



NORTH BRIDGE HOUSE

COGNITA

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

September 2025

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1 Introduction and aims

Schools play a crucial role in preventative education.

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

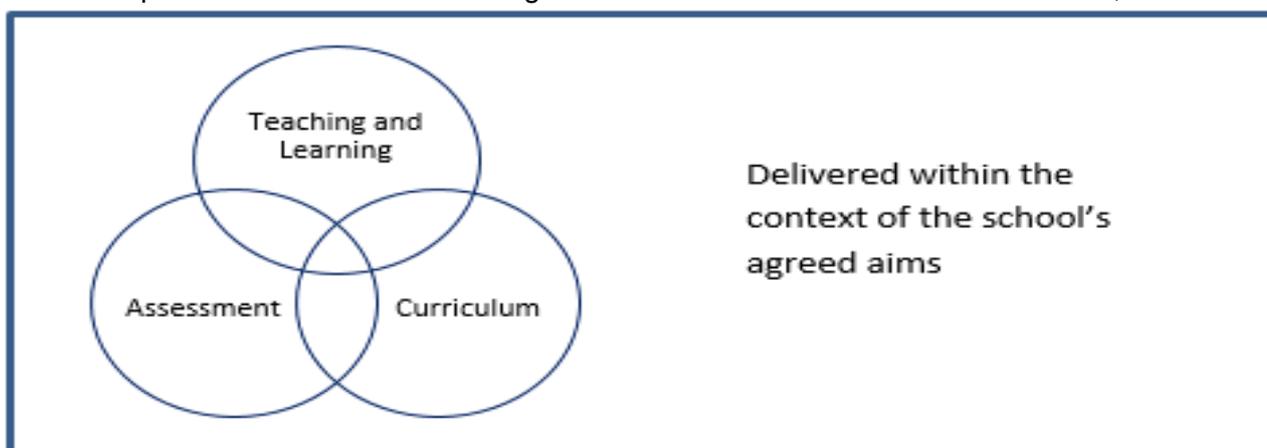
Scope

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

Purpose

The purpose of this policy is to ensure that our Relationships Education, Relationships and Sex Education (RSE) and Health Education 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 extra-curricular 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:

- 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 31st 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/BSO Standards/Estyn 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 School Hampstead, we teach RSE as set out in this policy.

3 Policy development

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

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations

under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/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 student council meetings and through pupil voice surveys.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed every three years.

4 Definition

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

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs, and feelings of students.
- 5.3 Primary sex education will focus on:
 - Preparing all students for the changes that adolescence brings; and
 - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
- ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

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

6 Delivery of RSE

At North Bridge House Senior School Heads of Year meet weekly and PSHE is a standing agenda item, the Curriculum Map is shared and confirmed at the start of the year. Heads of Year are responsible for reviewing and adapting the schemes of work and lessons each half-term for the pupils in their year group. The Year group teams meet regularly and there is collaboration amongst the tutor team to plan weekly lessons. 50-minute PSHE lessons are delivered weekly on Friday afternoons to all pupils in years 7 to 10 in their form classes. Year 11 RSE is taught in an registration by the form tutors twice each week to ensure they also have 50 minutes per week.

In Year 12, PSHEE is taught regularly either on a Friday afternoon and/or morning registration.

North Bridge House Senior School subscribes to the PSHE Association, Chameleon and Uni-frog resources. External providers are brought in to deliver and enhance the pupils understanding of topics.

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 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:
- Families
 - Respectful relationships, including friendships
 - Online safety and awareness
 - Being safe
 - Intimate and sexual relationships, including sexual health

Health topics will include:

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

- 6.2 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.3 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

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

7 Roles and responsibilities

Staff & Governance

7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Ariana Oliver, Assistant Headteacher, EVC and DDSL. 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.

Staff responsible for teaching RSE:

Mr	Mark	Ashley	Head of PE, Form Tutor 12 Ashley
Mr	Owen	Clayton	Teacher of Mathematics, Form Tutor 7 Clayton
Ms	Louise	Colin	Teacher of MFL, Form Tutor 7 Colin

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Mr	Daniel	Crawshaw	Teacher of Mathematics and Psychology, Form Tutor 10 Crawshaw
Mr	Sean	Desai	Teacher of Food and Nutrition, Form Tutor 11 Desai
Mr	Sanjay	Dewan	Teacher of English, Form Tutor 8 Dewan
Ms	Charlotte	Dunn	Teacher of English, Form Tutor 10 Dunn
Ms	Chardia	Flemmings	Teacher of English, Form Tutor 8 Flemmings
Mr	Geoff	Gordonsmith	Teacher of Science, Form Tutor 11 Gordonsmith
Mr	Aharon	Grant	Teacher of Science, Form Tutor 10 Grant
Ms	Ramona	Ianc	Teacher of Science, Form Tutor 11 Ianc
Ms	Pennie	Jones	Head of Drama, Form Tutor 11 Jones
Mr	Sean	Kidd	Teacher of Geography, Form Tutor 11 Cvorovic/Kidd
Mrs	Eleanor	Kowalewska	Head of History, Form Tutor 11 Kowalewska
Mr	Jack	Lamey	Teacher of History and Politics, 9 Lamey
Ms	Tsz Yu (Cherry)	Leung	Teacher of Mathematics, Form Tutor 8 Leung
Mr	Laurence	Mitchell	Teacher of SEN, Form Tutor 10 Mitchell
Miss	Tiana	Montgomery	Teacher of History, Form Tutor 10 Montgomery
Mr	Carl	Naybour	Teacher of Maths, Form Tutor 9 Naybour
Ms	Ivy	Ng	Teacher of Maths, Form Tutor 10 Ng
Ms	Janelle	Prime	Teacher of Science, Form Tutor 9 Prime
Dr	Penelope	Ritchie	Teacher of Science, DDSL
Ms	Kate	Watson	Head of Geography, Form Tutor 9 Watson
Mr	Christian	Williams	Head of Latin and Classics, Form Tutor 11 Williams

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 Senior School is mindful of preparing students for adulthood.

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

9 Parents' right to withdraw

- 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_secondary_schools_guide_for_parents.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 on Wednesday mornings and the start of term INSETS. Resources and updates are shared with staff via. Email and discussed in weekly HoY meetings.
- 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 The delivery of RSE is monitored by **Ariana Oliver and the Senior Leadership Team** through: pupil voice questionnaires, work scrutiny, lesson observations and learning walks.
- 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 discussion and review at Year Team meetings.

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.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

NBH SENIOR HAMPSTEAD KEY STAGE THREE PSHE EDUCATION

The PSHE Curriculum is taught in tutor groups each week on Fridays at 14.15 for 50 minutes and includes three core themes: **Health & wellbeing**, **Living in the wider world** **Relationships**.

PSHE Lead = Ariana Oliver, Schemes of Work developed by Heads of Year, lessons developed and delivered by form tutors.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid.	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations.	Diversity Diversity, prejudice, and bullying.	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries.	Financial decision making Saving, borrowing, budgeting and making financial choices.
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use.	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work.	Discrimination Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia,	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies.	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks.

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			biphobia and transphobia.			
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process. Careers Fair.	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid. Preparation for DofE – Health Eating, First Aid and Exercise.	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	Employability skills Employability and online presence.

NBH SENIOR HAMPSTEAD KEY STAGE FOUR PSHE EDUCATION

The PSHE Curriculum at KS4 is split into two lessons in Year, PSHE and World of Work. Year 11 PSHE is delivered through morning tutor time.

Lessons on Friday afternoons in Year 10 (PSHE on the timetable) focus on these themes: **Health & wellbeing**, **Relationships**, **Living in the wider world**

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PSHE Lead = Ariana Oliver. Schemes of Work developed by Heads of Year and delivered by form tutors.

	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 1 Health & wellbeing	Spring 2 Living in the wider world	Summer 1 Relationships	Summer 2 Health & wellbeing
Year 10 PSHE- Friday Afternoons.	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.	Exploring influence The influence and impact of drugs, gangs, role models and the media	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Building for the future Self-efficacy, stress management, and future opportunities.
YEAR 11 – Taught in AM Registration	Independence Responsible health choices, and safety in independent contexts Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.	Focus on Mocks and 6th form applications	Exam preparation.		

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Lessons on Tuesday mornings in Year 10 (World of Work on the timetable) focus on: [Living in the wider world](#)
[World of Work Lead = Agatha Dell, diverse programme of guest speakers as well as sessions with NBH staff.](#)

The following elements of the PSHE curriculum are covered:

Work experience: Preparation for and evaluation of work experience and readiness for work

Next steps: Application processes, and skills for further education, employment and career progression.

NBH SENIOR HAMPSTEAD KEY STAGE FIVE PSHE EDUCATION

The PSHE Curriculum at KS5 taught by the DDSL linked to Key Stage Five, lessons are on Friday afternoons / during form time.

Year 12 lessons (2025 – 26).

Diversity and anti-racism	Staying safe: recognising harassment and abuse
Diversity and anti-racism	Understanding cultural identity and cultural competency
Diversity and anti-racism	Know your rights: the Equality Act 2010
Life skills	Staying safe: exiting aggressive social situations
Life skills	Staying safe: protecting your finances
Life skills	Staying safe: dangerous and emergency situations
Life skills	Gambling: risks, consequences, and safety

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Life skills	Financial choices: managing finances in the world of work
Online safety	Staying safe: setting boundaries online
Online safety	Staying safe online: misinformation and extremism
Physical health	Staying safe: alcohol and binge-drinking
Relationships, family and friends	Respectful relationships: trust and intimacy
Relationships, family and friends	Respectful relationships: ending relationships
Sexuality, gender and sexual health	Making choices about pregnancy and parenthood
Sexuality, gender and sexual health	Making choices about your sexual health
Wellbeing and mental health	Body enhancement
Wellbeing and mental health	Acknowledging skills and assets

Year 13 lessons 2026 -27

Diversity and anti-racism	Intersectionality, marginalisation, and privilege
Diversity and anti-racism	Understanding inclusion
Life skills	Financial choices: working and earning
Life skills	Staying safe: transport and travel
Life skills	The role of constructive criticism
Online safety	Understanding online misinformation
Physical health	Staying safe: recreational drugs

Physical health	Leaving home: building a healthy lifestyle
Relationships, family and friends	Understanding forced marriage
Relationships, family and friends	Respectful relationships: meeting new people
Relationships, family and friends	Respectful relationships: values and differences
Sexuality, gender and sexual health	Consent matters
Wellbeing and mental health	Mental health: accessing support

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

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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

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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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 • 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	<ul style="list-style-type: none"> • 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 • 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

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

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	TBC

Version control	
Implementation date	September 2025
Review date	September 2026

Related documentation	
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