



Relationships and Sex Education Policy

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Vision Statement

Believe Strive Succeed

Our vision is to provide an outstanding, inclusive and aspirational education for local children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness, spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success.

1 Corinthians 12:12 'the body is one and has many members, and all the members of the body, though many, are one body'

1. Introduction

This policy covers our school's approach to the delivery of Relationships and Sex Education. It was produced by the Deputy Headteacher through consultation with parents and Governors. The policy will be available to all stakeholders via the school's website and a paper based copy will be provided upon request.

Bishop Stopford's School believes that Relationships and Sex Education (RSE under latest DFE guidelines) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society and is an integral part of the PSHE/Citizenship programme.

Also in line with DFE guidance, Bishop Stopford's School also believes that we should ensure RSE educates pupils about the world in which they are growing up and is inclusive to all pupils, whatever their developing sexuality or identity, bearing in mind the age, development and religious backgrounds of our pupils.

We are also committed to increasing the knowledge of our pupils about safer sex and sexual health, ensuring our pupils are equipped to make safe, informed and healthy choices as they progress through adult life. We seek to deliver this in a non-judgemental and factual way allowing scope for pupils to ask questions in a safe environment.

Teaching about mental wellbeing is central to RSE and the curriculum will give pupils the knowledge and capability to take care of themselves and receive support if problems arise.

The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.

The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to persuade students in need of support to come forward. As a Church of England school, we may teach our distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious.

2. Aim of this Relationships and Sex Education Policy

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

Policy links

This policy works alongside and supports the following policies:

1. The Behaviour Policy
2. Health and Safety Policy
3. Anti-Bullying Policy
4. Child Protection and Safeguarding Policy

3. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Bishop Stopford's school, we teach RSE as set out in this policy.

4. What is Relationships and Sex Education?

RSE is learning and guidance that gives pupils the information pupils need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable pupils 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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is.

This in turn 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.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a nonjudgemental, factual way and allow scope for young people to ask questions in a safe environment.

Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner.

Pupils should know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, and harassment and will endeavour to give information and guidance on safeguarding themes such as child sexual exploitation (CSE), upskirting, female genital mutilation (FGM), forced marriage, and rape.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Pupils should also be encouraged 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.

Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Bishop Stopford's School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect in compliance with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. We do consider it appropriate to teach our pupils about LGBT at a timely point as part of the PSHCE curriculum.

4. How is Sex and Relationships Education delivered?

RSE is not an isolated subject: it permeates the whole school curriculum, the ethos of the school, the pastoral system and is informed by the role models given by teachers. Opportunities should be used as they occur for answering pupils' questions and exploring issues as they arise.

The main vehicle for delivering RSE will be PSHCE lessons and the PSHE Co-ordinator will lead on the overall planning, implementation and review of the programme.

I. How is it taught?

Relationship Sex and Health Education is delivered as part of the PSHCE curriculum at KS3 (Year 7-9), KS4 (Year 10-11) and KS5 (Year 12 & 13). Elements of Relationships Sex and Health Education are also covered through other areas of our school curriculum such as Science, Religious education, English and Drama.

II. Who teaches it

We ensure that the Relationship Sex and Health Education themes are age appropriate, and meets the needs of our students. The PSHCE team of teachers plan and deliver the RSHE content. Where RSHE topics are particularly specialised, the school works in partnership with local external organisations to deliver the content for KS4.

III. Training

Teaching staff are trained on the delivery of RSE as part of their induction and continuing professional development. This training will occur yearly. The school also arranges for external experts to provide support and training to staff teaching RSE and/or to deliver some areas of RSE themselves.

IV. Other issues

Bishop Stopford's recognises the need to begin with pupils' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers:

- Establish ground rules with pupils
- Emphasise the importance of mutual respect
- Ensuring appropriate materials and images are used
- Require no open personal disclosures in a class setting
- Encourage reflection

The school also draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve pupils and help them to personalise information. This also increases the likelihood of the learning being relevant and effective. The school includes activities where pupils' can practise and develop confidence in using communication, negotiation and decision making skills. Pupils are consulted about issues they wish to explore, how they wish to work together, how well lessons are going and what changes need to be made.

The school recognises that some aspects of RSE are a whole school concern and that some aspects can be covered by subject teachers across the curriculum. However, there are aspects which are taught separately in PSHCE, including those specifically relating to sexual matters such as contraception and STIs. Not all teachers are best suited to teach some of these. Therefore, some RSE topics may be delivered by outside agencies who are particularly trained and confident in teaching this subject (e.g. Sex FM). **(For a more detailed explanation of curriculum content please see Appendix One below)**

5. Equality

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equality Duty (2014): Staff must not unlawfully discriminate against students or allow them to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics). The delivery of the content of RSE will be made accessible to all students, including those with SEND.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give students a sense of responsibility, alongside the staff, to keep our school a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

6. Procedure for Monitoring and Evaluating

The policy and teaching programme will be reviewed every 12 months, based on the outcome of monitoring and evaluation. Senior staff will take a key role in monitoring the progress of the policy and the delivery of the new curriculum. Evaluation will include:

- Learning Walks and Lesson Observations to ensure quality of delivery and learning by pupils
- Pupils' responses to teaching content and methods
- Teachers' responses to teaching content and methods
- Evidence of pupils' increased self-responsibility and respectful attitudes to RSE
- Decrease in recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with sexual or gender meanings

7. Right of withdrawal

Sex and relationships education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that parents and carers have the right to request that their child be withdrawn from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix of this policy and addressed to the headteacher.

Before granting any such request the school will endeavour to discuss the request with parents and carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The benefits of receiving this important education and any detrimental effects that withdrawal might have on the child will always be put forward to those wishing to withdraw but the right to do so will always be respected.

The school will respect the parents and carers' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from the non-statutory/non-science aspect of sex education.

Appendix 1: RSE topics taught at Bishop Stopford School PSHE – Curriculum Overview (RSE)

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	Managing change Transition to secondary school including metacognition and self regulation	Dangerous Society-Offline: County lines, substance misuse. Grooming	Cre8tive Careers: Understanding the workplace, jobs and opportunities, Equality Act in the workplace, Exploring Enterprise & Employability Skills	Setting Goals: Learning strengths and goal setting as part of the GCSE courses.	Setting Goals: Learning strengths, career options and goal setting as part of the GCSE examinations.	Unifrog: Goal Setting Learning strengths, career options and goal setting as part of the transition into Sixth Form.	Unifrog: Goal Setting Learning strengths, career options and goal setting as part of their University/work life.
Autumn 2	Building Relationships: Friendships, positive and negative influences. Online relationships. Consent and Boundaries. Consent and Boundaries.	Dangerous Society-Online: Communicating online, managing risks and impact on health.	Setting Goals: Learning strengths, career options and goal setting as part of the GCSE options process	Adult Health & Looking After Yourself: Organ and blood donation, teenage pregnancy choices and cancer.	Unifrog - Revision - Using Time Effectively: Time management, revision methods: Trigger Words, Memory Journey, Mind Mapping	Unifrog - Work Experience: CVs and Cover Letters, key competencies to different careers	Unifrog -Respectful Relationships: Importance of building relationships, first dates and how to approach, online dating. Managing toxic friendships.
Spring 1	Staying Safe On & Offline: Avoiding gangs and criminal behaviour, staying safe online, risks of online gaming, alcohol, smoking and addiction.	Proud To Be Me: Careers and Aspirations. Importance of happiness and self-esteem.	Essential Life Skills: Finance, enterprise and employment.	Mental health and Wellbeing: Screen time, child sexual abuse, promoting emotional wellbeing.	Sexual Health: Importance of sexual health and impacts on later life	Unifrog: Respectful Relationships: Importance of building relationships, first dates and how to approach, online dating. Managing toxic friendships.	Unifrog - Life skills: speaking or presenting, teamwork, what makes a great leader, Independence
Spring 2	Celebrating Differences: Exploring Britain as multicultural, breaking down stereotypes, prejudice and discrimination.	Physical & Mental Health Wellbeing: Health and wellbeing. Body image and bullying.	Body Confidence: Changes in selfesteem, HBT-Bullying and dealing with media.	Exploring Relationships Pleasure and delaying sex, sexting and nudes, pornography and unhealthy relationships.	Staying Safe: Festivals and nitrous oxide and substance abuse. Cosmetic and aesthetic procedures.	Unifrog- Wellbeing and Mental Health: analyse triggers to intense feelings, explore the difference between healthy and unhealthy coping strategies.	Unifrog - Revision:- Using Time Effectively: Time management, revision methods: Trigger Words, Memory Journey, Mind Mapping

Summer 1	<p>Health & Puberty: What happens when boys and girls reach puberty, personal hygiene including teeth.</p> <p>Assertiveness and consent.</p>	<p>Identity, Relationships & Sex Ed. Positive social interactions, online and in person. Social media and sharing images Awareness of unacceptable sexualised behaviour and sexual harassment</p>	<p>Sex, The Law & Consent Sexual consent, FGM and the Law, delaying sex. Relationships.</p>	<p>Rights & Responsibilities: Using apps, targeted advertising.</p>		<p>Unifrog - Physical health: Benefits of physical activity and exercise for physical and mental health and well-being, responsibility for their own physical health, including accessing health services, and self-examination</p>
Summer 2	<p>Developing Skills & Aspirations: Careers, teamwork, and enterprise skills, and raising aspirations</p>	<p>Equality & Diversity Explored All forms including: racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia</p>	<p>Contraception & STIs Treating STIs, contraception, sexual harassment.</p>	<p>Violence, crimes (drugs) and seeking safety: Online gambling, causes of knife crime and modern day slavery.</p>		<p>Unifrog - Financial Choices: how to read a UK payslip, as well as about salary deductions, budgeting, saving, and debt</p>

Covered in RE through theme A: Relationships and family issues

- Legal status of marriage/ civil partnership/cohabiting couples
- Legal status of long term relationships
- The facts about a full range of contraceptives available
- Choice to delay sex or intimacy

Appendix Two - Parent form: withdrawal from sex education within RSE

Parent form: withdrawal from sex education within RSE

To be completed by parents/carers			
Name of Child		Form	
Name of Parent/Carer		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			

Appendix 3 : 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

<p>Respectful relationships, including friendships</p>	<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
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<p>Online and media</p>	<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 · 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
<p>Being safe</p>	<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)