

# COGNITA



**DOWNSEND**  
SCHOOL

## **Relationships, Sex and Health Education (RSE) Policy**

### **ENGLAND**

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### 1 Introduction and aims

Schools play a crucial role in preventative education.

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for racism, sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment.

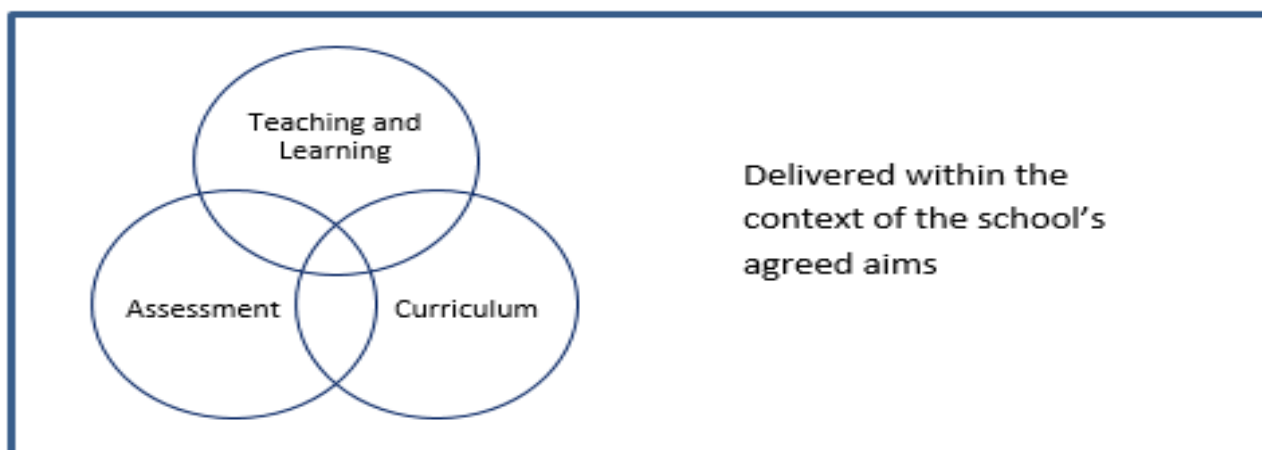
#### Scope

This policy applies to all students, including those in the Early Years.

#### Purpose

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Personal and Health Education. Supports our school ethos and fulfils our school aims, which are defined as:

- 1.1 This policy forms part of the curriculum.
- 1.2 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other



opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

- 1.3 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

### Aims

The aims of RSE at our school are to:

- 1.4 Provide a framework in which sensitive discussions can take place.
- 1.5 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- 1.6 Help students develop feelings of self-respect, confidence and empathy.
- 1.7 Create a positive culture around sexuality and relationships.
- 1.8 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.9 Help students understand that healthy relationships are an important part of wellbeing.
- 1.10 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

## **2 Statutory requirements**

Relationships Education is a statutory part of the PSHE curriculum for all pupils receiving primary education, and relationships and sex education (RSE) is a statutory requirement for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

The government RSHE guidance to be implemented on 1st September 2026 can be found [here](#). Until 31<sup>st</sup> August 2026, this policy will be underpinned and informed by the current 2025 guidance which can be found [here](#).

Our policy also follows the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

- 2.1 As the Junior phase of Downsends School we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards
- 2.2 At the Secondary phase at Downsends School we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph 9, in accordance with section 34 of Children and Social Work Act 2017 and the Independent School Standards, and with regard to guidance outlined in section 403 of the Education Act 1996.

At Downsends School, we teach RSE as set out in this policy.

### 3 Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.

At Downsend School will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy. The school will show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Other steps may include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics.

- Student Consultation - As part of the development and delivery of Relationships and Sex Education (RSE), students are regularly consulted to ensure lessons are relevant, effective, and responsive to their needs. Consultation is carried out using accredited PSHE Association review tools. These include anonymous surveys, discussion analysis, audits, and structured feedback mechanisms. The outcomes of these consultations are used to inform planning, improve practice, and enhance the quality of RSE provision across the school.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed every three years.

### 4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

### 5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs, and feelings of students.
- 5.3 Sex education is not compulsory in primary schools.
- 5.4 Primary sex education will focus on:
  - Preparing all students for the changes that adolescence brings; and
  - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
  - ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
  - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.5 For more information about our curriculum, see Appendices 1 - Curriculum map and subject content, and our Curriculum Policy is on our website.

### 6 Delivery of RSE

The school delivers the RSE curriculum through a structured, spiral approach that is age-appropriate and responsive to the needs of pupils across all key stages. Core elements are taught discretely within the PSHE programme of study, ensuring progression and continuity of learning, while key messages are reinforced and embedded through assemblies and pastoral time.

This approach provides pupils with the knowledge, skills, and understanding they need to recognise risks, seek help, and keep themselves and others safe in a range of contexts, both in and beyond school.

- Responsibility for the leadership and coordination of RSE rests with designated Phase Leads in both the Junior and Downsend Seniors, ensuring consistency and accountability across all key stages. In the Downsend Junior, RSE is predominantly delivered by form tutors under the guidance of the Phase Lead, ensuring alignment with the planned curriculum. In the Downsend Senior, RSE is delivered by specialist and experienced teachers with subject expertise, to maintain high standards of provision and compliance with statutory requirements.
- RSE is delivered using PSHE Association–accredited resources.

#### Equality

In its delivery of RSHE, Downsend School will comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149). Topics will be taught in a way which does not discriminate against pupils or amount to harassment. Pupils will be encouraged to understand the importance of equality and respect and learn about the

law relating to the protected characteristics (by the end of their secondary education). The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

### Responding to new risks or issues within the national or local context

The school will carefully sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. The school will maintain a relevant and responsive curriculum to ensure that any particular or new issues that are affecting the pupils in the school (or nationally) are addressed in a timely manner so that the children are kept as safe as possible on/offline. Where appropriate, the school will work with local partners and other bodies to understand specific local issues/risks. The school will inform parents in advance of any deviation from our published RSE policy, including the reasons why they are covering this content, and will share any relevant materials with them on request in advance of the planned sessions. All teaching will be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

Our RSE is taught as part of our PSHE curriculum. The PSHE course is delivered to all students through discrete PSHE lessons taught by our teachers. There is one lesson of taught PSHE a week in the Downsend Junior and once every other week in the Downsend Senior. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers and/or trained health professionals (the credentials of any visitor or visiting organisation, and their materials will be checked prior to booking). The school will not use resources from any individual or organisation who hold partisan views on contested topics. External providers may not include contractual restrictions preventing schools from sharing materials with parents.

The school will also use teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). The programme is further supported by centrally organised sessions, including assemblies and pastoral activities, which provide consistency, reinforcement, and breadth to the overall provision.

### In the Downsend Junior:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful kind relationships
- Online safety and awareness
- Being safe

Sex Education focuses on;

- the changes that adolescence brings; and
- How a baby is conceived and born.

### Health topics will include:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating

- Drugs, Alcohol, Tobacco and Vaping
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing bodies

- 6.1 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

### In the Downsend Senior:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

### Health topics will include:

- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, and understanding the healthcare system
- Personal safety
- Basic First Aid
- Developing Bodies

- 6.2 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

- 6.3 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The school will also adhere to any statutory guidance on teaching topics where there is significant debate, such as gender questioning/reassignment: we will be mindful that beyond the facts and the laws lie varying viewpoints. As such, the school will not endorse any particular view or teach it as fact that all people have a gender identity. The school will avoid language and activities which repeat or enforce gender stereotypes and will be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

## **7 Roles and responsibilities**

### **Staff & Governance**

#### **7.1 PSHE Lead Teachers**



Responsibility for the overview and yearly evaluation of this policy is Helen Black, Pastoral Lead in the Downsend Junior and Jo Hawes, Pastoral Lead in the Downsend Senior. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

### 7.2 The Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

### 7.3 The Chair of Governors

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are 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 (see below)
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### 7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

➤ Responding to the needs of individual students; and responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Helen Black, Pastoral Lead and Deputy Head of the Downsend Junior, is responsible for the teaching of RSE in the primary phase and Jo Hawes, Pastoral Lead and Deputy Head of the Downsend Senior, is responsible for the teaching of RSE in the secondary phase.

## 8 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### 8.1 Students with Special Educational Needs and Disabilities

RSE and Health Education are delivered in a way that ensures all pupils can access the curriculum, including those with special educational needs, disabilities (SEND) or specific learning disabilities. Teaching is differentiated and adapted to meet individual learning needs, with additional support and resources provided where necessary. The school is committed to making reasonable adjustments to ensure full participation and to promote equality of opportunity for every pupil. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Downsend School has a well-established Learning Support department, led by the SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

As set out in the SEND code of practice, when teaching these subjects to those with SEND needs, Downsend School is mindful of preparing students for adulthood.

Downsend School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

### 9 Parents' right to withdraw

Where pupils raise questions on topics not included within the primary sex education curriculum or relating to content from which a child has been withdrawn, teachers will respond in an age-appropriate, factual, and sensitive manner. Staff will not provide additional teaching beyond the agreed curriculum but will ensure pupils are signposted to trusted sources of information, or that their questions are addressed individually at an appropriate time. Where necessary, parents will be informed to support further discussion at home.

- 9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

- 9.2 If parents require more information on RSE for secondary aged children, this is a useful information source of information for them:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

#### 9.3 Downsend Junior:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

### 9.4 Downsend Senior:

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

Where a parent submits a request relating to RSE, the Headteacher will meet with the parent to discuss the matter, consider the best interests of the child, and take appropriate action in line with statutory guidance and school policy.

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

## 10 Training

- 10.1 Staff have access to continuing professional development (CPD) through the PSHE Association to support their confidence and competence in delivering sensitive aspects of RSE. In addition, they are signposted to a range of recognised resources and organisations, including TeenTips and Brook, to enhance subject knowledge and good practice.
- 10.2 The Executive Headteacher will also invite, following a due diligence and vetting process, visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11 Monitoring and evaluation arrangements

### 11.1 Monitoring

The delivery of RSE is monitored by Helen Black, Pastoral Lead in the Downsend Junior and Jo Hawes, Pastoral Lead in the Downsend Senior. It is subject to regular monitoring to ensure quality, consistency, and alignment with statutory requirements. This is achieved through a range of quality assurance processes, including lesson observations, learning walks, work scrutiny, and pupil voice activities. Outcomes from monitoring are used to inform staff development, improve practice, and strengthen the effectiveness of provision across the school.

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

### 11.3 Evaluation

RSE provision is evaluated regularly to ensure it remains effective, relevant, and responsive to the needs of pupils. Evaluation methods include analysis of pupil feedback, staff reflection, assessment of learning outcomes, and review against statutory and PSHE Association guidance. Findings are used to inform curriculum development, improve teaching practice, and ensure continuous improvement of the programme.

### 12 Safeguarding

RSHE discussions can lead to increased safeguarding concerns being raised by pupils. All staff must follow the Safeguarding and Child Protection Policy if they have concerns about pupil wellbeing or safety.

Confidentiality arrangements must be clearly explained to pupils prior to sessions.



## 13 Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

Downsend Junior:

#### JUNIOR PHASE: LONG-TERM OVERVIEW

|        | Autumn: Relationships  |   |  | Spring: Living in the wider world                                  |  |  | Summer: Health and Wellbeing  |  |  |
|--------|--|---|--|--|--|--|---|--|--|
|        | Families and friendships   | Safe relationships  | Respecting ourselves and others  | Belonging to a community   | Media literacy and digital resilience  | Money and work   | Physical health and Mental wellbeing  | Growing and changing   | Keeping safe   |
| Year 3 | What makes a family; features of family life                                 | Personal boundaries; safely responding to others; the impact of hurtful behaviour   | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite  | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online                           | Different jobs and skills; job stereotypes; setting personal goals                               | Health choices and habits; what affects feelings; expressing feelings   | Personal strengths and achievements; managing and reframing setbacks   | Risks and hazards; safety in the local environment and unfamiliar places                                 |
| Year 4 | Positive friendships, including online                                       | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively                   | What makes a community; shared responsibilities                    | How data is shared and used  | Making decisions about money; using and keeping money safe                                       | Maintaining a balanced lifestyle; oral hygiene and dental care  | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life  |
| Year 5 | Managing friendships and peer influence                                      | Physical contact and feeling safe   | Responding respectfully to a wide range of people; recognising prejudice and discrimination  | Protecting the environment; compassion towards others              | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies                              | Personal identity; recognising individuality and different qualities; mental wellbeing                         | Keeping safe in different situations, including responding in emergencies, first aid and FGM             |
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations                  | Expressing opinions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes      | Evaluating media sources; sharing things online                                  | Influences and attitudes to money; money and financial risks                                     | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition                                     | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |

## Relationships and Sex Education (RSE) Policy

Downsend Senior:

|         | Autumn 1  | Resources  | Autumn 2  | Resources   | Spring 1 RSE  | Resources   | Spring 2  | Resources  | Summer 1 Living in the wider world   | Resources   | Summer 2  | Resources  |
|---------|---|--|---|---|---|---|---|--|--|---|---|--|
| Year 7  | <b>Self Awareness</b><br>- My Identity<br>- Thriving in secondary school<br>- Goal setting  | <a href="#">My Identity -Lesson 1 Developing learning skills: Helping students thrive in a new key stage (pshe-association.org.uk)</a>   | <b>Health Education</b><br>-Diet & exercise<br>-Maintaining physical Health<br>-Sleep Factor  | <a href="#">Health education (pshe-association.org.uk)</a><br><a href="#">The Sleep Factor (pshe-association.org.uk)</a>          | <b>RSE</b><br>-Puberty and emotional changes<br>-Menstrual wellbeing<br>-Healthy and unhealthy relationships  | <a href="#">Relationships &amp; Sex Education lesson pack for KS3-4 (pshe-association.org.uk)</a> | <b>RSE</b><br>-Managing conflict<br>-Introduction to consent  | <a href="#">Relationships &amp; Sex Education lesson pack for KS3-4 (pshe-association.org.uk)</a>  | <b>Self-Efficacy Developing self confidence</b><br>-Appearance ideals<br>-Media Messages<br>-Confronting Comparisons   | <a href="#">Confident Me workshops – Dove Self-Esteem Project</a>   | <b>Mental Health</b><br>Attitudes to Mental Health<br>Mental Wellbeing  | <a href="#">Mental health and emotional wellbeing pack (pshe-association.org.uk)</a> |
| Year 8  | <b>Drug and Alcohol Education</b><br>-Understanding Drugs<br>-Tobacco Risks and influences<br>- Alcohol and risk  | <a href="#">Drug and alcohol education (pshe-association.org.uk)</a>   | <b>Celebrating differences</b><br>- Identity and community<br>- Bias and stereotypes<br>- Discrimination and the protected characteristics  | <a href="#">Belonging and community (pshe-association.org.uk)</a>   | <b>RSE</b><br>- Relationship values<br>- Influences on relationship expectations<br>- Sexual Orientation + gender Identity  | <a href="#">Relationships &amp; Sex Education lesson pack for KS3-4 (pshe-association.org.uk)</a> | <b>RSE</b><br>- Consent avoiding assumptions<br>- Introduction to contraception                           | <a href="#">Relationships &amp; Sex Education lesson pack for KS3-4 (pshe-association.org.uk)</a>  | <b>Careers</b><br>- Strengths, Skills and attributes<br>- Setting Goals at Work<br>- Workplace skills  | <a href="#">Careers for change (pshe-association.org.uk)</a>  | <b>Mental Health</b><br>-Unhealthy coping strategies<br>-Healthy coping strategies<br>- Change, loss and grief        | <a href="#">Mental health and emotional wellbeing pack (pshe-association.org.uk)</a> |
| Year 9  | <b>Drug and alcohol Education</b><br>-Exploring attitudes<br>-Drugs, the law, managing risks<br>-Drugs and their effects, alcohol and cannabis<br>-Managing influence<br>-Vaping<br>-Drug and Alcohol project | <a href="#">Drug and alcohol education (pshe-association.org.uk)</a><br><a href="#">Vaping year 9 lesson pack (pshe-association.org.uk)</a><br><a href="#">Jordan North: The Truth About Vaping - BBC iPlayer</a><br><a href="#">Panorama - Teenage Vaping: What's the Harm? - BBC iPlayer</a> | <b>Careers and Finance</b><br>-What influences my decisions<br>-How can I make informed decisions<br>-Why do my decisions matter<br>-How to manage financial risk   | <a href="https://nationalschoolpartnership.com/initiatives/economy">https://nationalschoolpartnership.com/initiatives/economy</a> | <b>RSE</b><br>- Respectful relationship behaviours<br>- Freedom and capacity to consent<br>- Sexual Health<br>- Contraception<br>- Managing the ending of relationships | <a href="#">Relationships &amp; Sex Education lesson pack for KS3-4 (pshe-association.org.uk)</a> | <b>Study Skills</b><br>- Condense<br>- Memorise<br>- Retrieve<br>- Apply - Creating resources<br>- Review | <a href="#">Spring 2 - Study skills</a>  | <b>Careers + Employability Skills</b><br>-Transferability Skills<br>- Skills interests, traits + job suitability.<br>- Character + personality traits and job suitability  | <a href="#">Lesson plans (barclayslifeskills.com)</a>   | <b>Mental Health</b><br>- Recognising mental Ill Health<br>- Change Loss and Grief<br>- Promoting Emotional wellbeing | <a href="#">Mental health and emotional wellbeing pack (pshe-association.org.uk)</a> |
| Year 10 | <b>Drug and Alcohol Education</b><br>-Substance use and accessing risk<br>-Substance use, managing influence<br>-Substance use help and support   | <a href="#">Drug and alcohol education (pshe-association.org.uk)</a>   | <b>Gambling</b><br>-How to manage risk -<br>How to manage impulses + influences<br>-How to help with gambling issues  | <a href="#">Promoting resilience to gambling (pshe-association.org.uk)</a>  | <b>RSE</b><br>-The role of intimacy and pleasure<br>- The impact of pornography<br>- Pressure, persuasion + coercion.   | <a href="#">Relationships &amp; Sex Education lesson pack for KS3-4 (pshe-association.org.uk)</a> | <b>RSE</b><br>-Managing Relationships, Conflict and break ups<br>-Addressing Relationship Abuse           | <a href="#">Relationships &amp; Sex Education lesson pack for KS3-4 (pshe-association.org.uk)</a>  | <b>Understanding Finance</b><br>- What influences my decisions<br>- Why do my decisions matter<br>- How can I make informed decisions<br>- How can I manage Financial Risk | <a href="#">Economic (pshe-association.org.uk)</a>  | <b>Careers - Routes to FE/HE/Employment</b><br>- CV Writing<br>- Personal Statements<br>-Work Experience preparation  |  |
| Year 11 | <b>Mental Health</b><br>-Reframing Negative Thinking<br>-Recognising Ill Health<br>-Promoting Emotional Health  | <a href="#">Mental health and emotional wellbeing pack (pshe-association.org.uk)</a>   | <b>Belonging community and discrimination</b><br>Addressing discrimination and extremism<br>- Valuing diversity<br>- Understanding and preventing extremism<br>- How are people drawn into extremist groups | <a href="#">Belonging and community (pshe-association.org.uk)</a>   | <b>RSE</b><br>-Family Conflict<br>-Long term Commitments<br>-Sexual Health, Fertility and routes to parenthood  | <a href="#">Relationships &amp; Sex Education lesson pack for KS3-4 (pshe-association.org.uk)</a> | <b>RSE</b><br>-Adoption (video)<br>-Pregnancy outcomes<br>-Pregnancy outcomes - abortion                  | <a href="#">Relationships &amp; Sex Education lesson pack for KS3-4 (pshe-association.org.uk)</a><br><a href="#">Adoption Process in England: Step by Step (youtube.com)</a><br><a href="https://www.youtube.com/watch?v=5D9630BPvEo">https://www.youtube.com/watch?v=5D9630BPvEo</a><br><a href="#">What are the rights and wrongs of abortion?   Religious Studies - Matters of Life and Death (youtube.com)</a> | Financial Literacy<br>- Take home Pay -<br>Budgeting -<br>Savings accounts   | <a href="https://pshe-association.org.uk/resources/flic?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=flic">https://pshe-association.org.uk/resources/flic?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=flic</a> |   |  |

### Appendix 2: By the end of primary school, students should know:

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



## Relationships and Sex Education (RSE) Policy

| TOPIC                    | STUDENTS SHOULD KNOW  |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |
| Being safe               | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g., family, school and/or other sources</li> </ul>  |

### Appendix 2: By the end of secondary school, students should know:

| TOPIC    | STUDENTS SHOULD KNOW   |
|----------|--|
| Families | <ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li></ul> |

## Relationships and Sex Education (RSE) Policy

| TOPIC   | STUDENTS SHOULD KNOW  |
|---|---|
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul> |
| Online and media                                | <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>   |

## Relationships and Sex Education (RSE) Policy

| TOPIC  | STUDENTS SHOULD KNOW  |
|--|---|
| Being safe   | <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation/extortion, abuse, grooming, coercion, harassment, assault including rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>  |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul> |

### Appendix 3: Parent form: Withdrawal from sex education within RSE

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

| TO BE COMPLETED BY THE SCHOOL               |   |
|---|---|
| Agreed actions from discussion with parents | Include notes from discussions with parents and agreed actions taken.<br>E.g.: X will be taking part in all relationships lessons and during the sex education lessons, they will be working independently on a project in the Year 5 classroom |
|   |   |

## Relationships and Sex Education (RSE) Policy

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| <b>Ownership and consultation</b> |   |
|-----------------------------------|---|
| Document sponsor (role)           | Director of Education (Europe and USA)                                    |
| Document author (name)            | Former group Director of Wellbeing/PSHE Leads                             |
| Consultation February 2020        | Consultation with the following:<br>Regional Safeguarding Lead (RSL)      |
| Review – June 2022                | Director of Education for Europe<br>Regional Safeguarding Lead for Europe |
| Review - June 2025                | Regional Safeguarding Lead for Europe and USA                             |

| <b>Audience</b> |                  |
|-----------------|------------------|
| Audience        | All school staff |

| <b>Document application and publication</b> |     |
|---|-----|
| England                                     | Yes |
| Wales                                       | Yes |

| <b>Version control</b> |                |
|------------------------|----------------|
| Implementation date    | September 2025 |
| Review date            | September 2028 |

| <b>Related documentation</b> |  |
|------------------------------|--|
| Related documentation        | Curriculum Policy<br>Anti-Bullying Policy<br>Behaviour Policy<br>SEND Policy<br>EAL Policy<br>Preventing Radicalisation and Extremism Policy<br>Drug and Alcohol Policy<br>Early Years Policy, where relevant<br>Safeguarding and Child Protection Policy and Procedures<br>Independent School Standards |