

## A5i Relationships and Sex Education (RSE) Policy (Also applies to International Study Centre )

Review March 2026

Parents consulted 2020, 2022, 2023 and 2024

### Document Quality Control

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### Document Quality Control

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February 2024	Rhiannon Farrell's name added, Dr Helen Wright signature added	Rhiannon Farrell	19.02.2024	Dr Helen Wright	23.02.2024
February 2024	Annual Review	R Farrell	19.02.2024	L Moncada	23.02.2024
March 2025	Annual Review – Lesley Moncada now responsible for Prep Wellbeing	R Farrell	05.03.2025	R Baum	06.03.2025

### **Rationale and Ethos**

This policy covers our school's approach to Relationships and Sex Education (RSE).

It is reviewed by Rhiannon Farrell (Wellbeing Lead) and approved following consultation with SLT, relevant Heads of Department, as well as students, parents, Advisory Committee (pending Autumn 1 meeting) and staff involved in teaching Sex and Relationships.

The young people of today are growing up in an increasingly complex world, living their lives both on and offline. Whilst this presents many exciting opportunities and advantages, it also poses many dangers, risks and challenges. It is therefore crucial that in this environment, children and young people know how to stay safe and healthy, and how to positively manage their personal and social lives.

Sex and Relationships Education at Chase Grammar School aims to support young people through their physical, emotional and moral development from childhood to adolescence and into adulthood through high-quality age-appropriate teaching of these subjects. It will equip students with the information, skills and positive values to have safe, fulfilling relationships, and to take responsibility for their sexual health and wellbeing now and in the future.

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We believe that Sex & Relationship Education is an essential part of a broad and balanced curriculum. It is delivered to all students in accordance with the school's Equal Opportunities Policy and the requirements of the DfE Sex and Relationships Education Guidance (2000) and the more recent Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 which are made under sections 34 and 35 of the Children and Social Work Act 2017.

We ensure that RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) and EAL by making appropriate adjustments where necessary in the delivery of the RSE curriculum.

### **What is Relationships and Sex Education?**

The DfE defines Relationships and Sex Education (RSE) as:

*'lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'* – DfE (2000).

Here at Chase Grammar School, we define relationships education as learning about aspects of human relationships such as physical, emotional, social and legal, and the different kinds of relationships, including intimate, sexual, committed, friendships and familial. We define sex education as learning about the physical, emotional, social and legal aspects of human sexuality and behaviour. This includes human reproduction and conception, contraception, safe sex, sexual health and sexually-transmitted infections.

### **Availability:**

Parents and carers will be informed about this policy through the Chase Grammar School website, where a copy is available for them to read on the 'School Policies' page. Should a paper copy be required, these are available from the School Office.

### **Aims and Objectives:**

Ultimately the aim of RSE here at Chase Grammar School is to give children and young people the information they need to develop positive, healthy relationships of all kinds by promoting the core values of respect, love and care. RSE education here also helps provide accurate information students may need to make informed decisions about their own health and wellbeing.

The intended outcomes of our programme are to:

- give all students in prep and senior school objective and factual information concerning relationships, sex, the law and sexual health in order to make informed choices
- equip them with the skills to make considered decisions about their own relationships, and ensure good communication in order to support happy and healthy relationships now and in the future

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- encourage respect of the needs and rights of others by providing opportunities for reflection
- foster a sense of moral responsibility and nurture personal values based on mutual respect and care
- develop the skills to avoid unwanted sexual experiences
- provide a knowledge of how the human body functions and how it develops so that students understand the changes that are happening to their bodies and how these will affect them.
- develop self-esteem, self-awareness and communication skills
- provide support and information for young people and their parents so that they are aware of their rights, such as how they can access confidential advice and health services within the boundaries of safeguarding
- provide opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them
- encourage students to accept that others' sexuality may be different from their own; being positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life experience, particularly HIV status or pregnancy
- teach students about aspects of the law regarding sexual relationships and sexuality
- promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media
- provide a framework in which sensitive discussions can take place within a safe and secure environment for young people and adults involved, based on the principle that prejudice, discrimination and bullying are harmful and unacceptable
- create a positive culture around issues of sexuality and relationship
- be delivered by confident and competent educators

### **Roles and Responsibilities**

The programme will be led by Rhiannon Farrell (Head of English Faculty with whole-school responsibility for Wellbeing/PSHE) which is overseen by Lesley Moncada, SLT link for Wellbeing/PSHE. It will be taught by teachers of Wellbeing as part of the timetabled Wellbeing lessons. Teachers responsible for teaching RSE and wellbeing will be supported by Rhiannon Farrell through half-termly meetings and training sessions. Lesley Moncada Associate Assistant Principal Prep is responsible for the delivery of RSE curriculum and delivery in Prep School.

### **Legislation (Statutory Regulations and Guidance)**

The government has produced statutory guidance for schools on their legal duties with which they must comply when teaching Relationships and Sex Education (RSE), this is effective from September, 2000.

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The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes

Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.

The RSE policy supports and complements the following policies:

- Wellbeing (PSHE Education)
- Child Protection / Safeguarding
- Anti-Bullying
- Child on Child Abuse
- Behaviour
- Online safety

Documents that inform the school's RSE policy include:

- DfE – Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Education Act (1996)
- Equality Act (2010)
- Keeping Children Safe in Education – statutory safeguarding guidance (September 2023)
- Children and Social Work Act (2017)
- SMSC Requirements for Independent Schools

### **Curriculum Design**

#### **Planning and Timetabling**

The school's RSE programme is predominantly delivered as part of the Wellbeing curriculum throughout Key Stages 1, 2, 3, 4 and 5 (See Appendix 1 and 2: By the end of primary / secondary school students should know). The time allocated to timetabled Wellbeing lessons, which includes the specific teaching of RSE in each year group is one fifty-minute lesson per week, taught in year groups. Our key stage curriculum maps set out the content and sequencing of the topics covered to ensure increasing level of demand and progressively deeper learning in each year group. Content will be progressively extended in age-appropriate ways as children progress through the school. We liaise with the prep school to ensure appropriate continuity and development of RSE Education.

The planning is shared via Staffshare and Jigsaw PSHE (our online platform for KS3-4).

RSE is also set within the context of wider school life, taking a whole-school approach to supporting our students to be prepared for the life beyond school and ensuring that student wellbeing is central to all we do. The programme of study on relationships and sex will complement – and be supported by – the school's wider policies on behaviour, equality and diversity, safe-guarding, child on child abuse and anti-bullying.

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RSE content will therefore be delivered and embedded within a variety of approaches:

1. The **curriculum**, across all subjects and including discrete Wellbeing lesson
2. **Tutor time and assemblies**, where the themes being explored in RSE lessons are further developed.
3. **The Chase Passport** which encourages students to build on the following nine areas:  
collaboration, creativity, decision-making, empathy, global citizenship, integrity, leadership, problem-solving and resilience
4. **The Enrichment Programme** which gives opportunities for students to learn outside of the classroom and mix with students outside of their usual friendship group.

This content may also be linked to holidays and celebrations, assemblies and form time discussions which maintain the thread of our themes over the course of the year.

We also celebrate students' engagement in Wellbeing/RSE activities through the school's Visa Awards, Celebration Assemblies, House Point Awards and through the tutorial system.

Our provision is further enriched by whole-school activity days, where possible, we invite external speakers to share their expertise with our students and further our students understanding and awareness of a particular wellbeing thread.

We try to include relevant challenges our young people may experience in the local areas and community to increase awareness and safety in areas such as knife crime.

### How will we ensure the curriculum is balanced?

Consistent with the values already described, we will ensure that students are offered a balanced programme that includes many different viewpoints to particular situations. When looking at particular issues (such as contraception) students will be taught that different groups hold different principles. Exploring different viewpoints does not mean that the school supports that viewpoint.

We will require students to respect and appreciate many different viewpoints and use these to inform their own decisions. All staff teaching RSE will be expected to do the same to ensure that their teaching is sensitive, age and developmentally appropriate, and delivered with reference to the law.

### How will we ensure inclusion and differentiate learning?

RSE needs to be accessible for all students; high quality teaching that is differentiated, takes into account students' different starting points and individual situations will be the starting point to ensure accessibility. Teaching will take into account the age, ability, readiness, and cultural backgrounds of students (including those with English as an additional language) to ensure that all can fully access our PSHE and RSE education provision. We will always seek to make appropriate adjustments where necessary.

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SEND students can be more vulnerable to bullying, exploitation and other issues due to the nature of their SEND. RSE therefore, can often be a priority for some students; for example, those with Social, Emotional or Mental Health needs or learning disabilities. For some students, there may be a need to tailor content and teaching to meet their specific needs. In this instance, teaching staff and the PSHE Lead will work closely with the SENCO to ensure all needs are met.

### **Assessment**

We will assess students' learning and progression through the end of topic tests/quizzes in the final lessons of every topic. Students' will evidence their learning and progression through self and peer assessment, and teachers will monitor the learning and progress of their students within the lessons, using their Jigsaw Journals (KS3-4) and class folders (KS5). In Prep school, teacher assessment based on lesson observations of pupil contributions and work will be monitored.

### **Equality**

#### **How will we ensure that our equalities obligations are fulfilled?**

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under this provision, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation, (collectively known as the protected characteristics).

At Chase Grammar School we strive to ensure RSE provision is inclusive of all students and consistent with equalities duties. This includes making reasonable adjustments to alleviate disadvantage and being mindful of the SEND Code of Practice when planning for this provision. We will ensure that our teaching of RSE is sensitive and age-appropriate in approach and content; for example, sexual orientation and gender identity should be explored at a timely point, and in a clear and respectful manner. We will ensure that such topics are fully integrated into programmes of study rather than delivered as a stand-alone unit; the principles of the RSE programme can be applied to all types of relationships. It is important that all students feel that the RSE subject content is relevant to them and therefore it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity whilst being taught about these topics.

A good understanding of students' faith and cultural backgrounds will help to create a positive and constructive context for the teaching of these subjects. The religious and cultural background of all students will be taken into account when planning so that the core content within the statutory guidance is appropriately handled. Teaching will be based in fact, reflecting the law (including the Equality Act 2010) as it applies to relationships, so that our students clearly understand what the law allows and does not allow, and the wider implications of their decisions.

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It is recognised that there will be a range of opinions regarding RSE. The key principle when teaching must be that the applicable law should be taught in a factual manner, so that students are well-informed on their rights and responsibilities as citizens. As well as being given knowledge and information to make decisions for themselves about how to live their own lives, students will be encouraged to respect the right of others to make their own decisions and hold their own beliefs. Staff teaching Sex and Relationships Education will be expected to do the same; they will not let any differing personal beliefs and attitudes influence their teaching. All prejudicial views and discrimination will be challenged and dealt with in line with the school's policies.

We will review this policy every year or in light of issues that come up in the local area or in light of national or legal considerations.

### **Safe and Effective Practice**

We will create a safe and supportive learning environment by ensuring that all adults/teachers delivering the RSE curriculum, model and promote expected behaviour; treating all people as unique and valuable individuals, and showing respect for students and their families.

Teachers of RSE will encourage a safe, open and positive learning environment within the classroom by establishing clear ground rules that are agreed and reinforced using the Wellbeing Charter. During RSE lessons, students will be reminded of the importance of respecting the privacy of others, to keep information or views shared by their classmates confidential and to not share personal information about themselves or others. Teachers will deliver content in a non-judgemental way, utilising distancing techniques and appropriate language to help manage sensitive discussion.

### **Responding to Pupil's Questions:**

Staff endeavour to make themselves approachable and to provide caring and sensitive support and responses to questions raised by students' as a part of the RSE provision. We understand that students of the same age group may be developmentally at different stages and therefore this may lead to differing questions and behaviours. Teaching methods must take account of such differences (including those due to SEND needs or disabilities) and the implications these have on whole-class discussion, small group work or one-to-one discussions. Staff will be supported and made aware of what is appropriate/inappropriate discussion within a whole-class setting, and encouraged to exercise professional judgement when answering questions individually or in front of the whole class.

Students' questions will be handled and addressed via a number of different ways:

- Ground rules will be clearly set out by the teacher regarding personal questions / anecdotes / issues, reinforced by the Wellbeing Charter.
- Where appropriate, students may be referred to designated adults if they wish to talk further (Academic Mentors, Heads of Houses, pastoral listeners, house-parents etc.).

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- If needed, teachers may consult with or seek advice from the DSL to construct an appropriate answer.
- If a safeguarding issue is raised, this will be reported through Chase Grammar School's safeguarding procedures.
- Students will be encouraged to ask parents/carers any questions that are outside the planned programme in respect of parental rights and responsibilities.
- Students are able to raise anonymous questions through the Wellbeing Question box in their classrooms.

### **Safeguarding**

Keeping children safe is at the very centre of RSE, and Chase Grammar School's provision of this can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure that children are taught about safeguarding as part of a broad and balanced curriculum.

Staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue or an increase in safeguarding reports. In line with KSCIE and Chase Grammar School's safeguarding policy and procedures, all staff are aware of what to do if a pupil makes a disclosure to them, or if they have concerns about the wellbeing of a pupil. Staff are also aware of the requirement to maintain an appropriate level of confidentiality, only involving those who need to be involved, such as the Designated Safeguarding Lead (DSL) or deputies. Staff understand that adults cannot promise complete confidentiality as any safeguarding/child protection concerns that may arise must be correctly reported in order to act in the best interests of the child.

We recognise that certain topics covered may be difficult for some children, therefore teachers have been advised to exercise sound professional and pastoral judgement when dealing with such matters. We will ensure that where students indicate that they may be vulnerable and at risk, appropriate support and intervention will be given, in line with Chase Grammar School's child protection/safeguarding policy and procedures.

### **How will children who are thought to be at risk be supported?**

Students are deemed to be at risk if they are:

- involved in situations where they can endanger themselves or others
- involved in situations where they are being exploited or are exploiting others
- victims of abuse, physical/sexual or emotional – this would require referral to the Designated Member of Staff for Safeguarding Children.

Staff should follow the Chase Grammar School Safeguarding policy in the event of disclosures or concerns.



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This includes if a teacher learns from a student under 16 years of age that he/she is having or contemplating sexual intercourse; this must be reported to the DSL (or deputy). Teachers must not give personal, individual advice on contraception to those under 16 years, for whom sexual intercourse is unlawful. Students must be advised to seek advice from parents, GPs and/or appropriate trained staff or healthcare professionals.

All staff must also be aware of their statutory reporting duties in relation to female genital mutilations (FGM) as set out in the Child Protection policy.

### **Engaging Stakeholders**

#### **1. How will we involve and consult students?**

Students have been asked for feedback on topics and individual sessions and student satisfaction is high. Regular online student voice surveys will be conducted via Wellbeing lessons. This pupil voice is used to review and tailor our RSE programme to match the needs of different students: several lessons have been developed as a result of student feedback and requests and where students have made requests to include additional subjects, this has been acted upon.

#### **2. The Involvement of Parents and Carers**

We are committed to working with parents and carers. The role of parents/carers in the development of their children's understanding about relationships is paramount; they have the most significant influence in enabling their children to develop into well-informed adults who form healthy relationships built on mutual respect and care.

We will offer support to parent's understanding of Chase Grammar School's RSE provision by:

- Making this document available on the school website
- Informing them of what will be taught and when, by means of making our curriculum maps available on the school website
- Involving parents in the consultation process and encouraging dialogue between the Wellbeing Lead and parents/carers.
- Making sure parents are informed about their right to request their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents have the right to withdraw their children from some or all of sex education delivered as part of statutory RSE, with the exception of the biological aspects included in national curriculum science. We will communicate to parents about their right to withdraw their children by making this policy, along with the PSHE curriculum maps, available on the school's website.

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If a parent wishes to withdraw their child, they must put this request in writing to the Principal, using the form in Appendix 3 on the school's RSE policy. Before granting any such request, the Principal will discuss the requests with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This discussion will be documented and placed in the pupil's educational record, along with a copy of the withdrawal request. The Principal will discuss the request with parents, including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This may include the social or emotional impact of being excluded, as well as the likelihood of the child hearing their peers' version of what was said during the lessons, rather than what was directly said by the teacher. Any detrimental effects may be mitigated if the parents propose to themselves deliver sex education to their child at home.

Once these discussions have taken place, except in exceptional circumstances, the school will respect the parents' right to withdraw their child. Alternative work will be given to any students who are withdrawn from this part of the PSHE programme.

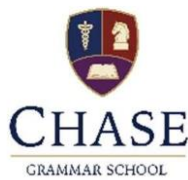
The process is the same for students with SEND. However, there may be exceptional circumstances where the Principal may want to take the pupil's specific needs arising from their SEND into account when making this decision.

The parental right to withdraw is applicable **up to and until three terms before the child turns 16**. After this point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

There is **no** right to withdraw from Relationships Education or Health Education.

There is **no** right to withdraw from sex education taught under the National Curriculum in Science (listed in the table below).

KS3 Science	Reproduction <ul style="list-style-type: none"> <li>- Reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.</li> </ul>
KS4 Science	Health, Disease and the Development of Medicines <ul style="list-style-type: none"> <li>- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDS).</li> </ul> Coordination and Control <ul style="list-style-type: none"> <li>- Hormones in human reproduction, hormonal and non-hormonal methods of contraception.</li> </ul>



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### **Quality Assurance and Evaluation**

Chase Grammar School has the same high expectation of the quality of the students' work in these subjects as for other curriculum areas.

Provision for Wellbeing and RSE is monitored and reviewed on a regular basis. This is achieved by:

- Review of the Wellbeing/RSE plans to ensure a robust and thorough coverage
- Student voice on good practice
- Drop ins and observations
- Audit of policies, curriculum maps and resources
- Sharing of good classroom work and practice in staff training days and staff meetings

### **Review Date:**

This policy will be reviewed March 2026 by Rhiannon Farrell (Head of English Faculty with Whole-School responsibility for Wellbeing). This will ensure that it continues to meet the needs of students, staff and parents, and that it is in line with current DfE advice and guidance.

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Appendix 1: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring Friendships	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict,</li> </ul>

	<p>how to manage these situations and how to seek help or advice from others, if needed</p>
<p>Respectful Relationships</p>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• 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 those in positions of authority</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<p>Online Relationships</p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not             <ul style="list-style-type: none"> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> </ul> </li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online</li> </ul>

Being Safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)             <ul style="list-style-type: none"> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice, for example family, school or other sources</li> </ul> </li> </ul>
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Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status – for example, 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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), how to seek help or advice, including reporting concerns about others, if needed</li> </ul>

<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> <li>o trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict</li> <li>o reconciliation and ending relationships, this includes different (non-sexual) types of relationship</li> </ul> </li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• 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</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
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Online and media	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• what to do and where to get support to report material or manage issues online</li> <li>• the impact of viewing harmful content</li> <li>• that specifically sexually explicit material, for example 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</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• how information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>

<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available</li> <li>• the facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> <li>•</li> </ul>
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Relationships and Sex Education (RSE)


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	Include notes from discussions with parents and agreed actions taken.

Authorised by Richard Baum, Executive Director and Advisory Board Member

Signature:  Date: 6.3.25