STAHS
PREP SENIOR SIXTH

Senior Relationship, Sex & Health Education (RSE)

Pastoral Care & Personal Development
Policy Related Document

June 2026

THINK BEYOND

STAHS
PREP SENIOR SIXTH

P03: PASTORAL CARE AND PERSONAL DEVELOPMENT (Related Document)

REALTIONSHIPS, SEX & HEALTH EDUCATION (RSE) (SENIOR SCHOOL)

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LEGAL FRAMEWORK & REFERENCES

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes relationships and sex education (RSE) compulsory for all pupils receiving secondary education. It also makes Health Education compulsory in all schools except independent schools. However, Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools and we chose to use the DfE's Health Education recommendations as guidance.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

A. Equality Act (2010)
B. Children and Social Work Act (2017)
C. Online Safety Act (2023)
D. DfE 'National curriculum in England: science programmes of study' (2015)
E. DfE 'Teaching about relationships, sex and health' (2021)
F. DfE 'Keeping children safe in education' (updated annually)
G. DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2025)

This policy operates in conjunction with the following school policies:

H. P01 Safeguarding and Child Protection Policy
I. P01 RD A Guide for Senior School Visitors and General Information
A. P02 Pupil Mental & Physical Health
B. P03 RD PSHE in the Senior School
C. P04 Pupil Behaviour Policy
D. P05 Anti-bullying Policy
E. P06 RD Special Educational Needs and Disabilities (SEND) Policy
F. P14 Data Protection Policy
G. P15 RD Online Safety Policy
H. P15 RD Device and Technology Acceptable Use Policy

1. PRINCIPLES

1.1. Relationships and Sex Education ('RSE') refers to teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

1.2. At STAHS, we understand the importance of educating pupils about relationships and sex so that they can make responsible and well-informed decisions in their lives. The curriculum is built in a way that topics are taught at the right time to support students to build positive relationships and avoid harms before they occur. This education contributes to our whole school approach to wellbeing and positive relationships, and the wider school ethos.

1.3. The teaching of Relationship and Sex Education can help to prepare pupils for the responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in wider society.

These learning experiences include reflecting on a variety of different issues, beliefs and viewpoints to enable students to build their own values and to develop the knowledge, strategies, skills, language and confidence required to behave according to their values in new situations.

1.4. 'Relationships education' is defined as the teaching of fundamental building blocks of positive relationships. This education focuses on friendships and family relationships as well as romantic and intimate relationships.

1.5. 'Sex education' is defined as the teaching of the physical aspects of human sexuality.

1.6. Whilst relationships education does not involve explaining the details of sexual activity, it can cover sensitive topics such as sexual violence in order to keep students safe. We have a responsibility to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines how the School's RSE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

2. ROLES AND RESPONSIBILITIES

2.1. The Head will be responsible for:

a. Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
b. Ensuring all pupils make progress in achieving the expected educational outcomes.
c. Ensuring the RSE curriculum is well-led, effectively managed and well-planned.
d. Evaluating the quality of provision through regular and effective self-evaluation.
e. Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
f. Ensuring RSE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
g. Ensuring this policy is published on the school's website and provided to anyone who requests it.
h. Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSE and how to deliver lessons on such issues.
i. Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE.

2.2. The Deputy Head Pastoral will be responsible for:

a. The overall implementation of this policy.
b. Ensuring all teaching staff are suitably trained to deliver the subjects.
c. Ensuring there is adequate time on the school timetable to deliver RSE as a statutory curriculum subject.
d. Ensuring parents are fully informed of this policy.
e. Reviewing all requests to withdraw pupils from non-statutory elements of the RSE curriculum.
f. Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.

g. Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
h. Encouraging parents to be involved in consultations regarding reviews of the school's RSE curriculum.
i. Reviewing this policy on an annual basis.
j. Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.3. The Head of Skills for Life will be responsible for:
a. Overseeing the delivery of RSE at KS3 and KS4.
b. Working closely with colleagues in related curriculum areas to ensure the RSE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
c. Ensuring the curriculum is age- and stage-appropriate, inclusive, and high-quality.
d. Reviewing changes to the RSHE curriculum and advising on their implementation.
e. Monitoring the learning and teaching of RSE, providing support to staff where necessary.
f. Ensuring the continuity and progression between each year group.
g. Helping to develop colleagues' expertise in the subject.
h. Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
i. Ensuring the school meets its statutory requirements in relation to RSE.
j. Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
k. Organising, providing and monitoring CPD opportunities in the subject.
l. Ensuring the correct standards are met for recording and assessing pupil performance.
m. Monitoring and evaluating the effectiveness of the subjects and providing reports to the Deputy Head Pastoral.
n. Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

2.4. The DSL will be responsible for:
a. Offering advice and consultation for safeguarding-related subjects in the RSE curriculum.
b. Promoting knowledge and awareness of safeguarding issues amongst staff.
c. Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSE.
d. Organising a safe space for pupils to go should they need additional support or time to talk after an RSE session.
e. Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material.

2.5. Subject teachers will be responsible for:
a. Acting in accordance with, and promoting, this policy.
b. Delivering RSE in a manner that is sensitive, of high quality and appropriate for each year group.
c. Ensuring they do not express personal views or beliefs when delivering the curriculum.

d. Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
e. Modelling positive attitudes to RSE.
f. Liaising with the Head of Year to identify and respond to individual needs of pupils with SEND.
g. Liaising with the Head of Skills for Life on key topics, resources and support for individual pupils.
h. Monitoring pupil progress in RSE.
i. Reporting any concerns regarding the teaching of RSE to the Head of Skills for Life or Deputy Head Pastoral.
j. Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
k. Providing an inclusive approach to their lesson delivery.

3. ORGANISATION OF THE RSE CURRICULUM

3.1. The RSE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
3.2. The RSE curriculum is delivered through the STAHS PSHE programme 'Skills for Life' (Years 7-11) and 'Sixth Form Diploma' (Years 12-13). Content is delivered by Form Tutors, teaching staff and external providers during Extended Form Time, drop-down days/mornings and Enrichment Week. The Head of Skills for Life works closely with colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in other subjects.
3.3. The school will ensure that the curriculum remains in line with ***Reference G*** at all times.
3.4. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.
3.5. The RSE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

4. RSE CONTENT OUTLINE

4.1. RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section. The school will determine an age-appropriate, developmental curriculum which meets the needs of pupils and includes all statutory content. The majority of this content will be delivered through the Skills for Life programme in addition to other subject areas such as Science and Computer Science.
4.2. By the end of secondary school, pupils will have covered the following content:

Families

a. That there are different types of committed, stable relationships.
b. How these relationships might contribute to wellbeing, and their importance for bringing up children.

c. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
d. That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.
e. That forced marriage and marrying before the age of 18 are illegal.
f. How families and relationships change over time, including through birth, death, separation and new relationships.
g. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
h. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

a. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
b. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
c. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
d. What tolerance requires, including the importance of tolerance of other people's beliefs.
e. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
f. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
g. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
h. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.

i. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
j. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
k. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
l. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

a. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
b. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
c. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
d. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
e. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

f. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
g. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
h. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
i. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
j. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
k. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
l. How information and data is generated, collected, shared and used online.
m. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
n. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
o. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

a. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
b. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
c. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the

relationships of others); how to seek help or advice, including reporting concerns about others, if needed.

d. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
e. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
f. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
g. The concepts and laws relating to sexual violence, including rape and sexual assault.
h. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
i. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
j. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
k. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
l. The concepts and laws relating to forced marriage.
m. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
n. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
o. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
p. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

a. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
b. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
c. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
d. 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. 5. That some sexual behaviours can be harmful.
e. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
f. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
g. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
h. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
i. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
j. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
k. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

4.3. Curriculum overviews and a representative sample of resources can be accessed through the Parent Portal. Please note that these materials are subject to change and will be reviewed and adapted on a regular basis to meet the needs of our students. Parents have the right to view all curriculum materials on request.

5. DELIVERY OF THE CURRICULUM

5.1. Through effective organisation and delivery of RSE, the school will ensure that:

5.1.1. Core knowledge is sectioned into units of a manageable size.

5.1.2. The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.

5.1.3. Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

5.2. The RSE curriculum will be delivered by appropriately trained members of staff.

5.3. The curriculum will proactively address issues in a timely way in line with current evidence on pupils' physical, emotional and sexual development. RSE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

5.4. Teaching of the curriculum reflects requirements set out in law, particularly in ***Reference A***, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

5.5. The school will integrate LGBTQ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity, stereotypes, and the features of all types of stable and healthy relationships.

5.6. The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background. All teaching and resources will be assessed by the Head of Skills for Life to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any pupils with SEND, if applicable.

5.7. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in ***References G and H***.

5.8. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

5.9. Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

5.10. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for all.

5.11. The RSE programme is delivered through a variety of opportunities including:

- The Skills for Life Programme (Year 7-11)
- The Sixth Form Diploma (Year 12-13)
- Use of external agencies and services
- School ethos
- Cross-curricular links
- Assemblies
- Enrichment Week
- Residential trips
- House Families and School Houses

5.12. Terminology

Pupils will be taught the anatomically correct names for body parts; the school will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure pupils are not left vulnerable.

5.13. Safe and effective practice

The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, distancing technique, responding to difficult questions and the rationale of why teaching RSE and Health Education is so important. Although staff training will include sessions on how to deal with difficult questions, there may still be times when staff are faced with a question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Head of Skills for Life.

6. WORKING WITH PARENTS

6.1. The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with opportunities to understand and ask questions about the school's approach to RSE.

6.2. Parents will be provided the opportunity to consult on curriculum and policy changes. The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE, they will submit these to the Deputy Head Pastoral, but they must remain aware that they are not able to veto curriculum content.

6.3. The school aims to build positive relationships with parents by engaging with them to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. This is achieved through regular communication with parents regarding updates to the curriculum and its delivery, signposting to useful material to facilitate at-home discussion and the organisation of parent events.

7. WORKING WITH EXTERNAL AGENCIES

7.1. Working with external agencies enhances the school's delivery of RSE and brings in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist with the delivery of the RSE curriculum and will be expected to comply with the provisions of this policy.

7.2. When working with external agencies, the school will ensure:

- A member of staff is present throughout these lessons.
- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with ***Reference I***.
- The expert's lesson plan is age-appropriate and accessible for the pupils.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with ***Reference H.***

- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

8. WITHDRAWAL FROM SEX EDUCATION

8.1. The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from any other elements of the Skills for Life curriculum or topics taught as part of the science curriculum such as puberty or sexual reproduction.

8.2. Requests to withdraw a child from sex education must be made in writing to the Deputy Head Pastoral.

8.3. Before granting a withdrawal request, the Deputy Head Pastoral will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Deputy Head Pastoral will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. They will also be informed that teaching staff or external speakers may answer questions that relate to sex education topics from which the child has been withdrawn whilst delivering other elements of the curriculum. All discussions with parents will be documented and recorded securely.

8.4. The school recognises that parents' have the right to request to withdraw their child from sex education up to and until three terms before the pupil turns 16. It is the school's responsibility to ensure that the student knows they have the right to opt back in at this point. If the pupil wishes to receive sex education at this point, rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

8.5. Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

8.6. For requests concerning the withdrawal of a pupil with SEND, the Deputy Head Pastoral will take the pupils' specific needs into account when making their decision.

9. EQUALITY AND ACCESSIBILITY

9.1. The school will comply with the relevant requirements of ***Reference A*** and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

9.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics. All teaching will be sensitive to the religious and cultural views of the school community whilst in line with the law, statutory guidance and best practice principles. The school will design the RSE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ. Teachers will understand that they may need to liaise with the SEND Co-ordinator and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

9.3. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

10. SAFEGUARDING AND CONFIDENTIALITY

10.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

10.2. To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

10.3. Confidentiality within the classroom will be an important component of RSE , and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with ***Reference H***. Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

11. ASSESSMENT

11.1. The school will have the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

11.2. Assessments are used to identify where pupils need extra support or intervention. There are no formal examinations for RSE; however, to assess pupil outcomes, progress will be captured in the following ways:

- Reflective tasks
- Written assignments
- Self-evaluations
- Form Tutor reports

11.3. The Heads of Skills for Life is responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include the following:

- Self-evaluations
- Lesson observations
- Pupil voice
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

11.4. The Head of Skills for Life will meet annually with the Deputy Head Pastoral to report on the quality of the curriculum, evaluate the effectiveness of the subjects and implement any changes.

12. STAFF TRAINING

12.1. Training will be provided by the Heads of Skills for Life to the relevant members of staff on a termly basis to ensure they are up-to-date with the curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, which may need to be addressed in relation to the curriculum.

12.2. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on sexual health such as emergency contraception and its effectiveness.

13. MONITORING AND REVIEW

13.1. This policy will be reviewed annually by the Head of Skills for Life in conjunction with the Deputy Head Pastoral and Head of Sixth Form.

13.2. Any changes needed to the policy, including changes to the curriculum, will be implemented by the Deputy Head Pastoral. Any changes to the policy will be clearly communicated to all members of staff and parents, and, where necessary, pupils.