



Relationships and Sex Education (RSE) Policy

Prepared by: The Central Team

Localised for: Burlington House School

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CONTENTS

- [1. Introduction](#)
- [2. Aims](#)
- [3. Statutory Requirements](#)
- [4. Policy Development](#)
- [5. Definition](#)
- [6. Curriculum](#)
- [7. Delivery Of RSE](#)
- [8. Use Of External Organisations And Materials](#)
- [9. Roles And Responsibilities](#)
- [10. Parents' Right To Withdraw](#)
- [11. Training](#)
- [12. Monitoring Arrangements](#)
- [13. Links With Other Policies](#)
- [14. Approval & Policy Review](#)
- [15. Revision History](#)
- [Appendix 1: Curriculum Map](#)
- [Appendix 2a: By the End of Primary School Pupils Should Know](#)
- [Appendix 2b: By the End of Secondary School Pupils Should Know](#)
- [Appendix 3: Parent/Carer Form: Withdrawal From Sex Education Within RSE](#)

1. Introduction

Burlington House School is owned and operated by **Cavendish Education**.

In all Burlington House School policies, the words “Burlington House School” refer to both Burlington House Bishops Avenue Campus and Burlington House Sixth Form Campus unless stated otherwise.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school’s aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that all children can achieve

While this current policy document may be referred to elsewhere in Burlington House School’s documentation, including particulars of employment, it is non-contractual.

In the school’s policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the [Education Act 1996](#), which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#), considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to ‘employees’, the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care

should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. AIMS

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place safely
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Enable pupils to develop healthy, respectful and inclusive relationships
- Support pupils to recognise healthy and unhealthy behaviours, both offline and online
- Equip pupils with the knowledge and confidence to make informed, safe and responsible decisions, and to know how and where to seek help
- Promote respect for diversity while recognising the importance of the protected characteristics under the Equality Act 2010

RSE and our school ethos

Burlington House School is a specialist school for pupils with special educational needs. Our core value, that all children can achieve, applies to RSE as fully as to any other subject. Every pupil has the right to learn what they need to know to stay safe, form healthy relationships and make informed choices, taught in a way that is accessible to them.

Our RSE is rooted in the same relational approach that underpins our Behaviour Policy. Trusted relationships between pupils and staff create the safety needed for honest conversations, and pupils learn about respect, boundaries and repair by experiencing them every day. We recognise that pupils with SEND can be more vulnerable to exploitation, abuse and bullying, and may find unwritten social rules harder to interpret. For this reason, our RSE is explicit, concrete and repeated, and it works closely with our safeguarding, pastoral and therapy teams.

3. STATUTORY REQUIREMENTS

At Burlington House School, we teach RSE as set out in this policy.

Burlington House School educates pupils in both the primary (Key Stage 2) and secondary (Key Stages 3–5) phases. For pupils in the primary phase, we must provide relationships education under section 34 of the Children and Social Work Act 2017. For pupils in the secondary phase, including the Sixth Form, we must provide relationships and sex education (RSE) under the same section.

As an independent school, we do not have to follow the National Curriculum. However, we are expected to offer all pupils a curriculum that is similar to it, including the requirement to teach science. This includes the elements of sex education contained in the science curriculum.

In teaching RSE, we are required to have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996. We follow the statutory guidance **Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, July 2025)**, which applies from 1 September 2026. As an independent school, we also meet the requirements of the Education (Independent School Standards) Regulations 2014, including Part 1, paragraph 2A (relationships and sex education).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- Keeping Children Safe in Education (current edition), which sets out the role of schools in preventative education

4. POLICY DEVELOPMENT

This policy has been localised from the Cavendish Education RSE Policy (July 2026) to reflect the updated statutory guidance, which applies from September 2026. We are committed to developing our RSE policy and curriculum in partnership with parents/carers, staff and pupils. The following consultation and development steps apply to this version:

1. **Review (September 2026):** the PSHE Lead(s) reviewed the previous RSHE policy, the Cavendish template, the July 2025 statutory guidance and our PSHE schemes of work, and mapped our curriculum against the statutory requirements.
2. **Parent/carer consultation (Autumn term 2026):** the policy and a summary of the RSE curriculum will be sent to all parents/carers, who will be invited to give feedback through an anonymous online form. Parents/carers can also ask to view teaching materials, or to discuss the policy with a PSHE Lead.
3. **Staff consultation (Autumn term 2026):** the policy and curriculum map will be shared with all staff, who will be invited to make recommendations.
4. **Pupil voice (Autumn term 2026):** pupils' views on what they want and need from RSE will be gathered through PSHE lessons and the School Council, using methods that are accessible to our pupils.
5. **Review and ratification (January 2027):** feedback will be considered, amendments made, and the updated policy approved by the Senior Leadership Team and Cavendish Education and published on the school website.

Parents/carers will also be informed in advance each year when sex education content is due to be taught, including their right to request withdrawal (see Section 10). Feedback from parents/carers, staff and pupils will be considered at each annual review.

5. DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

Relationships education (primary phase) focuses on the building blocks of positive relationships with family, friends and others, including online, and on keeping safe. It does not include sex education beyond the science curriculum and the teaching of puberty.

Relationships and sex education (secondary phase) builds on this and also covers intimate and sexual relationships, including sexual health, so that pupils can make safe and informed choices as they move into adulthood. RSE is not about the promotion of sexual activity; it is about giving pupils accurate information, the skills to keep themselves and others safe, and the confidence to seek help.

6. CURRICULUM

Our RSE curriculum is set out in Appendix 1, but we may need to adapt it as and when necessary. RSE is delivered through our PSHE programme, which BHS teaches one year behind chronological age and adapts to pupils' needs. For example, pupils in Year 8 follow the Year 7 scheme of work. The curriculum has been developed to take account of the age, developmental stage, needs and feelings of our pupils, and it will be reviewed in consultation with parents/carers, pupils and staff (see Section 4).

Because our curriculum is taught a year behind chronological age, some content from the Year 11 scheme of work is taught in the Sixth Form. In line with our PSHE Policy, we aim to cover this content for pupils in Year 11 who will not continue into our Sixth Form, through drop-down days, workshops and talks. This includes sexual health, contraception and STIs, fertility, pregnancy choices, peer-on-peer abuse, cyberflashing and upskirting. Parents/carers will be notified in advance, and the sessions will be delivered in line with this policy. Records of these sessions are kept.

Primary phase

In the primary phase, pupils are taught relationships education and, through PSHE and science, about puberty (including menstruation) and the changes that adolescence brings. We do not teach sex education in the primary phase beyond what is covered in the science curriculum.

Answering pupils' questions

If pupils ask questions outside the scope of this policy or the planned lesson, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Staff will:

- Agree clear ground rules with each class at the start of RSE (for example, no personal questions and the right to pass)
- Provide an anonymous question box, so pupils can ask questions without embarrassment
- Answer questions factually, using correct vocabulary and at a level suited to the pupil's age, developmental stage and understanding
- Where a question is not suitable for a whole-class answer, acknowledge it and follow it up individually or in a small group, informing the PSHE Lead and, where appropriate, parents/carers
- Treat any question or comment that suggests a pupil may be at risk as a safeguarding concern, and report it to the Designated Safeguarding Lead (DSL) in line with our Safeguarding Policy

We will share all curriculum materials with parents and carers upon request. We do not enter into agreements with external providers that would prevent us from sharing materials with parents.

For more information about our curriculum, see our curriculum map in Appendix 1.

7. DELIVERY OF RSE

RSE will be planned and delivered using adaptive teaching approaches to ensure it is accessible, meaningful and appropriately challenging for all pupils, including those with SEND. Teaching will take account of pupils' communication needs, developmental stage, cognitive profile, EHCP outcomes and individual learning needs. In practice, this may include:

- Visual supports, symbols, social stories, models and concrete examples
- Pre-teaching and repeating key vocabulary and concepts, and revisiting learning over time
- Explicit teaching of social rules that other pupils may learn implicitly, such as public and private, appropriate touch, boundaries and consent
- Liaison with our therapy team (for example, speech and language therapy and occupational therapy) to plan and reinforce learning

Where appropriate, pupils may receive RSE through whole-class teaching, small-group work or individual sessions to ensure learning is appropriate to their needs and developmental stage.

Staff delivering RSE will work collaboratively with safeguarding, therapy and pastoral colleagues where appropriate to ensure teaching reflects pupils' wider developmental and wellbeing needs.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, in PSHE lessons supported by drop-down days, workshops and talks. Biological aspects of RSE are taught within the science curriculum also. Other aspects, including different religious and cultural views on relationships, marriage and sexuality, may be explored in Religious & Social Studies. Online safety is reinforced through Computing, and relationships learning is reinforced through tutor time and the school's wider pastoral work.

In science, pupils learn about the human body, puberty and reproduction, in line with the National Curriculum for Science and adapted to need. At Key Stage 3 this typically includes the reproductive system, the menstrual cycle, fertilisation and foetal development, and the physical and emotional changes of adolescence. At Key Stage 4, pupils will normally follow one of the school's science pathways (single science, double science or an Entry Level science pathway). Depending on the pathway, this may include how hormonal and barrier contraception work and how sexually transmitted infections are spread. Content taught as part of the science curriculum cannot be withdrawn from.

Primary phase

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We do not teach sex education in the primary phase beyond the science curriculum. Pupils in the primary phase learn about puberty, including menstruation, as part of PSHE (health education).

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

Secondary phase

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 and media
- Being safe
- Intimate and sexual relationships, including sexual health

Sex education is introduced gradually and builds on earlier learning. Our PSHE curriculum is taught one year behind chronological age, accounting for both the importance of content and the varying needs of the pupils, and so the main sex education content is taught as follows:

- Sex education is introduced gradually and builds on earlier learning, in a way that is relevant to pupils' age, developmental stage and needs. Parents/carers will be told in advance when sex education content is due to be taught.

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

All phases

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Assessment

There is no formal examination in RSE, but we have the same high expectations of pupils' work in RSE as in other subjects. Teachers assess learning through baseline and end-of-unit activities, quizzes, workbooks, unit assessments and pupil self-evaluation. Assessment is used to identify where pupils need further support, reinforcement or intervention.

Safeguarding and confidentiality

RSE lessons may lead pupils to disclose information that raises a safeguarding concern. Staff cannot promise pupils confidentiality. Any disclosure or concern will be reported to the Designated Safeguarding Lead (DSL) or a Deputy DSL in line with our Safeguarding Policy and Keeping Children

Safe in Education. Staff will be aware of pupils for whom particular topics may be sensitive, and will plan with pastoral and safeguarding colleagues. For example, they may give advance notice of content, arrange a check-in or provide an alternative space.

Working with parents and carers

We recognise that parents/carers are the prime educators of their children about relationships, growing up and sex. We aim to work in partnership with them by informing them in advance of what will be taught and when, sharing teaching materials on request, and offering support to continue conversations at home.



8. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

Our PSHE and RSE curriculum is supported by commercially produced schemes of work, which we adapt to our pupils' needs. We aim to use reputable and well-known providers, for example the NSPCC (including the PANTS resources), CEOP/Thinkuknow, Brook and the PSHE Association, and local health services such as school nursing and sexual health teams, to complement our teaching.

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't 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.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and that the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people, including DBS checks where required
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

9. ROLES AND RESPONSIBILITIES

The Governing Body/Directors

The governing body/directors will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher has overall responsibility for RSE and is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from the non-science components of sex education within RSE (see Section 10).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of sex education within 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.

The Headteacher delegates the day-to-day leadership of RSE to the PSHE Leads:

- Colwin Bristol, Deputy Head – Prep (Key Stages 2–3)
- Stu Bridge, Assistant Head – Pastoral (Key Stage 4)
- Jonathan Brophy, Assistant Head – Pastoral (Key Stage 5)

The PSHE Leads are responsible for planning the RSE curriculum, supporting and training staff, monitoring delivery and pupil progress, and communicating with parents/carers about RSE content. They support the Headteacher in managing withdrawal requests.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10. PARENTS' RIGHT TO WITHDRAW

Primary phase

Parents/carers do not have the right to withdraw their child from relationships education. We do not teach sex education in the primary phase beyond the science curriculum. Puberty is taught as part of health education, so there is no primary sex education content to withdraw from. If this changes, parents/carers will be informed, and any request to withdraw from primary sex education will be granted.

Secondary phase

Parents/carers do not have the right to withdraw their child from relationships education, from health education (including puberty) or from the science curriculum.

Parents/carers have the right to withdraw their child from the 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. The lessons this applies to are marked in Appendix 1. The right to withdraw applies to these PSHE lessons only. Biological content on reproduction, contraception and sexually transmitted infections taught in science cannot be withdrawn from.

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/carers and take appropriate action. When a request is received, the Headteacher (or a PSHE Lead on their behalf) will:

- Acknowledge the request and invite the parents/carers to discuss it
- Offer to show them the lesson materials, and explain the content, its benefits for their child, and the possible effects of withdrawal, such as the pupil hearing inaccurate information from peers
- Agree what the pupil will do instead, and record the agreed actions on the form
- Except in exceptional circumstances, for example where there are specific safeguarding concerns or vulnerabilities, grant the request
- Place a copy of the request and the agreed actions on the pupil's educational record, and log it on the school's MIS
- Inform, on a need-to-know basis, the staff who teach the relevant lessons
- Review the arrangement each year, and, in the 3 terms before the pupil turns 16, talk with the pupil about their right to choose to receive sex education

Alternative school work will be given to pupils who are withdrawn from sex education. This will be purposeful, supervised by a member of staff, and normally related PSHE learning, such as work on healthy relationships, personal safety or wellbeing, suited to the pupil's needs.

11. TRAINING

Staff are trained on the delivery of RSE as part of their induction, and it is included in our continuing professional development calendar.

Training includes safeguarding in the context of RSE (including handling disclosures), adapting RSE for pupils with SEND, creating a safe learning environment, and updates on the statutory guidance. The PSHE Leads keep a record of RSE training and identify further training needs through monitoring.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the PSHE Leads, who report to the Headteacher, through:

- Planning and curriculum reviews
- Learning walks
- Lesson observations
- Scrutiny of PSHE workbooks and assessments
- Pupil voice
- Parent/carer feedback
- Staff feedback
- Curriculum evaluation
- Safeguarding review where relevant, including review of concerns arising from RSE

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems (see Section 7).

This policy will be reviewed annually by the PSHE Leads. At every review, the policy will be approved by the Senior Leadership Team and Cavendish Education.

13. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Personal, Social, Health and Economic (PSHE) Education Policy
- Safeguarding Policy
- Behaviour Management Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality, Diversity and Inclusion Policy
- Special Educational Needs Policy
- Safer Recruitment Policy
- Visiting Speakers Policy
- Data Protection Policy
- Curriculum Policy

14. APPROVAL & POLICY REVIEW

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Online
Effective Date	September 2026
Next Review Date	September 2027

15. REVISION HISTORY

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2026
2	Localisation for BHS, preparation for consultation	S. Bridge - Assistant Head, Pastoral	September 2026

APPENDIX 1: CURRICULUM MAP

Burlington House School teaches PSHE, including RSE, one year behind chronological age and adapts it to pupils' needs. Each year group follows the scheme of work for the year below. The order and timing of units are set by the PSHE Leads each year, and parents/carers will be told in advance when sex education content is due to be taught.

Relationships content is statutory and cannot be withdrawn from. Lessons marked ★ are sex education lessons that parents/carers may request withdrawal from (see Section 10). Science content on the same topics cannot be withdrawn from. Lessons marked (H) are health education and cannot be withdrawn from.

PRIMARY PHASE (Bishops Avenue Campus)		
Year 4/5	Relationships	Good friendship qualities; empathy and feelings; loss and grief; celebrations; expressing feelings; bullying and safe/unsafe relationships; decision making
Year 4/5	Health and Wellbeing	The right to say no; safety in everyday situations; hygiene during puberty (H)
Year 4/5	Living in the Wider World	Anti-social behaviour and the police; legal ages; community spirit
Year 6	Relationships	Family diversity; relationships and trust; safe and unsafe relationships; what is love?; peer pressure; building strong friendships; PANTS
Year 6	Health and Wellbeing	E-safety: recognising harmful content and responding safely; harassment and unwanted attention; reporting and seeking help; public health; road and water safety; puberty and menstruation (H)
Year 6	Living in the Wider World	Actions and consequences; prejudice awareness; alcohol, tobacco and medicines safety; basic first aid; video game monetisation

SECONDARY PHASE (Bishops Avenue Campus)		
Year 7	Relationships	Celebrating uniqueness; friendship qualities; power dynamics; what is consent?; bullying and the bystander; recognising coercion; understanding physical attraction; foundations of healthy relationships; loneliness
Year 7	Health and Wellbeing	Self-esteem; body image; media manipulation and AI; digital wellbeing; hormones and puberty changes (H); menstruation (H); understanding conception ★; drugs, vaccinations and first aid
Year 7	Living in the Wider World	Understanding prejudice; protected characteristics; recognising misogyny online; online safety and harmful content; harassment, coercion and violence; fraud and scams; illegal online behaviours
Year 8	Friends, Respect and Relationships	Consent and boundaries; respect and relationships; what makes a good friend; friendships and online relationships; being positive; pressure, influence and friends; what it means to be a man today

Year 8	Staying Safe Online and Offline	Staying safe online; online gaming and grooming; knife crime and safety
Year 8	Puberty and Body Development (H)	Introduction to puberty; girls' puberty and periods; boys' puberty; personal hygiene; growing up; self-esteem
Year 8	Managing Change; Money, Media and Modern Society; Law, Crime and Society	Proud to be me; transition points; advertising tricks; deepfakes; avoiding scams; building a community
Year 9	Identity, Relationships and Sex Education	Introduction to RSE; being yourself and self-love; healthy, respectful relationships; what is love?; sexual orientation; periods and the menstrual cycle (H); introduction to contraception ★
Year 9	Celebrating Differences; Staying Safe and Building Respect	Identity; multicultural Britain; kindness; stereotypes; prejudice and discrimination; banter or bullying?; respect for women and girls; why sexist jokes are wrong
Year 9	Dangerous Society; Physical Health and Mental Wellbeing	Cyberbullying; online grooming; child exploitation and online protection; positive body image; child abuse; types of bullying
Year 9	Digital Worlds and Emerging Dangers	Deepfakes and deepfake bullying; AI-generated sexual imagery; AI chatbots and emotional attachment; algorithms
Year 10	Sex, the Law and Consent	Sexual consent and the law; FGM and the law; relationships and partners; domestic abuse; why have sex? ★; delaying sexual activity ★; sexual harassment and stalking
Year 10	Contraception and STIs ★	What are STIs?; treating STIs and the clinic; contraception explored (including condoms); HIV and AIDS; HIV and AIDS prejudice and discrimination
Year 10	Equality and Diversity Explored	The Equality Act 2010; LGBTQ+ and LGBTQ+ rights; gender equality; ableism; removing barriers
Year 10	Body Confidence	Male and female anatomy (H); bullying in all its forms; media and airbrushing
Year 11	Risk, Relationships and Sex Education	Pleasure and delaying sexual activity ★; campaigning against FGM; sexting and sharing nude images; online pornography: myths vs reality; pornography and its impact; unhealthy relationships, sexual assault and rape; sexualisation of the media

Year 11	Relationships, Respect and Modern Challenges	Sextortion; virginity testing and hymenoplasty; positive male role models and incel culture; marriage, cohabitation and civil partnerships; ending relationships kindly; financial abuse and control
Year 11	Violence, Crimes and Seeking Safety; Healthy Minds, Safe Choices	Honour-based violence; forced marriage; modern slavery; keeping data safe; child sexual abuse; masculinity and misogyny
Year 11	Healthy Bodies, Healthy Futures (H)	Menstrual and gynaecological health; healthy behaviours before, during and after pregnancy
Year 11	Drop-down days, workshops and talks	Sexual health (revisiting contraception ★ and STIs ★); fertility ★; pregnancy choices; peer-on-peer abuse; cyberflashing and upskirting

SIXTH FORM (Sixth Form Campus – indicative, selected according to need)

Sixth Form	Sexual health and relationships	Importance of sexual health ★; revisiting STIs ★ and contraception ★; fertility ★; alcohol, parties and decision-making; respect, love and relationships; peer-on-peer abuse
Sixth Form	Adult health; Digital life; Justice and ethics	Teenage pregnancy choices and parenthood; recognising abuse in relationships; cyberflashing and unsolicited images; upskirting; online reputation; abortion law and ethics; sex trafficking

APPENDIX 2a: BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW (for reference)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

APPENDIX 2b: BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW (for reference)

TOPIC	PUPILS SHOULD KNOW
Families	• 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 its 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/carers 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
Respectful relationships, including friendships	• 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 relationships • 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	• 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
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, 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	• 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/CARER FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	
Date received	
Headteacher signature	
Logged on pupil record/MIS	