

Policy Name: , Relationships and Sex Education and Health Education Policy

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1. Introduction & Scope

1.1 This policy covers our School's approach to Relationships Education, Relationships and Sex Education (referred to as RSE throughout this policy) and Health Education, which promotes the spiritual, moral, social, emotional and cultural (SMSEC) development of young people and is firmly embedded into the School's PSHE Education, in line with the statutory RSE and Health Education guidance, which is compulsory from September 2020. It was produced by the Deputy Head (Pastoral) in consultation with the Governing Body who retain responsibility for safeguarding and welfare throughout this policy and ensuring that the students' spiritual, moral, social and cultural needs are met. This is a Senior School policy, the Junior School policy, numbered 7.3b, is a separate document.

1.2 Parents, carers and guardians will be able to access this policy on the School's intranet, Firefly, on the main School website or in hard copy form free of charge. This policy may be made available in accessible formats when requested.

1.3 The School's Relationships, Relationships and Sex, and Health Education provision dovetails into the students' respective curriculums and complements their learning and way of life within the School community.

1.4 The teaching of Relationships, Relationships and Sex, and Health Education became a statutory requirement for all schools in September 2020.

2. Whole School Values

2.1 This policy has been informed by the Quaker testimonies and our school's overarching vision to be a world-class centre of excellence and inspirational education that is as much about nurturing the spirit as it is about outstanding academic success.

2.2 The values which underpin our vision and this policy are **S**implicity; **T**ruth and Integrity; **E**quality and Community; **P**eace; and **S**ustainability (STEPS). These values will be actively embraced and promoted through our RSE programme.

2.3 The Relationships, Relationships and Sex and Health Education programme also promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Creating a Safe and Supportive Environment

3.1 In order to deliver a Relationships, Relationships and Sex, and Health Education programme which works within students' real-life experiences, we create a safe and supportive learning environment by explicitly establishing agreed ground rules of respect, openness, confidence (to share) and kindness whereby the teachers who lead the sessions facilitate a safe and supportive environment for learning. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow students to raise issues anonymously.

We aim to ensure that students know that their opinions and questions are valued and respected. The Health Centre and Rose Cottage staff support students who have worries or concerns they wish to share privately.

3.2 Where we believe that students may be vulnerable and at risk of significant harm or present a risk of significant harm to others, staff will adhere to the School's safeguarding policy and procedure which are contained in policy 2.1. Vulnerable students are closely monitored, and are risk assessed, all notes will be kept on CPOMS.

3.3 In accordance with the government's Prevent Duty, Relationships, Relationships and Sex and Health Education is one of the ways the School builds students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

3.4 The School recognises that boarders may require additional support in relation to relationships, personal boundaries, consent, digital communication, wellbeing and safeguarding. Boarding and pastoral staff work closely together to reinforce key themes from the RSE curriculum and promote a safe residential environment.

4. Equality and Diversity

4.1 The School is committed to safeguarding and promoting the welfare of students, welcoming students from all ethnic groups, backgrounds and creeds whilst balancing human rights and freedoms with the lawful needs and rules of the School community and the rights and freedoms of others.

4.2 The School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy - Students (2.11) in place. The School is aware of the sensitivities around teaching students with special educational needs, and tailors the contents of the lessons to meet the needs of all students who may be at differing developmental levels.

The School endeavours to make reasonable adjustments on a case by case basis, having evaluated the nature of the need.

4.3 We support the needs and interests of all students, irrespective of their race, religion or belief, national, ethnic or social origin, sex, sex reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs by actively exploring and celebrating peoples' differences, and ensuring the PSHE programme is in line with the school's equality and diversity policy. The delivery of Relationships, Relationships and Sex and Health Education will take into account the ability, age, readiness, and cultural background of our students and those with English as a second language to ensure that all can fully access the Relationships, Relationships and Sex and Health Education programme, and is therefore central to reducing the risk of bullying. We promote social learning and expect our students to show a high regard for others. We use our Relationships, Relationships and Sex and Health Education as a vehicle to address diversity issues and to ensure equality for all.

4.4 We seek to raise students' awareness of local, national and international political issues and views in a non-partisan way and without actively encouraging support of any particular political viewpoint in order to prevent political indoctrination. This will be done through the delivery of a balanced curriculum which promotes the respect of the rights and views of others.

4.5 We will challenge any behaviours that may lead to sexual harassment, sexual violence, misogyny, discrimination or abuse through Relationships and Sex Education, PSHE, and the School's pastoral and curriculum provision as a whole. Students will be supported to understand respectful relationships, recognise harmful behaviours and gender stereotypes, and contribute positively to a culture in which all members of the School community feel safe, valued and respected.

5. Aims and Objectives

5.1 Our Relationships, Relationships and Sex and Health Education provision is embedded into our PSHE programme, which is a values driven programme which aims to provide students with the knowledge, values and skills they need for spiritual, moral, social, emotional and cultural development. This links to our wider curriculum and whole school values (STEPS).

6. Intended Outcomes

6.1 The aim of Relationships, Relationships and Sex and Health Education is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable 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.

In the Senior School, RSE also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This will help students 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, students can be empowered to identify when relationships are unhealthy. Students are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. Effective RSE does not encourage early sexual experimentation. Students are taught to understand human sexuality and to respect themselves and others. It enables students to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

In the Senior School, students will be taught factual and age-appropriate information about biological sex, sexual orientation, gender reassignment as a protected characteristic under the Equality Act 2010, and the relevant legal, safeguarding and wellbeing issues affecting young people. Teaching will be delivered in an age-appropriate, inclusive and respectful manner. All students should feel that the content is relevant to them and their developing understanding of relationships and identity.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that students are clear on their rights and responsibilities as citizens.

Students at Sidcot School should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to

sex, which should be 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.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, is also addressed within the RSE programme, which includes the physical and emotional damage caused by female genital mutilation (FGM). As well as addressing this in the context of the law, students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

Relationships, Relationships and Sex, and Health Education at Sidcot is also closely linked to internet safety education. Students will learn how to recognise risks, harmful content and harmful contact, and how and to whom to report concerns. Relationships, Sex and Health Education at Sidcot is closely linked to the School's online safety education programme.

The RSE programme also supports students in understanding and challenging misogyny, harmful gender stereotypes, sexual harassment and violence against women and girls. Students are encouraged to recognise inappropriate behaviours, understand the impact these behaviours can have on individuals and communities, and develop the confidence to seek support, report concerns and act safely as active bystanders where appropriate.

6.2 The learning outcomes of our programme will be that the students will:

- learn to respect themselves and others;
- develop the skills and knowledge to live confident, healthy and independent lives;
- build upon prior skills and knowledge;
- develop the confidence to ask questions, challenge information and express their views and opinions;
- be able to form and maintain healthy and respectful relationships, communicate and work with others;
- understand how relationships may affect mental and physical health
- understand they have a right to feel valued and respected and be able to identify the characteristics of healthy relationships and to identify what respectful behaviour looks like;
- learn and understand physical development at appropriate stages;
- understand human sexuality, reproduction, sexual health, emotions and relationships and contraception;
- and will have access to information about contraception, local and national health advice/services;
- learn the reasons for delaying sexual activity and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy;
- respect others irrespective of their race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs;
- be able to identify gender roles, stereotyping, prejudice behaviour and equality;
- understand that sexual violence and sexual harassment is always wrong;

- be provided with the opportunity to make real decisions and understand students should take responsibility for their decisions and actions and contribute to the lives of others;
- have the skills to develop as an independent and emotionally resilient individual;
- understand the value of stable and loving relationships;
- understand consent and learn skills and techniques to communicate consent clearly
- explore, consider and understand moral dilemmas with an appreciation of the consequences of choices and develop critical thinking as part of decision- making;
- understand and promote, where possible, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- learn to recognise and avoid exploitation and abuse;
- learn of the legal consequences of consensual and non-consensual self-generated intimate images and/or videos, including those generated using AI, e.g. deepfakes.
- have a strong moral sense of what is right and wrong (and consequently what is contrary to the law of England);
- understand the impact of misogyny, harmful gender stereotypes, sexual harassment and violence against women and girls, and recognise how respectful behaviour and positive relationships contribute to a safe and inclusive community;
- any cultures of sexual harassment will be addressed.

7. Key Principles and Teaching Methodology

7.1 PSHE is delivered in both the Junior and Senior schools in a discrete lesson on a weekly basis through a range of teaching methods, including group work, discussions and debates, student-led projects and presentations and guest speakers. Relationships, Relationships and Sex, and Health Education is embedded into the School's PSHE education programme. We will ensure learning 'starts from where the students are' by establishing prior knowledge at the beginning of each topic. The teacher/ facilitator will ensure that sessions, including those on risky behaviours, remain positive in tone whilst being reminded of the support available for those who may seek further support or advice. We will ensure cross-curricular learning by encouraging students to recognise any links with other subjects or activities within School. Relationships, Relationships and Sex, and Health Education delivered in PHSE builds on the 12 points found at Appendix 1. In the Senior School, Relationships and Sex Education takes place across all Senior forms (Third Form to Sixth Form) in Autumn Term 2. Health Education takes place in Spring Term 1 and Summer Term 1 (Appendix 2).

8. Responsibility for Teaching Relationships, Relationships and Sex, and Health Education

8.1 In the Senior School each year group's PSHE programme is produced, reviewed and coordinated by the respective Head of Year and PSHE Lead, under the supervision of the Deputy Head (Pastoral) and delivered by tutors to their tutor groups. Our on-site Health Centre staff (qualified and practising nurses) may also contribute to the delivery of Relationships, Relationships and Sex, and Health Education by offering individual support and guidance. Heads of Year may organise guest speakers or workshops to enhance the programme on offer. The PSHE programme has been aligned so that the whole Senior School deliver the same themes at specific times throughout the year (Appendix 2). This aids the use of in-house knowledge and specialism within our staff, as well as create opportunity of peer teaching between the older and the younger year groups. The overall PSHE programme is overseen by the Deputy Head (Pastoral) and PSHE Lead.

8.2 Sexual reproduction is covered in the following ways as part of the science curriculum:

- Year 7 study the reproductive system in the first part of the Autumn term. They cover: adolescence, reproductive systems, fertilisation and implantation, development of foetus, menstrual cycle.
- Following this, Year 11 study puberty and the menstrual cycle, contraceptives and fertility in second half of Autumn Term.

8.3 Staff Training

To ensure high-quality, consistent delivery of Relationships and Sex Education and Health Education, all staff involved in teaching PSHE receive regular training appropriate to their role. This includes guidance on safeguarding, handling sensitive or controversial issues, creating inclusive learning environments, and using age-appropriate language. Staff are also supported in understanding current legislation and statutory guidance, including issues related to consent, gender identity, sexual orientation, and online safety. Training is reviewed annually and updated in response to changes in policy, student needs, or developments in best practice. Staff are encouraged to seek advice from the PSHE Lead or Deputy Head (Pastoral) if they have questions about content or delivery.

9. How we Assess Learning and Progress

9.1 We assess students' learning and progression through a range of assessment for learning techniques. End of topic summative assessments may include the production of posters, in-class presentations and student led assemblies.

10. How Parents and Carers are Involved

10.1 Parents and carers are recognised as the primary educators for children in many aspects of Relationships, Sex, and Health Education (RSHE). At Sidcot, our intention is to complement, reinforce, and build upon the learning that takes place at home. We are committed to working in partnership with parents and carers, who may request to review any resources used in RSE lessons by contacting the school.

Each term, parents are invited to attend a series of pastoral talks and workshops (called *Let's Talk*), often led by external experts. These sessions aim to:

- Align PSHE and RSE content with conversations taking place at home.
- Provide a non-judgemental space for parents to ask questions.
- Strengthen collaboration between parents and the school in addressing pastoral issues.

Parents have the statutory right to request that their child be withdrawn from some or all of the sex education delivered as part of RSE, with the exception of the content that forms part of the National Curriculum for Science. Such requests must be made in writing to the Head, who will consult with the Pastoral Team and discuss the implications with the parent/carer. After discussion, except in exceptional circumstances, the school will respect the parent's request until three terms before the child turns 16, at which point the child may choose to receive sex education if they wish.

The school holds an annual consultation with parents and carers to review and provide feedback on the RSE programme, ensuring it continues to reflect the needs of the school community.

11. Guest Speakers

11.1 Year Heads may organise guest speakers to deliver a talk, presentation or workshop session as part of their PSHE education programme to enhance the delivery of PSHE. Staff who organise guest speakers must complete a risk assessment for visiting speakers and follow the School's safeguarding and child protection procedure for visitors (policies 2.1 and 3.5) in order to assess and limit the risk of harm or radicalisation of students in accordance with the Prevent Duty.

12. Legal Framework

12.1 This policy has been written taking into account the following statutory (mandatory), and non-statutory guidance:

- Equality Act 2010
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (DfE, 2025)
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (2023)
- Education (Independent School Standards) Regulations 2014
- Independent School Standards Guidance (DfE, 2026)
- National Minimum Standards for Boarding Schools (2022, as updated)
- Prevent Duty Guidance
- Counter-Terrorism and Security Act 2015

13. Links to Other School Policies

This policy supports/compliments the following policies:

2.1 Safeguarding and Child Protection
2.11 Equal Opportunities - Students
3.5 Procedure for Visitors
4.1 Medical Policy
4.2 Supporting Students with Medical Conditions, Disability and SEN
4.4 Mental Health and Wellbeing
5.1 Behaviour and Discipline
5.4 Anti-bullying
5.6 Smoking, Drugs & Alcohol
7.1 Personal, Social, Health and Economics Education Policy (PHSE).
8.1a Health and Safety
8.8 Risk Assessment Policy
12.1 Digital Safety

14. Document Review

This policy will be reviewed annually by the Deputy Head (Pastoral) and PSHE Lead.

15. Document Change History- document changes since policy redrafted

Date of change	Detail of significant changes and any new legislation/guidance taken into account
7.7.2016	Redraft of policy
	Review by Assistant Head (Pastoral Care and Wellbeing) Paragraph 8 – reference to alignment of programmes Paragraph 10 – inclusion of reference to the "Let's talk" programme
01.12.2018	Reviewed in the light of the 2017 DFE Policy Statement on RSE and PHSE References to RSE amended to RSE Paragraph 8.2 – included information from science curriculum
26.09.2019	Review by Assistant Head (Pastoral Care and Wellbeing) Changes made in light of the February 2019 Draft Statutory Guidance on Relationships education, Relationships and Sex Education and Health Education References amended to reflect change of terminology Changes made to reflect difference of curriculum in Junior and Senior School Section 4 – information for SEN students added Section 6 - Additional information about the intended outcomes to reflect Draft Statutory Guidance Section 10 – information about working together with parents added, as well as parental right to withdraw their child from Sex Education.
10.11.2020	Review by Assistant Head (Pastoral Care and Wellbeing) Minor changes made to bring in line with current practice and statutory guidance Mention of Covid-19 restrictions and Let's Talk events at the school.
01.10.2021	Reviewed References to Junior School removed as there is now a separate Junior School policy 7.1b Removed reference to Assistant Head Pastoral, no longer in post Format change to bring in line with other Sidcot policies
01.05.2023	Reviewed by PSHE Lead
1 September 2024	Reviewed by PSHE Lead
1 September 2025	Reviewed by PSHE Lead. Inserted paragraph 8.3 about staff training Included further information about the right to withdraw from RSE curriculum as per DfE guidance. Referenced annual consultation for parents
10 June 2026	Reviewed by PSHE Lead. Updated legal references in line with current statutory guidance. Added boarding-specific reference to support National Minimum Standards. Strengthened safeguarding content relating to misogyny, harmful gender stereotypes, violence against women and girls, and active bystander approaches.

	Updated terminology relating to biological sex, sexual orientation and gender reassignment.
	The word ‘Gender’ replaced by the word ‘sex’. In accordance with the FWS ruling in the Supreme Court in paragraph 4.3


Our school is committed to relationships and sex education, which:
1.
Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
2.
Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
3.
Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4.
Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
5.
Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6.
Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7.
Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
8.
Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
9.
Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
10.
Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
11.
Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
12.
Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change
Notes
These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2019, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science* (*which is taught in maintained schools) includes some elements of sex education.
NSPCC
The Children's Society
Believe in children
Barnardo's
ncb
SEX EDUCATION FORUM

Appendix 1

Appendix 2

Sidcot PSHE Overview 2024-25

Sidcot PSHE Overview 2024-25

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Third (Y7)	**Starting Secondary School** Making friends Bullying	**Diversity** Rights and Responsibilities	**Developing Skills and Aspirations** Careers Teamwork	**Relationship and Sex Education** Romance and friendships	**Drugs and Alcohol** Smoking, cannabis and alcohol Peer pressure	**Quaker Values** Beliefs and values in action
Lower Fourth (Y8)	**Relationships and Building Character** Banter and offensive language Addictive behaviours	**Relationships and Puberty** Different types of relationships Sexual orientation Grooming	**Making Wise Choices Online** Gaming Fake news	**Staying Healthy – Mind and Body** Self-esteem Bullying Accessing support	**Study Skills and Ethical Debates** First Aid Tolerance and discrimination	**Global Issues and Careers** Inequality Pollution War
Upper Fourth (Y9)	**Peer Influences** Drugs and alcohol Content that incites hatred	**Future Choices and Digital Literacy** GCSE Options talk Online bullying and abuse	**Relationships and Sex** Sexual consent and the law Contraception, STIs and pregnancy	**Addictive Behaviour** Legal highs Gambling Smoking	**Democracy and Diversity** Multiculturalism Human rights Politics	**Ethical Dilemmas** The death penalty Euthanasia
Lower Fifth (Y10)	**Media Literacy** Fake news Personal data Screen time Sexting	**Positive Relationships** Forming relationships Online relationships Parenthood	**Mental Health and Wellbeing** Teenage brain Reframing negative thinking	**Managing Personal Finances** Financial risk Taxation Careers choices	**Work Experience** Letter writing Job applications CVs	**Substance Misuse** Drugs Alcohol Spiking
Upper Fifth (Y11)	**Digital Life Skills** Digital footprint Plagiarism Algorithms	**Relationships and Sex Education** Pornography Abortion Rape	**Wellbeing Life Skills** Sleep Stress Happiness Cancer	**Money Life Skills** Mortgages Insurance Debt Budgeting	**Study Skills** Revision techniques	**Revision**
Lower Sixth (Y12)	**Study Skills** Adapting to Sixth Form Taking notes Skim reading	**Relationship and Sex Education** UniFrog registration Sexual ethics Contraception Breakups	**Wellbeing and Online Awareness** Sleep Fitness Online presence	**Careers** UniFrog Options Apprenticeships UCAS	**Smoking, Drugs and Alcohol** Talk to Frank Addiction	**UCAS and Higher Education** Finding courses Personal statements Register for UCAS
Upper Sixth (Y13)	**UCAS and Higher Education** Complete applications Personal statements	**Relationship and Sex Education** LGBTQIA+ Sexual health clinics	**Wellbeing and Online Awareness** Work-life balance Being savvy online	**Life Skills** Sign up to vote Renting Budgeting The law	**Academic Monitoring** Support during exam season	