

**COGNITA**

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



**NBH**  
**CANONBURY**  
**SENIOR • SIXTH FORM**

**September 2025**  
**UK**

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

## **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.

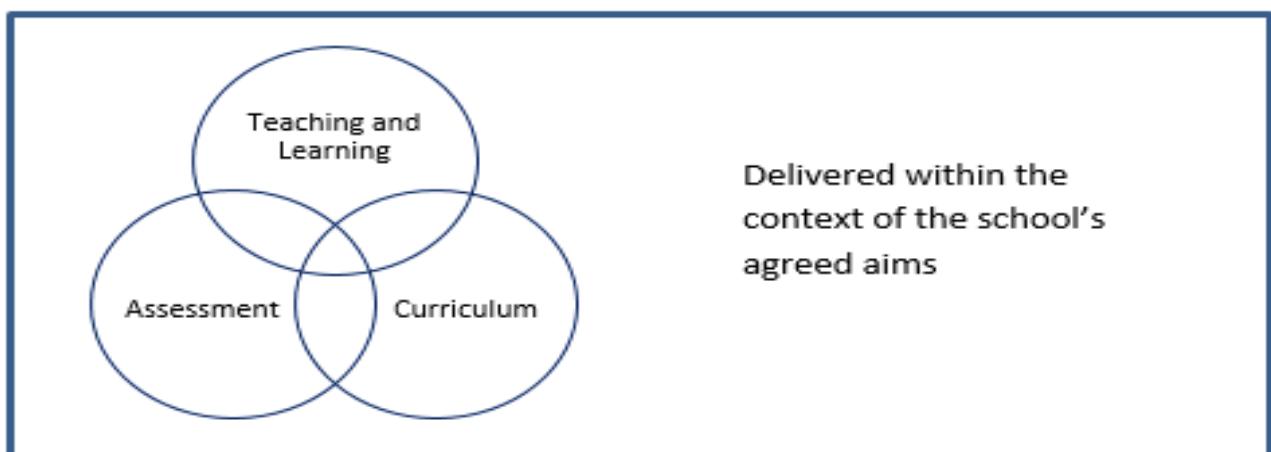
### Scope

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) supports our school ethos and fulfils our school aims, which are defined as:

- To celebrate each child as an individual
- To have a happy school with a friendly, family atmosphere
- To provide a secure and nurturing environment where children learn tolerance, consideration, and respect for others



- To help every child fulfil their potential through dedicated and inspirational teaching
- To educate the whole child by offering a wide variety of academic, sporting, and extracurricular activities.

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:

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- 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 compulsory for all pupils receiving primary education, and relationships and sex education (RSE) compulsory 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 a Secondary 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 North Bridge House Senior Canonbury 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.

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- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. 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.

The 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 – students were consulted with about their RSE lessons in school council meeting
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed every three years or as required.

### **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 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

### **6 Delivery of RSE**

#### Equality

The school, in its delivery of RSHE 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 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 PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week. 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, PSHEE 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). There are also centrally organised sessions which supplement the delivery in house.

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

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

6.4 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 Teacher**

The person with responsibility for the overview and yearly evaluation of this policy is Mr James Keable. 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 Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] 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/non-science] 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.

### **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**

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the 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.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, North Bridge House Canonbury is mindful of preparing students for adulthood.

North Bridge House Canonbury 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**

9.1 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%20secondary%20schools%20guide%20for%20parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE%20secondary%20schools%20guide%20for%20parents.pdf)

9.2 Parents have the right to withdraw their children from the [non-statutory/non-science] 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.

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

### **10 Training**

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme.
- 10.2 The 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 James Keable through: Departmental meetings, work scrutiny, lesson observations, learning walks and pupil voice.

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

#### **11.3 Evaluation**

The delivery of RSE is evaluated by:

### **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.



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### 13 Appendix 1: Curriculum Map

#### Relationships and Sex Education Curriculum Map

##### North Bridge House Senior School Canonbury, PSHE and RSE Schemes of Work Curriculum Map 2025-26

- **Health & Wellbeing**
- **Relationships and sex education**
- **Living in the Wider World**

#### Key Stage Three PSHE Curriculum Map 2025-26

	Autumn 1 <b>Health &amp; Wellbeing</b> <b>Relationships</b>	Autumn 2 <b>Relationships</b> <b>Living in the Wider World</b>	Spring 1 <b>Living in the Wider World</b> <b>Relationships</b>	Spring 2 <b>Health &amp; Wellbeing</b> <b>Relationships</b>	Summer 1 <b>Relationships</b> <b>Living in the Wider World</b>	Summer 2 <b>Relationships</b> <b>Health &amp; Wellbeing</b>
<b>Year 7</b>	<b>Transition to secondary school</b> Challenges of secondary school. Study skills. Mental Health.	<b>Self-awareness</b> Feelings and behaviours. How to deal with disappointment. Learning from mistakes.	<b>Values and responsibilities</b> A welcoming and inclusive school. Challenging stereotypes. Diversity in the community. Impact of prejudice and discrimination. Respect goes both ways. Working as a Team	<b>Health and puberty</b> Personal hygiene and oral health. Food choices. Being fit an active. Boosting my mood. Being unique. FGM.	<b>Relationships</b> Families. Managing changes in friendship. Peer influence. Verbal bullying and "banter". Misogyny. Grooming.	<b>Online life and media</b> What is my online personality. Body image. Social media as a positive influence. <b>Keeping safe</b> Tobacco, vaping and cannabis. Attitudes of young people towards alcohol in the community.
	<b>Relationships</b> Making new friends.	<b>Future and career choices</b> Exploring personal strengths. Wheel of strengths. Managing money in secondary school				
<b>Year 8</b>	<b>Substance misuse and healthy choices</b> Alcohol and consequences for the body. Attitudes towards substance misuse. Substances and the media. Benefits of physical activity. Taking responsibility for your own health.	<b>Future and career choices</b> What skills are employers looking for. Problem solving and critical thinking. How technology has changed the workplace. Communication skills.	<b>Relationships</b> Perceptions and expectations in romantic relationships. Positive romantic relationships. Positive respectful online relationships. Healthy ways to manage relationship feelings. Misogyny. Family disputes.	<b>Online life and media</b> Media influence. Relationships and the media. What does Internet know about me?  <b>Personal skills</b> Active listening. Managing criticism. Accepting responsibility.	<b>Values and responsibilities</b> Challenging unfair family or cultural expectations. Promoting community inclusion. Extremism. Environmental impact of fast culture. Rights and responsibilities as a consumer.	<b>Emotional wellbeing</b> Unhealthy comparison. Positive self-talk. Science and health. taking responsibility for my health. What can influence food choices? Emotional & Social Changes at puberty

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<b>Year 9</b>	<p><b>Drugs, their effects and the law</b> Illegal drugs and the law. Dangers and repercussions of recreational drug use. Impact of drugs in the community. What to do in an emergency.</p>	<p><b>Future and career choices</b> What career would I like? Careers available to me. Being a young entrepreneur. Self-employment options. Leadership skills.</p>	<p><b>Online life and media</b> Why do people behave differently online? Sexting. Pornography. Bullying and abusive behaviour. Bullying and mental health. Positive uses on the media. Financial exploitation and Extortion</p>	<p><b>Relationships</b> Family diversity. Positive and respectful intimate relationships. Am I ready for a sexual relationship? (Including consent) Relationships loss and change. Misogyny. Communication skills for intimate relationships.</p>	<p><b>Personal skills and values and responsibilities</b> Problem solving. Illegal employment and modern-day slavery. Impact of climate change in animals. Family diversity. Championing the LGBTQ+ community.</p>	<p><b>Health and wellbeing</b> What affects mental health. Influences of physical activity. Prevention of infection. Medicine safety. Sleep and relaxation. Anxiety and Depression</p>
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## Key Stage Four PSHE Curriculum Map 2025-26

	<b>Autumn 1 Health and Wellbeing</b>	<b>Autumn 2 Living in the Wider World</b>	<b>Spring 1 Relationships</b>	<b>Spring 2 Health and Wellbeing</b>	<b>Summer 1 Relationships</b>	<b>Summer 2 Relationships</b>
<b>Year 10</b>	<p><b>Mental health</b> Developing self-esteem and confidence. Stress anxiety and depression. Helping someone who is struggling to cope. Unhealthy coping strategies. Substance misuse: choice, habit or addiction? Connecting, loneliness, and mental health</p>	<p><b>Future and career choices</b> Job stereotypes. My education ambitions. Being a role model for younger people. Growth mindset. Creativity.</p>	<p><b>Relationships</b> Managing unwanted attention. Reasons why people choose to have a sexual relationship. Stages of a romantic relationship. Impact of separation and loss in relationships. Parenting and teenagers. Being a young parent.</p>	<p><b>Health and wellbeing</b> Smoking and Vaping. Cancer prevention. Lifesaving science. Women's Health. Influences on physical activity. Sleep and relaxation</p>	<p><b>Online life and media</b> Advertising, social media and regulation. Can you become too reliant on social media? Dark web and harmful content. Gambling addiction. Managing your online profile.</p>	<p><b>Relationships</b> LGBTQ+ history. The law, rights and responsibilities in sexual relationships. Women's safety. Sexual assault and what to do about it. Contraception and sexual health.</p>
	<p><b>Autumn 1 Health and Wellbeing</b></p>	<p><b>Autumn 2 Living in the Wider World</b></p>	<p><b>Spring 1 Health and Wellbeing</b></p>	<p><b>Spring 2 Living in the Wider World</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>

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<b>Year 11</b>	<b>Personal development</b> My study plan. Creating personalised study plans My work and other options. Applying for work. The changing work market. Safety in the workplace.	<b>Values, rights and responsibilities.</b> Animal welfare. Hate crime. What can I do about climate change. What sort of influence am I.	<b>Safety</b> Safety and body enhancement. Impact of substance misuse.	<b>Health issues</b> How to find Health services. Safety and body enhancements. Cancer prevention. Emergency First Aid. Sleep, rest and study	<b>STUDY SKILLS</b> <b>STUDY LEAVE AND GCSE EXAMS</b>	<b>STUDY LEAVE AND GCSE EXAMS</b>
			<b>Values, rights and responsibilities.</b> Faith, values and sex. Freedom of expression. Gender diversity.		<b>Mental health</b> Developing resilience. Preparing for changes.	

## Key Stage Five PSHE Curriculum Map 2025-26

	<b>Autumn 1</b> <b>Health and Wellbeing</b>	<b>Autumn 2</b> <b>Living in the Wider World</b>	<b>Spring 1</b> <b>Relationships</b>	<b>Spring 2</b> <b>Living in the Wider World</b>	<b>Summer 1</b> <b>Relationships and safety</b>	<b>Summer 2</b> <b>Relationships</b>
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			Living in the Wider World			
Year 12	<b>Transition to Sixth Form</b> Becoming an independent learner. Goal setting and contingency planning. Being a resilient student. Keeping physically healthy while studying. Prioritising my mental health.	<b>Future and career choices</b> Work or study. Marketing yourself. My career ambitions. Staying motivated. The law and you.	<b>Relationships</b> Managing strong emotions within relationships. Is this love or lust? Influence of faith and cultural views on relationships. Pregnancy and young parenthood.  <b>Online life and media</b> Positives and negatives of gaming and gambling. Building a positive online profile.	UCAS	<b>Keeping safe</b> Personal safety in relationships. Rape and sexual assault. Misogyny. Extremist behaviour. De-escalating aggressive situations. Managing emergency situations.	<b>Gender diversity and relationships</b> Understanding gender diversity, sexual orientation and sexuality. Coming out as LGBTQ+. Online dating. Body image and social media.
	<b>Autumn 1</b> <b>Health and Wellbeing</b>	<b>Autumn 2</b> <b>Living in the Wider World</b>	<b>Spring 1</b> <b>Relationships</b>	<b>Spring 2</b> <b>Living in the Wider World</b>	<b>Summer 1</b> <b>Relationships</b> <b>Health and Wellbeing</b>	<b>Summer 2</b>
Year 13	<b>Health</b> Young people illnesses. Sexual health and STIs. Monitoring my health. Alcohol misuse personal and social consequences. Healthy eating on a budget.	<b>Future and career choices</b> Taking a gap year. Workplace legislation. Managing challenging relationships at work. Adaptability skills. Managing studying and exam stress.	<b>Managing relationships</b> Respectful and assertive communication. Managing relationship changes. Ending intimate relationships respectfully. Sexual exploitation and abuse.	<b>Values, rights and responsibilities.</b> Differences in societal values: current issues. Values and the Equality Act. Environmental issues: taking positive action. The right to protest.	<b>Misogyny</b> What is misogyny. The power of algorithms. Feminism.  <b>Mental health</b> Managing exam stress.	<b>STUDY LEAVE AND A level EXAMS</b>

### 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>
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>

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TOPIC	STUDENTS SHOULD KNOW
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>
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>

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TOPIC	STUDENTS SHOULD KNOW
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

<b>TO BE COMPLETED BY PARENTS</b>			
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			

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	

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<b>Ownership and consultation</b>	
Document sponsor (role)	Director of Education- Europe
Document author (name)	Former group Director of Wellbeing/PSHE Leads
Consultation February 2020	Consultation with the following: Regional Safeguarding Lead (RSL)
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<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
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<b>Related documentation</b>	
Related documentation	Curriculum Policy Anti-Bullying Policy Behaviour Policy SEND Policy EAL Policy Preventing Radicalisation and Extremism Policy Drug and Alcohol Policy Safeguarding and Child Protection Policy Independent School Standards