

# **Relationships Education and Relationships and Sex Education Policy**

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**Withington Girls' School**

September 2024

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## 1 Introduction

- 1.1 The School believes that effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence. The School recognises that to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects should support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 1.2 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationships education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.
- 1.3 The School recognises an aim of this policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection.
- 1.4 The School recognises it has a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- 1.5 The School has a clear set of values and standards upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral and support system as well as by a planned programme of evidence-based relationships education and relationships and sex education programme delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
- 1.6 The School recognises the central role that the relationships education and relationships and sex education programme plays in key regulatory standards; for example, through the School's accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.
- 1.7 The School recognises the role of the pupil voice and the benefit of hearing the lived experience of pupils, in creating, developing and reviewing the relationships education and relationships and sex education programme and school culture.
- 1.8 The School relationships education and relationships and sex education programme reflects and supports the School aims.

## 2 Scope and application

- 2.1 This relationships education and relationships and sex education policy applies to the primary and secondary age phases of the School.
- 2.2 The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

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### 3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
- 3.1.1 Education (Independent School Standards) Regulations 2014;
  - 3.1.2 Education and Skills Act 2008;
  - 3.1.3 Education Act 2002;
  - 3.1.4 Children Act 1989;
  - 3.1.5 Equality Act 2010;
  - 3.1.6 Children and Families Act 2014;
  - 3.1.7 Children and Social Work Act 2017; and
  - 3.1.8 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 It is based on statutory guidance from the DfE [Relationships education, relationships and sex education and health education](#) (DfE, September 2021);
  - 3.2.2 [Keeping children safe in education](#) (DfE, September 2024) (**KCSIE**);
  - 3.2.3 [Working together to safeguard children 2023](#) (DfE, December 2023 updated February 2024);
  - 3.2.4 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DfE, March 2024);
  - [3.2.5](#) [Behaviour in schools: advice for headteachers and staff](#) (DfE, February 2024);
  - 3.2.6 [Searching, screening and confiscation: advice for schools](#) (DfE, July 2022 in force from September 2022);
  - 3.2.1 [Respectful school communities: self-review and signposting tool](#) (DfE);
  - 3.2.2 [Tom Bennett independent review of behaviour in schools](#) (March 2017);
  - 3.2.3 [Relationships education, relationships and sex education and health education FAQs](#) (DfE, July 2020), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*;
  - 3.2.4 [Relationships, sex and health education: guide for schools](#) (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education;
  - 3.2.5 [Plan your relationships sex and health curriculum](#) (DfE, February 2022);
  - 3.2.6 [Teaching about relationships, sex-and health](#) (DfE, March 2021);
  - 3.2.7 [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021);
  - 3.2.8 [Teaching online safety in schools](#) (DfE, January 2023); and
  - 3.2.9 [Political impartiality in schools](#) (DfE, February 2022).

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3.3 The following School policies, procedures, documents and resources material are relevant to this policy:

3.3.1 safeguarding and child protection policy and procedures;

3.3.2 behaviour and discipline policy;

3.3.3 risk assessment policy for pupil welfare;

3.3.4 anti-bullying policy;

3.3.5 special education needs and learning difficulties policy;

3.3.6 equal opportunities policy

3.3.7 PSHCE policy;

3.3.8 e-safety policy;

3.3.9 acceptable use policy for pupils;

3.3.10 curriculum policy; and

3.3.11 pastoral care policy.

#### **4 Publication and availability**

4.1 This policy is published on the School's website.

4.2 This policy is available free of charge in hard copy on request from Beth Wallis, Assistant to the Pastoral Team

4.3 A copy of this policy is available for inspection from Beth Wallis Assistant to the Pastoral Team during the School day.

4.4 This policy can be made available in large print or other accessible format if required.

#### **5 Definitions**

5.1 Where the following words or phrases are used in this policy:

5.1.1 references to the Board of Governors are references to the Proprietor of the School.

5.1.2 references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

#### **6 Responsibility statement and allocation of tasks**

6.1 The Board of Governors has overall responsibility for all matters which are the subject of this policy including the approval of this policy.

6.2 The Board of Governors is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Board of Governors' response to this duty.

6.3 The School will take a whole school approach to relationships education and relationships and sex education. The School will appoint an appropriate senior teacher in a leadership

position with dedicated time to lead specialist provision, e.g. a Personal, Social, Health and Economic (**PSHCE**) education co-ordinator, with responsibility for the curriculum area. The subject leader will hold at least termly meetings with the pupil body, the Senior Leadership Team and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the School's broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally and its pastoral care system.

- 6.4 To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Keeping the policy up to date and compliant with the law and best practice	Jen Baylis, Deputy Head	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Jen Baylis, Deputy Head and Head of PSHCE	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Jen Baylis, Deputy Head and Head of PSHCE	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes, policy, curriculum and resources.	Jen Baylis, Deputy Head and Head of PSHCE	As required, and at least annually
Formal annual review	Board of Governors  Jen Baylis, Deputy Head and Head of PSHCE	Annually

## 7 **Definition of relationships education and relationships and sex education**

- 7.1 Relationships education for primary education and relationships and sex education for secondary education, including for pupils in the sixth form, is part of the PSHCE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate and is taught sensitively and inclusively, with respect to the

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backgrounds and beliefs, needs and vulnerabilities of pupils, with the aim of providing pupils with the knowledge they need.

- 7.2 Sex education, as part of relationships and sex education in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.
- 7.3 Sex education is not compulsory in primary schools. The School science curriculum policy<sup>1</sup> includes reference to the subject coverage in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, the School delivers sex education for primary age pupils as set out in Appendix 1<sup>2</sup>.

## 8 Curriculum content

- 8.1 The curriculum will tackle at age-appropriate stages issues such as: healthy and respectful relationships; boundaries and consent; stereotyping, prejudice and equality; body confidence and self-esteem; how to recognise an abusive relationship, including coercive behaviour; concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM) and how to access support; and what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 8.2 By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The School scheme of work for PSHCE details the what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.
- 8.3 In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals and the changes in humans as they grow older.
- 8.4 By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.
- 8.5 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism / radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime and female genital mutilation (FGM).

<sup>1</sup> For each school to set out the science curriculum coverage notwithstanding the National Curriculum status.

<sup>2</sup> The DfE guidance requires primary schools that teach additional sex education to define any sex education they choose to teach other than that covered in the science curriculum.

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## 9 Equality

- 9.1 The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of relationships education and relationships and sex education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.
- 9.2 The School will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. The School is committed to the approach that the starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as 'banter', 'just having a laugh', part of growing up' or 'boys being boys' as the School recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The School will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 The School will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 9.4 As part of this whole school approach, the School (including through the PSHCE co-ordinator and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships education and relationships and sex education programme and / or School culture.
- 9.5 **Students with special educational needs and disabilities (SEND):** relationships education and relationships and sex education will be accessible for all pupils, including those with SEND and other vulnerabilities, and to ensure teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.
- 9.6 **Lesbian, Gay, Bisexual and Transgender (LGBT):** The School encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. The School is aware that children who are or perceived to be LGBT can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. LGBT inclusion is part of the statutory relationships education and relationships and sex education curriculum and the School will ensure that its teaching is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. School staff will also endeavour to provide a safe space for LGBT children to speak out or share their concerns.
- 9.7 The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Board of Governors of the school to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.7.1 in the way it provides education for pupils;
- 9.7.2 in the way it provides pupils access to any benefit, facility or service; or



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9.7.3 subjecting them to any other detriment.

9.8 The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

## 10 Curriculum delivery

10.1 The School will ensure sufficient and regular time is allocated within the curriculum to deliver the relationships education and relationships and sex education curriculum effectively, and in a manner designed to facilitate meaningful discussion.

10.2 Curriculum content and curriculum delivery will be underpinned by the School's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based relationships education and relationships and sex education, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

10.3 The content of the relationships and sex education curriculum is delivered through the three curriculum areas of Science, Religious Studies and PSHCE. It is carefully sequenced with sufficient time allocated for topics that pupils find difficult, e.g. consent and sharing explicit images.

10.4 It is delivered in the following ways:

Pastoral programme:

- regular timetabled lessons
- tutor time delivered by form tutors
- assemblies delivered by members of staff and / or external agencies
- collapsed timetable sessions delivered by members of staff and / or external agencies
- evening events.

Teaching methods include:

- discussion with pupils of the importance of PSHCE 'safe space' and the established ground rules under which lessons operate
- individual, pair and group work – creating mind maps, discussion, watching relevant material to explore topics, utilisation of current resources from professional bodies such as the PSHCE Association

Differentiation methods include:

- opportunities for pupils to ask questions and seek clarifications
- teachers to use drawings and diagrams such as mind-maps to support instructions
- to have information, such as the vocabulary and bullet points, available on OneNote pre and post lesson
- lessons where teachers talk briefly and then pupils work in groups
- thinking time after a question is asked
- opportunities to work with a partner.

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Details of when different aspects of the relationships and sex education curriculum is delivered through the three curriculum areas of science, religious studies and PSHCE is outlined in the curriculum map at Appendix 1.

- 10.5 The School often invites visiting speakers to the School to help enhance and enrich our curriculum, our pupils' experiences and broaden their horizons and this is actively encouraged. The School will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably assessed before the visit takes place and that clear protocols, are followed to ensure that those visiting speakers and any resources used are suitable, compatible with the School's duties, age-appropriate and aligned to the developmental stage of the pupils being taught. This includes following the School's Visiting Speaker protocols. The School will ensure any visiting speaker is appropriately supervised when on School premises. In the unlikely event that the content, resources or delivery falls outside the School's expectations, or is deemed inappropriate, the School will take appropriate action, which could include stopping the presentation altogether.

## **11 Assessment and Pupil Progress**

- 11.1 Teachers are expected to plan, teach and assess the subject and measure pupil progress in accordance with the high expectations across the School in other subject areas. This will be regularly monitored and reviewed by the PSHCE co-ordinator and regularly reported to SLT and Governors.

## **12 Resources**

- 12.1 All resources will be assessed to ensure they are suitable, compatible with the School's duties, age-appropriate and aligned to the developmental stage of the pupils being taught.
- 12.2 The School will regularly assess the resources it will use prior to delivery of the programme and keep the resources under review.
- 12.3 The School will share example resources to parents as part of its consultation and review processes.
- 12.4 The PSHCE co-ordinator will lead the collation, assessment, review and use of these resources.

## **13 Pupil questions**

- 13.1 The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

## **14 Safeguarding, reports of abuse and confidentiality**

- 14.1 The School will follow *Keeping children safe in education (KCSIE)* and will ensure children are taught about safeguarding, including about how to stay safe online and respectful relationships. Appropriate open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised

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approach for more vulnerable children, victims of abuse and some SEND children might be needed or to respond to the incidents or any patterns identified by the School, for example in particular cohorts.

- 14.2 Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's safeguarding policy if a child protection issue is raised.
- 14.3 In addition, but not alternatively to following the School's safeguarding and child protection policy, teachers will also consider whether any anti-bullying and / or disciplinary issues arise following any pupil concerns and will follow the School's behaviour and discipline policy and / or the School's anti-bullying policy as appropriate.
- 14.4 The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.
- 14.5 Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

## **15 Parents' and carers' participation**

- 15.1 The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:
- 15.1.1 teaching their children about relationships and sex;
  - 15.1.2 maintaining the culture and ethos of the family;
  - 15.1.3 helping their children cope with the emotional and physical aspects of growing up;
  - 15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 15.2 The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes, including a sample of resources to be used. See Appendix 2.
- 15.3 The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education. Appendix 1.
- 15.4 The School will regularly engage with parents and carers to seek their views on the quality of relationships education and relationships and sex education and on School culture.
- [15.5](#) In order to support the emotional and physical development of pupils during the transition between primary and secondary phases of education, the School will specifically consult with the parents of pupils before the final year of primary school about the detailed content of what will be taught in the relevant parts of the science curriculum and sex education curriculum. See Appendix 1 and 2.
- [15.6](#) It will also keep in regular contact with parents and carers reinforcing the importance of children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child on child abuse.
- 15.7 Parents and carers of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex

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education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.

- 15.8 Following a request to withdraw in relation to a secondary age child, the Head of PSHCE will request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16. After that 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 may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.
- 15.9 Parents and carers of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum.
- 15.10 The Head will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
- 15.11 The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.

## 16 Consultation

- 16.1 This policy has been produced and will be reviewed in consultation with parents, teachers and pupils and seeks to take into account the views of the School community.

## 17 Training

- 17.1 The School will carefully consider the suitability of staff teaching relationships education and relationships and sex education and will ensure they are committed to the priority the School affords to the subject and to professional development in the subject. The School will provide additional resources to staff who are not specialists in the subject in order that they can successfully implement the curriculum.
- 17.2 The School will ensure appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.
- 17.3 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 17.4 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education teacher training materials in respect of relationships education and relationships and sex education. High-quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.
- 17.5 The School maintains written records of all staff training.

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## 18 Record keeping

- 18.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 18.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the school child protection and safeguarding policy, including incidents involving sexual harassment and sexual violence.
- 18.3 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

## 19 Monitoring, evaluation and review

- 19.1 The Head of PSHCE, Head of science, and Head of Religious Studies will ensure that:
- 19.1.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;
- 19.1.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery, assessment and pupil progress conform to the guidelines set down in the policy and its appendices;
- 19.1.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;
- 19.1.4 any review of the programme includes an opportunity for the views of parents to be considered;
- 19.1.5 any review of the programme includes an opportunity for the views of teachers and pupils to be considered;
- 19.1.6 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy and the statutory guidance *Relationships education, relationships and sex education and health education* (DfE, September 2021).

## 20 Version control

Date of adoption of this policy	September 2024
Date of last review of this policy	Summer 2024
Date for next review of this policy	Summer 2025
Policy owner (SLT)	Jen Baylis, Deputy Head
Policy owner (Board of Governors)	Jane Allred

## Appendix 1 Relationship Education and Relationships and Sex Education curriculum map

Overview of the delivery of teaching units coverage across curriculum areas, including through regular timetabled lessons and including provision for the sixth form year groups.

Year group	Science	PSHCE	Other e.g. Citizenship, Philosophy Education and Religion
Year 3		Regular timetabled lessons: Class based lessons: <ul style="list-style-type: none"> <li>• Feelings and emotions</li> <li>• Friendships</li> <li>• Family relationships</li> <li>• Anti-Bullying</li> <li>• Change and Loss (pets)</li> <li>• Feeling safe</li> </ul>	
Year 4		Class based lessons: <ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• Change and Loss (human)</li> <li>• Growth and Change</li> <li>• Friendships</li> <li>• Anti-Bullying</li> <li>• Mental health</li> </ul> Input from School nurse: <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• How the body starts to change</li> <li>• Mood/feeling changes</li> <li>• How to stay healthy</li> </ul>	Class based lessons: <ul style="list-style-type: none"> <li>• Similarities, differences and respect</li> </ul>

Year 5	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Process of reproduction in some plants and animals</li> <li>• The changes as humans develop to old age</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Peer Pressure</li> <li>• Accountability and collaboration</li> <li>• Negotiation and compromise</li> <li>• Friendships</li> <li>• Healthy relationships</li> <li>• Growth and change</li> <li>• Anti-Bullying</li> <li>• Recognising risk</li> <li>• Mental health</li> </ul> <p>Input from Brooke:</p> <ul style="list-style-type: none"> <li>• More detail about puberty, including menstruation</li> <li>• Introduction to female reproductive organs</li> <li>• Healthy lifestyle</li> <li>• Mood changes</li> <li>• Privacy and respect</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Qualities of a good friend/respecting difference</li> </ul>
Year 6		<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Family matters</li> <li>• Friendships</li> <li>• Conflict resolution</li> <li>• Relationships</li> <li>• Anti-Bullying</li> <li>• Growth and change from puberty and including pregnancy</li> </ul> <p>Input from Booke:</p> <ul style="list-style-type: none"> <li>• Reinforcing concepts from Year 5</li> </ul>	

		<ul style="list-style-type: none"> <li>• Female reproductive organs and menstruation in greater detail</li> <li>• Male puberty</li> </ul>	
Year 7	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Adolescence and puberty</li> <li>• Human reproductive systems</li> <li>• Intercourse, fertilization and implantation</li> <li>• Development of a foetus and birth</li> <li>• The menstrual cycle</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Menstrual cycle</li> <li>• Healthy relationships (friends, family incl. LGBT)</li> <li>• Consent/boundaries</li> <li>• Bullying (incl. cyberbullying)</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Moral rules – Ten Commandments, ‘Do not commit adultery’ (explanation of what this means.)</li> <li>• Relationships – managing relationships in a multi-cultural society. How we can live in harmony with others when they have different beliefs.</li> </ul>
Year 8		<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Menstrual health</li> <li>• Understanding sexuality</li> <li>• Change and Loss (bereavement)</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• The virgin birth narrative – meaning. The role of Joseph in the story.</li> <li>• Is there life after death? Will include arguments related to grief and loss.</li> </ul>
Year 9		<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Influence and self-esteem</li> <li>• Nude image sharing</li> <li>• Healthy romantic relationships</li> <li>• Exploring marriage and partnerships incl. forced marriage</li> <li>• Consent (and the law)</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Buddhist 5 Precepts avoid sexual immorality – adultery/ rape (explanations of these terms).</li> </ul>



Year 10	<ul style="list-style-type: none"> <li>• Contraception – evaluate from a biological perspective</li> <li>• Menstrual cycle</li> <li>• IVF</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Honour based violence (and extremism)</li> <li>• Homophobia</li> <li>• Menstrual health</li> <li>• STIs</li> <li>• Contraception</li> <li>• Consent</li> <li>• Pregnancy</li> </ul> <p>Visitor programme:</p> <ul style="list-style-type: none"> <li>• Workshop by ‘it happens’</li> </ul>	<p>Class based lessons RS GCSE:</p> <ul style="list-style-type: none"> <li>• Sex, marriage and divorce</li> <li>• Families and gender equality</li> <li>• Abortion</li> <li>• Mourning and bereavement. Christian beliefs about life after death and mourning rituals.</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Genetic disorders</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• Gender stereotypes &amp; attitudes towards Women and Girls</li> <li>• Sexual harassment</li> <li>• Domestic abuse</li> <li>• Coercive control</li> <li>• Pornography</li> </ul> <p>Visitor programme:</p> <ul style="list-style-type: none"> <li>• Workshop by ‘it happens’</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of Year 10 topics above.</li> <li>• Mourning and bereavement. Jewish beliefs about life after death and mourning rituals.</li> </ul>
Year 12 and 13	<ul style="list-style-type: none"> <li>• Genetic disorders</li> </ul>	<p>Class based lessons:</p> <ul style="list-style-type: none"> <li>• STIs, pregnancy and contraception</li> </ul>	<ul style="list-style-type: none"> <li>• Philosophy - Abortion ethical issues</li> <li>• Year 13 – Buddhism and gender unit.</li> <li>• Year 12 - the roles of men and women in the Sangha (Buddhist monastic communities).</li> </ul>

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## Appendix 2 Parents' consultation

### General principles

We will consult with parents when developing and reviewing our policies for relationships education and relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward.

We will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of our consultation with parents we will provide examples of the resources we plan to use, for example the books we will use in lessons. We may adapt our timescales, process and content to respond to the needs of the School and pupils.

Action	Timeframe
Write to parents with updated RSE policy, PSHCE booklet, details of speakers and information about sessions for pupils and parents. Invite feedback via email or in person.	By end of September each year
Feedback considered by JENB and Head of PSHCE and appropriate actions taken including further communication with parents if needed.	By October half term each year
RSE curriculum delivered	Throughout the School Year
Annual review of PSHCE to include pupil and parent feedback	School to determine frequency, at least annually