

High Grange

Adaptive thinking, Communication, Emotional wellbeing, Independence

Supporting learning & growth

Relationship and Sex Education Policy (RSE) / Relationships and Health Education (RHE) Secondary School age and above

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This policy promotes ACE because;



RSE at High Grange School supports our ACE ethos by developing Adaptable Thinkers, enabling pupils to apply knowledge, manage risks, and solve problems. It promotes Communication, teaching respectful dialogue, consent, and healthy relationships. It promotes Emotional Wellbeing and Independence, building confidence, resilience, empathy, and skills for informed decision-making and successful adulthood.

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1. Principles and values

At High Grange School, our Secondary Relationships and Sex Education (RSE) is guided by our ACE ethos, which shapes our curriculum, teaching, and interactions. We aim to develop Adaptable Thinkers who can respond confidently to change, Communicators who express themselves clearly and respectfully, and pupils with strong Emotional Wellbeing that enables growing Independence. These values underpin the knowledge and skills we teach, as well as the culture we create.

Young people today live in a highly connected world where online and offline experiences merge seamlessly. While this brings opportunities for learning, creativity, and

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social connection, it also introduces risks such as harmful online content, misinformation, misogynistic or extremist narratives, pornography, deepfakes, conspiracy theories, and peer pressure. For this reason, our RSE curriculum functions both as an educational programme and a preventative safeguarding tool, giving pupils the understanding and confidence to stay safe and make informed choices.

Our values ensure that RSE helps pupils to:

1. Stay safe, healthy, and resilient by recognising risks, understanding consent, managing challenges, and knowing how to seek help.
2. Build positive, respectful, and inclusive relationships based on empathy, kindness, equality, and mutual respect. Pupils learn what healthy relationships look like and how to identify unsafe or unhealthy behaviours.
3. Navigate adolescence with confidence, understanding physical, emotional, and social changes, including puberty, body image, mental health, self-esteem, and emotional regulation.
4. Prepare for adult life in modern Britain, learning about rights, responsibilities, diversity, citizenship, and respectful participation in society.

Pupils are also supported to challenge harmful stereotypes and behaviours such as misogyny, discrimination, prejudice, and coercion. They learn to understand and respect boundaries, recognise manipulation, and develop digital resilience, including how to evaluate and respond to online information safely.

Our curriculum provides clear, factual teaching on sexual health and reproduction, including contraception, pregnancy, and sexually transmitted infections, alongside wider health topics such as mental wellbeing, puberty, substance misuse, and lifestyle choices.

These principles are delivered through an approach that is:

- Age-appropriate and developmental, building on primary foundations.
- Sensitive and inclusive, respecting diverse backgrounds, identities, and beliefs.
- Safeguarding-focused, aligned with KCSIE 2025 and contextual safeguarding.
- Preventative and proactive, promoting resilience and help-seeking behaviour.
- Integrated across the curriculum, reinforced in PSHE, Science, RE, Computing, Citizenship, and enrichment.
- Responsive to pupil voice and emerging trends, ensuring relevance and accuracy.

Through these values and principles, Secondary RSE at High Grange School prepares pupils to understand themselves, form healthy relationships, and become confident, responsible young adults in modern Britain.

2.Aims

The aim of RSE in High Grange Schools secondary setting is to equip pupils with the knowledge, skills, and confidence they need to understand themselves, build safe and healthy relationships, and navigate an increasingly complex world. RSE supports pupils to develop adaptable thinking, clear communication, and emotional wellbeing, enabling them to move towards greater independence. Our curriculum is aligned with the most recent PSHE updates (DfE 2025) and current safeguarding guidance, ensuring pupils learn about emerging risks such as online harms, misogyny, exploitation, deepfakes, and digital manipulation.

RSE aims to:

- Provide clear, accessible, and developmentally appropriate information about relationships, health, sexual development, consent, and personal safety.
- Teach pupils to recognise safe and unsafe situations, understand boundaries, and know how to seek help.
- Support pupils to form respectful, inclusive relationships, fostering empathy, self-esteem, and social understanding.
- Build digital resilience, helping pupils stay safe online, identify risks, and respond appropriately.
- Prepare pupils for adulthood and independence, including understanding rights, responsibilities, and healthy decision-making.
- Ensure pupils with SEND receive teaching that is trauma-informed, predictable, emotionally safe, and tailored to their communication and learning needs.

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 judgment.
- 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.

5. 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.

6. 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 respectfully and inclusively.
- 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.

7. Inclusion and Support

RSE at High Grange School is designed to be fully inclusive, ensuring that every pupil—regardless of SEND needs, background, identity, or lived experience—can access learning safely and meaningfully. Lessons are differentiated to meet a wide range of cognitive, communication, sensory, and emotional needs, with content adapted to be developmentally appropriate rather than solely age-based.

Staff use a trauma-informed approach, creating predictable routines, emotional safety, and trusted relationships to support engagement. Visual aids, social stories, simplified language, modelling, repetition, and scaffolded discussion are used to increase understanding. Teaching assistants and key adults provide targeted support, helping pupils process sensitive topics and regulating emotions when needed.

Pupils' voices, experiences, and cultural backgrounds are valued and respected.

Resources reflect diversity across family structures, gender identities, sexual orientation, ethnicity, and ability, ensuring representation and reducing stigma.

We provide additional support for pupils who may be vulnerable to misunderstanding, exploitation, or online harm, and signpost safe ways to seek help. Clear boundaries, ground rules, and explicit teaching of consent, personal space, and respectful behaviour ensure a safe learning environment.

Through inclusive practice, adapted support, and trauma-informed teaching, every pupil is enabled to participate confidently and develop the skills needed for safe, healthy relationships and growing independence.

9. 8. Monitoring, evaluation and reporting

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.