

RSE POLICY

APPROVED BY	BWS
DATE	Oct 2025
REVIEW CYCLE	Annual
NEXT REVIEW DATE	Oct 2026
STATUS	Statutory
POLICY OWNER	Headteacher and Assistant Headteacher
GOVERNOR SUB-COMMITTEE	BWS
ASSOCIATED POLICIES	Teaching and Learning

AIMS

This policy covers our school's approach to teaching Relationships and Sex Education (RSE). This document has been produced by Mrs Whitford (Assistant Headteacher) and amended by Mr Rayner (Assistant Headteacher), in line with the new statutory guidance from the government. This policy has been developed after consultation with parents and governors and is reviewed regularly.

LEGISLATION AND STATUTORY REQUIREMENTS

We are required to teach RSE as part of statutory guidance set out by the Department of Education which states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

We define 'Relationships and Sex Education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health.

Management of policy

School: This policy is implemented and managed by the Head of PSHE (Mr James) and Assistant Head (Mr Rayner) in conjunction with the Headteacher.

Governing Body: The Governing Body has delegated the oversight, review and updating of this policy to its Behaviour, Welfare and Safety Committee. This policy will be reviewed annually.

Approval: Approved by the Behaviour, Welfare and Safety Committee of the Governing Body Oct 2025

Next review due: Oct 2026

Associated documents

Child Protection and Safeguarding Policy

Appendices

Appendix 1:

DfE statutory guidance on Relationships and Sex Education (**RSE**) and Health Education

Appendix 2 - Little Heath School PSHE Curriculum Overview document

What is the purpose of RSE?

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex. RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. 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.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead (Miss Button) and in her absence the deputy safeguarding person (Mrs Gonzalez) to ensure that this is dealt with swiftly and appropriately.

Visitors to the school who support the delivery of RSE will be accompanied by school staff at all times whilst on school site.

Inclusivity:

We ensure that our RSE curriculum is inclusive and meets the needs of our pupils, including those with special educational needs, through differentiation and ensuring that all teaching is sensitive and age appropriate in approach and content. Little Heath School also ensures RSE fosters gender equality and LGBTQ+ equality in accordance with the Equality Act, 2010 through challenging stereotypes and acknowledging LGBTQ+ relationships as well as heterosexual relationships.

What are the benefits of effective RSE?

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

How is the RSE programme delivered?

Mr James, Head of PSHE, will lead the RSE programme in collaboration with Mrs Whitford, Assistant Head. The subject will be taught through PSHE lessons in years 7-9 by a team of teachers across a range of departments, as well as through drop down days and assemblies. This will be supplemented by RSE 'Drop Down Days' (days off timetable) and external speakers in upper KS4 as well as in tutor work in years 7-13.

KS5 provision will be delivered during tutor time as well as drop down days and external speakers. All staff will teach from the same materials and receive in-house training on the different topics they cover so that pupils receive high standards of specialist teaching across the school.

High quality resources will support our RSE provision and will be regularly reviewed to ensure that the curriculum is comprehensive and up to date. We use resources from the Chameleon PSHE package, which have been adapted for our school context.

Parental right of withdrawal:

In secondary education from September 2020:

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the Head Teacher) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Appendix 1:

DfE statutory guidance on Relationships and Sex Education (RSE) and Health Education
[RSE by the end of secondary school.docx](#)

Appendix: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> · 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/carers with respect to raising of children, including the characteristics of successful parenting · How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> · 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 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	<ul style="list-style-type: none"> · 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

	<ul style="list-style-type: none"> · That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners · That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail · How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> · The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships · How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> · How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship · That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing · The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women · That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others · That they have a choice to delay sex or to enjoy intimacy without sex · The facts about the full range of contraceptive choices, efficacy and options available · The facts around pregnancy including miscarriage · That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) · How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing · About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment · How the use of alcohol and drugs can lead to risky sexual behaviour · How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 2 - Little Heath School PSHE Curriculum Overview document - [PSHE curriculum overview for policy.xlsx](#)

Further information can be found at:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

For any questions relating to this policy please contact:

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