

RELATIONSHIPS AND SEX EDUCATION POLICY & PROCEDURES

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Policy Statement (1)

AKS School delivers Relationships and Sex Education in line with the statutory guidance 'Relationships Education, Relationships and Sex Education (RSE), and Health Education (DfE, 2019).

AKS Lytham understands Relationships Education (RE) and Relationship and Sex Education (RSE) to be the process of lifelong learning about physical, moral, and emotional development. The focus in the Prep School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The focus in the Senior School is about the importance of family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health.

The rationale of RE and RSE at AKS Lytham is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

In the Senior School, it aims to teach what is acceptable and unacceptable behaviour in relationships, including how to develop intimate relationships constructively and positively. It aims to teach young people to understand human sexuality and to respect themselves and others.

In the Senior School, we want to build our pupils' self-esteem and confidence in order to make good, positive decisions around sexual activity. The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

AKS Lytham recognizes that parents and/or guardians are the key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

Policy Statement (2)

- 1) This policy applies to all members of the AKS school community, including those in our EYFS setting.
- 2) AKS implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy. It should be read in conjunction with school's *Behaviour, E-Safety, Anti-bullying, Child Protection (Safeguarding), Equal Opportunities, PSHE, SMSCD and SEND* policy documents. This policy should be read in conjunction with

the more detailed *United Learning Relationships, Sex and Health Education Guidance for Schools*, and the [DfE guidance](#) regarding Relationships and Sex Education.

- 4) AKS is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's *Equal Opportunity* policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the Whole School Leadership Team and the Local Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.

Key Personnel

- 1) David Harrow: Headmaster
- 2) Amanda Ilhan: Head of Nursery and Preparatory School
- 3) Allan McKeown: Senior Deputy Head (SS)
- 4) Phil Hayden: Deputy Head (Pastoral-SS)
- 5) Liz Robinson: Head of PSHE/RSE (SS)
- 6) Amanda Briggs: PSHE and Wellbeing Co-ordinator (Prep School)
- 7) Helen Hotchkiss: School Matron
- 8) StJohn Crean – Safeguarding LGB Representative

Aims of RE and RSE at AKS Lytham

Its objective is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) intimate and sexual relationships, including sexual health (Senior School only).

Relationships Education and Relationships and sex education will only use teaching and materials which are appropriate to the age of the pupils receiving it, with consideration given to the religious background.

Equality

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, gender identity, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RE and RSE. The School can take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. For example, the School could take positive action to support LGBTQ+ pupils if there was evidence, they were disproportionately being subjected to bullying, abuse, or harassment. The School shall seek to be aware of contemporary issues such as 'everyday sexism', misogyny, homophobia and gender stereotypes (through regular pupil surveys and anonymous disclosure platform) and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled and pupils know where to go for support.

SEND

Prep School

The School will ensure that Relationships Education is accessible for all its pupils. Quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The School will be mindful of preparing for 'puberty' as set out in the SEND code of practice when teaching Relationships Education to those with SEND. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of Relationships Education.

Senior School

The School will ensure that RSE is accessible for all its pupils. Quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The School will be mindful of preparing for 'adulthood outcomes' as set out in the SEND code of practice when teaching RSE to those with SEND. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE.

Lesbian, Gay, Bisexual and Transgender (LGBTQ+)

In teaching RE (Relationship Education) and RSE, AKS Lytham will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. The School will ensure that teaching is sensitive and age-appropriate and will

fully integrate discussion of LGBT+ issues into all relevant parts of the broader RSE curriculum. RSE will be fully inclusive and relevant to those who identify as LGBT+.

Roles and Responsibilities

Prep School

The PSHE and Wellbeing Co-ordinator, Amanda Briggs, is responsible for the implementation of the Relationships Education Policy, alongside the Head of Nursery and Prep School, Amanda Ilhan, for the development and review of the policy. Matron, Helen Hotchkiss, is responsible for the delivery of the talks around menstrual cycle and puberty to the Upper Juniors.

Relationships Education is delivered mainly through PSHE, with a certain amount of the content taught through the science, PE, RE and computer subjects too. The co-ordinators for these subjects are aware of the requirements.

Senior School

The Head of PSHE, Liz Robinson, is responsible for the implementation of the RSE Policy in the Senior School, alongside the Senior Deputy Head, Allan McKeown and Deputy Head, Phil Hayden for the development and review of the policy.

RSE is delivered through PSHE, with a certain amount of RSE content is taught by the Science department as part of their KS3 Biology modules. However, AKS Lytham believes that teachers of all subjects can make valuable contributions to the delivery of RSE through their own lessons but also as form tutors.

The Head of PSHE is responsible for ensuring that all teachers who deliver RSE are appropriately trained. Further internal support or external training may also be offered.

Legislation (statutory regulation and guidance)

Prep School

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 states that pupils receiving primary education must be taught Relationships Education and Health Education from September 2020. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At AKS Lytham, the School has chosen to deliver Relationships Education mainly as part of a timetabled PSHE programme supplemented with various talks and activities. The PSHE policy and the PSHE Schemes of Work highlight the relevant content throughout Reception to Year 6.

Senior School

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 states that pupils receiving secondary education must be taught RSE and Health Education from September 2020. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At AKS Lytham, the School has chosen to deliver RSE mainly as part of a timetabled PSHE program supplemented with various timetabled talks and activities. The PSHE policy and the PSHE Schemes of Work highlight the relevant content throughout Year 7 to 11. This policy is also informed by PSHE Association Guidance, specifically 'Writing Your School's Relationships and Sex Education (RSE) Policy' (2018). The School will also consider the PSHE association's toolkits and resources as it develops its RSE content. Further guidance was taken from the Sex Education Forum, especially their 'Whole School Approach RSE Audit Tool' and their various teaching resources.

Supporting Documents

- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 as applied in schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

Safe and Effective Practice

The School recognizes that for RE and RSE to be safe and effective, certain 'ground rules' need to be understood by all those who take part. At the start of each section of RE and RSE teaching, teachers and pupils will discuss these ground rules, which are likely to include:

- An agreement on how potentially sensitive questions can be asked; this is likely to include a mechanism for asking questions anonymously or an opportunity to ask the teacher privately as opposed to in front of the rest of the group.
- Discussion of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause.
- How teachers will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature.
- The promotion of 'distancing techniques' that encourage pupils not to personalize their questions or discussions. Teachers should bring any non-urgent issues for discussion to the appropriate Head of Year. Any urgent and/or safeguarding issues should be immediately reported to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the School's Safeguarding and Child Protection Policy (see below).

The curriculum content will be delivered in a non-judgemental, factual way.

Safeguarding

Teachers are aware that effective RE and 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. When such concerns are raised, teachers will follow the normal child protection and safeguarding procedures in immediately discussing these concerns with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

Ordinarily visitors will be discouraged from observing RE and RSE lessons. Observations can be undertaken by the Head of PSHE/PSHE Co-ordinator to ensure consistency of teaching and the safety of pupils. Where visiting speakers are invited to deliver aspects of the RE and RSE curriculum, testimonials will be sought from other schools and the Head of PSHE/PSHE Co-ordinator will brief them in advance regarding the School's safeguarding procedures. Visiting speakers will always be accompanied by a member of AKS Lytham staff when delivering RSE content. All visiting speakers are logged on the 'Visiting Speakers Register', and all appropriate checks are carried out in advance, as per the *Child Protection Policy*, which sits with the DSL.

Engaging Stakeholders

AKS Lytham is committed to working closely with pupils, parents, guardians, and carers to deliver high quality, meaningful RE and RSE which prepares their son/daughter to have happy and healthy relationships now and in adult life.

Prep School

AKS Lytham is committed to working closely with parents, guardians, and carers to deliver high quality, meaningful Relationships Education which prepares their son/daughter to have happy and healthy relationships now and in adult life.

Although Relationships Education is compulsory in all primary schools, sex education is not. At AKS Lytham Preparatory, we believe it is important that our pupils are prepared and informed around the subject of 'puberty'. In the Upper Juniors, the pupils will have talks\ programmes around 'Menstruation' and 'Puberty'. Both these topics are delivered by Matron, Helen Hotchkiss. The School recognises that parents, guardians and carers have the final decisions about their son/daughter's sex education: parents have the right to withdraw their child without consequence from sex education at AKS Lytham.

If parents have any queries or wish to withdraw their son/daughter, they should contact the Head of Nursery and Prep School, Amanda Ilhan. The following process would then take place:

- The School will inform parents, guardians, and carers about the content and when the 'puberty' programme is to be delivered to their children.
- The Head of Nursery and Prep School should automatically grant a request to withdraw a child from sex education in primary schools, other than as part of the Science curriculum.
- The school will document this process and ensure a record is kept.
- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Head of the Prep School & Nursery will want to take a pupil's SEND into account when making this decision.

When pupils are withdrawn from Sex Education, alternative arrangements for purposeful education will be made for these pupils.

There is no right to withdraw from the Relationships Education aspect as the government believes the contents of these subjects – such as family, friendship, safety (including online) – are important for all children to be taught. In addition, information on the Relationships

Education curriculum is available within the PSHE Policy and Schemes of Work. Parents have also been made aware of the Relationship Education content via an online parent consultation that contained all of the statutory outcomes. This consultation will be repeated to inform planning and keep parents up to date; however, although all views are listened to, they do not amount to a power of veto over curriculum content.

Senior School

In the Senior School we recognize that parents, guardians and carers have the final decisions about their son/daughter's sex education: Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Children and Social Work Act 2017, Section 9

If parents have any queries or wish to withdraw their son/daughter from RSE, they should contact their son/daughter's Head of Year in the first instance. The following process would then take place:

- The Senior Deputy Head/Deputy Head (Pastoral) would discuss with the parent (and, if appropriate, the pupil) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Senior Deputy Head/Deputy Head (Pastoral) would discuss with the parent the benefits of the pupil receiving this important education and any detrimental effects that withdrawal might have on the pupil, including social or emotional effects of being excluded as well as the likelihood of the pupil hearing from their peers what was covered (and having that content channelled through a pupil's voice rather than a teacher's).
- The school will document this process and ensure a record is kept.
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school would respect the parents' request to withdraw the pupil, up to and until three terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the pupil with sex education during one of those terms.
- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Senior Deputy Head/Deputy Head (Pastoral) will want to take a pupil's SEND into account when making this decision.

When pupils are withdrawn from Sex Education, alternative arrangements will be made for these pupils which will ordinarily involve private study. The right to withdraw from lessons relates only to sex education, and not to the teaching of the biological aspects of human growth and reproduction.

There is no right to withdraw from the Relationships aspect of RSE as the government believes the contents of these subjects – such as family, friendship, safety (including online) – are important for all children to be taught. The School will inform parents, guardians, and carers about when RSE is delivered to their children. In addition, information on the RSE curriculum is available within the PSHE Policy and Schemes of Work.

Parents have also been made aware of the RSE content via an online parent consultation in 2020 that contained all of the statutory outcomes. This consultation was repeated in 2023 to inform planning and keep parents up to date; however, although all views are listened to, they do not amount to a power of veto over curriculum content. The next consultation will take place in March 2026.

As part of the consultation process, pupils will also be involved in discussions with regards to the subject content (appropriate to their age) as we move through 2025-2026 and in line with the DfE updates required for September 2026.

Governors

Department for Education guidance makes specific requests of Governors, alongside fulfilling their broader, legal obligations. Governors are required to ensure that:

- all pupils make progress in achieving the expected educational outcomes
- RSE is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- RSE is well resourced, staffed and timetabled in a way that ensures that the School can fulfil its legal obligations

The School will enable Governors to fulfil these responsibilities by providing information about the delivery of RSE in regular reports (the termly Education and Welfare Report) to Governors. The safeguarding governor also meets with a pupil panel to triangulate any findings. The Governors on the Education and Welfare group will oversee the impact of the policy. The Governors will review and agree this policy on behalf of the Governing Body annually.

Relationship Education – Primary Schools

The religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and that all relationship education teaching will meet the requirements of equality law.

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| <p>Families and people who care for me</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ That families are important for children growing up because they can give love, security and stability. ▪ 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. ▪ That other 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 for them. ▪ 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. ▪ That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| <p>Caring Friendships</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ How important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. ▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ 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. ▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed. |

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| <p>Respectful relationships</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ The conventions of courtesy and manners. ▪ The importance of self-respect and how this links to their own happiness. ▪ 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. ▪ 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. ▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive. ▪ The importance of permission-seeking and giving in relationships with friends, peers and adults. |
| <p>Online relationships</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ That people sometimes behave differently online, including by pretending to be someone they are not. ▪ 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. ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ▪ How information and data is shared and used online. |
| <p>Being safe</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ 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. ▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ How to respond safely and appropriately to adults (in all contexts, including online) they may encounter who they do not know. ▪ How to recognise and report feelings of being unsafe or feeling bad about any adult. |

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| | <ul style="list-style-type: none"> ▪ How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. ▪ Where to get advice from e.g. family, school and/or other sources. |
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Health Education: Physical Health and Wellbeing – Primary Schools

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| Mental wellbeing | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ That mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ▪ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ▪ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ▪ Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. ▪ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ▪ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ▪ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ▪ It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. |
| Internet safety and harms | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ That for most people the internet is an integral part of life and has many benefits. ▪ About the benefits of balancing time spent on and offline, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. |

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| | <ul style="list-style-type: none"> ▪ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ▪ Why social media, some computer games and online gaming, for example, are age restricted. ▪ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ▪ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ▪ Where and how to report concerns and get support with issues online. |
| Physical health and fitness | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The characteristics and mental and physical benefits of an active lifestyle. ▪ The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise. ▪ The risks associated with an inactive lifestyle (including obesity). ▪ How and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ What constitutes a healthy diet (including understanding calories, and nutritional content). ▪ The principles of planning and preparing a range of healthy meals. ▪ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ▪ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ▪ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ▪ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ▪ About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. ▪ The facts and science relating to allergies, immunisation and vaccination. |

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| Basic first aid | Pupils should know: <ul style="list-style-type: none"> ▪ How to make a clear and efficient call to emergency services if necessary. ▪ Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | Pupils should know: <ul style="list-style-type: none"> ▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ▪ About menstrual wellbeing including the key facts about the menstrual cycle. |

Relationships and Sex Education – Secondary Schools

School continues to develop pupils' knowledge on topics specified to cover the following content by the end of Year 11. The curriculum proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This is in line with pupils' needs, informed by pupils' voice and participation in the curriculum development and in response to issues as they arise in the school and wider community. Content will be taught in an age-appropriate manner and take into account the maturity of the pupils.

The religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and that all relationship education teaching will meet the requirements of equality law.

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| Families | Pupils should know: <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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children. ▪ How to: determine whether peers, 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. |
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| <p>Respectful relationships including friendships</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ▪ 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 tolerance and respect to others and others' beliefs, including people in positions of authority. ▪ 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. |
| <p>Online and media</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. ▪ 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 often 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. |

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| <p>Being Safe</p> | <p>Pupils should know:</p> <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 (on and offline). |
| <p>Intimate and sexual relationships including sexual health</p> | <p>Pupils should know:</p> <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 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. ▪ How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ▪ How the use of alcohol and drugs can lead to risky sexual behaviour. ▪ How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |

The 'Health' curriculum is covered in the Senior School as part of the PSHE programme, please see the *PSHE Policy* for more details.

Monitoring, Reporting and Evaluation

Prep School

Teachers will be encouraged to reflect critically on their practice in delivering Relationships Education through discussion with the PSHE and Wellbeing Co-ordinator. The PSHE and Wellbeing Co-ordinator is responsible for ensuring the quality and consistency of Relationships Education teaching and will undertake an annual 'deep dive' subject scrutiny. Pupils will have opportunities to review and reflect on their learning during lessons and at the end of a topic. The PSHE and Wellbeing Co-ordinator will provide regular updates on the delivery of Relationships Education, including any changes made as a result of the feedback collected above, to the Head of Nursery and Prep School.

Senior School

Teachers will be encouraged to reflect critically on their practice in delivering RSE through discussion with the Head of PSHE. The Head of PSHE is responsible for ensuring the quality and consistency of RSE teaching.

The high expectations for the work produced in RSE are the same as other subjects/curriculum areas. Pupils have opportunities to review and reflect on their learning at the end of a period of significant RSE teaching, and progress is captured through knowledge/content-based assessment, self-assessment and self-evaluation process. Feedback is given to pupils on their progress in similar ways to other subjects. As identified through such processes, pupils will be given extra support, if needed.

Pupils offer voluntary feedback via an anonymous online form, with regards to the RSE course. The Head of PSHE will provide regular updates on the delivery of RSE, including any changes made as a result of the feedback collected above, to the Senior Deputy Head and Deputy Head (Pastoral).

Complaints

Provide that any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

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| Updated | 24th November 2025 |
| Reason for changes | 10 th July - United Learning Compliance checklist update and annual review and publication of the new DfE guidance for September 2026 24 th November 2025 – governor ratification updates |
| Name of the owner | Allan McKeown – Senior Deputy Head/Phil Hayden – Deputy Head (Pastoral)/Amanda |

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| | Ilhan – Head of Nursery and Prep School/Liz Robinson – Head of PSHE |
| Audience | Staff/School community |
| Location | Whole School Team and School website |
| Review date | July 2026 |
| Reference | <ul style="list-style-type: none"> • Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019) • Children and Social Work Act 2017 • Education (Independent School Standards) Regulations 2014 – Part 1 and 2 • Equality Act 2010 |