

Relationships and Sex Education (RSE) Policy

Approved by:

Governing Body

Date: March 2025

Last reviewed on:

January 2025

Next review due by:

January 2028

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1 Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place with everyone treating each other with courtesy, tolerance and respect
- Help our young people develop a clear sense of rights and responsibilities and to reflect on their practice, knowing that all actions have consequences
- Prepare our young people for puberty, and give them an understanding of sexual development and the importance of mental, physical and emotional health, and high standards of hygiene
- Teach our young people the correct vocabulary to describe themselves and their bodies
- Help our young people develop feelings of self-worth, self-esteem, mutual respect, confidence, tolerance and empathy for themselves and others, respecting and accepting the differences between people
- Promote a healthy lifestyle- physically, mentally and emotionally
- Prepare our young people to make safe, assertive, informed and responsible choices and develop a strong moral code against prejudice and discrimination
- Encourage our young people to embrace and be proud of the multi-cultural, multi-faith nature of our community
- Provide our young people with opportunities to learn about British Values and equip students with the knowledge and skills to appreciate what it means to be a member of a diverse society and values such as respect, tolerance and equality
- To play a positive role in contributing to school life and the wider community
- To encourage our young people to openly take part in numerous class discussions and to share their honest opinions on the topics we cover without prejudice or judgement
- To teach our young people to be safe online, to develop safe and healthy relationships, both now and in their future lives, and to understand the impact on mental health
- Promote an understanding of and respect for LGBTQ+ relationships and identities, ensuring inclusivity for all students and the environment for this to be discussed with sensitivity
- Teach the importance of consent, healthy boundaries, and recognizing unhealthy or abusive relationships
- Work collaboratively with parents and carers to reinforce RSE principles and values at home.
- Develop students' ability to critically evaluate media and social media influences on relationships, body image, and self-esteem
- Ensure that RSE is accessible for all students, including those with special educational needs and disabilities (SEND), providing tailored support as required
- Prepare students to understand the legal framework around relationships, including laws related to consent, abuse, and online safety.
- Support students to demonstrate these aims 'Every Lessons, Every Day'

This policy is available on the school website or upon request.



2 Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social Work Act 2017](#). This section provides the legal foundation for the statutory requirement to teach RSE and underpins the [Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). Additionally, the [Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#), which came into force on 1 September 2020, made Relationships Education compulsory in all primary schools and RSE compulsory in all secondary schools in England. We also adhere to the [Department for Education's statutory guidance](#) issued in June 2019. This guidance outlines the required content and expectations for the delivery of RSE, ensuring that our teaching meets the statutory framework.

Furthermore, we recognize parental rights to request their child's withdrawal from some or all aspects of sex education delivered as part of statutory RSE. However, we ensure that, three terms before the child turns 16, if the child wishes to receive sex education, arrangements will be made to provide it during one of those terms.

In addition to RSE, Health Education is also statutory in all state-funded schools. This includes teaching about mental wellbeing, internet safety, physical health, and fitness, which are integrated into our curriculum to provide a holistic approach to student development.

At Carrington School, we teach RSE as set out in this policy.

3 Definition

RSE is defined as the emotional, social, and cultural development of students, which includes learning about healthy relationships, sexual health, sexuality, diversity, personal identity, and maintaining physical, mental, and emotional wellbeing. It equips students with the knowledge, skills, and values to make informed decisions about their lives, fostering respect and understanding for themselves and others.

At Carrington School, RSE involves a combination of providing accurate information and creating opportunities for students to explore issues and values. It aims to develop their ability to form healthy, respectful relationships and navigate complex social dynamics in an inclusive and safe environment.

RSE is not about the promotion of sexual activity. Instead, it focuses on teaching students about staying safe, understanding consent, and making responsible, informed choices. It is taught as part of the broader PSHE curriculum and in line with statutory requirements, ensuring inclusivity for all students, including those with special educational needs and disabilities (SEND).



4 Curriculum

Our curriculum ensures that every student is guaranteed access to the Personal Development programme, which covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, navigating online interactions safely and developing knowledge about intimate relationships).

Our wider Personal Development curriculum is set out as per Appendix 1. The section in red focus on Relationships and demonstrate where the RSE elements will be taught. It may be adapted as and when necessary but all Year Groups will have one term each focused on the delivery of the RSE elements of the curriculum. Topics covered in each year group are carefully mapped to reflect the developmental needs of students throughout their five years at Carrington School.

We developed the curriculum in consultation with parents/carers, students and staff, ensuring it is age-appropriate, inclusive and responsive to the needs and feelings of all students. We actively incorporate feedback to ensure it remains relevant and effective. If students ask questions outside the scope of this policy, staff respond in an appropriately to ensure students receive accurate, age appropriate information, minimising the risk of them seeking unreliable sources online. Any safeguarding concerns are promptly reported in accordance with the school's safeguarding procedures.

5 Delivery of RSE

RSE is delivered within the Personal Development (PD) curriculum. This is taught by Tutors during two lunchtime slot slots, each lasting 30 minutes. Biological aspects of RSE are covered within the science curriculum, while other aspects are integrated into religious education (RE) at Key Stage 3 and Philosophy and Ethics (PX) at Key Stage 4. Further opportunities for exploration and deeper thinking about these ideas are a key feature of the RSE curriculum.

RSE focuses on giving young people the information, skills and values they need to help them develop healthy, nurturing relationships of all kinds including: families; respectful relationships, including friendships; online and media influences; being safe; intimate and sexual relationships, including sexual health.

For further details about our RSE curriculum and the statutory requirements set out by the Department for Education (DfE), see Appendix 2. The Carrington School curriculum has been designed to ensure that all statutory content is covered in sufficient detail across the five years of a student's education. It is regularly reviewed to remain effective, age-appropriate, and responsive to feedback from students, parents/carers, and staff.

RSE at Carrington School is taught within the context of family life, with a strong emphasis on inclusivity. Care is taken to ensure that no child is stigmatised based on their home circumstances. Families may take many forms, including single-parent families, LGBTQI+ parents/carers, families headed by grandparents, adoptive parents/carers, foster parents/carers, or other structures. Teaching also reflects sensitively that some children may have different support structures, such as looked-after children or young carers.



We recognize the value of collaboration with external expert agencies to support and enhance our RSE programme. Carrington School maintains and seeks to extend links with relevant organisations, including but not limited to: Surrey Police, Relate, Samaritans, health service providers and reputable commercial companies.

6 Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation. The governing board will also ensure that the policy is reviewed regularly and remains compliant with statutory guidance.

6.2 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 components of RSE (see Section 8 and Appendix 3). The Headteacher is also responsible for ensuring the appropriate training and resources are provided to staff to deliver RSE effectively. Also for monitoring the implementation and impact of the RSE curriculum and addressing any issues or feedback.

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, inclusive and age-appropriate way
- Modelling positive attitudes and behaviours related to RSE
- Monitoring progress and reflecting on how students engage with topics within Core Themes (Health and Wellbeing, Relationships and Living in the Wider World)
- Responding to the diverse needs of individual students, ensuring that all students, including those with SEND, feel included
- Respecting the wishes of parents/carers regarding withdrawal requests from the non-statutory components of RSE while maintaining professional communication with families.
- Recognizing disclosures during RSE lessons and know how to respond appropriately

Staff are not permitted to opt out of teaching RSE. Staff with concerns about do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their Line Manager in the first instance. Such cases can then be escalated to the Headteacher for resolution. Regular training, both internal and external, is offered to staff through various sources throughout the year to ensure they are confident to deliver these topics effectively.

The staff responsible for teaching RSE at Carrington School include all Tutors from Year 7 to Year 11, as well as other allocated members of staff where appropriate.



6.4 Students

Students are expected to engage fully in RSE lessons, participating actively and thoughtfully in discussions and activities. To also treat others with respect, sensitivity, and empathy, especially during discussions of sensitive or personal topics. Students should also aim to contribute to creating a safe and inclusive learning environment by listening to others' viewpoints and expressing their own opinions in a constructive and respectful manner. They should feel comfortable to raise questions and concerns appropriately, seeking clarification when needed, to enhance their understanding of the topics covered. They will also be given the opportunity to reflect on the content taught and apply their learning to real-life situations, fostering healthy, safe, and respectful relationships both online and offline.

6.5 Parents/Carers

Parents/carers are encouraged to:

- Engage with the school to understand the RSE curriculum and its objectives
- Communicate openly with staff regarding any concerns or questions about the RSE programme
- Support the school in ensuring their children engage positively with the RSE curriculum

7 Parents/carers' right to withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of the non-statutory components of sex education within RSE. This right applies up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will make arrangements for them to receive it during one of those terms.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Upon receiving the request, the Headteacher or staff member that the Headteacher delegates this to, will discuss the request and clarify the content and purpose of sex education elements, explain the benefits of receiving this education and address any concerns the parents/carers may have. The Headteacher will respect the parents'/carers' final decision while ensuring all relevant processes are followed.

A copy of withdrawal requests will be placed in the student's educational record for future reference. For students who are withdrawn from sex education, alternative and meaningful work will be provided to ensure their continued personal development in other relevant areas of the curriculum.



8 Training

Staff at Carrington School are provided with comprehensive training on the delivery of RSE to ensure it is taught effectively, inclusively, and in line with statutory requirements. This includes:

Induction Training: All new staff receive training on the delivery of RSE as part of their induction programme. Staff are trained to recognize disclosures during RSE lessons and know how to respond appropriately

Ongoing Professional Development: Regular opportunities to refresh and update their knowledge during the academic year.

Specialist Input: External professionals, such as school nurses, sexual health professionals, or other relevant experts, are invited to provide training and guidance to staff on RSE topics.

Tailored Support: Staff are encouraged to speak with the Subject Leader of Personal Development/RSE or their Line Manager about any specific training needs they have regarding the teaching of RSE. Line Managers will liaise with the Subject Leader responsible for Personal Development/RSE to ensure these needs are addressed effectively.

All training offered is designed to ensure that staff are confident and equipped to deliver RSE in a sensitive, inclusive, and age-appropriate way. Also to enable them to understand the statutory framework and the expectations of the Department for Education (DfE) regarding RSE delivery. Also to develop staff awareness of how to handle challenging questions or situations sensitively, including those related to safeguarding or personal disclosures. To also ensure that staff have access to resources and guidance to support effective lesson planning and delivery.

Additionally, at Carrington School, we ensure that staff are informed about any updates or changes to RSE statutory guidance, enabling them to stay compliant and effective in their teaching practices.

19 Monitoring Arrangements

The delivery of RSE is monitored by the Subject Leader of Personal Development through a robust annual review process. This review may be conducted internally with the Teaching & Learning Team or externally through SESSET School Improvement work. This includes opportunities to observe lessons to evaluate the quality of planning, teaching and learning. Also engaging in discussions with teachers and students to gather feedback on their experiences of RSE.

Students' development in RSE is monitored by Tutors and Heads of Year as part of our internal assessment systems. RSE (as part of PD) is assessed through reflection-based activities which will aim to address misconceptions, specifically regarding complicated or sensitive topics.

Monitoring activities include observing lessons to evaluate the quality of planning, teaching, and learning. Also, engaging in discussions with subject teachers and students to gather feedback on their experiences of RSE. In addition, reviewing student work and the themes being delivered to ensure curriculum coverage and appropriateness. Learning Walks will also be conducted to assess the quality and consistency of planning and delivery across year groups. We will also



ensure regular opportunities for students to provide feedback on the content and delivery of RSE to inform future improvements.

This policy will be reviewed annually by the Subject Leader of Personal Development. At each review, the policy will be approved by the Carrington School Full Governing Board, ensuring it remains compliant with statutory requirements and responsive to the needs of students, parents/carers, and staff.



Appendix 1 KS3 curriculum map

Relationships and sex education curriculum map – please see Relationships section (colour coded in red)

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Health and Wellbeing Transition and safety Transition to secondary school; personal safety in and outside school; basic first aid	Relationships Diversity Diversity, prejudice and bullying	Health and Wellbeing Health and Puberty Healthy routines, influences on health, puberty, unwanted contact and FGM	Relationships Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Living in the Wider World Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Living in the Wider World Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Health and Wellbeing Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Relationships Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Health and Wellbeing Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Relationships Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Living in the Wider World Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Living in the Wider World Digital literacy Online safety, digital literacy, media reliability and gambling hooks
Year 9	Health and Wellbeing Healthy lifestyle Diet, exercise, lifestyle balance and health choices, first aid	Relationships Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Living in the Wider World Setting goals Learning strengths, career options and part of GCSE options process	Living in the Wider World Employability skills Employability and online presence	Health and Wellbeing Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Relationships Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography

Appendix 1 KS4 curriculum map

Relationships and sex education curriculum map – please see Relationships section (colour coded in red)

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Living in the Wider World</p> <p>Careers and Employability Careers events, volunteering, WEX, employability skills</p>	<p>Health and Wellbeing</p> <p>Mental health Mental health and ill health, stigma, safeguarding health, including periods of transition or change</p>	<p>Relationships</p> <p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Health and Wellbeing</p> <p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p>	<p>Relationships</p> <p>Addressing extremism and radicalism Communities, belonging and challenging extremism</p>	<p>Living in the Wider World</p> <p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>
Year 11	<p>Living in the Wider World</p> <p>Next steps – applications, CV writing, etc Applications processes, and skills for further education, employment and career progression</p>	<p>Living in the Wider World</p> <p>Mock Interviews, Mock Exams</p> <p>Health and Wellbeing</p> <p>Building for the future Self-efficacy, stress management, and future opportunities</p>	<p>Health and Wellbeing</p> <p>Independence Responsible health choices, and safety in independent contexts</p>	<p>Relationships</p> <p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Relationships</p> <p>Families Different families and parental responsibilities, pregnancy, marriage and changing relationships</p>	X

Appendix 2 By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships, including LGBTQ+ relationships.</p> <p>How these relationships contribute to human happiness and their importance in raising children.</p> <p>The legal status and characteristics of marriage, including legal protections unavailable in cohabiting relationships or unregistered religious ceremonies.</p> <p>Why marriage must be freely entered into and is an important relationship choice for many couples.</p> <p>The roles and responsibilities of parents/carers, including the characteristics of successful parenting.</p> <p>How to identify trustworthy individuals and sources of information, judge unsafe relationships, and seek help or advice if needed.</p>
Respectful relationships, including friendships	<p>The characteristics of positive, healthy friendships, including trust, respect, honesty, kindness, boundaries, privacy, and consent.</p> <p>Practical steps to improve or support respectful relationships in different contexts.</p> <p>How stereotypes based on sex, gender, race, religion, sexual orientation, or disability can cause harm and normalize prejudice.</p> <p>That they should treat others with respect and tolerance, and show due regard for other people's beliefs and authority figures.</p> <p>Different types of bullying, including cyberbullying, and how to seek help.</p> <p>Criminal behaviors in relationships, including violent behavior and coercive control.</p> <p>What constitutes sexual harassment and sexual violence, and why these are unacceptable.</p> <p>Legal rights and responsibilities regarding equality, including the Equality Act 2010.</p>
Online and media	<p>Their rights, responsibilities, and opportunities online, with the same expectations for behavior as in offline contexts.</p> <p>Online risks, including sharing material online, and the potential consequences of compromising personal material.</p> <p>The impact of viewing harmful content, including sexually explicit material and its effects on behavior and relationships.</p> <p>That sharing or viewing indecent images of children is a criminal offense with severe penalties.</p> <p>How information and data are generated, collected, shared, and used online.</p> <p>How to critically evaluate online content and recognize misinformation.</p>
Being safe	<p>The concepts and laws relating to sexual consent, abuse, grooming, coercion, harassment, domestic abuse, forced marriage, honour-based violence, and FGM.</p>

TOPIC	STUDENTS SHOULD KNOW
	How to communicate and recognize consent in all contexts and understand when consent can be withdrawn.
Intimate and sexual relationships, including sexual health	<p>The characteristics and positive aspects of healthy one-to-one intimate relationships, including mutual respect, consent, loyalty, and shared interests.</p> <p>How choices in sex and relationships affect all aspects of health, including mental and emotional wellbeing.</p> <p>Facts about reproductive health, fertility, and lifestyle factors that can affect fertility.</p> <p>Strategies to identify and manage sexual pressure, including resisting peer pressure.</p> <p>That students have the choice to delay sex or engage in intimacy without sex.</p> <p>Facts about contraceptive choices, pregnancy, miscarriage, and available support options.</p> <p>Information about STIs, their transmission, testing, and treatment.</p> <p>The prevalence and impact of STIs and the importance of safer sex practices, including condom use.</p> <p>How alcohol and drugs can lead to risky sexual behaviour.</p> <p>Where to access confidential sexual and reproductive health advice and treatment.</p>

Appendix 3 Parent/ Carer Form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS

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			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/ carers (including what the student will do instead)	

Appendix 4: Curriculum Intent

From September 2020, PSHE became statutory for all schools under the Children and Social Work Act (2017). This includes Relationships and Sex Education (RSE) and Health Education at Key Stage 3 and Key Stage 4. The content that we deliver is based on the Department for Education (DfE) Statutory Guidance for Relationships education, relationships and sex education (RSE) and health education in June 2019. Personal Development covers statutory Relationships and Sex Education [RSE], Personal, Social, Health and Economic [PSHE] education and Careers Education, Information Advice and Guidance [CEIAG].

Intent

At Carrington School, Personal Development education is a vital part of our curriculum. It equips our young people with the knowledge, skills, and attributes needed to manage their lives effectively now and in the future. Our PD lessons support pupils in staying healthy and safe while preparing them to thrive in all aspects of life, including education, work, and relationships.

Our Relationships and Sex Education (RSE) curriculum is designed to empower students with accurate, age-appropriate information to help them develop healthy, respectful relationships. RSE fosters understanding of healthy friendships, positive family dynamics, and successful partnerships. It covers key topics such as:

- Identifying healthy and unhealthy relationships.
- Understanding consent and resisting peer pressure.
- Recognising and managing the pressures surrounding intimacy.
- Knowing how to access support and resources when needed.

By teaching these topics, we help students identify the impact of positive relationships on mental well-being, recognise when relationships are harmful, and learn strategies for managing challenging situations.

Implementation

The Carrington School PD curriculum is based on the PSHE Association's Programme of Study, organised into three key themes:

1. **Health and Well-being**
2. **Relationships**
3. **Living in the Wider World**

Lessons are carefully planned to meet statutory requirements while reflecting the diverse needs of our school community. In particular, for Theme 3, we take pride in our students beginning their **career journey** in Year 7, building on this each year so that when they move on to greener pastures after Year 11, they will be equipped to reach for the stars with an up to date CV, knowledge of apprenticeships, college, university and a range of careers along with the skills these entail, experience filling in application forms, interview practice and work experience to name a few.

We ensure that students are exposed to a broad range of perspectives and are equipped to make informed decisions about their own lives, while respecting the beliefs and rights of others. Key areas include:

- Understanding the law relating to relationships, sex education, and online safety.



- Learning about mental health and well-being, including how to manage emotions, recognise poor mental health, and seek help when needed.
- Exploring issues such as personal safety, diversity, and equality.

We create a safe learning environment where pupils feel confident to ask questions and share experiences without fear of judgment. For students who may have experienced unsafe or unhealthy relationships, the school provides a consistent and supportive space with trusted adults available for guidance and assistance.

We enrich our PSHE curriculum by collaborating with carefully selected visitors and speakers who bring expertise and real-world perspectives. Also, a variety of teaching strategies are used, such as:

- Group discussions
- Role-playing scenarios
 - Mind-mapping
 - Quizzes
- Creative activities, including drawing and writing exercises

PSHE is integrated across the wider curriculum. For instance:

- **Science** teaches about reproduction and the effects of substances on the body.
 - **Religious Studies** explores moral and ethical issues.
 - **ICT** addresses digital literacy and online safety.
- **Physical Education** focuses on physical and emotional health.

Safeguarding, British values, and Social, Moral, Spiritual, and Cultural (SMSC) education are embedded throughout the curriculum.

Impact

Through PD education, Carrington School pupils develop the skills and understanding to become active, confident members of a diverse society. They learn to respect differences, value equality, and contribute positively to school life and the wider community.

By addressing well-being and personal development, PD supports students in achieving their academic potential and managing challenges such as anxiety or unhealthy relationships. It prepares them for the opportunities and responsibilities of adult life, enabling them to flourish both as individuals and as members of society.

