

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

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Taken from the DfE RSE Statutory Guidance 2019.

1.0 Context

1.1 Downe House (the School) believes that effective Relationships and Sex Education (RSE) is essential for young people to make responsible and well-informed decisions throughout their lives. 'Learning about relationships and sex supports children and young people to stay safe, enjoy positive relationships of all kinds, and make informed decisions.' (pshe-association.org.uk)

1.2 The Relationships Education, Relationships and Sex Education and Health Education regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

1.3 This policy has been developed via consultation with colleagues in various academic departments to consider where RSE teaching occurs across the school. In addition, relevant pastoral members of staff, including the Head of Learning for Life (PSHE), the Nurse Manager of the Health Centre, the School Counsellors, and the Deputy Head (Pastoral).

2.0 Aims and Objectives

2.1 This policy aims to:

- Comply with government statutory requirements
- Set out the support, guidance and information that the School will give to pupils, parents and staff
- Ensure that all pupils receive a comprehensive, well-planned programme of relationship and sex education during their time at the School
- Complement and support the role of parents and carers in the Relationship and Sex Education of their daughters
- Ensure pupils are provided with the skills and knowledge to encourage moral regard and consideration for the values of family life and to enable them to formulate their own values and attitudes

This policy has regard to Part 1 (Quality of education provided), Paragraph 2 (Curriculum) and Part 2 (Spiritual, moral, social, and cultural development of pupils), Paragraph 5 (SMSC) of the Independent School Standards Regulations.

3.0 Roles and Responsibilities

3.1 The Head of Learning for Life has responsibility for the content of the RSE curriculum. They liaise with the Assistant Heads of Section to ensure the RSE programme offers continuity and addresses the needs of each year group. The Deputy Head (Pastoral) has overall responsibility for the pastoral curriculum at the School and RSE falls under this remit.

3.2 The RSE programme is taught by dedicated PSHE/RSE teachers in Learning for Life lessons and by other academic teachers across the school where topics are covered in their department curriculum e.g. Biology lessons.

3.2.1 RSE teaching is supported by lesson plans which are reviewed on an annual basis, in consultation with the relevant professionals.

3.2.2 RSE teaching staff will receive RSE training to support their delivery of the programme. This includes weekly department meetings to share good practice, online training and regular INSET sessions on RSE topics both in-house and externally.

4.0 Legislation

4.1 The School is required to teach RSE as part of the revised Department for Education statutory guidance that states that from September 2020 we must deliver RSE.

4.2 The Education (Independent School Standards) Regulations 2014 states that PSHE must 'reflect the school's aim and ethos' and 'encourage respect for other people, paying particular regard to the protected characteristics'. Provision of RSE is a fundamental component of the Learning for Life programme at Downe House.

4.2.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in Independent Schools.

4.3 A list of the documents that inform the School's RSE policy can be found in Appendix A:

5.0 Teaching Framework (Content, Safe Teaching Practice and Assessment)

5.1 Sex and Relationships Education is learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health.

5.2 The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It aims to enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership, or other type of committed relationship. It covers contraception, developing intimate relationships and resisting pressure to have sex and not applying pressure. It aims to teach what is acceptable and unacceptable behaviour in relationships, which will enable pupils to understand the positive effects that good relationships have on their mental wellbeing and to identify when relationships are not right and understand how to manage such situations. Suggestions for issues to be discussed or questions can be made anonymously by pupils using the Whisper online reporting system.

5.3 Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and respect themselves and others.

5.4 The delivery of RSE will seek to:

- i. Generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
- ii. Enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- iii. Enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent decision makers.
- iv. Enable pupils to develop the ability to form positive, non-exploitative relationships.
- v. Enable pupils to be aware of personal, psychological, emotional, and physical changes in themselves and others.
- vi. Enable pupils to understand the process of human reproduction.
- vii. Emphasise the role and value of family life in traditional and non-traditional models.

viii. Enable pupils to know what is and what is not legal in matters relating to sexual activity including FGM.

ix. Inform pupils of where they can go for further information and advice.

5.5 Through the delivery of RSE young people will be supported to:

i. Develop respect for oneself and other people.

ii. Learn to take responsibility for one's actions in all situations.

iii. Develop honesty and loyalty in relationships.

iv. Learn the importance and responsibilities of the family unit for all members.

v. Develop sensitivity towards the needs and views of others.

vi. Recognise the physical, emotional, and moral implications, and risks, of certain types of behaviour.

vii. Recognise and accept the differences of others.

5.6 Curriculum

5.6.1 Relationship and Sex Education will be taught using a variety of teaching methods – formal and informal, discussion and questioning, practical work, whole class and small group work. The following topics are covered in a weekly 35 minute lesson with additional content included where necessary:

REMOVE:

Growing, Feelings, Emotions and Respect
Puberty: Body parts and Hormones
Puberty: Periods and personal hygiene
Self-esteem
I Weigh and self-love
Diversity
Equality
Friendships
Boyfriends, girlfriends and LGBTQ+
Unwanted contact
Online Relationships and Grooming

LOWER FOURTH:

Period Poverty
Understanding Others
Tackling discrimination and stereotypes – sexuality
LGBTQ+
Relationships and conflict resolution
Puberty revisited
Intro to sex education
Contraception, pregnancy and STI's
FGM
Pornography

UPPER FOURTH:

Prejudice and discrimination (Religion and race)
The Equality Act and protected characteristics

Identity: Sexuality and gender
Relationships and sex
Relationships and consent
Sexting and grooming
Contraception
STI's
Abuse and harassment

LOWER FIFTH:

Positive relationships and wellbeing
Health checks and health awareness
Healthy body: Vaginal and vulval health
Healthy body: Hormonal health
Healthy mind: Trauma response
Body Aesthetics
Contraception revisited
STI's revisited
Fertility, pregnancy and families
Pregnancy and outcomes
The virginity myth
Attitudes to sex and double standards
Pornography and sexting
Healthy relationships: Consent
LGBTQ+ relationships
Unhealthy relationships: Coercion and manipulation
Domestic abuse and forced marriage
Seeking help in unhealthy relationships

UPPER FIFTH:

Unhealthy relationships: Harassment and exploitation
Seeking help in unhealthy relationships
Risky behaviours: Sex
Reputation (online behaviour)

LOWER SIXTH:

Emotional Wellbeing
Gender and Identity
Miscarriage and unplanned pregnancy
Sexual Health: STI's
Drugs, Festivals and Parties (risks)
Tolerating intolerance
Sex and the media
Sex: readiness and encounters
Date rape
Controlling relationships

UPPER SIXTH:

Cosmetic and plastic surgery
Life after school (health maintenance)
Finance
Driving Safety
Substances – Risks and Safety

5.7 The School will ensure RSE is matched to the needs of its pupils by seeking pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change. Methods of garnering pupils' views include:

5.7.1 School Council, House Councils and the Wellbeing Committee

5.7.2 Pupil voice questionnaires in Learning for Life lessons

5.8 Repetition allows learners to grow comfortable with topics and language. A Spiral Education Approach is applied and advocates revisiting the same topics, each time increasing the level of demand and progressively deepening the learner's understanding. This approach ensures that all pupils have equal access to our Learning for Life programme, regardless of ability, maturity and personal circumstances (e.g. faith, culture, sexual orientation, gender identity).

5.9 Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

5.10 The School supports the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship, and voluntary service to others locally or more widely.

5.11 The aim of the RSE programme is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. The lessons will help pupils:

5.11.1 To learn 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.

5.11.2 To learn about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

5.11.3 To learn what is acceptable and unacceptable behaviour in relationships.

5.11.4 To understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

5.11.5 To understand human sexuality and to respect themselves and others.

5.11.6 To mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

5.12 Alongside being taught about intimate relationships, pupils are taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

5.12.1 This teaching enables pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

5.12.2 Pupils should 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, which can have a lasting, negative impact on mental wellbeing.

5.13 Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

5.13.1 All pupils should feel that the content is relevant to them and their developing sexuality.

5.13.2 Sexual orientation and gender identity is explored at a timely point and in a clear, sensitive and respectful manner. It is recognised that young people may be discovering or understanding their sexual orientation or gender identity.

5.13.3 There is an equal opportunity to explore the features of stable and healthy same-sex relationships. This content is fully integrated into the RSE programme.

5.13.4 It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

5.14 The RSE programme informs pupils about the full range of perspectives and, within the law, equips them to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex are taught, including the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

5.15 The RSE programme addresses:

5.15.1 Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, sensitively and clearly.

5.15.2 The physical and emotional damage caused by female genital mutilation (FGM). Pupils are taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM, or fail to protect a person for whom you are responsible from FGM.

5.15.3 When relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

5.15.3.1 The School is mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, we may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

5.15.4 Internet safety and usage teaches pupils the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues.

5.15.4.1 Pupils develop a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

5.15.4.2 The School acknowledges that some pupils can be exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help our pupils understand acceptable behaviours in relationships.

5.16 Pupils are encouraged to reflect on their own learning and progress in lessons by referring to the Learning Objectives and rating their knowledge/understanding before and after the lesson.

5.17 Pupils evaluate their learning and chart their progress through the topics via reflective journals which are seen by the teacher. This, combined with other formative and summative assessment allows the teacher to make judgements about the way the student is engaging with the content. Each class teacher holds this progress data for their pupils and it is monitored by the Head of Learning for Life.

5.18 Where a pupil is felt to be not engaging with the content of lessons or falling behind their cohort, initially a conversation with the pupil would take place either with the class teacher or the Head of Learning for Life to identify any ways the pupil can be better supported. If the pupil continues to fall below the expected engagement once further support measures have been implemented then an action plan will be put in place following a discussion between the Head of Learning for Life and the teacher. This plan will be shared with the pupil and their parents and progress on the plan will be monitored regularly until it is felt the pupil has improved sufficiently to come off the action plan.

6.0 Equality, Diversity and Inclusion and Spiritual, Moral, Social and Cultural Aspects and Promoting Fundamental British Values

6.1 The School actively promotes the Fundamental British Values. Discriminatory or extremist opinions are challenged as a matter of routine.

6.2 The School encourages respect for all people, paying particular regard to the Equality Act 2010. The School promotes the needs and interests of all pupils, irrespective of race, ethnicity, religion or belief, gender, gender reassignment, sexual orientation, disability and age. We regard it as unacceptable to discriminate against anyone on these grounds.

6.3 LGBT+ issues such as homosexual, bisexual and transgender issues are recognised and discussed objectively to dispel myths and promote better understanding in the community. The term 'partner' should always be used, where appropriate, rather than a gender or relationship specific term to avoid assumption and prevent possible discrimination.

6.4 The School values all pupils equally and aims to provide an environment in which all can achieve their full potential, regardless of age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access the RSE provision.

6.5 The School recognises the right for all pupils to have access to RSE learning which meets their needs. We will ensure that pupils with SEND receive access to RSE through collaboration with the Learning Support Department.

6.5.1 As far as is appropriate, pupils with SEND should follow the same RSE programme as all other pupils.

6.5.2 Careful consideration will be given concerning the level of differentiation needed, and in some case the content or delivery will have to be adapted, in collaboration with all stakeholders, including the pupil.

6.6 The School considers whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

6.7 The School ensures that the teaching of RSE is sensitive and age appropriate in content and considers when it is appropriate to teach pupils about LGBTQ+. This content is fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

6.8 The School is proactive in addressing issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and takes positive action to build a culture of respect where

such issues are not tolerated, and any incidences are identified and tackled.

6.9 The School considers ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provides an environment, which challenges perceived limits on pupils based on their gender or any other characteristic.

7.0 Safeguarding

7.1 Learning for Life teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In these cases, or even when 'not sure', a teacher will consult with the Designated Safeguarding Lead (DSL) and in her absence one of the Safeguarding Team at the earliest possible opportunity.

7.1.1 Pupils are also made aware of how to raise concerns or make a disclosure and how any disclosure will be handled.

7.2 Teachers follow the School's guidance on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality.

7.2.1 Teachers follow the School's Safeguarding and Child Protection Policy if a child protection issue is raised. The School will encourage pupils to talk to their parents or carers and support them to do so.

7.2.2 The School informs pupils of sources of confidential help, for example, the school nurses, counsellors, GP's or local young person's advice service.

7.3 Where pupils may be considered vulnerable or 'at risk', careful consideration is given to their situation and in some cases the content or delivery of RSE lessons will have to be adapted, in collaboration with all stakeholders.

7.4 Where the School invites external agencies to support the delivery of RSE, the Access, Security and Visitors Policy and the DH Visiting Speaker Protocol are implemented.

8.0 Consultation and Feedback

8.1 Parents are invited to review our policies annually and schemes of work and exemplar material are shared with them via a parent letter and an online PSHE/RSE forum as part of our Parenting in Partnership (PiP) programme.

8.2 A biannual survey of parents and pupils provides feedback on PSHE/RSE provision, delivery and further development of this policy. Pupils can also feedback on the RSE provision via weekly reflection tasks, online feedback at the end of topics and via School Council and the Wellbeing Committee.

8.3 House staff are sent an overview of the Learning for Life (PSHE/RSE) content prior to term commencing to allow them to feedback to the LfL team.

8.4 Parents and carers of secondary age children have the legal right to withdraw their child from all or part of any RSE provided, with the exception of the biological aspects included in National Curriculum science. Parents wishing to withdraw their child should request this in writing to the Headmistress.

8.4.1 Whilst no reason is needed for withdrawing a child from Sex Education, the School would

encourage parents who wish to do so to have a conversation first. This would allow a discussion to take place about the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

8.4.2 The School will respect the parents' or carers' request to withdraw the child, 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 will make arrangements to provide the child with sex education during one of those terms.

8.4.3 The School maintains that it is beneficial for all pupils to receive relationships and sex education.

9.0 Monitoring, reporting and evaluation

9.1 The RSE provision and content is monitored, reported on, evaluated, and consulted on via:

9.1.1 Pupils have the opportunity to review and reflect on their learning, in relation to the Learning Objectives, towards the end of each lesson/topic.

9.1.2 Pupils have the opportunity to give feedback on visiting speakers and conferences. This data is reviewed each term by the PSHE Team to inform the programme going forward.

9.1.3 Through reflection, pupils are encouraged to be aware of the development of their own moral values, as they learn about a variety of different issues, beliefs and viewpoints around the various RSE topics.

9.2 Teachers are asked to provide feedback at the end of each term (or sooner if required) in a department meeting so that content can be reviewed and adapted where necessary.

9.3 Observation of PSHE/RSE lessons is carried out termly in line with the wider school observation schedule. Pupil involvement in the observed lessons should be mentioned as part of the feedback to the individual teacher.

9.4 Housemistresses are encouraged to provide feedback to the Head of Learning for Life on a termly basis (or more often if appropriate) in light of the management of the of their boarding houses.

APPENDIX A: A list of the documents that inform the School's RSE policy

- Education Act (1996)
- Learning and Skills Act (2000)
- Education Act (2002)
- Educations and Inspections Act (2006)
- Education and Skills Act (2008)
- Equality Act (2010)
- Education (Independent School Standards) Regulations 2014 (ISSRs) and the consequent ISI Commentary on the Regulatory Requirements Supplementary Guidance SRE for the 21st Century (2014)
- Children and Families Act (2014)
- Boarding schools: national minimum standards (Department for Education (DfE) (September 2022)
- Keeping Children Safe In Education – statutory safeguarding guidance (Sept 2025)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019).

The RSE Policy has regard to the Government (DfE) guidance in the following guidance and advice:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Keeping Children safe in Education (KCSIE) September 2025
- Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE, December 2020)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)
- Searching, screening and confiscation: advice for schools (DfE, January 2018)
- Respectful school communities: self-review and signposting tool (DfE)
- Tom Bennett independent review of behaviour in schools (March 2017)
- Relationships education, relationships and sex education and health education FAQs (DfE, May 2018), the Government response to draft Relationships education and relationships and sex education (RSE) and health education guidance

- Relationships, sex and health education: guide for schools (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education
- The statutory guidance outlines how this should be delivered and “what pupils should know” by the end of their time at secondary school. This Policy and RSE lessons are in accordance with this statutory guidance and the learning outcomes can be found in Appendix B.
- Plan your relationships sex and health curriculum (DfE, September 2020)
- Teaching about relationships, sex and health (DfE September 2020)

Other relevant school policies

- Safeguarding and Child Protection Policy
- PSHE (Learning for Life) Policy
- IS Acceptable Use Policy
- Prevention of Bullying Policy
- Equality, Diversity and Inclusion Policy
- DH Visiting Speaker Protocol

APPENDIX B: What pupils should learn in RSE (by the end of secondary school).

Source:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) pp 27-30

Families:

Pupils should know

- 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 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.
- 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 raising of children, including the characteristics of successful parenting.
- 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.

Respectful relationships, including friendships:

Pupils should know

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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 respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- 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.

Online and media:

Pupils should know

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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 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.
- 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.

Being safe:

Pupils should know

- 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 (in all contexts, including online).

Intimate and sexual relationships, including sexual health:

Pupils should know

- 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 and menopause.
- 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, efficacy 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.
- about the 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.

Pupils should be made aware of the Law in such topics as:

- marriage.
- consent, including the age of consent.
- violence against women and girls.
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.).
- pornography.
- abortion.
- sexuality.
- gender identity.
- substance misuse.
- violence and exploitation by gangs.
- extremism/radicalisation.
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations).
- hate crime.
- female genital mutilation (FGM).

Revision History:

Revision	Date	Description of changes	Requested By
	August 2016		Genevieve Ford
	August 2017	Reviewed	Genevieve Ford
	August 2018	Reviewed	Genevieve Ford
	August 2019	Reviewed and Updated • Re-naming of the Policy in line with Government policy. • Aims and Objectives: introduction of a new Point 1 and Point 4 updated. • Updated PSHE content. • Concerns raised in PSHE lessons, which might constitute safeguarding concerns, should be passed to the DSL. • Updates as required are included following the guidance produced by the Department of Education in 2019- the right to remove a child from Sex Education.	Genevieve Ford
	August 2020	• PSHE renamed Learning for Life (PSHE) • Updated Schemes of Work Topics included. • Palmer Medical Centre has been renamed the Health Centre.	Genevieve Ford
	August 2021	Reviewed	Genevieve Ford
	August 2022	Complete re-write of the policy by the Director of Pupil Wellbeing.	Genevieve Ford
	August 2023	• Update to KCSIE Sept 2023 • Update to the Schemes of Work	Genevieve Ford
	August 2024	• Update to KCSIE Sept 2024 • Update to the Schemes of Work	Genevieve Ford
	August 2025	• Update to KCSIE Sept 2025	Genevieve Ford

Review Leader: Deputy Head (Pastoral)
 Reviewed: August 2025
 Next Review: August 2026