

# COGNITA



## **Alley's Regent's Park School**

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

### Contents

1	Introduction and aims .....	3
2	Statutory requirements .....	4
3	Policy development .....	4
4	Definition .....	5
5	Curriculum.....	5
6	Delivery of RSE .....	5
7	Roles and responsibilities.....	6
8	Students.....	7
9	Parents' right to withdraw .....	8
10	Training .....	9
11	Monitoring arrangements.....	9
12	Safeguarding.....	9
	Appendix 1: Curriculum Map .....	10
	Appendix 2: By the end of primary school, students should know: .....	11
	Appendix 2: By the end of secondary school, students should know:.....	13
	Appendix 3: Parent form: Withdrawal from sex education within RSE .....	16
	Appendix 4: DfE RSE Statutory Guidance Suggested Resources .....	16

### 1 Introduction and aims

Schools play a crucial role in preventative education.

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

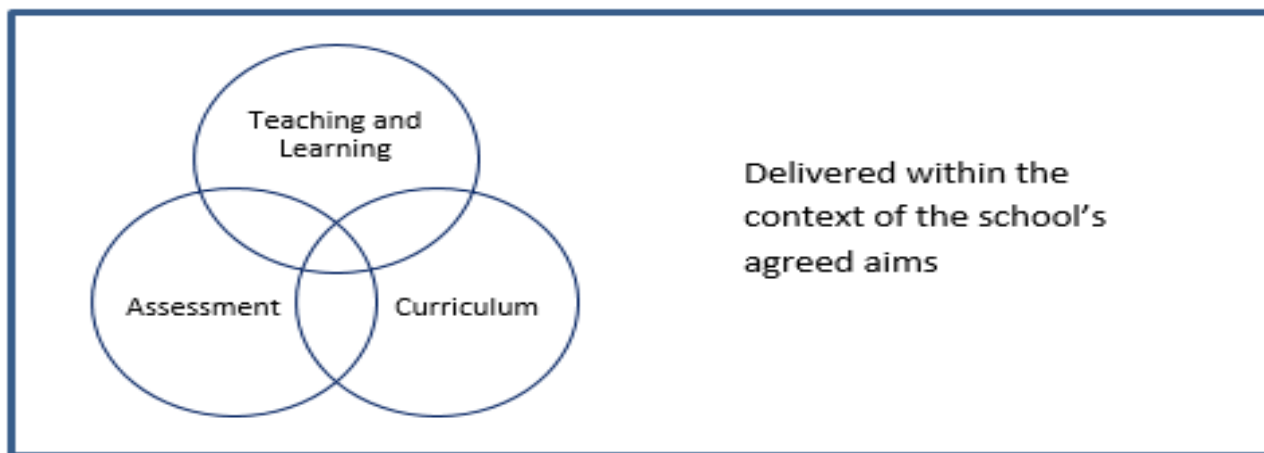
#### Scope

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

#### Purpose

The purpose of this policy is to ensure that our Relationships Education, Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims.

This policy forms part of the curriculum.



- 1.1 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- 1.2 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

#### Aims

The aims of RSE at our school are to:

- 1.3 Provide a framework in which sensitive discussions can take place.
- 1.4 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- 1.5 Help students develop feelings of self-respect, confidence and empathy.

- 1.6 Create a positive culture around sexuality and relationships.
- 1.7 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.8 Help students understand that healthy relationships are an important part of wellbeing.
- 1.10 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

## 2 Statutory requirements

Relationships education compulsory for all pupils receiving primary education, and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

The government RSHE guidance to be implemented on 1st September 2026 can be found [here](#). Until 31<sup>st</sup> August 2026, this policy will be underpinned and informed by the current 2025 guidance which can be found [here](#).

Our policy also follows the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

- 2.1 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At Alleyn's Regent's Park, we teach RSE as set out in this policy.

## 3 Policy development

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

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy. The school will show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Other steps may include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics.

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

### 4 Definition

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

### 5 Curriculum

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

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
  - ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
  - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

### 6 Delivery of RSE

### Equality

The school, in its delivery of RSHE will comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149). Topics will be taught in a way which does not discriminate against pupils or amount to harassment. Pupils will be encouraged to understand the importance of equality and respect and learn about the law relating to the protected characteristics (by the end of their secondary education). The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

### Responding to new risks or issues within the national or local context

The school will carefully sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. The school will maintain a relevant and responsive curriculum to ensure that any particular or new issues that are affecting the pupils in the school (or nationally) are addressed in a timely manner so that the children are kept as safe as possible on/offline. Where appropriate, the school will work with local partners and other bodies to understand specific local issues/risks. The school inform parents in advance of any deviation from our published RSE policy, including the reasons why they are covering this content, and will share any relevant materials with them on request in advance of the planned sessions. All teaching will be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

Our RSE is taught as part of our PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers and/or trained health professionals (the credentials of any visitor or visiting organisation, and their materials will be checked prior to booking). The school will not use resources from any individual or organisation who hold partisan views on contested topics. External providers may not include contractual restrictions preventing schools from sharing materials with parents.

The school will also use teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

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 kind relationships
- Online safety and awareness
- Being safe

Health topics will include:

- General wellbeing
- Wellbeing online
- Physical health and fitness

- Healthy eating
- Drugs, Alcohol, Tobacco and Vaping
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing bodies

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

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

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

## 7 Roles and responsibilities

### Staff & Governance

#### 7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Deon McNee. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

#### 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

#### 7.3 The Chair of Governors

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes

- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND (see below)
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### 7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

All form tutors are responsible for teaching of RSE (where form teacher is unavailable, Head of Year or SLT member of staff is in place).

## 8 Students

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

### 8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

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

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Alleyn's Regent's Park is mindful of preparing students for adulthood.

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

## 9 Parents' right to withdraw



- 9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

### 10 Training

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme. Resources from the PSHE Association and Jigsaw are utilised.
- 10.2 The Headteacher will also invite, following a due diligence and vetting process, visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### 11 Monitoring and evaluation arrangements

#### 11.1 Monitoring

The delivery of RSE is monitored by Deon McNee through: monitoring arrangements, such as work scrutiny, lesson observations learning walks, etc.

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

#### 11.3 Evaluation

The delivery of RSE is evaluated by Deon McNee and Penny Lee (DSL):

### 12 Safeguarding

RSHE discussions can lead to increased safeguarding concerns being raised by pupils. All staff must follow the Safeguarding and Child Protection Policy if they have concerns about pupil wellbeing or safety.



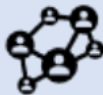
Confidentiality arrangements must be clearly explained to pupils prior to sessions.

## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

	Spring 1	Spring 2	Summer 1
	Relationship Sex and Health Education		
	Healthy Me	Changing Me	Relationships

## Relationships and Sex Education (RSE) Policy

			
<b>EYFS</b>	<ol style="list-style-type: none"> <li>1. <i>Exercising bodies</i></li> <li>2. <i>Physical activity</i></li> <li>3. <i>Healthy Food</i></li> <li>4. <i>Sleep</i></li> <li>5. <i>Keeping Clean</i></li> <li>6. <i>Safety</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Bodies</i></li> <li>2. <i>Respecting my body</i></li> <li>3. <i>Growing Up</i></li> <li>4. <i>Growth and change</i></li> <li>5. <i>Fun and fears</i></li> <li>6. <i>Celebrations</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Family life</i></li> <li>2. <i>Friendship</i></li> <li>3. <i>Breaking friendships</i></li> <li>4. <i>Falling out</i></li> <li>5. <i>Dealing with bullying</i></li> <li>6. <i>Being a good friend</i></li> </ol>
<b>KS1 (Year 1 and 2)</b>	<ol style="list-style-type: none"> <li>1. <i>Keeping myself healthy</i></li> <li>2. <i>Keeping clean</i></li> <li>3. <i>Healthy eating and nutrition</i></li> <li>4. <i>Safety with household items</i></li> <li>5. <i>Road safety</i></li> <li>6. <i>Relaxation</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Life cycles in nature (animals and humans)</i></li> <li>2. <i>Changes in me since being a baby</i></li> <li>3. <i>Differences in female and male bodies</i></li> <li>4. <i>Coping with change</i></li> <li>5. <i>Assertiveness</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Belonging to different types of families</i></li> <li>2. <i>Making friends</i></li> <li>3. <i>Physical contact boundaries</i></li> <li>4. <i>People who help us</i></li> <li>5. <i>Trust and appreciation</i></li> <li>6. <i>Being a good friend to myself</i></li> </ol>
<b>YEAR 3</b>	<p><b>1. Exercise and Fitness challenges</b> LO: To understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p><b>2. Food labelling and healthy swaps</b> LO: To know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p><b>3. Attitudes towards drugs</b> LO: To discuss my knowledge and attitude towards drugs</p> <p><b>4. Keeping safe and why it's important - online and offline scenarios</b> LO: To know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p>	<p><b>1. How babies grow</b> LO: To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p><b>2. Understanding a baby's needs</b> LO: To understand how babies grow and develop in the mother's uterus LO: To understand what a baby needs to live and grow</p> <p><b>3. Outside body changes</b> LO: To identify how boys' and girls' bodies change on the outside during this growing up process</p> <p><b>4. Inside body changes</b> LO: To identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p>	<p><b>1. Family roles and responsibilities</b> LO: To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p><b>2. Friendship and negotiation</b> LO: To identify and put into practice some of the skills of friendship e.g., taking turns, being a good listener.</p> <p><b>3. Keeping safe online and who to go to for help</b> LO: To know and use some strategies for keeping myself safe online, and who to ask for help if I am worried or concerned about anything.</p> <p><b>4. Being a global citizen</b> LO: To explain how some of the actions and work of people around the world help and influence my life</p>

## Relationships and Sex Education (RSE) Policy

	<p><b>5. Respect for myself and others</b> LO: To identify when something feels safe or unsafe and take responsibility for roles keeping myself and others safe.</p> <p><b>6. Healthy and safe choices</b> LO: To understand how complex my body is and how important it is to take care of it.</p>	<p><b>5. Family stereotypes</b> LO: To start to recognise stereotypical ideas I might have about parenting and family roles</p>	<p><b>5. Awareness of how other children have different lives</b> LO: To understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p><b>6. Expressing appreciation for family and friends</b> LO: To know how to express my appreciation to my friends and family.</p>
YEAR 4	<p><b>1. Healthier friendships</b> LO: To recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p><b>2. Group dynamics</b> LO: To understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations</p> <p><b>3. Smoking and alcohol</b> LO: understand the facts about smoking and alcohol, and its effects on health, and also some of the reasons some people start to smoke, and some people drink.</p> <p><b>4. Peer Pressure</b> LO: To recognise when people are putting me under pressure and</p> <p><b>5. Assertiveness</b> LO: To explain ways to resist this when I want</p> <p><b>6. Celebrating inner strength</b> LO: To know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p><b>1. Being unique</b> LO: To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p><b>2. Having a baby</b> LO: To correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p><b>3. Puberty</b> LO: To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>LO: To describe the difference in a boy's body changes during puberty.</p> <p><b>4. Confidence in change</b> LO: To know how the circle of change works and apply it to changes I want to make in my life</p> <p><b>5. Accepting change</b> LO: To identify changes that have been and may continue to be outside of my control, and learn to accept</p>	<p><b>1. Jealousy</b> LO: To recognise situations which can cause jealousy in relationships and suggest strategies to problem-solve when this happens</p> <p><b>2. Love and loss</b> LO: To identify someone I love and express why they are special to me</p> <p><b>3. Memories of loved ones</b> LO: To understand that we can remember people even if we no longer see them</p> <p><b>4. Getting on and falling out</b> LO: To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p><b>5. Girlfriends and boyfriends</b> LO: To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p><b>6. Showing appreciation to people and animals</b> LO: To know how to show love and appreciation to the people and animals who are special to me</p>
YEAR 5	<p><b>1. Smoking</b> LO: To know the health risks of smoking</p> <p><b>2. Alcohol</b> LO: To know the risks of misusing alcohol</p> <p><b>3. Body image</b> LO: To understand how the media, social media and celebrity culture promotes certain body types</p> <p><b>4. My relationship with food</b></p>	<p><b>1. Self-image and body image</b> LO: To be aware of my own self-image</p> <p><i>Girls and boys taught separately</i></p> <p><b>2. Puberty for Girls</b> LO: To explain how girls' bodies changes during puberty</p> <p><b>2. Puberty for boys</b> LO: To describe how boys' bodies change during puberty</p> <p><b>3. Conception</b></p>	<p><b>1. Recognising me</b> LO: To have an accurate picture of who I am</p> <p><b>2. Safety with online communities</b> LO: To recognise when an online community feels unsafe or uncomfortable</p> <p><b>3. Being in an online community</b> LO: To recognise the rights and responsibilities in an online community</p>

## Relationships and Sex Education (RSE) Policy

	<p>LO: To describe the different roles food can play in people's lives</p> <p>5. <b>'Healthy Me'</b> LO: To be motivated to keep myself healthy and happy</p> <p>6. <b>Emergency first aid</b> LO: To put into practice basic emergency aid procedures</p>	<p>LO: To understand the process that leads to conception</p> <p>4. <b>Looking ahead</b> LO: To be confident that I can cope with the changes that growing up will bring</p> <p>5. <b>'P.A.N.T.S'</b> LO: To remember to keep ourselves safe</p>	<p>4. <b>Online gaming</b> LO: To recognise when online gaming is becoming unhelpful and unsafe</p> <p>5. <b>Screen time</b> LO: To recognise when I am spending too much time using devices</p> <p>6. <b>Staying safe online</b> LO: To explain how to stay safe online</p>
YEAR 6	<p>1. <b>Taking responsibility for my health and well-being</b> LO: To take responsibility of my health</p> <p>2. <b>Drugs</b> LO: To know about the different types of drugs and their uses</p> <p>3. <b>Exploitation</b> LO: To understand that people can be exploited</p> <p>4. <b>Gangs</b> LO: To know why some people join gangs and the risks this involves</p> <p>5. <b>Emotional and mental health</b> LO: To know how to help myself feel emotionally healthy</p>	<p>1. <b>My self-image</b> LO: To be aware of my own self-image</p> <p><i>Girls and boys taught separately</i></p> <p>2. <b>Puberty</b> LO: To explain how girls' and boys' bodies change during puberty.</p> <p>3. <b>Conception to birth</b> LO: To describe how a baby develops from pregnancy</p> <p>4. <b>Boyfriends and girlfriends</b> LO: To understand how being physically attracted to someone changes the relationship</p> <p>5. <b>Real self and ideal self</b> LO: To be aware of the importance of self-esteem</p>	<p>1. <b>What is mental health?</b> LO: To know the importance of taking care of my mental health</p> <p>2. <b>My mental health</b> LO: To know how to take care of my mental health</p> <p>3. <b>Love and loss</b> LO: To recognise different stages of grief</p> <p>4. <b>Power and control</b> LO: To recognise when people are trying to gain power or control</p> <p>5. <b>Being online</b> LO: To judge whether something online is safe and helpful</p> <p>6. <b>Responsible use of technology</b> LO: To use technology positively and safely</p>
YEAR 7	<p><b>BIG QUESTION: How am I responsible for my mental and physical health?</b></p> <p>1. <b>How to deal with anxiety and stress</b> LO: To explain ways to help myself when I feel stressed</p> <p>2. <b>Managing stress</b> LO: To understand ways to keep myself well and happy</p> <p>3. <b>Healthy choices: substances</b> LO: To know about substances and the effects they have on my body</p> <p>4. <b>Healthy lifestyle</b> LO: To understand the positive impacts of a healthy lifestyle</p>	<p><b>BIG QUESTION: How do I feel about becoming an adult?</b></p> <p>1. <b>My changing body</b> LO: To understand the changes that happens during puberty</p> <p>2. <b>Having a baby</b> LO: To know the different ways people can have a baby (natural conception / IVF)</p> <p>3. <b>Types of relationships</b> LO: To identify different types of committed relationships</p> <p>4. <b>Image and self-esteem</b></p>	<p><b>BIG QUESTION: What can make a healthy or unhealthy relationship?</b></p> <p>1. <b>Positive healthy relationships</b> LO: To identify characteristics and benefits of positive relationships</p> <p>2. <b>My changing relationship</b> LO: To know how to manage changing relationships</p> <p>3. <b>Getting on and falling out</b> LO: To suggest ways to manage conflict within my friendship group</p> <p>4. <b>External factors affecting relationships</b> LO: To understand the importance of <i>discernment</i> within relationships</p>

## Relationships and Sex Education (RSE) Policy

	<p><b>5. Healthy choices: medicines and immunisation</b> LO: To recognise the role of vaccinations LO: To explain different views on vaccinations</p> <p><b>6. My personal wellbeing choices</b> LO: To express key ways to sustain my wellbeing</p>	<p>LO: To understand that the media can have an impact on a person's body image</p> <p><b>5. Changing feelings</b> LO: To understand the emotional changes of puberty</p> <p><b>Do I stay the same when things around me change?</b></p> <p><b>6. Impact of puberty</b> LO: To summarise the impact of puberty</p>	<p><b>5. Assertiveness in relationships</b> LO: To recognise when to use assertiveness in relationships LO: To understand the personal and legal consequences of sexting</p> <p><b>6. Healthy and unhealthy relationships</b> LO: To summarise behaviours and attitudes that make a positive relationship</p>
<p><b>YEAR 8</b></p>	<p><b>BIG QUESTION: Can I become more responsible for my health and happiness?</b></p> <p><b>1. Me and my health</b> LO: To describe actions to keep good physical health</p> <p><b>2. Managing stress</b> LO: To understand that health can be affected by emotions</p> <p><b>3. Healthy choices: substances</b> LO: To know the effects substances have on the body</p> <p><b>4. Substance misuse and exploitation</b> LO: I understand the laws about substance use and possession</p> <p><b>5. Healthy choices: medicines and immunisation</b> LO: To recognise the role of medicines and vaccinations LO: To explain different views on medicines and vaccinations</p> <p><b>6. Sustaining my health and happiness</b> LO: To express key ways to sustain my happiness when I face stress</p>	<p><b>BIG QUESTION: What factors can make an intimate relationship happy and healthy?</b></p> <p><b>1. Different types of relationships</b> LO: To know different types of close, intimate relationships</p> <p><b>2. What's in a relationship</b> LO: To understand the positive aspects of a romantic relationship</p> <p><b>3. Looks and smiles</b> LO: To recognise the emotions associated with attraction</p> <p><b>4. Pornography and relationships</b> LO: To recognise that pornographic images do not reflect reality</p> <p><b>5. Alcohol and risks</b> LO: To recognise behaviour changes with excessive alcohol (especially around intimate)</p>	<p><b>BIG QUESTION: Because I'm worth it...or am I?</b></p> <p><b>1. Being in control of myself</b> LO: To understand how social media can positively and negatively affect how I feel about myself</p> <p><b>2. Being in control of my relationships</b> LO: To recognise features from a positive and stable relationship</p> <p><b>3. Being in control of personal space</b> LO: To define how personal space varies across online and offline relationships</p> <p><b>4. Control and coercion in relationships</b> LO: To understand the difference between control, power balance and coercion</p> <p><b>5. Social media</b> LO: To understand how to use social media appropriately, safely, and legally</p> <p><b>6. Healthy and positive relationships</b> LO: To know the difference between a healthy positive relationship and a coercive one.</p>

### Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g., family, school and/or other sources</li> </ul>

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

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

TO BE COMPLETED BY PARENTS	
Parent signature	

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



## Relationships and Sex Education (RSE) Policy

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

<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
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Wales	Yes

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