



## **RELATIONSHIP & SEX EDUCATION POLICY**

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### **Links to other Policies**

The following policies support and have links to Relationship Education:

- Safeguarding Policy
- Health and Safety Policy
- Complaints Procedure
- Inclusion Anti-Bullying & Behaviour Policy

## **Contents**

<b>Section</b>	<b>Title</b>
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- |           |  |
|-----------|--|
| <b>1.</b> | <b>Introduction</b>                                |
| <b>2.</b> | <b>The importance of RSE</b>                       |
| <b>3.</b> | <b>The Collegiate's approach to RSE</b>            |
| <b>4.</b> | <b>How we deliver RSE</b>                          |
| <b>5.</b> | <b>What we deliver in RSE</b>                      |
| <b>6.</b> | <b>How we monitor the effectiveness of RSE</b>     |
| <b>7.</b> | <b>Parents' right to withdraw their children</b>   |
| <b>8.</b> | <b>Parents' right to view curriculum materials</b> |

## **1. Introduction**

- 1.1.1 This policy explains the importance of RSE, the Collegiate's approach to RSE, how we deliver RSE and how we monitor the effectiveness of our RSE provision.
- 1.1.2 Parents were consulted during the development of this policy in Spring 2025. A Letter is sent to all families at the start of each academic year outlining the importance and purpose of RSE and our approach to the PSHE and RSE curriculums. This letter contains links to the DFE's statutory guidance and this RSE Policy.
- 1.1.3 Students are consulted each year on the RSE curriculum through Student Panels and questionnaires to ensure the content addresses issues that are faced by our students, is relevant to our local context and is taught at the appropriate stage and age.
- 1.1.4 RSE is about the emotional, social and cultural development of students, and involves learning about relationships of all kinds, not just intimate relationships. It enables students to know what a healthy relationship looks like and what makes a good friend, a successful marriage or other type of committed relationship. Contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure) is also explored. The concept of consent is revisited each year in context. The teaching of what is acceptable and what is unacceptable behaviour in relationships is a common theme and allows students to understand the positive effects that good relationships have on their mental wellbeing and how to seek support when relationships are not right. RSE does not encourage early sexual experimentation. Instead, it teaches young people to understand human sexuality and to respect themselves and others.

## **2. The importance of RSE**

- 2.1 A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve. RSE is one of the key concepts that underpins the PSHE programme of study and requires students to understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They are taught that unhealthy relationships can have a lasting and negative impact on mental wellbeing.
- 2.2 RSE plays a vital part in meeting the Collegiate's safeguarding obligations. Any issues which arise through RSE will be dealt with through our Care, Support and Guidance systems, unless they are of a safeguarding nature in which case staff will follow our safeguarding systems as set out in the Safeguarding Policy.

## **3. The Collegiate's approach to RSE**

- 3.1 The Collegiate's approach to RSE goes beyond the provision of biological information to also focus on clarifying attitudes and values, developing self-esteem and the skills to manage relationships. RSE is designed to ensure students are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships. RSE addresses the risks to children. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are addressed sensitively and clearly. The physical and emotional damage caused by female genital mutilation (FGM) as well as harmful online behaviours are also explored.
- 3.2 All RSE will be age appropriate and taught in a factual and respectful way that promotes inclusiveness. The delivery of the content will be accessible to all students, including those with SEND and staff will work in collaboration to ensure that this is the case. RSE will teach students that individuals have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is

important. RSE teaches students what the law says about sex, relationships and young people, as well as broader safeguarding issues.

#### **4 How we deliver RSE**

4.1 RSE forms part of our PSHE curriculum and is taught throughout all key stages, building on the primary RSE curriculum and what students have already learnt. The main RSE programme will be taught through PSHE lessons. Lessons are delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. PSHE staff set ground rules with the class to help manage sensitive discussion and are encouraged to use question boxes to allow students to raise issues anonymously. In addition, certain biological aspects are part of the Science curriculum and will be taught in these lessons. Other aspects of RSE may be taught across the curriculum, for example e-safety in Computing and other RSE themes in Religion and World Views (RW), English Literature, and Drama. In Year 7, PSHE and RSE are delivered through the Excellence Curriculum.

4.2 Jessica Mayne, Director of Learning (DoL) for PSHE, is responsible for coordinating RSE. The allocated PSHE teacher is the main person to teach RSE. Staff receive PSHE and RSE training, through department meetings, videos created by the DoL and (optional) training from *Life Lessons*, an online subscription service. PSHE is taught through the Excellence Curriculum in Year 7, twice fortnightly for Years 8-10, and once fortnightly for Year 11. It is taught as Personal Development through the tutor programme to Years 12 and 13. Teaching resources are kept centrally and monitored and adapted as appropriate by Jessica Mayne. Sometimes we use age-appropriate outside agencies to support and enhance our programme, for example the LA Nursing service, the Police and Place to Talk.

#### **5. What we deliver**

5.1 A summary of topics taught in RSE programmes can be found in Appendix A. Key concepts and themes that impact upon the RSE content delivered are:

##### **5.1.1 Personal identities:**

- Understanding that identity is affected by a range of factors, including a positive sense of self.

##### **5.1.2 Healthy lifestyles:**

- Recognising that healthy lifestyles, and the wellbeing of self and others depend on information and making responsible choices
- Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.
- Learning to deal with growth and change as a normal aspect of growing up.

##### **5.1.3 Risk:**

- Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations, including online relationships and e-safety.

##### **5.1.4 Diversity:**

- Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion or belief, ability or disability, sex and

gender, age and sexual orientation (including LGBTQ) and that these are protected characteristics under the Equality Act 2010.

## 6 How we monitor RSE

6.1 RSE's effectiveness is monitored and evaluated through the Subject Reviews process and the schools Evaluation Report. Any priorities for RSE are included in the department Quality and Improvement Plan and potentially the school's Development Plan (DP).

## 7 Parents' right to withdraw their children

7.1 Relationships and health education is compulsory, and parents do not have the right to withdraw their children from this aspect of RSE. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, up to and until 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.

7.2 Before granting any such request parents must make an appointment with the appropriate College Head to discuss their or their child's concerns. In the meeting parents can seek clarity around the nature and purpose of the curriculum and express to the school if it does not align with their wishes. This process should be documented. If concerns still exist, alternative arrangements will be made for the child during sex education lessons. The Director of Learning should be kept informed.

## 8 Parents' right to view curriculum materials

8.1 Parents are able to view all curriculum materials. If parents wish to view any materials from the RSE curriculum they should email the Director of PSHE with details of the topic or module content they would like to view. Details of the topic and module content can be found in Appendix A.

### Appendix A: Topics covered in the RSE programme

Year	Topic and module content	Learning objectives	Where taught
7.	<p><i>Changes to Boys and Girls.</i> –</p> <p>What do we mean by personal journey? - Physical, emotional and social changes.</p> <p>Puberty – both physical, emotional and social impact</p> <p>Understanding key terms. - Identifying personal issues with regards to change.</p>	<p>To identify the physical, emotional and social changes that happen to boys and girls.</p> <p>To identify similarities and differences between boys' and girls' puberty. To distinguish between puberty facts and myths.</p> <p>To describe key physical, emotional and social changes that happens during puberty.</p> <p>To explore personal identity and importance of diversity and inclusivity</p> <p>To know importance of respectful relationships</p> <p>To identify and recognise boundaries and comfort zones</p>	Excellence

7.	<i>Gender Stereotypes.</i>	<p>To identify gender stereotypes in media (adverts) and everyday roles and relationships.</p> <p>To explore and discuss possible impact of gender stereotypes.</p> <p>To explore gender stereotypes through religious attitudes to the roles of men and women.</p>	<p>RW</p> <p>Computing</p> <p>Excellence</p>
	<p><i>Consent, (Linked to Personal Journey)</i></p> <p>Content is interwoven throughout <i>Personal Journey and Puberty unit</i>. It is returned to in the Summer Term with a specific focus on the meaning of consent</p>	<p>What do we mean by 'consent' and why important</p> <p>To explore, identify and respect consent and personal boundaries</p>	Excellence
	<i>Managing Healthy Relationships</i>	<p>To identify and recognise what is meant by healthy relationships</p> <p>To manage relationships</p> <p>To explore conflict resolution</p>	<p>Excellence</p> <p>Drama</p>
7.	<p><i>Reproduction.</i></p> <p>Puberty. The menstrual cycle. Fertilisation. Having a baby.</p>	<p>To explain the function and adaptations of the parts of the male and female reproductive organs.</p> <p>To describe in detail the key changes that males and females go through during puberty and explain the purpose of these changes.</p> <p>To explain how the baby is protected during pregnancy, and how women are helped during birth using science.</p> <p>To explain how science is used to aid fertilisation.</p> <p>To explain the science of methods of contraception (physical and chemical) including the contraceptive pill.</p> <p>To consider when life begins for religious and non-religious believers.</p>	<p>Science</p> <p>Excellence</p>
7.	<p><i>Online safety.</i></p> <p>Cyberbullying. Sexting. Self-harm.</p>	<p>To identify dangers on the internet and to know how to protect yourself from these dangers online.</p>	<p>Computing</p> <p>Drama</p> <p>Excellence (PSHE)</p>

	Grooming.		
8.	<i>Managing Relationships</i>	<p>To understand the characteristics of positive and healthy friendships and the management of conflict, reconciliation and ending relationships.</p> <p>Know how to demonstrate positive behaviours in healthy relationships; about forming new partnerships and developing relationships; about conflict and its causes in different contexts, e.g. with family and friends and conflict resolution strategies</p> <p>To explore religious beliefs and non-religious beliefs about co-habitation.</p> <p>To explore religious and non-religious attitudes towards contraception.</p>	<p>PSHE</p> <p>RW</p>
8.	<p><i>Online Relationships and Social Media Pressures</i></p> <p>Who am I? Sexuality and attraction. Dating diaries. Safe dating. Cyberbullying. Cybersafety. Sexual bullying. Social networking and sexting.</p>	<p>To identify, communicate and reflect on the qualities within a good relationships/friendship (including online friendships) and how to navigate any challenges, managing conflict and understand peer influence.</p> <p>To explore the concept of attraction and reflect on what makes an ideal friend and partner.</p> <p>To examine various attitudes, values and behaviours for developing meaningful interpersonal relationships.</p> <p>To assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so.</p> <p>To identify dangers on the Internet and to know how to protect yourself from these dangers online.</p> <p>To understand the impact on of viewing harmful content online, including identifying misinformation and disinformation.</p> <p>To set sensible boundaries to keep oneself safe and build healthy strong relationships (including online).</p> <p>To identify and discuss what actions</p>	<p>PSHE</p> <p>Computing</p>

		<p>and attitudes constitute as sexual bullying and challenge gender stereotypes.</p> <p>To understand consent and understand how to manage difficult situations.</p> <p>To understand 'sexting' and know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p>	
8.	<p><i>Family Values.</i></p> <p>Marriage and cohabitation. Divorce. Bereavement and dealing with difficult situations.</p>	<p>To explore attitudes to marriage and long-term commitment.</p> <p>To know what marriage is, including the legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting.</p> <p>To understand that these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>To understand the reasons why divorce happens and to examine the rights children and young people have when parents' divorce.</p> <p>To be able to understand and explain some of the different feelings surrounding bereavement.</p> <p>To be able to understand some ways in which we can support ourselves, and others through grief.</p> <p>To explore the changing nature and role of family life in Britain, and to know religious and non-religious views about the family.</p> <p>To explore changing attitudes towards marriage, cohabitation adultery, separation, divorce and remarriage through religious and non-religious lenses.</p> <p>To consider religious and non-religious beliefs about death and the afterlife, as well as funeral rites and how these reflect beliefs.</p>	<p>PSHE RW</p>

8.	<p><i>Network Security.</i></p> <p>Peer-to-peer gaming Managing risk Grooming Age appropriate materials Digital well-being and safety Screen time : Physical safety using mobile devices (RSI and location/tracking app)</p> <p>Legislation (<i>Data Protection Act, Computer Misuse Act</i>)</p>	<p>To identify dangers on the Internet and to know how to protect yourself from these dangers online.</p> <p>To understand why it is important to secure your own user areas and explain the terms “connectivity” and the Internet of Things”</p> <p>To begin to employ good safety procedure for both hardware and online communications.</p> <p>To know how to recognise if a website is safe and appropriate.</p>	<p>Computing (e-safety talk)</p> <p>Drama</p>
8.	<p><i>Identity and Relationships</i></p> <p>Challenging stereotypes Respect and tolerance Sexual orientation and gender identity</p>	<p>To understand discrimination in all its forms</p> <p>To understand how to manage influences on beliefs and decisions and develop self-worth and confidence</p> <p>To know about gender identity, transphobia and gender-based discrimination; to recognise and challenge homophobia and biphobia.</p> <p>To know how to recognise and challenge racism and religious discrimination</p> <p>To evaluate the portrayal of LGBT characters in popular culture. To explore the implications of these portrayals.</p> <p>To know the difference between sex and gender and explore society’s construction of femininity and masculinity.</p> <p>To understand how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.</p> <p>To be aware of the legal provisions surrounding gender identity.</p> <p>To eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act 2010.</p> <p>To explore different religious and non-</p>	<p>PSHE</p> <p>RW</p>

		<p>religious beliefs about same-sex relationships and how there have been significant changes in attitudes since the twenty-first century.</p> <p>To explore different religious and non-religious beliefs about the role of men and women in worship.</p> <p>To consider the difference between prejudice and discrimination.</p> <p>To explore issues of human rights and social justice through religious and non-religious lenses and how beliefs or personal conviction can cause conflict with laws of a country.</p>	
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9.	<p><i>Sex and Relationships: Making Healthy Choices.</i></p> <p>Positive relationships Diversity in relationships The law and consent Pornography and its influence Physical and emotional consequences Resisting pressure Saying no and being assertive Contraception Condom demonstration Abortion Teenage pregnancy</p>	<p>To discuss what makes a positive relationship and consider issues relating to the law and consent with regards to sexual relationships.</p> <p>To understand what it means to be in a committed relationship and how to cope with divorce and bereavement.</p> <p>To analyse the impact of different norms and stereotypes on romantic relationships (including norms relating to masculinity and femininity); illustrate how relationship abuse and violence are strongly linked to gender roles and stereotypes and question roles, stereotypes and power within relationships and how these exhibit themselves within their own communities</p> <p>To know the emotional and physical consequences of sexual relationships (E.g. STIs and STDs).</p> <p>To explore the implications of viewing online pornography and the risks associated, including how it can lead to harmful stereotypes around sex and gender.</p> <p>To know where to seek better advice</p>	<p>PSHE</p> <p>RW</p>
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		<p>for sex and relationships.</p> <p>To explore the reasons that people become sexually active; to recognise the pressures and emotions that young people have about becoming sexually active and to think about how to deal with these.</p> <p>To know how to enjoy intimacy without sex including readiness for sexual activity, consent and healthy and unhealthy relationships.</p> <p>To explore assertiveness techniques to build self-esteem and meaningful relationships.</p> <p>To know a range of types of contraception, how they work and how they are used.</p> <p>To know the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>To learn about and practice using condoms effectively.</p> <p>To explore my own beliefs on abortion and examine the arguments for (pro-choice) and against (anti-abortion).</p> <p>To evaluate the responsibility of carrying and caring for a child.</p> <p>To explore different attitudes to sexual relationships including religious and non-religious attitudes to contraception.</p> <p>To consider religious and non-religious views on abortion and explore how we can measure the value and quality of life.</p>	
9.	<p><i>Spot the Scam.</i></p> <p>Bullying and scams. Social networking and sexting. Privacy settings in social media and location settings</p>	<p>To understand data protection: identity theft &amp; online fraud.</p> <p>To be able to identify Email scams, Phishing.</p>	Computing

<p>9.</p>	<p><i>Child Sexual Exploitation.</i></p> <p>Healthy and unhealthy relationships. Understanding the dangers of grooming Exploitation. Risk management. FGM</p>	<p>To identify what makes a healthy and unhealthy relationships.</p> <p>Understand how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</p> <p>To understand how to manage the risks of being exploited and where to get help, especially gangs and grooming and links to knife crime,</p> <p>To become more aware of the issues of internal trafficking and know how to identify risky situations.</p> <p>To understand what FGM is, the risks and warning signs, the law and to address common misconceptions or justifications of the practice of FGM.</p>	<p>PSHE</p> <p>Computing</p>
<p>10.</p>	<p><i>Abusive relationships.</i></p> <p>What is domestic violence? Warning signs Excuses and blame Domestic violence campaigns</p>	<p>To examine the full range of abusive behaviours.</p> <p>To engage with the power and control model of intimate violence.</p> <p>To explore commonly held beliefs that excuse abusive behaviour.</p> <p>To explore relationships and 'relationship abuse'.</p> <p>To explore and understand the different types of sexual violence and harassment (child-on-child abuse). To know how to report sexual harassment, exploitation and rape and how and where to seek help.</p> <p>To examine the impact domestic violence has on children.</p> <p>To know where to get help if you are a victim of domestic violence.</p> <p>To know how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including</p>	<p>PSHE</p>

		reporting concerns about others, if needed.	
10.	<p><i>The Prevent Strategy.</i></p> <p>Social Media Extremism Exploring Prevent</p>	<p>To know what extremism is and how to protect yourself online and know how social media may distort, mis-represent or target information to influence beliefs and opinions</p> <p>To understand how to manage conflicting views and misleading information; how to safely challenge discrimination, including online and how to recognise and respond to extremism and radicalisation</p> <p>To know the laws linked to extremism/radicalisation and hate crime.</p> <p>To eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act 2010.</p> <p>To understand the reliability of websites; Big data; Data Protection Act and the right to be forgotten (Computer Misuse Act).</p> <p>To consider religious and non-religious views on extremism and the balance between freedom of speech and actions.</p> <p>To explore religious and non-religious beliefs about freedom of speech, how there may be a need for censorship and how censorship and extremism can be linked.</p> <p>.</p>	<p>PSHE</p> <p>Drama</p> <p>RW</p> <p>Computing</p>
10.	<p><i>Health and disease.</i></p> <p>Non-communicable diseases Cardiovascular disease Pathogens and their spread Immune system and antibiotics</p>	<p>Explain how sexually transmitted infections (STIs) are spread and how this spread can be reduced or prevented, including:</p> <p>a. Chlamydia (bacteria).</p> <p>b. HIV (virus).</p>	<p>Science</p>

<p>11.</p>	<p><i>Communication in Relationships</i></p> <p>Healthy relationship behaviours  Managing unwanted attention  Sexual coercion and sexual harassment  Reducing inappropriate behaviour</p>	<p>To understand the core values and emotions of healthy relationships and know about various forms of relationship abuse; about unhealthy, exploitative and abusive relationships.</p> <p>To develop communication strategies, including how to communicate assertively; how to communicate wants and needs.</p> <p>To understand how to handle unwanted attention, including online and how to challenge harassment and stalking, including online.</p> <p>Know how and where to access support in abusive relationships and how to overcome challenges in seeking support.</p>	<p>PSHE</p> <p>Computing</p>
<p>11.</p>	<p><i>Coordination and control.</i></p> <p>Menstrual cycle  Hormonal and barrier method contraception  Assisted Reproductive technology</p>	<p>Describe the stages of the menstrual cycle, including the roles of the hormones oestrogen and progesterone.</p> <p>Explain how hormonal contraception influences the menstrual cycle and prevents pregnancy.</p> <p>Evaluate hormonal and barrier methods of contraception.</p> <p>Explain the use of hormones including IVF and clomifene therapy.</p>	<p>Science</p>
<p>12.</p>	<p><i>Building Healthy Relationships</i></p> <p>Relationship values  Recognising abuse in relationships  Sexual harassment</p>	<p>To explore what the core relationship values are to an individual.</p> <p>To know different types of abuse in relationships and that it's not just physical, but can be manipulation, coercion, financial etc.</p> <p>To know how to identify sexual harassment and stalking, and how to deal with it.</p>	<p>Personal Development - Pastoral Curriculum</p>
<p>13.</p>	<p><i>Being independent</i></p> <p>Moving away from the family home  Building relationships at</p>	<p>To explore facts and skills of living independently, forming new relationships, keeping safe, and consent.</p>	<p>Pastoral Curriculum</p>

	university. Freedom and capacity to consent	To understand how drugs and alcohol can impact the freedom and capacity to consent.	
<p>At all key stages, the programme aims to ensure that any students who need help now or in the future, have the skills and knowledge to access it. Specific links are made to each unit. For example, at the start of each PSHE lesson, students are reminded of their support network both in school and out of school and are given contact numbers and websites specifically linked to each unit of work.</p>			