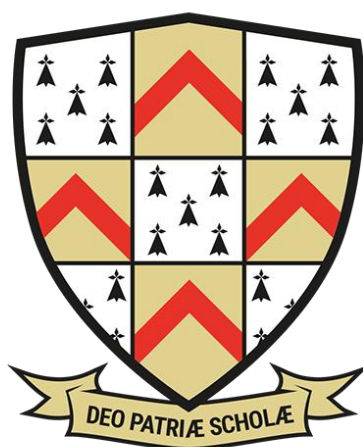


Relationships and Sex Education Policy (from 2025)

King Edward VI School Lichfield



KING EDWARD VI
SCHOOL LICHFIELD

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1. Aims

We want everyone in school to develop to their full potential; it is our job to ensure that students leave us as confident, life-long learners who have a strong sense of responsibility for themselves and for others.

We are a learning community with a positive, inclusive and friendly environment where we take the time to get to know our students so we can support their learning and their personal development. We seek to develop a strong partnership between students, parents and the school to enable this to take place. We encourage all stakeholders to involve themselves in the wider life of the school and its community.

Our overriding aim is to provide the highest quality education for all students. Our commitment is to help each young person to make the most of their abilities, building their character and developing their life skills. Students are challenged to do their best and are supported to ensure that they make good progress. In return we expect a commitment to high standards of effort and behaviour.

We wish to ensure that students receive appropriate care and support at school.

No matter a pupil's gender identity, sexual orientation or background, we will aim to support them and help them to develop their understanding of all RSE themes.

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

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

In teaching RSE, we must have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). Appendix 1 outlines what secondary pupils should know.

3. Policy development

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

1. Review – a working group collated all relevant information including relevant national and local guidance.
2. The first draft of the policy was shared with SLT (through an SLT meeting) 2018.
3. Pupil consultation – what pupils want from their RSE was investigated through anonymous questionnaires sent to students, starting with years 7, 9 and 12. This process is repeated annually.
4. Parent/stakeholder information – year 7 parents and guardians were given information through year 7 induction and all parents given access to the RSE policy via the school website. This process is repeated annually.
5. Staff information – staff were given the opportunity to look at the policy via briefing notes and make recommendations. Staff are consulted annually on the content of the RSE curriculum.
6. The penultimate draft of the policy was shared with SLT (through an SLT meeting) 2019.
7. Ratification – once amendments were made, the policy was shared with governors and ratified.
8. Policy reviewed May 2021 by RSE Lead
9. Policy reviewed May 2023 by RSE Lead
10. Policy reviewed May 2025 by RSE Lead and Head of PSHE

4. Definition

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Sex Education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

Relationships education is learning about the physical, social, legal, and emotional aspects of human relationships, including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

5. Curriculum

Our curriculum is shared on the school website 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught through the tutor programme and curriculum enhancement days and forms part of the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies. A number of other departments complement the RSE curriculum in variety of year groups with additional content (Appendix 1).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and developing a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

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

For more information about our RSE curriculum, see Appendix 1

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, LGBT 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).

6.1 RSE and SEND

All children should be able to access RSE to develop as a young person. Students with SEND may have greater difficulty accessing the RSE curriculum, due to the nature of some SEND conditions (social, emotional and mental health needs or learning difficulties). To help all children gain skills and knowledge associated with RSE, including those with SEND access:

- Good practice for all is good practice for SEND - ensure all topics and resources are age appropriate and clearly explain all concepts.
- Never assume current levels of knowledge; RSE lessons should start with checking current knowledge.
- To improve understanding of the needs of all students, student voice is conducted annually and includes students with SEND to investigate what works well (and what doesn't) in teaching RSE and what knowledge is most needed.

7. Roles and responsibilities

7.1 The Governing Board

The governing board has delegated the approval of this policy to student/staff welfare committee. The governing board will hold the headteacher to account for the implementation of this policy.

7.2 The Head Teacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 The RSE Lead Teacher

The RSE Lead (with the support of the PSHE lead) is responsible for overseeing the delivery of RSE, through monitoring lessons and identifying and supporting the training needs of staff.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the RSE Lead Teacher or Head of PSHE.

A list of staff responsible for delivering RSE can be found in Appendix 2.

7.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing 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.

The Headteacher may delegate discussions with parents to the Lead Teacher for RSE.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Where possible the lead teacher for RSE will undertake appropriate training. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar and specifically as part of PSHE planning and preparation meetings.

Visitors from outside the school may provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the lead teacher for RSE through:

- Feedback from teaching staff regarding effectiveness of resources.
- Learning walks (when possible and appropriate).
- Pupils' development in RSE will be monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the lead teacher(s) for RSE annually and amendments made if necessary. At every review, the policy will be approved by the headteacher, if significant changes are made the student/staff welfare committee of the governing board will approve the changes

Appendix 1: Curriculum Map

DfE Guidance: Families	PSHE Curriculum	Other Subjects
That there are different types of committed, stable relationships.	Y7	GCSE Health and Social Care Y10 Religious Studies
How these relationships might contribute to human happiness and their importance for bringing up children	Y11	GCSE Health and Social Care Y10 Religious Studies
What marriage is, including its 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	Y7	Y10 Religious Studies
Why marriage is an important relationship choice for many couples and why it must be freely entered into	Y7	Y10 Religious Studies
The characteristics and legal status of other types of long-term relationships	Y7	Y10 Religious Studies
The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	Y7	Y10 Religious Studies
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)	Y10	GCSE Health and Social Care
How to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)	Y9	GCSE Health and Social Care
How to seek help or advice, including reporting concerns about others, if needed	Y10	GCSE Health and Social Care
DfE Guidance: Respectful relationships, including friendships		
The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship	Y7, Y8, Y9, Y10, Y11	Y10 Religious Studies
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Y7, Y8, Y9, Y11	

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)	Y7	Y10 Religious Studies GCSE Business
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	Y7	
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Y7	
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Y10, Y11	NCFE Child Development
What constitutes sexual harassment and sexual violence and why these are always unacceptable	Y10, Y11	
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	Y7	NCFE Child Development GCSE Business Y9 History
DfE Guidance: Being Safe		
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	Y9, Y10	Y10 Religious Studies
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)	Y9, Y10, Y11	
DfE Guidance: Intimate and sexual relationships, including sexual health		
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	Y9, Y10, Y11	Y10 Religious Studies
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	Y9, Y11	
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women	Y11	Y7 Science GCSE Biology

That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	Y9, Y10, Y11	
That they have a choice to delay sex or to enjoy intimacy without sex	Y10	Y10 Religious Studies
The facts about the full range of contraceptive choices, efficacy and options available	Y9	Y7 Science GCSE Biology
The facts around pregnancy including miscarriage	Y11	
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)	Y11	
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	Y9, Y11	Y7 Science GCSE Biology
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Y9	Y7 Science
How the use of alcohol and drugs can lead to risky sexual behaviour	Y9, Y10	GCSE Health and Social Care
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	Y9, Y10, Y11	

Appendix 2: Staff with responsibility for teaching RSE

Miss R Baggott	Head of PSHE
Mrs K Riley	Lead teacher RSE
Mr J Noakes	Lead Teacher for Learning Technologies and Online Safety.
All staff with responsibility for a Form group deliver RSE through timetabled PSHE time.	