

Relationship and Sex Education Policy



Approved by:	Penny Harris (Director) Jane Cox (Director)	Date:
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Last reviewed on:	1 st September 2024
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Next review due by:	1 st September 2026
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All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding at the heart of all that we do.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

This policy meets the requirements of the Education (Independent School Standards) Regulations 2014.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – the directors pulled together all relevant information including relevant national and local guidance

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was approved by the Directors

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to be age and stage appropriate and meet the needs of our pupils with a diverse range of special educational needs.

We have developed the curriculum in consultation with pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Where possible, pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7. Roles and responsibilities

7.1 The directors

The directors will approve the RSE policy, and hold the head teacher to account for its implementation.

7.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the head teacher can refuse a request to withdraw the pupil from sex education.

9. Training

Relevant staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the directors (Jane Cox and Penny Harris) through half termly visits to the school and including work scrutinies, learning walks and conversations with staff and pupils. Pupils' development in RSE is monitored by teachers as part of our internal assessment systems.

This policy will be reviewed by the directors annually. At every review, the policy will be approved by the head teacher.

Appendix 1

KeyStage 5	Content BTEC – Personal Growth and Wellbeing	Knowledge and Skills	Resources
	1.Understanding Emotional Wellbeing Understand the importance of sharing emotions and feelings with others Explore ways to help share personal feelings with others RSE: Online and media	Be aware of situations affecting emotional well-being and the benefits of talking about these with others to find solutions. RSE: Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online 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 e.g. pornography 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	Bespoke lesson plans Bespoke practical resources Power point Relevant video clips Sort cards PSHE association resources Brooke Advisory Association resources Suzy Lamplugh Trust resources TV/ Film clips LGBTQ whole school activities Brooke Advisory resources

KeyStage 5 Year 13	Content BTEC - Personal Growth and Wellbeing	Knowledge and Skills	Resources
	2. Understanding the role of relationships in Social Health and Wellbeing Explore the benefits of different relationships Describe how personal skills can help form relationships RSE: Respectful relationships, including friendships and families	Types of relationships The benefits of these relationships on your health and wellbeing. The personal skills that can be used to build and maintain effective relationships You will decide how to present your information in an appropriate format Recognise the benefits of social interaction and forming / maintaining personal relations. They should begin to explore types of relationships and know how to recognise those that are not fulfilling personal needs. They will then consider how their personal skills can aid the forming, maintaining and ending of relationships. RSE: The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship Practical steps they can take in a range of different contexts to improve or support respectful relationships 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 respect	Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association resources Local No Worries service MIND association Resources Sexwise TV/ Film clips LGBTQ whole school activities

		to others, including people in positions of authority and due tolerance of other people's beliefs 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 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 is, including their legal status e.g. that marriage carries 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 raising of children, including the characteristics of successful parenting How to: determine whether other children, adults or sources of information are	
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		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	
	3. Understanding Sexual Health and Wellbeing Explore factors that help develop and maintain a healthy intimate relationship Outline how personal skills may influence relationships RSE: Intimate and sexual relationships, including sexual health Being safe	Your task is to provide information on healthy relationships. You will outline factors in relation to starting, developing and ending a relationship. You should include the influence on your emotional wellbeing and consider the different personal skills you need at relationship stages. You will be given a scenario and asked to present materials in using either audio, visual, pictorial format of your choice. Be aware of sexual health and how it contributes to personal well-being. They should consider factors that help and hinder intimacy and the risks associated with this. RSE: 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,	Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association resources Local No Worries service MIND association Resources Sexwise Suzy Lamplugh Trust resources TV/ Film clips School nurse

		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, efficacy 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 About the 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 The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	LGBTQ whole school activities
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Appendix 2: By the end of secondary school pupils should know

Topic	Pupils should know
Families	That there are different types of committed, stable relationships How these relationships might contribute to wellbeing, and their importance for bringing up children Why marriage or civil partnership is an important relationship choice for many couples. The legal status including that they carry legal rights, benefits and protections that are not available to couples who are undergone a non-legally binding religious ceremony That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from That forced marriage and marriage before the age of 18 are illegal How families and relationships change over time, including through birth, death, separation and new re The roles and responsibilities of parents with respect to raising children, including the characteristics of importance of the early years of a child's life for brain development.

Topic	Pupils should know
	How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are in harm, or when they are unsure who to trust
Respectful relationships, including friendships	About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. Pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and communication, tolerance, privacy, and the management of conflict, reconciliation and ending relationships How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is entitled to be treated with respect The importance of self-esteem, independence and having a positive relationship with oneself, and how this impacts on relationships with others. This includes developing one's own interests, hobbies, friendship groups, and understanding what it means to be treated with respect by others What tolerance requires, including the importance of tolerance of other people's beliefs The practical steps pupils can take and skills they can develop to support respectful and kind relationships, including communicating respectfully within relationships and with strangers, including in situations of conflict The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders, and where to get help Skills for ending relationships or friendships with kindness and managing the difficult feelings that ending relationships can cause, such as disappointment, hurt or frustration The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical consent involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an understanding of the law. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically mean they are consenting How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation, disability and age, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should understand how misogyny and other forms of prejudice can impact on relationships How inequalities of power can impact behaviour within relationships, including sexual relationships. Pupils should understand how disempowered people can feel they are not entitled to be treated with respect by others or how those who are more powerful might, with or without realising it, impose their preferences on others How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual practices, disempowering some people, especially women, to feel a sense of autonomy over their own body and understanding sexual entitlement to the bodies of others How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms of 'incels' or online influencers

Topic	Pupils should know
Online safety and awareness	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online About online risks, including that any material they provide provides to another has the potential to be shared and the difficulty of removing potentially compromising material placed online. They should also understand the importance of private online spaces and related safety issues Not to provide material to others that they would not want to be distributed further and not to pass on material to others. Pupils should understand that any material provided online might be circulated, and that once it is online, it is difficult to control where it ends up. Pupils should understand the serious risks of sending material to others, including the sharing of images About the characteristics of social media, including that some social media accounts are fake, and/or may have been created with AI. They should also know that social media users may say things in more extreme situations, and that some users present highly exaggerated or idealised profiles of themselves online That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo was taken with their consent, and even if the photo was created by that child and/or using AI). That there are potential legal consequences of generating these images. That sharing indecent images of people over 18 without their consent is also a crime How to seek support. They should also understand that they will not be in trouble for asking for help, even if an image of themselves has been shared What to do and how to report when they are concerned about material that has been circulated, including videos, and how to manage issues online About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously and the harms that can be caused by deepfakes and how to identify them That the internet contains inappropriate and upsetting content, some of which is illegal, including unauthorised access, misogyny, violence or use of weapons Where to go for advice and support about something they have seen online. Pupils should understand that social media can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for support How to identify when technology and social media is used as part of bullying, harassment, stalking, coercion or other forms of abusive and/or illegal behaviour and how to seek support about concerns That pornography, and other online content, often presents a distorted picture of people and their sexual relationships and can affect how people behave towards sexual partners. That this can affect people who see pornographic content who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can be harmful if seen How information and data is generated, collected, shared and used online

Topic	Pupils should know
	That websites may share personal data about their users, and information collected on their internet use (for example, to enable targeted advertising) That criminals can operate online scams, such as using fake websites or emails to extort money or valuable information can be used to the detriment of the person or wider society. About risks of sextortion, how to avoid sex, and how to seek support if they have been scammed or involved in sextortion That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating false advice. That it is important to be able to critically think about new types of technology as they appear
Being safe	How to recognise, respect and communicate consent and boundaries in relationships, including in early relationships (including online) and early sexual relationships that might involve kissing or touching. That kindness is more than just consent That there are a range of strategies for identifying, resisting and understanding pressure in relationships, including sexual pressure, and how to avoid putting pressure on others How to determine whether other children, adults or sources of information are trustworthy, how to judge information (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns How to increase their personal safety in public spaces, including when socialising with friends, family, the police About ways of seeking help when needed and how to report harmful behaviour. That there are strategies to increase personal safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About personal instincts when something doesn't feel right, and they should understand that in some situations a person may have harmful intentions What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising the person experiencing it That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing of images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence, and also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic, physical and threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and modern slavery ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty

Appendix 3: Parent form: withdrawal from non-statutory/non-science components of sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from non-statutory/non-science components of sex education within relationships and sex education			

TO BE COMPLETED BY PARENTS	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	