

RELATIONSHIPS & SEX EDUCATION POLICY

Review: November 2025
Next Review: September 2026
Reviewed by: Head, Head of PSHCE

What is Relationship and Sex Education?

The purpose of Relationship and Sex Education (RSE) is to give children and young people the skills, knowledge and understanding that they will need to be safe and healthy, to make responsible decisions about their life, to learn to respect themselves and others and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting children and young people through their physical, emotional and moral development, helping to ensure they develop resilience, know how and when to ask for help and where to access support.

RSE should enable children and young people to understand and accept themselves and others. It should help them to recognise that people are different from one another and to appreciate and value those differences. It should also enable them to understand what will be important to them in a successful relationship and how to communicate this effectively. It should also give children and young people the knowledge and skills to prevent prejudice and to challenge it where it occurs. It is not the role of RSE to promote any particular sexuality, rather RSE should seek to promote respect for and acceptance of others, whatever their sexuality, and to challenge prejudice based on gender, sexuality or other grounds.

Our RSE programme is designed to help pupils discuss and deal with difficult social and moral situations that they may be encountering in the present or may encounter in later life, to make considered choices that are right for them, and to be better able to resist social pressures in relationships of all sorts. It should enable them to recognise how their own behaviour could inappropriately create pressures on others and to understand how to avoid this. At the appropriate ages, this should include proper teaching of consent, both legally and morally.

Relationship and Sex Education enables pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) intimate and sexual relationships, including sexual health.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

Parental, staff and pupil involvement regarding the policy

The school will consult with parents, staff and pupils on an annual basis.

Parental right to withdraw children

Parents have the right to withdraw their child from some or all the sex education delivered as part of statutory RSE (except from sex education taught under the science curriculum), but not from the relationships education.

Any parent wishing to withdraw their child from these lessons should inform the Head and then a member of the PSHCEE team will get in touch to discuss parents' concerns and clarify the nature and purpose of the curriculum and the content that will be covered.

The school will respect the parents' request, after discussion, to withdraw the child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

If a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Teaching and Learning Objectives

RSE in the Senior School focuses on giving young people the information they need to develop safe, healthy, nurturing relationships of all kinds: supportive family relationships, good friendships, good colleagues, successful marriages or civil partnerships or other types of committed relationship. It also covers contraception, sexual health, developing intimate relationships and resisting pressure to, and not applying pressure to, have sex.

It is important that pupils understand how good relationships, underpinned by respectful behaviours, can have a positive impact on their mental wellbeing, and that they can identify when relationships are not right or are harmful (both on and offline), and how such situations can be handled. Applicable law is taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

There is a strong focus on the importance of self-respect and respect of others. This includes the reasons for delaying sexual activity, alongside supporting people to develop safe, fulfilling and healthy sexual relationships (regardless of sexual orientation) at the appropriate time. Young people should feel they can ask questions in a safe environment, and there are opportunities for these issues to be raised anonymously if needed.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are also addressed sensitively and clearly. The physical and emotional damage caused by female genital mutilation (FGM) is also covered, and how to seek support.

Sexual orientation and gender identity are explored at a timely point and in a clear, sensitive and respectful manner. When teaching these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is an equal opportunity to explore the features of stable and healthy same-sex relationships. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist is done in a way that respects everyone.

We continue to develop pupils' knowledge on topics covered in Prep/Primary School and in addition cover the following content by the end of Year 11.

| | |
|-----------------|--|
| Families | <p>Pupils should know:</p> <ul style="list-style-type: none">▪ That there are different types of committed, stable relationships.▪ How these relationships might contribute to human happiness and their importance for bringing up children.▪ What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.▪ Why marriage is an important relationship choice for many couples and why it must be freely entered into.▪ The characteristics and legal status of other types of long-term relationships.▪ The roles and responsibilities of parents with respect to the raising of children.▪ How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. |
|-----------------|--|



| | |
|---|---|
| Respectful relationships including friendships | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ▪ How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority. ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ▪ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ▪ What constitutes sexual harassment and sexual violence and why these are always unacceptable. ▪ The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. |
| Online and media | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. ▪ About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ▪ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ▪ What to do and where to get support to report material or manage issues online. ▪ The impact of viewing harmful content. ▪ That specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ▪ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ▪ How information and data is generated, collected, shared and used online. |
| Being Safe | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced |





| | |
|--|---|
| | <p>marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <ul style="list-style-type: none"> How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline). |
| Intimate and sexual relationships including sexual health | <p>Pupils should know:</p> <ul style="list-style-type: none"> How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. That they have a choice to delay sex or to enjoy intimacy without sex. The facts about the full range of contraceptive choices and options available. The facts around pregnancy including miscarriage. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. How the use of alcohol and drugs can lead to risky sexual behaviour. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |


RSE is taught by experienced PSHE teachers.

At the start of each topic, the teacher signposts the links below on the pupils' home page:

Quick Links


[Teen Tips](#)


[Remove a nude image shared...](#)


[My Concern form for students](#)

A baseline assessment is carried out at the start of a new topic and there is always an opportunity to ask anonymous questions to be answered the following lesson.

We use differentiated resources in order to support SEND pupils.

Teaching of RSE respects the religious and ethical beliefs of our pupils and their parents. The religious background of all pupils is taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and that all relationship education teaching meets the requirements of equality law.

Some pupils are more vulnerable to exploitation, bullying or sexual violence, for example, and as such we may consider taking positive action to support particular groups where necessary.

Complaints

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

Monitoring and Review

This policy is monitored and reviewed on a regular basis by the Head of PSHCEE and other members of staff. The Head of PSHCEE is responsible for ensuring that the resources and curriculum are kept up to date.

The Head monitors this policy on a regular basis and reports to the Governors on the effectiveness of the policy, as required.