

**QUALITY MANAGEMENT SYSTEM**

Policy/Procedure:	<b>HGS FSC28</b>	Page:	<b>1 of 15</b>
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**Policies will be reviewed annually or when there are changes to practices and legislation**

Policy/Procedure Name:	<b>Relationship and Sex Education Policy (RSE) / Relationships and Health Education (RHE) Secondary year 7 onwards</b>
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**1. Principles and values**

At High Grange School, our approach to Relationships and Sex Education (RSE) is rooted in our ACE ethos – fostering Adaptable Thinkers, Communication, and Emotional Wellbeing leading to Independence.

We recognise that today’s young people are growing up in an increasingly complex and interconnected world, where their lives are lived seamlessly on and offline. This brings many opportunities for learning, connection, and personal growth, but it also presents new challenges and risks. These include harmful online content, misinformation and disinformation, peer influence, extremist or misogynistic narratives, pornography, deepfakes, conspiracy theories, and pressure to conform.

Our RSE curriculum therefore acts as both a preventative safeguarding tool and a personal development programme, providing pupils with the knowledge, skills, and values they need to thrive as safe, confident, and independent individuals.

Through RSE, pupils will:

- Stay safe, healthy, and resilient by learning how to manage risks, both online and offline, and how to seek support when needed.
- Build positive, respectful, and inclusive relationships with family, friends, peers, and future partners, underpinned by kindness, empathy, and equality.
- Navigate adolescence with confidence and independence, understanding the emotional, physical, and social changes they will experience.
- Prepare for adulthood in modern Britain, learning how to balance rights with responsibilities, respect diversity, and contribute positively to society.

- Challenge harmful behaviours and stereotypes, including misogyny, peer pressure, prejudice, and discriminatory attitudes.
- Understand consent and boundaries in all relationships, recognising unhealthy or unsafe dynamics and knowing how to act if concerned.
- Develop digital resilience, enabling them to critically evaluate online information, resist manipulative or harmful content, and use technology safely and responsibly.
- Explore health and wellbeing, including physical changes during puberty, mental health awareness, the risks of substance misuse (e.g. alcohol, drugs, vaping), and the impact of lifestyle choices on long-term health.
- Learn about sexual health and reproduction factually and non-judgementally, including contraception, pregnancy, and the prevention of sexually transmitted infections.
- Develop financial, emotional, and social independence, preparing them for further education, training, and adult life.

RSE at High Grange School is designed to be:

- Age-appropriate and developmental, building progressively on the foundations of primary Relationships Education and preparing pupils for adulthood.
- Sensitive and inclusive, recognising and respecting the diversity of pupils' backgrounds, cultures, family structures, faiths, and identities.
- Safeguarding-focused, aligning with KCSIE 2025 by addressing online safety, exploitation, low-level concerns, contextual safeguarding, and the importance of filtering and monitoring systems.
- Preventative, equipping pupils with coping strategies, problem-solving skills, and the confidence to seek help before issues escalate.
- Integrated across the curriculum, with RSE reinforced through PSHE, Science, RE, Citizenship, Computing, and enrichment activities.
- Responsive and contextualised, adapting to local, national, and online safeguarding trends, and shaped by pupil voice.

In this way, our RSE provision is not just about teaching facts, but about developing adaptable thinkers who can communicate effectively, care for their own wellbeing, respect others, and progress towards independence. It supports pupils in understanding themselves, their relationships, and the wider world, preparing them for life as confident and responsible young adults in modern Britain.

## 2. Aims

RSE is an educational entitlement for all pupils and a vital component of their preparation for adult life. It is not an optional addition but a core part of the curriculum that ensures pupils are equipped with the knowledge, skills, and attitudes they need to thrive in a diverse and fast-changing society. RSE contributes directly to safeguarding, health education, and pupils' spiritual, moral, social, and cultural (SMSC) development, while actively promoting the school's ACE ethos:

- Adaptable Thinkers – applying learning to complex and evolving situations.
- Communication – listening, respecting, and articulating thoughts clearly.

- Emotional Wellbeing leading to Independence – building resilience, self-esteem, and confidence to manage transitions into adult life.

At High Grange School, RSE aims to:

- Provide factual, age-appropriate information about relationships, health, sexual development, contraception, reproduction, and wellbeing, delivered in a safe and supportive environment.
- Promote self-esteem, empathy, and resilience as foundations for personal development, independence, and responsible decision-making.
- Support pupils in developing healthy, respectful, and inclusive relationships, recognising what constitutes positive friendships, family relationships, and intimate relationships.
- Encourage adaptable thinking so pupils can respond to new risks, peer influence, online pressures, and real-world challenges with confidence.
- Challenge harmful influences and behaviours, including:
  - Misogyny and gender stereotypes
  - Pornography and unrealistic sexual expectations
  - Incel culture and extremist online communities
  - Sextortion, grooming, and online harassment
  - Substance misuse (including vaping) and its impact on decision-making
- Teach the importance of consent, respect, and equality in all relationships, ensuring pupils understand the legal framework and their rights and responsibilities.
- Equip pupils with digital literacy and online resilience, enabling them to critically evaluate information and recognise risks linked to:
  - AI-generated content and deepfakes
  - Conspiracy theories and misinformation
  - Exploitation through social media platforms
- Promote understanding of the nine protected characteristics of the Equality Act 2010, ensuring that diversity is respected, celebrated, and embedded within school culture.
- Prepare pupils for adulthood, including knowledge about parenting, marriage, financial responsibility, employment, and community participation.
- Ensure pupils know how and where to access confidential support and advice, both within school (e.g., pastoral care, school counsellor, DSL) and externally (e.g., health and youth services).
- Foster a culture of communication and respect, where open dialogue is encouraged, difficult topics are explored safely, and all voices are heard.
- Promote emotional wellbeing as central to safeguarding and education, teaching pupils to manage stress, recognise normal and concerning mental health needs, and seek appropriate help.

By fulfilling these aims, RSE at High Grange prepares pupils not only to stay safe and healthy during their school years but also to become confident, responsible, and independent young adults, capable of contributing positively to modern Britain and the wider world.

### 3. Confidentiality, Controversial and Sensitive Issues/ Safeguarding

At High Grange School, we are committed to creating a safe and respectful environment for all pupils when teaching Relationships and Sex Education (RSE). Teachers play a crucial role in supporting young people, but it is important to make clear the limits of confidentiality:

- Teachers cannot offer unconditional confidentiality. Where safeguarding concerns arise, including disclosures of abuse, exploitation, harmful sexual behaviour, or risk of significant harm, information will be shared with the Designated Safeguarding Lead (DSL) in line with the Safeguarding and Child Protection Policy.
- Staff are trained in line with KCSIE 2025 to record and respond appropriately to all concerns, including low-level concerns about staff conduct, contextual safeguarding issues, and off-site/online risks.

To ensure a safe classroom environment:

- Ground rules and working agreements will be co-created with pupils to establish expectations of respect, privacy, and listening.
- Pupils will be reminded that disclosures which indicate risk cannot be kept confidential, but that sensitive issues will always be handled with care.
- Sensitive topics (e.g., contraception, pregnancy, abortion, sexuality, gender identity, consent, pornography, harmful online influences, and extremism) will be addressed factually, inclusively, and without judgement.
- Pupils will be encouraged to speak to trusted adults, including parents/carers, pastoral staff, and the DSL. Where appropriate, they will be signposted to external services such as health professionals, youth services, or online support platforms.
- Anonymous question systems (e.g., question boxes) may be used to allow pupils to raise issues they might find difficult to ask aloud.

Safeguarding responsibilities extend beyond the classroom. In line with KCSIE 2025, RSE also prepares pupils to understand and manage emerging risks including:

- AI misuse and deepfakes, including sextortion risks.
- Exposure to online misogyny, incel culture, and extremist narratives.
- Peer-on-peer abuse, harmful sexual behaviour, and harassment.
- Exploitation in the community, including gang association and knife crime.
- Substance misuse (e.g., vaping, alcohol, drugs) and its links to unsafe decision-making.

This preventative approach reflects our ACE ethos:

- Adaptable Thinkers – equipping pupils to respond to new risks and misinformation.
- Communication – encouraging open dialogue about sensitive issues.
- Emotional Wellbeing leading to Independence – supporting resilience and help-seeking before crises arise.

### 4. Inappropriate Sexual Behaviour

High Grange School recognises that inappropriate sexual behaviour, whether online or offline, poses significant risks to pupils' safety, wellbeing, and education. Such behaviours may include, but are not limited to:

- Unwanted or inappropriate touching or invasion of personal space.
- Sexting – sharing, requesting, or possessing inappropriate images.

- Non-consensual or coercive behaviour, including pressure to engage in sexual activity.
- Sexualised bullying, harassment, or derogatory language, whether verbal, physical, or online.
- Cyberbullying and harmful digital behaviour, including the circulation of rumours, images, or harassment via social media.
- Exhibitionism or explicit gestures that cause discomfort or distress to others.

Our response is guided by KCSIE 2025 and the school's Safeguarding, Behaviour, and Anti-Bullying policies.

- All staff receive regular training to recognise and respond to inappropriate sexual behaviour.
- Concerns are recorded consistently using the school's safeguarding systems, with low-level concerns monitored and addressed before they escalate.
- Pupils are taught through the RSE curriculum what constitutes inappropriate and harmful behaviour, including the importance of consent, respect, and boundaries.
- Preventative education addresses online grooming, pornography, sextortion, misogyny, and peer pressure, in line with the DfE RSHE 2025 guidance.
- Victims of harmful sexual behaviour are offered immediate and ongoing support, including access to counselling and pastoral care.
- Perpetrators are supported through education, pastoral intervention, and disciplinary measures, ensuring accountability while addressing underlying issues.

This approach reinforces our ACE ethos:

- Adaptable Thinkers – challenging harmful stereotypes and peer pressure.
- Communication – equipping pupils with the language to speak out and seek help.
- Emotional Wellbeing leading to Independence – empowering pupils to set boundaries, respect others, and manage relationships positively.

#### 4. Cross – Curricular Links

At High Grange School, we believe that Relationships and Sex Education (RSE) should not exist in isolation. It is interwoven across the wider curriculum and whole-school ethos, ensuring that pupils encounter consistent messages and have multiple opportunities to build knowledge, values, and skills. This integrated approach strengthens safeguarding, supports pupils' personal development, and reflects our ACE ethos.

RSE is supported across the curriculum as follows:

- PSHE – the primary vehicle for RSE delivery, through a sequenced spiral curriculum that develops knowledge about health, relationships, and living in the wider world. Lessons provide a safe space to discuss sensitive issues, practise communication, and reflect on personal values.
- Science – delivers the biological aspects of RSE, including puberty, reproduction, contraception, sexually transmitted infections, and the impact of lifestyle choices on health and fertility. Science teaching reinforces factual accuracy and supports pupils in making informed health choices.
- Religious Education (RE) – explores moral, spiritual, and ethical perspectives on family life, relationships, marriage, gender equality, and respect for difference. RE promotes

tolerance and mutual respect, aligning with fundamental British values and our commitment to inclusivity.

- Citizenship – develops pupils' understanding of rights, responsibilities, the rule of law, equality, and active participation in a democratic society. Citizenship provides context for learning about discrimination, consent, and the importance of respectful communities.
- Computing – reinforces online safety, media literacy, and digital resilience. Pupils are taught to critically evaluate online content, recognise misinformation, conspiracy theories, and AI-generated harms such as deepfakes, and to protect themselves from online exploitation or sextortion.
- English and Literacy – develops the ability to critically analyse texts, media, and messages about relationships, gender roles, and identity. Through reading, discussion, and debate, pupils build the communication skills needed to express opinions respectfully, challenge stereotypes, and articulate consent and boundaries clearly. Literacy is a vital thread in RSE, as pupils must be able to understand complex concepts, use correct terminology (e.g., biological vocabulary, safeguarding language), and engage confidently in sensitive discussions. Staff act as reading role models, embedding RSE themes in texts and encouraging pupils to question how relationships and gender roles are represented in literature and media.
- Physical Education (PE) – promotes physical health, body confidence, teamwork, and respect, supporting pupils' understanding of wellbeing and resilience.
- Whole-school enrichment – themed weeks and campaigns (e.g., *Healthy Me Week*, *Anti-Bullying Week*, *Safer Internet Day*, *World Mental Health Day*) reinforce key RSE themes and provide additional opportunities for cross-curricular collaboration. Visiting speakers, workshops, and drop-down days further enrich the programme.

#### 5. How will RSE be delivered.

At High Grange School, Relationships and Sex Education (RSE) is a statutory entitlement and a central part of our Personal, Social, Health and Economic (PSHE) curriculum. It provides pupils with the knowledge, skills, values, and resilience they need to develop into safe, confident, and independent young adults.

#### Core Objectives

The objectives of our RSE programme are to ensure that all pupils:

- Develop knowledge and understanding of positive, healthy relationships, including friendships, family life, and intimate relationships.
- Understand their rights and responsibilities, particularly in relation to their own bodies, consent, and personal safety.
- Build social, emotional, and communication skills to manage relationships positively and develop protective behaviours.
- Prepare for the physical, emotional, and social changes of puberty and adolescence, developing resilience and self-awareness.
- Understand reproduction and birth within the context of safe, loving, and caring relationships.

- Explore personal attitudes, values, and beliefs around sex, relationships, equality, and diversity in a respectful and inclusive way.
- Recognise harmful influences, such as misogyny, pornography, sextortion, incel culture, online harassment, and coercive control, and know how to challenge them.
- Gain digital resilience, including the ability to critically evaluate online information, identify misinformation, conspiracy theories, and deepfakes, and respond safely to online risks.
- Develop awareness of laws and safeguarding frameworks, including those relating to sexual consent, child-on-child abuse, grooming, sexual exploitation, domestic abuse, FGM, and forced marriage.
- Know where and how to access confidential help and support, both within school (pastoral staff, DSL, school counsellor) and through external health and safeguarding services.
- Promote self-esteem, empathy, and emotional wellbeing, as foundations for personal independence and lifelong resilience.

#### Delivery and Curriculum Design

- The RSE programme is based on the needs of pupils at High Grange School and reflects their age, maturity, ability, and lived experiences.
- It is delivered within the broader PSHE, Science, Citizenship, Computing, and RE curricula, with clear cross-curricular links.
- Key Stage 3 pupils receive weekly lessons delivered by form teachers, planned with support from the PSHE/RSE lead.
- Key Stages 4 and 5 receive weekly lessons delivered by the Head of Pastoral Care and the PSHE/RSE subject lead, with content tailored to preparation for adulthood, relationships, and safeguarding.
- Additional input is provided through enrichment days, drop-down sessions, and pastoral interventions where appropriate.

#### Alignment with Statutory Requirements

- In accordance with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, RSE is compulsory for all secondary pupils.
- The curriculum reflects the DfE RSHE Statutory Guidance (updated July 2025), which requires Highgrange School to teach:
  - AI literacy and online harms (including deepfake awareness, sextortion, and misinformation).
  - Challenging misogyny and harmful gender norms.
  - Online pornography and its impact on relationships and self-image.
  - Knife crime, exploitation, and conflict resolution.
  - Personal and travel safety, including contextual safeguarding.
- Our practice also reflects the duties set out in KCSIE 2025, including:
  - Managing safeguarding risks in online and off-site contexts.
  - Embedding RSE as a preventative safeguarding measure.

#### Integration with ACE Ethos

RSE at High Grange School actively supports our ACE ethos:

- Adaptable Thinkers – Pupils develop the ability to apply knowledge in real-life contexts, adapt to changing risks, and problem-solve effectively.
- Communication – Pupils practise respectful dialogue, learn to articulate consent and boundaries, and build skills for positive, healthy communication.
- Emotional Wellbeing leading to Independence – Pupils gain confidence, resilience, and empathy, enabling them to make informed decisions and transition successfully into adult life.

#### Ongoing Review

This policy is a working document and will be updated annually, or sooner if new statutory requirements arise. Evaluation of RSE includes:

- Lesson observations and planning reviews.
- Feedback from pupils through surveys and pupil voice activities.
- Consultation with parents and governors.
- Analysis of safeguarding and pastoral data.

Through these objectives, High Grange School ensures that every pupil leaves secondary education with the knowledge, resilience, and independence they need to stay safe, respect others, and thrive as young adults in modern Britain.

By the End of Secondary School, Pupils Will Know...

#### Families and Relationships

- That there are different types of committed, stable relationships (including marriage, civil partnerships, and long-term partnerships) and why these are important for family life and raising children.
- That marriage and other legal partnerships must be entered into freely and carry legal rights and responsibilities.
- The roles and responsibilities of parents and carers, and what successful parenting looks like.
- How to recognise when family, friendship, or intimate relationships are unsafe, and how to seek help.
- How stereotypes (including those based on sex, gender, race, disability, sexual orientation, or faith) can cause harm and discrimination.

#### Respectful Relationships, Including Friendships

- The characteristics of positive and healthy friendships and relationships, including trust, kindness, respect, honesty, consent, boundaries, and conflict resolution.
- How to recognise and respond to unhealthy or unsafe relationships, including bullying, harassment, coercion, and abusive behaviour (both on and offline).
- That sexual harassment, sexual violence, and coercive control are always unacceptable and may be criminal offences.
- The importance of equality and respect for difference, in line with the nine protected characteristics of the Equality Act 2010.
- Practical steps for supporting respectful relationships in different contexts, including school, online, and the workplace.

#### Online and Media

- The rights, responsibilities, and opportunities of engaging online, and that the same expectations of respectful behaviour apply in all contexts.
- The risks of online activity, including sextortion, grooming, harassment, and the permanence of digital footprints.
- How to critically evaluate online information, including misinformation, conspiracy theories, and AI-generated content such as deepfakes.
- The risks of pornography and how it can distort expectations, harm wellbeing, and normalise unhealthy behaviours.

- How personal data is collected, used, and shared, and the potential risks of oversharing online.

#### Being Safe

- The laws relating to sexual consent, exploitation, grooming, abuse, harassment, rape, domestic abuse, forced marriage, honour-based violence, and FGM.
- How to recognise consent, how it can be given and withdrawn, and the importance of respecting others' boundaries in all contexts.
- How to identify risks in different settings, including peer pressure, gangs, substance misuse, and unsafe online spaces.
- How to seek help if worried about themselves or others, and the importance of trusted adults and confidential services.

#### Intimate and Sexual Relationships, Including Sexual Health

- The characteristics of healthy, consensual intimate relationships.
- The facts about reproductive health, contraception (barrier and hormonal methods), pregnancy, miscarriage, and fertility, including the impact of lifestyle.
- The range of choices available in relation to pregnancy, with impartial information about keeping the baby, adoption, and abortion.
- The facts about sexually transmitted infections (STIs), including HIV, transmission, prevention, and treatment.
- The links between substance misuse (e.g., alcohol, drugs, vaping) and risky sexual behaviour.
- Where and how to access confidential sexual and reproductive health advice and treatment.

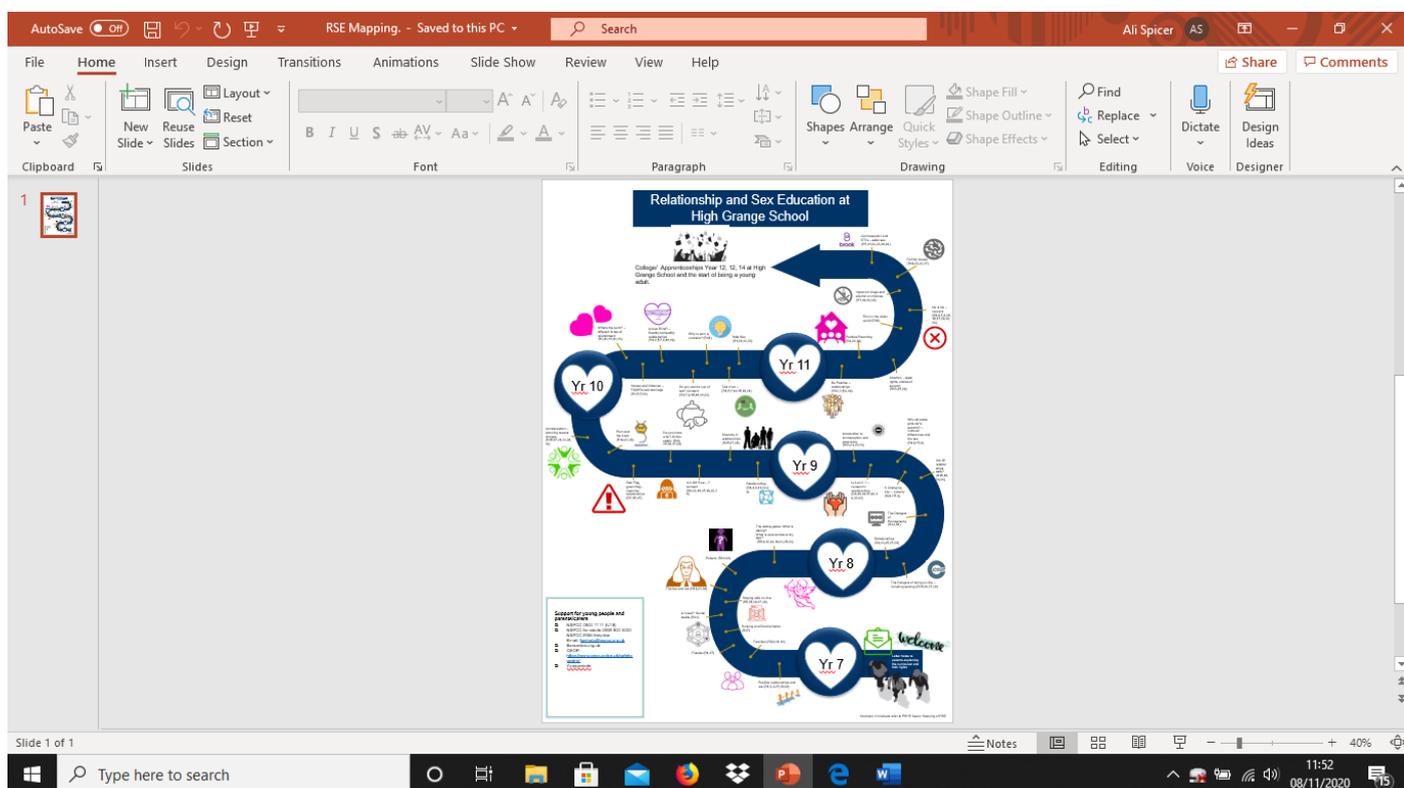
#### Health and Wellbeing

- How to manage the changes of puberty and adolescence, including physical, emotional, and social changes.
- The links between physical health, mental health, and lifestyle choices, including sleep, nutrition, and exercise.
- How to manage stress, anxiety, loneliness, and other common mental health challenges, and where to access help.
- The risks associated with drugs, alcohol, tobacco, and vaping, and how to make informed decisions about health.
- The importance of personal safety in different contexts, including travel safety and knife crime awareness, as required by the 2025 DfE guidance.

## The ACE Ethos in Practice

By the end of secondary school, pupils will be able to:

- Adaptable Thinkers – apply knowledge to new situations, make safe and informed decisions, and respond confidently to emerging risks.
- Communicators – engage in respectful dialogue, articulate boundaries and consent, and challenge harmful stereotypes.
- Emotionally Well, Moving Towards Independence – develop resilience, empathy, and confidence to manage transitions, seek help, and prepare for adult life.



Secondary RSE is mapped out in a learning journey to show where it falls within the PSHE curriculum.

Also refer to purple curriculum folder section- statutory requirements for a clear map.

## The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can

also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- 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 and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime.
- female genital mutilation (FGM)

### Teaching and Learning

All teachers that will have responsibility for planning and delivering RSE have been identified and have the relevant guidance and support. Teaching assistants will provide additional support. Everyone involved in the teaching of RSE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy. Within RSE children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils.
- Using 'distancing' techniques (e.g., Case Studies)
- The provision of a 'question box' during each planned session- ask it basket.
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

RSE will be delivered consistently on a weekly basis throughout the school from key stage 1 to 5- parents/carers have been informed of the content however teacher will make telephone calls to parents of the pupils they teach to inform them of topics during the term allowing for parents and carers to be able to answer questions that their child may have at home when reflecting on the teaching.

Dealing with questions.

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box.' Teachers will explain that if a pupil has a question, they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the coordinator as part of the evaluation and monitoring process.

Parents and rights to withdraw for RSE.

Secondary:

From age 11 onwards, relationships and sex education (RSE) are compulsory in schools. It involves teaching pupils about reproduction, healthy and consensual relationships, sexuality and sexual health, and does not promote sexual activity or any particular sexual orientation. The national curriculum for science contains parts of RSE that are compulsory; parents can withdraw their child from all other parts of RSE, but not the statutory parts. Schools should make alternative arrangements in such cases.

Children need high-quality RSE so they can make wise and informed choices; the Department for Education and Employment (DfEE) offers schools a standard pack of information to give to parents who choose to withdraw their child from SRE.

- Parents or carers have the right to request that their child be withdrawn from all or part of the sex education component of the RSE Curriculum, until three months before their child turns 16. After this point, it is the child's choice: if a child who is at least 15 years and 9 months old chooses to be taught the sex education

components of the RSE Curriculum, High Grange School will take all reasonable efforts to ensure that they are.

- The sex education component of the RSE Curriculum are those areas covered in the “Intimate and sexual relationships, including sexual health” part of Appendix B – DFE requirements at senior level.
- Students cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum (they may only be withdrawn from the aspects of sex education that are taught as part of the RSE Curriculum).
- Requests will be granted unless exceptional circumstances exist.
- The appropriate school principal or a member of senior leadership should discuss the request with parents/carers and, as appropriate, with the child to: a. Ensure that their wishes are clear; b. Clarify the nature, purpose and intended benefits of the RSE Curriculum; and c. Explain the potential risks of withdrawing a child, including the social and emotional risks of being excluded and the possibility of hearing about sex education elements of the RSE Curriculum from other students, rather than a qualified adult.
- These discussions should be noted, and withdrawal requests will be stored on the student’s educational record.
- When a student is withdrawn from the non-statutory areas of sex education, they will be given alternative work.

Can parents withdraw their child from lessons	Primary	Secondary
Sex education	<p>Parents have the right to withdraw their children from sex education.</p> <p>This does not include what is taught as part of the science curriculum.</p> <p>All children have the right to comprehensive sex education and most parents support the teaching of sex education in schools. Schools should engage with parents and have a clear policy in place which explains the benefits of school based RSE.</p>	
Health Education	Parents do not have the right to withdraw pupils from health education.	Parents do not have the right to withdraw pupils from health education.

<p>Relationship education</p>	<p>Parents do not have the right to withdraw pupils from relationships education.</p>	<p>Parents do not have the right to withdraw pupils from relationships education.</p> <p>Parents have the right to withdraw their child from some aspects of sex education. This does not include what is taught as part of the science curriculum.</p> <p>Before granting a request to withdraw a child, the head teacher should discuss the value and importance of RSE with parents.</p> <p>A child can request sex education without their parent's consent from three terms before their 16th birthday.</p>
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See purple curriculum folders for statutory requirements and where they are delivered in key stage 1 to 5 both within the RSE/ PSHE curriculum as well as in other areas. Refer to statutory requirements section.

#### 6. Inclusion and support

Inclusion and Support RSE will be accessible to all regardless of gender. Through the delivery of RSE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with pupils following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with autistic spectrum disorders, a more explicit approach may be necessary to ensure learning outcomes are met, – this will be discussed with parents/carers.

A range of different families and relationships will be explored within RSE. All pupils whatever their developing sexuality or family background need to feel that RSE is relevant to them and sensitive to their needs.

8. Monitoring, evaluation and reporting

Teacher will critically reflect on their working and delivering of RSE through training and observation from senior staff.

Pupils will have the opportunities to review and reflect on their work in lessons through assessment for learning on individual tasks and outcomes.

A book of 'need to ask questions' will be in each lesson for pupils to write in, if pupils are not confident to ask outload. This will allow for all questions to be addressed at any point. AFL will allow for topics to be revisited on pass of 'moving on' slowed down or speeded up in conjunction to feedback from pupils. This will allow for pupil's voice to reflect on and be influential in adapting planned learning and ensure implementation has an impact on pupils learning and knowledge moving forward to the next stage in their life.