



Relationships and sex education policy

Reviewed by Governing Body – January 2026
Next Review Date – January 2027

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	4
8. Parents' right to withdraw	5
9. Training	5
10. Monitoring arrangements	5
Appendix 1: Curriculum map	6
Appendix 2: By the end of secondary school pupils should know	7
Appendix 3: Parent form: withdrawal from sex education within RSE	11

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

Schools are required to teach relationships and sex education (RSE) under the Children and Social Work Act 2017 [section 34], in line with the terms set out in statutory guidance. We deliver the majority of the RSE content through PSHE. Some elements of the RSE statutory content is delivered through the Science curriculum.

- Documents that inform the school's RSE policy include:
 - Education Act (1996)
 - Learning and Skills Act (2000)
 - Education and Inspections Act (2006)
 - Equality Act (2010)
 - Supplementary Guidance SRE for the 21st Century (2014)
 - Keeping children safe in education – Statutory safeguarding guidance (2024)
 - Children and Social Work Act (2017)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

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:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

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.

We have developed the curriculum in consultation with parents, 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. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the headteacher.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from 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 components of RSE

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 headteacher.

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 have the right to withdraw their children from the 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 headteacher.



A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher 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 Headteacher through:

- Lesson observations
- Planning scrutinies
- Learning walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	1	HEALTH & WELL BEING <ul style="list-style-type: none"> <input type="checkbox"/> Benefits of a healthy lifestyle <input type="checkbox"/> Principles of healthy eating <input type="checkbox"/> Our bodies when exercising <input type="checkbox"/> Keeping physically active <input type="checkbox"/> Physical activity & mental well being <input type="checkbox"/> Images in the media 	PSHE Association
	2	HEALTH & WELL BEING <ul style="list-style-type: none"> <input type="checkbox"/> Mental Health & Depression <input type="checkbox"/> Controlling Anger <input type="checkbox"/> Puberty <input type="checkbox"/> The Menstrual Cycle <input type="checkbox"/> FGM 	PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	3	<p>LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aspirations <input type="checkbox"/> Self Esteem <input type="checkbox"/> Maslow's Hierarchy of Need <input type="checkbox"/> Stereotypes <input type="checkbox"/> Prejudice <input type="checkbox"/> Discrimination <input type="checkbox"/> Racism <input type="checkbox"/> Ethical financial decisions 	PSHE Association
	4	<p>LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> <input type="checkbox"/> Budgeting <input type="checkbox"/> Personal Budgeting <input type="checkbox"/> Financial Products <input type="checkbox"/> Savings, Loans & Interest Rates <input type="checkbox"/> Different Financial Transactions 	PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	5	<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintaining Friendships <input type="checkbox"/> Families <input type="checkbox"/> Long term relationships <input type="checkbox"/> Romance <input type="checkbox"/> Bullying <input type="checkbox"/> Online bullying <input type="checkbox"/> Safe and positive relationships 	PSHE Association
	6	<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Citizenship <input type="checkbox"/> Being a British Citizen <input type="checkbox"/> Online radicalisation <input type="checkbox"/> Online safety 	PSHE Association
8	1	<p>HEALTH & WELL BEING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Types of Bullying <input type="checkbox"/> Impact of Bullying <input type="checkbox"/> Upstanding <input type="checkbox"/> Discrimination & Stereotyping <input type="checkbox"/> Respect & Tolerance <input type="checkbox"/> Help for victims 	PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	2	HEALTH & WELL BEING <ul style="list-style-type: none"> <input type="checkbox"/> Vaping, Nicotine & Addictions <input type="checkbox"/> Cancer Awareness <input type="checkbox"/> Personal Safety <input type="checkbox"/> First Aid <input type="checkbox"/> Teenage Pregnancy 	PSHE Association
	3	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> <input type="checkbox"/> Aspirations <input type="checkbox"/> Self Esteem <input type="checkbox"/> Maslow's Hierarchy of Need <input type="checkbox"/> Stereotypes <input type="checkbox"/> Prejudice <input type="checkbox"/> Discrimination <input type="checkbox"/> Racism <input type="checkbox"/> Ethical financial decisions 	PSHE Association
	4	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> <input type="checkbox"/> Budgeting <input type="checkbox"/> Personal Budgeting <input type="checkbox"/> Financial Products <input type="checkbox"/> Savings, Loans & Interest Rates <input type="checkbox"/> Different Financial Transactions 	PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	5	<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintaining Friendships <input type="checkbox"/> Families <input type="checkbox"/> Long term relationships <input type="checkbox"/> Romance <input type="checkbox"/> Bullying <input type="checkbox"/> Online bullying <input type="checkbox"/> Safe and positive relationships 	PSHE Association
	6	<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Citizenship <input type="checkbox"/> Being a British Citizen <input type="checkbox"/> Online radicalisation <input type="checkbox"/> Online safety 	PSHE Association
9	1	<p>HEALTH & WELL BEING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alcohol awareness <input type="checkbox"/> Drugs and the Law <input type="checkbox"/> Vaccinations <input type="checkbox"/> Acid attacks <input type="checkbox"/> Self harm 	PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	2	HEALTH & WELL BEING <ul style="list-style-type: none"> <input type="checkbox"/> Behaving to Achieve <input type="checkbox"/> Human Rights: Education <input type="checkbox"/> Interpersonal skills <input type="checkbox"/> Discrimination and the Equality <input type="checkbox"/> Growth mindset <input type="checkbox"/> Stress <input type="checkbox"/> Anxiety 	PSHE Association
	3	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> <input type="checkbox"/> Finance & Debt <input type="checkbox"/> Managing money <input type="checkbox"/> Consumer Rights <input type="checkbox"/> Employability 	PSHE Association
	4	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> <input type="checkbox"/> My Future <input type="checkbox"/> Work skills <input type="checkbox"/> Enterprise skills <input type="checkbox"/> Workplace skills 	PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	5	RELATIONSHIPS <ul style="list-style-type: none"> <input type="checkbox"/> Unicef <input type="checkbox"/> Trafficking <input type="checkbox"/> Foreign Aid <input type="checkbox"/> Sustainability <input type="checkbox"/> Young offenders <input type="checkbox"/> Knife Crime 	PSHE Association
	6	RELATIONSHIPS <ul style="list-style-type: none"> <input type="checkbox"/> Eating disorders <input type="checkbox"/> Body Image <input type="checkbox"/> Child Sexual Exploitation <input type="checkbox"/> Abusive relationships <input type="checkbox"/> Peer pressure <input type="checkbox"/> British values <input type="checkbox"/> LGBTQAI+ Community 	PSHE Association
10	1	HEALTH & WELL BEING <ul style="list-style-type: none"> <input type="checkbox"/> Managing tough times <input type="checkbox"/> Suicide <input type="checkbox"/> Social anxiety <input type="checkbox"/> Social media <input type="checkbox"/> Self esteem <input type="checkbox"/> Screen time 	PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	2	HEALTH & WELL BEING <ul style="list-style-type: none"> <input type="checkbox"/> Managing time <input type="checkbox"/> Living sustainably <input type="checkbox"/> Homelessness <input type="checkbox"/> Hate crime <input type="checkbox"/> Tattoos and piercings <input type="checkbox"/> Binge drinking 	PSHE Association
	3	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> <input type="checkbox"/> The right job <input type="checkbox"/> Employability skills: CV <input type="checkbox"/> Preparing for work <input type="checkbox"/> Rights and responsibilities <input type="checkbox"/> International Women's Day 	PSHE Association
	4	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> <input type="checkbox"/> Criminal justice system <input type="checkbox"/> Anti-social behaviour <input type="checkbox"/> County Lines <input type="checkbox"/> Money Laundering <input type="checkbox"/> Terrorism <input type="checkbox"/> Racism <input type="checkbox"/> Fake news 	PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	5	RELATIONSHIPS <ul style="list-style-type: none"> <input type="checkbox"/> Conflict management <input type="checkbox"/> Forced and arranged marriages <input type="checkbox"/> Harassment and stalking <input type="checkbox"/> Role models 	PSHE Association
	6	RELATIONSHIPS <ul style="list-style-type: none"> <input type="checkbox"/> Same-sex relationships <input type="checkbox"/> Gender and trans identity <input type="checkbox"/> Community cohesion <input type="checkbox"/> Sexism <input type="checkbox"/> Parenting 	PSHE Association
11		HEALTH & WELL BEING <ul style="list-style-type: none"> <input type="checkbox"/> Importance of PSHE <input type="checkbox"/> Identity and diversity <input type="checkbox"/> Privilege <input type="checkbox"/> Body positivity <input type="checkbox"/> Fertility and reproductive health <input type="checkbox"/> CPR 	PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perseverance and procrastination <input type="checkbox"/> Importance of sleep <input type="checkbox"/> Risk taking <input type="checkbox"/> Gambling <input type="checkbox"/> Digital footprints <input type="checkbox"/> Personal safety 	PSHE Association
		<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Relationships <input type="checkbox"/> Consent <input type="checkbox"/> Contraception <input type="checkbox"/> Relationships 	PSHE Association

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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 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 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	<ul style="list-style-type: none"> • 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 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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
Being safe	<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 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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, 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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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