



## **THE CRYPT SCHOOL RELATIONSHIPS and SEX EDUCATION POLICY**

**Lead Person:** Associate Member SLT – Head of Personal Development  
**SLT Member:** Deputy Head – Safeguarding, Inclusion and Wellbeing  
**Governing Body Committee:** Pupil Education & Outcomes

### **Definition of Relationships and Sex Education (RSE)**

RSE is about the emotional, social and cultural development of students, 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. RSE is not about the promotion of sexual activity.

### **1. Introduction**

As section 2.1 of the National Curriculum framework (DfE, 2013) states: ‘every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society
- prepares students at the school for the opportunities, responsibilities and experiences of later life.’

The policy exists in order to provide appropriate and accessible information so that students are able to make informed decisions and are able to express their opinions.

The School falls in line with the DfE guidance on Sexual Violence and Harassment in Schools as referenced in *Keeping Children Safe in Education* (see Safeguarding Policy).

The most effective preventative education programme will be through a whole school approach that prepares students for life in modern Britain. The school will have a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school’s behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum. The programme is developed to be age and stage of development appropriate, and may tackle such issues as:

- Healthy and respectful relationships;
- What respectful behaviour looks like;
- Gender roles, stereotyping, and equality;
- Body confidence and self-esteem;
- prejudiced behaviour;
- That misogyny, sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.
- suicide prevention.

This is delivered through planned, high-quality Relationship and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHE) programmes. RSE at The Crypt School is also delivered in line with the Safeguarding Policy.

## **2. Aims and objectives of RSE at The Crypt School**

- To enable all students to have access to information, advice and support in all matters associated with their own and others health, increasing emotional and developmental maturity and growing awareness of their own sexuality.
- To foster recognition of the fact that RSE is a crucial part of preparing children for life now, and in the future as adults and potentially as parents. Also, to acknowledge that this preparation may be a shared activity between school and home.
- To ensure students are familiar with the physiological aspects of puberty and reproduction as they mature into young adults.
- To provide knowledge about loving relationships, the nature of sexuality and processes of human reproduction.
- To lead to the acquisition of understanding and attitudes in order to enable them to view their relationships in a responsible and healthy manner.
- To present information in an objective, balanced and sensitive manner with awareness of the law on sexual behaviour.
- To encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- To emphasise the significance of a committed and stable relationship as the most secure context in which sexuality finds its expression, making RSE inclusive for LGBTQ+ [lesbian, gay, bisexual and transgender] issues.
- To develop understanding of what constitutes a 'healthy' sexual relationship including exploration of teen domestic violence, sexual exploitation/consent
- To explore the influence of technology on sexual behaviour including on-line pornography and sexting.

- To provide factual knowledge needed to support good sexual health: contraceptive choices; choices around pregnancy; information on sexually transmitted infections and how to get help from services. This is supported by a focus on consent, with emphasis on being able to actively communicate and recognise consent from others.

These aims will be achieved within Personal Development lessons, with content and delivery appropriate to the age and general development of students in the group. The Physiological aspect of RSE will be delivered in KS3 Biology lessons, with an emphasis on puberty and the reproductive cycle.

The school will endeavour to involve the use of outside agencies. All visitors who support the RSE programme will be informed of the values held within this policy.

The school counsellor and nursing system offer weekly sessions to offer advice on numerous issues including those of an RSE nature.

### Equality

The Crypt School's Equal Opportunities Policy and Public Sector Duty underpins the RSE teaching. RSE can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. We work to ensure that RSE is relevant and accessible to all students, including those with SEND, and is appropriate for all levels of understanding and maturity. RSE will be respectful of how students choose to identify themselves with regard to their emerging sexual orientation and gender identity. Furthermore 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, and 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).

### Consultation

The RSE programme has been developed in ongoing consultation with students, parents/carers and teachers. All are welcome as ongoing to contact the Senior Leadership Team to discuss what is being taught and express any concerns. Stakeholders are updated each term as to future content covered via the Headmaster's newsletter

- Topics will be repeated to enable students to build on prior learning.
- The programme will be evaluated termly by the team of teachers and by the Head of Personal Development, Deputy Head (Pastoral) and Deputy Head (Personal Development and Sixth Form)
- Any student withdrawn from RSE will be supported and given alternative work.
- Students will be aware of how to access confidential support.

### By the end of secondary school students 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 their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

#### *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 relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes misogyny, 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
- Behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Students should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
- 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
- That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others

### *Being safe*

The concepts of, and laws relating to, drugs, misogyny, 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).
- In the context of mental health and suicide prevention: looking after one's own and others' wellbeing, being worried about friendships, other relationships, and judging whether feelings or behaviour require support.
- The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
- The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty

### *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.

### **3. Organisation of the RSE programme**

The Head of Personal Development will coordinate the organisation and delivery of the programme. Personal Development teachers are all responsible for delivery of the RSE content of Personal Development lessons across all 3 Key Stages. This is supported by subject areas through their own curriculum and tutors through the tutor programme.

External agencies and visitors form a valuable part of the delivery team, complementing but never substituting for teachers. These may include the school nurse, school counsellor, family planning clinics, Samaritans, Odd Balls,, Police and occasionally theatre groups.

### **4. Parents/carers - right to withdraw**

Parents/ carers have the right to withdraw their children 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. Parents/carers will not be able to withdraw their child from relationships education in secondary school. Relationships Education is a compulsory aspect of RSE. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. The reason for withdrawal will be requested to help the School ensure that appropriate actions are in place to support the student, but parents are not obliged to provide this. A copy of withdrawal requests will be placed in the student's educational record. The Headmaster will discuss the request with parents and take appropriate action.

Parents/ carers with any questions about content or delivery of RSE at The Crypt School should contact Mrs Medcroft, Head of Personal Development directly.. **Responsibilities and procedure for monitoring**

The RSE teaching programme is reviewed regularly, based on the outcome of monitoring and evaluation carried out by each school's Head of Personal Development and a working group of staff. Monitoring may be in the form of:

- Student voice conversations and written surveys regarding the teaching content and methods;
- RSE staff voice and surveys regarding the teaching content and methods;

- Planning/training sessions between RSE staff and Head of Personal Development;
- Learning walks;
- SLT deep dive processes;
- External audits.

Student development in RSE is monitored by tutors and RSE teachers as part of our internal assessment systems and through day-to-day work by Pastoral Support Workers and pastoral teams. It may be evident through:

- Knowledge gained and the understanding of information and issues addressed in RSE;
- Evidence of students' increased sense of responsibility and respectful attitudes towards each other, as monitored by senior pastoral staff;
- A decrease in recorded instances of homophobia, bullying, prejudicial graffiti and the casual use of derogatory language, particularly with sexual or gender meanings, as monitored by senior pastoral staff.

The information above will support the Head of Personal Development, Designated Safeguarding Lead, Governors and Senior Staff in reviewing this policy. Further consultation will be carried out with staff, students and parents where necessary to ensure the effectiveness of the policy as a working document.

Controversial topics may arise which depend on the judgement of individual teachers as to whether the topics are suitable for class discussion.

A teacher approached by students for advice should, wherever possible, encourage them to seek advice from their parents/carers, and, if appropriate, from the relevant health service professional. Teachers are aware that at all times it is their professional responsibility to inform students that any information which should be passed on to others will be passed on and that confidentiality in such circumstances, cannot be kept. Any concerns must be followed up under the school's Safeguarding Policy.

The adopted policy is published on the school website. Under the 1993 Education Act all schools must provide and make available for inspection, an up-to-date policy describing the content and organisation of RSE outside National Curriculum Science. This school Governing Body is responsible for producing and maintaining written policy on RSE. The RSE policy will be reviewed every 2 years or when required due to legislative changes.

**Approved by Pupil Education & Outcomes Committee: February 2026**

**Review cycle: 2 years**

**Next Review: June 2026**

## Appendix 1

| TO BE COMPLETED BY PARENTS                                                                                                                                                                                                                         |  |            |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------|--|
| Name of child                                                                                                                                                                                                                                      |  | Form Group |  |
| Name of parent                                                                                                                                                                                                                                     |  | Date       |  |
| <p>Please indicate the reason for withdrawing from sex education within relationships and sex education. <i>(This question is optional, but your response may help the School ensure that appropriate support is in place for your child.)</i></p> |  |            |  |
|                                                                                                                                                                                                                                                    |  |            |  |
| Any other information you would like the school to consider                                                                                                                                                                                        |  |            |  |
|                                                                                                                                                                                                                                                    |  |            |  |
| Parent signature                                                                                                                                                                                                                                   |  |            |  |

**TO BE COMPLETED BY THE SCHOOL**

|                                                           |                                                                                                                                                                                                                                          |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Agreed actions from discussion with parents</b></p> | <p>Include notes from discussions with parents and agreed actions taken.<br/>Eg: Students Name: will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project</p> |
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