**Relationship and Sex Education Policy**



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| **Approved by:** | Penny Harris (Director) Jane Cox (Director) | **Date:** 1st September 2025 |
| **Last reviewed on:** | 1st September 2024 | |
| **Next review due by:** | 1st September 2026 | |

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 and wellbeing 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
* Notice non-verbal communication; ‘I wish my teacher knew’
* Create a safe place for all students to feel comfortable in

**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 line with the required statutory expectations and 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 – school staff were given the opportunity to look at the policy and make recommendations
* Pupil voice – we investigated what exactly pupils want from their RSE.

# 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 RSE curriculum is set within our PSHE curriculum 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.

There may be particular focus on:

* Preparing boys and girls for the changes that adolescence brings.
* How a baby is conceived and born?

# 6. Delivery of RSE

High quality, evidence-based and age appropriate teaching of RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are also taught within the science curriculum. RSE teaching is sensitive, developmentally appropriate and delivered with reference to the law. Where possible, pupils may 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

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

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 deliver the curriculum content with contextual mindfulness and sensitivity. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request. We will offer support to parents and pupils if and when conversations arise following curriculum delivery.

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).

Physical health and mental wellbeing is embedded within the school ethos. Topics taught include Mental wellbeing, Internet safety and harms, physical health and fitness, Healthy eating, Health and prevention, Drugs, alcohol and tobacco, Basic First aid and the changing adolescent body are taught within specific subject areas and within the school whole school activities programme.

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 school leader to account for its implementation.

## 7.2 The school leader

The school leader 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 – predominantly the PSHE teacher are responsible for:

* Delivering RSE in a sensitive way
* Modelling positive attitudes to RSE
* Monitoring progress
* Responding to the needs of individual pupils – lessons are adapted and tailored
* 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 – wonder, imagine, notice, empathise
* 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 1 of this policy and addressed to the School Leaders. A copy of withdrawal requests will be placed in the pupil’s educational record. The School leader 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 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 school leader.

**Appendix 1: RSE Curriculum**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Pre Year 7** |  | **Learning how to keep our bodies safe with support.** |  |  | **Relationships and Community** |  |
| *Skills and Knowledge* |  | *Students will be able to:*  *● name private body parts*  *● name not private body parts*  *● understand the difference between public and private*  *● identify activities that are public and activities that are private*  *● name professionals who may need to see private or not private body parts*  *● explain who they can talk to when they need to*  *● identify scenarios that are safe and unsafe* |  |  | *Students will be able to:*  *● recognise traits that they would like friends to have*  *● identify members of their family*  *● understand what support is available to older people, younger people and vulnerable people* |  |
| **Year 7** |  |  |  | **Health and puberty**  **Healthy routines, influences on health, puberty, unwanted contacted and FGM** | **Building relationships Self-worth, romance and friendships (including online) and relationship boundaries** |  |
| *Skills and Knowledge* |  |  |  | *By the end of this term students will be able to:*  *● understand how to manage physical and emotional changes during puberty.*  *● show knowledge on personal hygiene and making healthy lifestyle choices. ● focus on diet, dental, health, physical activity and sleep.*  *● demonstrate and recognise influences such as smoking, caffeine and alcohol and how to manage these influences.*  *● show an understanding on how to recognise and respond to inappropriate and unwanted contact.*  *● understand what FGM is and how to access help and support.* | *By the end of the term students will be able to:*  *● know how to develop self-worth and self-efficacy.*  *● identify qualities and behaviours relating to different types of positive relationships and how to recognise unhealthy relationships.*  *● broaden their knowledge on how to recognise and challenge media stereotypes.*  *● recognise how to evaluate expectations for romantic relationships and focus on consent, and how to seek and assertively communicate consent.* |  |
| **Year 8** |  |  | **Discrimination in all its forms including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia** |  | **Identity and relationships Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception** |  |
| *Skills and Knowledge* |  |  | *By the end of the term the pupils will be able to:*  *● understand how to manage influences on beliefs and decisions and group thinking and persuasion. ● have developed self-work and confidence and know about gender identity, transphobia and gender-based discrimination.*  *● recognise and challenge homophobia and biphobia and be able to challenge racism and religious discrimination.* |  | *By the end of the term the pupils will be able to:*  *● show knowledge of the qualities of positive, healthy relationships. ● demonstrate positive behaviours in healthy relationships.*  *● gain knowledge around forming new partnerships and developing relationships as well as gender identity and sexual orientation.*  *● understand the law in relation to consent and the legal and moral duty is with the seeker of consent.*  *● effectively communicate about consent in relationships and the risks of ‘sexting’ and how to manage requests or pressure to send an image.*  *● name basic forms of contraceptives.* |  |
| **Year 9** |  |  | **Respectful relationships Families and parenting, healthy relationships, conflict resolution and relationship changes** |  | **Intimate relationships- Relationships and sex education including consent, contraception, the risks of STIs and attitudes to pornography** |  |
| *Skills and Knowledge* |  |  | *By the end of this term the pupils will be able to:*  *● acknowledge varying family units.*  *● understand and identify healthy relationships, families and parenting.*  *● understand conflict resolution and relationship changes* |  | *By the end of the term the pupils will be able to:*  *● understand healthy and unhealthy relationships*  *● define consent ● identify different forms of contraception ● identify the risks of STIs*  *● understand what pornography is and acknowledge the differing views surrounding it* |  |
| **Year 10** |  |  | **Relationships; Healthy relationships**  **Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography** |  |  |  |
| *Skills and Knowledge* |  |  | *By the end of the term the pupils will be able to:*  *● understand key words like coercion, consent, manipulations, persuasion.*  *● understand healthy and unhealthy relationships*  *● identify where to seek support and help from in and outside of school*  *● highlight benefits and negatives of social media*  *● identify the variety of relationships* |  |  |  |
| **Year 11** |  | **.** | **Relationships: Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse** |  | **Relationships: Different types of relationships, healthy pregnancy, miscarriage and support available.** |  |
| *Skills and Knowledge* |  |  | *By the end of them the pupils will be able to:*  *● understand terms related to identity*  *● explain the importance of communication in a relationship ● explain what stalking and harassment is*  *● identify why victims might be targeted*  *● identify the different healthy and unhealthy relationships* |  | *By the end of the term the pupils will be able to:*  *● understand what a stable committed relationship is*  *● identify the difference between marriage, civil partnership*  *● identify positive parenting skills*  *● acknowledge choices they have with unintended pregnancies*  *● understand ways to manage grief* |  |

**Appendix 3: 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 of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, 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 living together or by having children  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 relationships.  The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development.  How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, 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. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, 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 and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal  The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand 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. This includes skills for 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 to report bullying and how and where to get help  Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration  The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says ‘yes’ to doing something that doesn’t automatically make it ethically okay  How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice  How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power 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 behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others  How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called ‘involuntary celibates’ (incels) or online influencers |
| Online safety and awareness | 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 they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and 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 personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images  About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren’t real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face 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 is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or 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, either at school or with the police, 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 personal information, images or videos, and how to manage issues online  About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, 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 unacceptable content that encourages misogyny, violence or use of weapons  Where to go for advice and support about something they have seen online. Pupils should understand that online content 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 help and advice  How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and 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 behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it  How information and data is generated, collected, shared and used online  That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)  That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to 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 fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk |
| Being safe | How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent  That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, 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 when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed  How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn’t feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions  What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it  That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual 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 among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language   + Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour   + Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation   + Forced marriage   + Female genital mutilation (FGM), virginity testing and hymenoplasty   That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed  That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury  That any activity that involves applying force or pressure to someone’s neck or covering someone’s mouth and nose is dangerous and can lead to serious injury or death  That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful  How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault |
| Intimate and sexual relationships, including sexual health | That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive  The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex  About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent  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  That some sexual behaviours can be harmful  The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making  That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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)  About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma  About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment  How the use of alcohol and drugs can lead people to take risks in their sexual behaviour  How and where to seek support for concerns around sexual relationships including sexual violence or harms  How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment |

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

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| --- | --- | --- | --- |
| 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 | | | |
|  | | | |
| Any other information you would like the school to consider | | | |
|  | | | |
| Parent signature |  | | |

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

Relationship and Sex Education Policy