



Relationship, Sex and Health Education Policy

Responsible person(s): Matthew Potger, Steve Proctor, Ángela Moreno Morales (PSHE LEAD Senior & Prep)

Review Cycle: Annual

Last review date: September 2025

New review date: September 2026

Please see also:

PSHE policy

Safeguarding Policy

In all Burlington House School policies, the words “Burlington House School” refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

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

General Introduction:

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 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 that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Burlington House 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 re-publication 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.

1. Policy Introduction:

STANDARD 2

The purpose of RSHE should be to provide knowledge about loving relationships, the nature of sexuality and the process of human reproduction. At the same time it should lead to the acquisition of understanding and attitudes which prepare pupils to view relationships in a responsible and healthy manner. It should not be value free and topics covered are presented in a manner and at an age suited to the emotional and physical development of our pupils and level of understanding.

2. Objectives of RSHE education:

The objectives of RSHE are to:

- To enable pupils to understand the biological aspects of reproduction
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications
- To recognise and be able to discuss sensitive and controversial issues such as conception, virginity, birth, child-rearing, abortion, sexually transmitted diseases, gender identity and

technological developments which involve consideration of attitudes, values, beliefs and morality

- To make pupils aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety
 - To make pupils aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active
 - To recognise that parenthood is a matter of choice
 - To critically analyse moral values and explore those held by different cultures and groups
 - To understand the concept of stereotyping and to discuss issues such as sexual harassment in terms of their effects on individuals
 - To understand aspects of legislation relating to sexual behaviour, gender and equal opportunities and to make aware of the availability of statutory and voluntary organisations which offer support in human relationships.
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3. Delivery of RSHE:

RSHE at Burlington House School is taught in a cross curricular manner through the PSHE programme of study, Biology lessons and Religious Studies. Thus facilitating RSHE to be factual and to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and prepare them for opportunities, responsibilities and experiences of adult life, in accordance with the following government guidance:

[The Equality Act 2010 and schools: Departmental guidance](#)

[Statutory guidance on relationships education, relationships and sex education \(RSE\) and health education \(July 2025\).](#)

The government RSHE guidance to be implemented on 1st September 2026 can be found on the link above. Until 31st August 2026, this policy will be underpinned and informed by the current statutory guidance [here](#).

The statutory requirements of Keeping Children Safe in Education 2023, paragraphs 130-132, are accessed through the teacher training modules and non-statutory implementation guidance in: [Teaching about relationships, sex and health](#)

The diverse staffing and the variety of experience contained within the teaching staff is seen as a valuable resource for the delivery of RSHE. The school has the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas, with regular feedback provided on pupil progress. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed to provide regular feedback provided on pupil progress, and assessments are used to identify where pupils need extra support or intervention.

External specialist providers such as 'All About RSHE' and 'Stonewall' are also used to complement and augment the provision of RSHE for our pupils who are checked for suitability and appropriately supervised— see *The Safer Recruitment policy*

Whilst there is no formal examined assessment for RSHE, the school can demonstrate how teachers assess outcomes (e.g. by tests, written assignments or self evaluations). RSHE is seen as progressive in terms of language, concepts and content which increases in depth and complexity as pupil's progress through the school.

Following the National Curriculum in **Science** at KS3 the following is taught:

- The steps leading to pregnancy, including ovulation, fertilisation and implantation
- The physical and emotional changes that take place during adolescence
- The names and function of the parts of the human reproductive system
- The stages of the menstrual cycle and its role in fertility
- How the foetus develops in the uterus including the role of the placenta
- How pathogens can affect health in relation to sexually transmitted infections and how the spread can be reduced or prevented
- General description and evaluation of hormonal and barrier methods of contraception
- How sex is determined by genetics in humans
- How characteristics and genetic diseases are inherited via sexual reproduction

At KS4 most of the KS3 content is reiterated for the Single Award Science iGCSE. However the Double Award Science GCSE also goes into detail in the following three areas:

- How the sperm and egg cell are adapted for successful fertilisation
- The way in which hormones regulate the menstrual cycle and control fertility
- The use of hormones in Assisted Reproductive Technology

The **PSHE** Programme of Study covers many topics and introduces sex education in an incremental way, relevant to the pupils' own physical and emotional development, and emphasises the whole range of relationship values and issues. Delivery of RSHE in PSHE is synchronised in the schemes of work with Biology schemes of work. This is to allow pupils time to discuss issues related to their personal and social development while studying National Curriculum information in Science. For further information on PSHE, see the *PSHE policy*.

In **Religious and Social Studies** there are opportunities for debate and discussion regarding sexuality and religion. The aim of sex education in Religious Studies is to create and develop empathy and understanding of the way different religions view sex and sexuality and caters for our pupils which come from many different backgrounds.

Keeping Children Safe In Education, paragraphs 130-132, explains how schools and colleges play a crucial role in preventative education. Links include a one-stop hub for teachers and resources to help schools and colleges understand and teach about safeguarding: https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

4. Withdrawn children:

The School recognises that parents have the prime responsibility for bringing up their children and helping them to cope with the emotional and physical aspects of growing up and preparing them for the challenges and the moral and intellectual decisions to be made on reaching sexual maturity.

The school aims to work in partnership with the parents and, in accordance with [Relationships Education, Relationships and Sex Education \(RSHE\) and Health Education 2021](#) (paragraph 13), the school consults parents, through Parent Feedback questionnaires, in developing and reviewing this RSHE policy, to ensure that it meets the needs of the pupils and parents and reflects the community that the school serves. Please also refer to [guidance for schools about parental engagement](#).

Parents have the right to withdraw their child from any part of the sex education programme not covered by the Science Orders of the National Curriculum and can apply to the School Office for a sex education withdrawal form. Names of withdrawn children will be supplied to all teaching staff.