



**HERSCHEL GRAMMAR SCHOOL**

# **Relationships and Sex Education Policy**

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**Approved by:** **LGB**

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**\*subject to any relevant changes in legislation or other appropriate guidelines**

# Relationships and Sex Education Policy

## Relationships and Sex Education

As a secondary academy school, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

### **Policy development**

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

- Discussion about the teaching of Relationships and Sex Education (RSE) with Slough PSHCE network leads using all relevant information including national and local guidance.
- A whole school audit of current provision against new guidance, resulted in proposed curriculum changes.
- Pupil consultation: we investigated what exactly pupils want from their RSE and their views on the proposed changes to the curriculum.
- Staff consultation: all school staff were given the opportunity to look at the policy and the proposed RSE curriculum and make recommendations.
- Parent/stakeholder consultation – all parents were invited to submit comments.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

### **Definition**

Relationships and Sex Education (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.

RSE is about the emotional, social and cultural development of pupils, and involves learning about healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity.

Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

Most aspects of RSE are a statutory entitlement for young people at Key Stages 3 and 4. It is important to address relationships and sex education in this age group because they are considered to be a vulnerable age. This is further supported by the recent studies into child exploitation and teenage domestic violence.

### **Relationship and Sex Education in this school has three main elements:**

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- challenging myths, misconceptions and false assumptions about behaviour.

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

#### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

## **Aims**

Our RSE programme aims to complement the important lessons parents teach their children about healthy relationships, looking after themselves and staying safe and the importance of respect for others views, while having a right to a firmly held belief.

RSE aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It teaches what is acceptable and unacceptable behaviour in relationships.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They will learn that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

RSE, as part of the PSHCE education curriculum, is vital to the development of young people. The planned curriculum is designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

Effective RSE is a key component in our approach to safeguarding our pupils through the curriculum. Key aspects of the law relating to sex which are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

The content is designed to help pupils from all faiths and backgrounds build positive and safe relationships and to thrive in Modern Britain. Pupils are taught about the society in which they are growing up and the content is designed to foster respect for others and for their differences.

Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- management of increasing risks associated with the use of modern technology and understanding the laws associated with technology.

- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality including LGBTQI+; challenge sexism and prejudice, and promote equality and diversity.
- understand the arguments for delaying sexual activity, for abstinence and celibacy.
- understand the risks associated with having unprotected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/uninvited conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships and sexual harassment.

### **Organisation and Content of Relationship and Sex Education**

We deliver Relationship and Sex Education through our PSHCE Programme in KS3, KS4 and KS5 as well as through Science lessons at KS3 and KS4.

Throughout KS3 there are three 4-week modules of Relationship and Sex Education taught by specialist teachers. Where it is more appropriate these are taught in single sex groups. RSE lessons focus more on the emotional aspects of development and relationships, although the physical aspects of puberty are also included. In KS4 there is one 4-week module taught by specialist teachers which focus on maintaining healthy relationships, the effects of pornography, respecting diversity, strategies to challenge discrimination and forced marriage. RSE lessons in KS5 happen at various times including some lessons led by external professionals. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Faith teaching on abortion is considered in Religious Studies prior to the consideration of the topic in RSE lessons.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. Correct names for body parts and sexual acts are always strongly encouraged.

When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with

individually at another time. Assessment of knowledge is carried out in Science at appropriate times in KS3.

## **Inclusion**

Our RSE curriculum recognises that young people will bring prior learning and real-life experiences to their learning. Our curriculum respects and build on these, and recognises and respect pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

We ensure that our teaching and our curriculum comply with the relevant provisions of the Equality Act 2010, under which sexual orientation, gender reassignment, religion and belief are amongst the protected characteristics.

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, LGBTQI+ 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).

Our curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account, the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## **Roles and Responsibilities**

### **The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science components of RSE.

### **Teachers**

Teachers are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Recognising that some pupils have strongly held beliefs and values.

- Recognising that for some pupils this is a very difficult subject to engage with and respecting their right not to contribute to discussion.
- Ensuring that pupils have an understanding of protected characteristics.

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, recognising that pupils may have strongly held personal beliefs and values very different from their own.

## **Parents' right to withdraw**

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns. The resources used are also available on request. Before each module parents are informed in writing that an RSE module will be taught, giving the dates of the lessons, and the aims and objectives of the lessons together with a broad outline of the content. Parents are welcome to review any RSE resources the school uses.

Parents and carers have a right to withdraw their children from the Sex Education content up to and until 3 terms before the pupil turns 16. This does not include the content covered within the Science curriculum nor does it cover Relationships content.

Requests for withdrawal should be put in writing using the form found in Appendix 2 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 and take appropriate action.

## **Support for children who are withdrawn from the Sex education programme**

If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions they may still speak with a member of staff directly.

The school will also provide other PSHCE education work on the themes of positive social relationships and managing change. This will be completed in a supervised location in school.

If a pupil is withdrawn from the sex education content but on reaching 3 terms before their 16<sup>th</sup> birthday wishes to receive sex education the school will arrange this.

## **Training**

Staff delivering RSE are trained within the school and guided by module leaders and the

subject lead for PSHCE in consultation with SLT. Controversial topics will be covered with sensitivity and respect for all viewpoints. The programme is not aimed to tell what is right and wrong but to take into account different perspectives and provide pupils with the information to make their own decisions.

Pupils' questions will be answered by teachers honestly but not referring to personal experience. Answers will endeavour to reflect different sides of an argument if the topic is one of debate. Staff are to provide information and guidance but not instruction.

### **Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality.

In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- Safeguarding issues must be considered, and this must be referred to the Designated Safeguarding Lead who will assess risk.
- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

## Relationships and Sex Education curriculum map

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### Appendix 1: By the end of secondary school pupils should know

| TOPIC    | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families | <ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships.</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• 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.</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• The characteristics and legal status of other types of long-term relationships.</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• 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.</li></ul> |

| TOPIC                                           | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</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 people in positions of authority and due tolerance of other people's beliefs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul> |

| TOPIC            | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online and media | <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• 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.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul> |
| Being safe       | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| TOPIC                                                      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |

## Appendix 2: 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 the sex education component 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 |  |