

## Relationships & Sex Education Policy

<b>Date of Policy Issue</b>	May 2025
<b>Date of Policy Review</b>	May 2026
<b>Name of Responsible Manager/Headteacher</b>	Deputy Headteacher
<b>Governors' Sub-Committee</b>	Welfare & Guidance
<b>Statutory/Non-statutory</b>	Statutory
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### 1. Rationale

- 1.1 At Toynbee we believe that a knowledge and understanding of Relationships and Sex Education is an important element of the secondary school curriculum and a basic requirement for pupil development towards maturity and adulthood. We recognise the need for pupils to be exposed to topics that will support them in making informed decisions.
- 1.2 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools. This outlined by the Department for Education in the following document:

*Department for Education, RSE and Health Education, Statutory Guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-and-health-education-guidance)*

### 2. Definition

- 2.1 The Department for Education define that Relationships and Sex Education (RSE) should be age appropriate, and should build on knowledge and life skills over time in a way that prepares pupils for issues they will soon face and will likely focus on the following areas:
  - 2.1.1 Different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships.

- 2.1.2 How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- 2.1.3 How relationships may affect health and wellbeing, including mental health.
- 2.1.4 Healthy relationships and safety online.
- 2.1.5 Factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

Department for Education, Policy Statement: [Department for Education - \(publishing.service.gov.uk\)](https://www.gov.uk/government/policies/relationships-and-sex-education)

### **3. Aims**

- 3.1 The aims of Relationships and Sex Education (RSE) at Toynbee School are to:
  - 3.1.1 Provide a framework in which sensitive discussions can take place.
  - 3.1.2 Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
  - 3.1.3 Help pupils develop feelings of self-respect, confidence and empathy.
  - 3.1.4 Create a positive culture around issues of sexuality and relationships.
  - 3.1.5 Teach pupils the correct vocabulary to describe themselves and their bodies.
  - 3.1.6 Encourage pupils to be able to make informed choices.
  - 3.1.7 Ensure that RSE is not about the promotion of sexual activity.

This level of aspiration and success is only achievable when young people feel safe, confident and have a sense of belonging and these are things we work constantly to nurture and encourage.

### **4. Curriculum**

- 4.1 The Department for Education has outlined the RSE content that must be covered in secondary schools. This can be found in Appendix 1.
- 4.2 The Toynbee School RSE curriculum is set out as in Appendix 2. The curriculum will be dynamic and will respond to pastoral requirements and contextual safeguarding needs within year groups, as well as trends within the local community that may need addressing. The Head of Personal Development (Curriculum) will meet regularly with each Guidance Manager to ensure that year group specific issues are covered as they arise.

### **5. Delivery of RSE**

- 5.1 RSE will be taught as part of the Personal Development curriculum. Biological aspects of RSE are taught within the Science curriculum. Other aspects of the Personal Development curriculum are delivered in Religious Studies (Appendix 2). There may be occasions when specific topics are taught in one off sessions.

5.2 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

5.2.1 Families, their make-up, diversity and importance.

5.2.2 Respectful relationships, including friendships.

5.2.3 Online and media, to ensure pupils are safe online and know about reporting unwanted content.

5.2.4 Being safe, both physically and emotionally.

5.2.5 Intimate and sexual relationships, including sexual health.

5.2.6 Consent, knowing the laws and being confident to say **NO**.

5.3 Pupils will be taught about the context of family, taking care to ensure that there is no stigmatisation of children based on their home circumstances (for example: families can include single parent families, LGBTQ+ 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).

#### 5.4 External Services

At Toynbee, we recognise the importance of supporting our pupils in matters relating to sexual health and well-being. We are committed to ensuring that our pupils have access to practical support and resources that enable them to make informed decisions and lead healthy lives. As part of this commitment, we actively collaborate with local sexual health services to provide comprehensive support to our pupils.

5.4.1 We establish and maintain strong partnerships with local sexual health services, including but not limited to clinics, counsellors, and support organisations.

5.4.2 We work closely with these services to ensure that our pupils have access to accurate information, advice, and guidance on sexual health matters.

5.4.3 We promote a culture of open communication and collaboration between our staff, pupils, and local sexual health services to facilitate seamless support and referral processes.

5.4.4 We facilitate access to sexual health services for our pupils by providing information on available resources, services, and support networks.

5.4.5 We ensure that our pupils are aware of their rights and options regarding sexual health services and support, including confidentiality and consent.

5.4.6 We encourage our pupils to seek help and support when needed and provide a safe and non-judgmental environment for discussions around sexual health matters.

5.4.7 We prioritise the confidentiality and privacy of our pupils when accessing sexual health services and support.

- 5.4.8 We adhere to all relevant data protection regulations and guidelines to safeguard the personal information of our pupils.
- 5.4.9 We ensure that all staff members involved in supporting pupils with sexual health matters are trained in maintaining confidentiality and respecting privacy.
- 5.4.10 We regularly review and evaluate our collaborative working arrangements with local sexual health services to ensure that they meet the needs of our pupils effectively.

## **6. Roles and Responsibilities**

### **6.1 The Governing Body:**

The Governing Body will approve the RSE Policy and hold the Headteacher to account for the implementation of the policy. The Governing Body will also review the policy annually via the Welfare and Guidance sub-committee.

### **6.2 Headteacher:**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and ensuring that any changes to the RSE Policy are presented to governors for ratification.

### **6.3 Senior Leadership Team (SLT):**

The Senior Leadership Team will manage requests to withdraw pupils from the non-statutory/non science components of RSE and will ensure the Headteacher is informed.

### **6.4 Head of Personal Development:**

6.4.1 The Head of Personal Development is responsible for the oversight and resourcing of the RSE curriculum. The Head of Personal Development should ensure that they are monitoring the quality and intent of the work.

6.4.2 The Head of Personal Development is responsible for ensuring that the delivery of the content is accessible to all pupils, including those with special educational needs or disabilities (SEND)

### **6.5 RSE Teaching and Support Staff:**

Staff involved in the teaching or supporting of RSE lessons are responsible for:

6.5.1 Delivering RSE in a sensitive way.

6.5.2 Modelling positive attitudes to RSE.

6.5.3 Monitoring pupils' understanding of the work.

6.5.4 Responding to the needs of individual pupils, as necessary.

6.5.5 Ensuring content of lessons is accessible to all students, including those with special needs or disabilities (SEND).

6.5.6 Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE by referring them to the SLT.

### **6.6 Pupils:**

Pupils will be expected to engage fully in RSE lessons. When discussing issues related to RSE, they should treat others with respect and sensitivity. RSE is a core part of Personal Development lessons.

## **7. Parents'/ Carers' right to withdraw:**

- 7.1 Parents/Carers have the right to withdraw their children from the non-statutory/non-science 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.
- 7.2 Requests for withdrawal should be put in writing or via email to [admin@toynbee.hants.sch.uk](mailto:admin@toynbee.hants.sch.uk) FAO: Head of Personal Development stating the reasons for withdrawal.
- 7.3 A copy of withdrawal request will be placed on the pupil's educational record. Member of SLT with responsibility for Personal Development will discuss the request with parents/carers and take appropriate action.
- 7.4 Alternative work will be provided to pupils who are withdrawn from the non-statutory/non-science components of sex education.

## **8. Training**

- 8.1 Teaching staff will be given training on the delivery of RSE as part of their continuing professional development.
- 8.2 The Head of Personal Development will ensure that all teaching staff have access to up to date information and good practice to enable them to deliver effective RSE lessons.
- 8.3 The Head of Personal Development will ensure they are a member of the PSHE Association and work with the updates which are regularly sent out.
- 8.4 The Head of Personal Development will ensure that external visitors are invited into school where appropriate to both train staff and deliver content.

## **9. Monitoring**

- 9.1 The RSE policy will be monitored and reviewed annually by Governors at the Welfare and Guidance Sub Committee & ratified by the Governing Body at Full Board.
- 9.2 The Head of Personal Development in conjunction with SLT link will conduct a regular (at least annual) review of the curriculum. The review will include an update on any relevant contextual safeguarding information that is suitable for delivery as part of the RSE curriculum.
- 9.3 The teaching of RSE will be monitored by the Head of Personal Development via observation of lessons, departmental meetings and pupil feedback.
- 9.4 Pupils will be monitored by class teachers. Pupils will be asked to give their feedback for curriculum development.
- 9.5 All staff will refer any safeguarding incidents that arise from teaching RSE to the DSLs in line with the Toynbee Safeguarding and Child Protection policies.

- 9.6 The Head of Personal Development will meet regularly with Guidance Managers to discuss specific issues within their year groups relating to RSE and topics within the Personal Development curriculum.
- 9.7 The RSE Policy will be updated when issues arise that are identified within the school and the local community or as directed by the DFE or HCC.

### **Linked Policies:**

- Anti-Bullying Policy
- Assemblies
- Child Protection Policy
- Curriculum Policy
- E Safety Policy
- Safeguarding Policy

### **Appendices to this document are:**

- Appendix 1** DFE Statutory Guidance: Relationship and Sex Education: Secondary: What Pupils should know, p27: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory Guidance, 2019](#)
- Appendix 2** Toynbee School RSE Curriculum

## Appendix 1:

**DFE Statutory Guidance: Relationship and Sex Education: Secondary: What Pupils should know: Page 27-30** [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory Guidance, 2019](#)

### **Families:**

Pupils should know:

- that there are different types of committed, stable relationships (RS and Personal Development).
- 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 with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### **Respectful relationships, including friendships**

Pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

## **Online and media**

Pupils should know:

- 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.

## **Being safe**

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).



## **Intimate and Sexual relationships, including sexual health**

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## **The Law**

Pupils should know:

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions in the following topics:

- marriage and civil partnerships
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting',

youth-produced sexual imagery, nudes, etc.)

- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## Appendix 2:

## Toynbee School RSE Curriculum

Year Group	Topic	Subject	Date taught	RSE Thread
7	Healthy Relationships	Personal Development	Spring	<ul style="list-style-type: none"> <li>• Puberty</li> <li>• Menstrual Wellbeing</li> <li>• Healthy Relationships</li> <li>• Managing Conflict</li> <li>• Introduction to Consent</li> </ul>
8	Healthy Relationships	Personal Development	Spring	<ul style="list-style-type: none"> <li>• Relationship Values</li> <li>• Influences in Relationships</li> <li>• Sexual Orientation and Gender Identity</li> <li>• Consent – Avoiding Assumptions</li> <li>• Technology &amp; Relationships</li> </ul>
9	Healthy Relationships	Personal Development	Spring	<ul style="list-style-type: none"> <li>• Respectful relationships – behaviours</li> <li>• Capacity to consent</li> <li>• Managing the ending of relationships</li> <li>• Pressure, persuasion and coercion</li> <li>• The impact of pornography</li> </ul>
10	Healthy Relationships	Personal Development	Autumn	<ul style="list-style-type: none"> <li>• Role of Intimacy and Pleasure</li> <li>• Sexual Health</li> <li>• Contraception</li> <li>• Managing Conflict in Relationships</li> <li>• Addressing Relationship Abuse</li> </ul>

11	Healthy Relationships	Personal Development	Spring	<ul style="list-style-type: none"> <li>• Family conflict</li> <li>• Long term commitments</li> <li>• Fertility and Routes to Parenthood</li> <li>• Pregnancy Outcomes</li> <li>• Pregnancy Choices: Abortion</li> </ul>
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