
- avoid investigating;
- avoid promising confidentiality;
- explain that the information may need to be shared to keep them safe;
- record the disclosure accurately using the learner's own words where possible; and
- report the concern immediately to the DSL in accordance with Remedicare safeguarding procedures.

Staff must not attempt to investigate a disclosure themselves.

22. Confidentiality

RSHE discussions will be treated respectfully and sensitively.

However, learners must understand that information cannot be kept confidential where there is a safeguarding concern or risk of harm.

Staff must never tell a learner:

"I promise I won't tell anyone."

Instead, staff should explain that they may need to share information with people whose role is to help keep the learner safe.

23. Individualised and SEND Provision

Remedicare will make reasonable adjustments to ensure RSHE is accessible.

This may include:

- simplified language;
- visual timetables;
- symbols;
- objects of reference;
- AAC;
- communication boards;
- repetition;
- additional processing time;
- smaller teaching groups;
- individual sessions;
- sensory approaches;
- adapted resources;
- social stories;
- explicit modelling;
- additional adult support;
- alternative methods of demonstrating understanding; and
- liaison with parents/carers and relevant professionals.

Adaptation will not be used to remove essential safeguarding learning without a clear reason.

24. Parents and Carers

Remedicare recognises the important role of parents and carers in supporting children and young people to develop healthy relationships and understand personal safety.

Where appropriate, Remedicare will:

- communicate the broad content of RSHE;
- explain the purpose of relevant learning;
- provide information about resources where appropriate;
- consider parent/carer views;
- work with parents/carers to support individual needs; and
- provide opportunities to discuss concerns.

Where Remedicare is delivering provision commissioned by another school or local authority, the relevant commissioning arrangements and curriculum expectations will also be considered.

25. Withdrawal From Sex Education

The legal position concerning withdrawal from sex education applies differently to schools than to non-school Alternative Provision.

Remedicare will therefore consider any parent/carer request in the context of:

- the learner's commissioned education;
- the requirements of the placing school/local authority;
- the learner's EHCP and outcomes;
- the learner's age and developmental stage;
- safeguarding requirements;
- the distinction between relationships education, safeguarding education, health education and sex education; and
- applicable statutory requirements.

Where a request relates to sex education that forms part of a school curriculum being delivered through Remedicare, Remedicare will liaise with the commissioning school and/or local authority before making arrangements.

Where a lesson concerns safeguarding, consent, abuse prevention, personal safety or online safety, it will not automatically be treated as "sex education".

Relationships and safeguarding education should remain available because learners need this knowledge to keep themselves safe.

For school-based statutory RSE, parents have a right to request withdrawal from sex education, subject to the specific statutory arrangements. There is no right to withdraw from statutory relationships education.

26. External Providers

Where an external organisation or professional is used to support RSHE, Remedicare will ensure that:

- the provider is appropriately vetted;

- safeguarding requirements are met;
- content is reviewed in advance;
- resources are appropriate;
- staff understand the provider's role;
- the provider follows Remedicare safeguarding procedures;
- the provider does not replace Remedicare's safeguarding responsibilities;
- the session is appropriate for the learners involved; and
- appropriate feedback and evaluation takes place.

External providers must not deliver content that has not been agreed with Remedicare.

27. Curriculum Planning

RSHE will be planned as part of each learner's personalised curriculum.

Planning should consider:

- EHCP outcomes;
- PIP targets;
- preparation for adulthood;
- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- physical and sensory needs;
- independence;
- safeguarding;
- age and developmental stage;
- prior learning;
- current risk factors; and
- learner voice.

Where appropriate, RSHE learning may contribute to the learner's wider PIP targets.

28. Safeguarding and Risk Assessment

Where RSHE activities involve potentially sensitive topics, staff should consider whether additional risk assessment is required.

This may include consideration of:

- individual safeguarding history;
- trauma;
- harmful sexual behaviour;
- communication needs;
- emotional regulation;
- peer dynamics;
- online risks;
- vulnerability to exploitation;
- inappropriate language or behaviour;
- known triggers;
- staffing;
- group size; and
- environmental considerations.

The purpose of risk assessment is to support safe participation and must not unnecessarily prevent access to important safeguarding education.

29. Monitoring and Evaluation

Remedicare will monitor the effectiveness of RSHE through:

- learner voice;
- parent/carer feedback;
- staff feedback;
- PIP evidence;
- learning journals;
- observations;
- safeguarding information;
- incident trends;
- curriculum reviews;
- external feedback;
- commissioner feedback; and
- review of resources.

Evaluation will consider whether learners are developing practical knowledge and skills rather than simply recalling information.

30. Staff Training

Staff involved in RSHE will receive appropriate guidance and training.

Training may include:

- RSHE curriculum expectations;
- safeguarding;
- sexual harassment and sexual violence;
- harmful sexual behaviour;
- online safety;
- consent;
- professional boundaries;
- responding to disclosures;
- SEND adaptations;
- communication needs;
- trauma-informed practice;
- appropriate language;
- equality and inclusion; and
- current legal and national guidance.

Staff must seek advice where they are uncertain how to teach or respond to a sensitive issue.

31. Records and Confidentiality

RSHE learning records should be factual, proportionate and relevant.

Staff should not record unnecessary personal or sensitive information about learners.

Where a safeguarding concern arises, the concern must be recorded through the appropriate safeguarding system, including CPOMS where required.

RSHE records will be handled in accordance with Remedicare's Privacy and Data Protection Policy.

32. Relationship With Other Remedicare Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
- Staff Code of Conduct;
- Staff Concerns & Conduct Protocol;
- Behaviour and Regulation Policy;
- Online Safety Policy;
- Privacy and Data Protection Policy;
- Equality, Diversity and Inclusion Policy;
- Health and Safety Policy;
- First Aid and Administration of Medicines Policy;
- Educational Visits / Off-Site Activities Policy;
- Anti-Bullying Policy;
- Complaints Procedure;
- Whistleblowing Policy; and
- relevant learner risk assessments and individual plans.

Where a safeguarding concern arises, the Child Protection and Safeguarding Policy must be followed immediately.

33. Learner Expectations

Learners will be supported to:

- treat others with respect;
- listen to others;
- respect personal boundaries;
- understand that people may have different views and experiences;
- use appropriate language;
- participate at a level appropriate to their needs;
- ask for help when needed;
- follow agreed safety expectations; and
- report concerns about themselves or others.

Remedicare recognises that learners with significant SEND may require additional support to understand and meet these expectations.

34. Staff Expectations

Staff are expected to:

- model respectful relationships;
- maintain professional boundaries;
- use appropriate language;
- promote dignity;
- challenge discriminatory or harmful behaviour;
- respond to concerns;
- follow safeguarding procedures;
- maintain confidentiality appropriately;
- use approved resources;
- adapt teaching to learner needs; and
- maintain their professional knowledge.

Any concern about a staff member's conduct must be managed in accordance with Remedicare's safeguarding, low-level concerns, Staff Concerns & Conduct and disciplinary procedures, as appropriate.

35. Review

This policy will be reviewed annually or sooner where required due to:

- changes in legislation;
- changes to DfE RSHE guidance;
- changes to KCSIE;
- changes to Working Together to Safeguard Children;
- changes to local safeguarding arrangements;
- changes to Remedicare's provision;
- safeguarding learning or incidents;
- commissioner requirements; or
- emerging risks affecting children and young people.