

Relationships & Sex Education Policy

Name of Unit/Premises/Centre/School	The Toynbee School
Date of Policy Issue	May 2026
Date of Policy Review	May 2027
Name of Responsible Manager/Headteacher	Deputy Headteacher
Governors' Sub-Committee	Welfare & Guidance
Statutory/Non-statutory	Statutory
Published to Website (Internal/External)	External

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 As a maintained secondary school, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#). In teaching RSE, we must have regard to the DfE guidance [Relationships and sex education \(RSE\) and health education - GOV.UK](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

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.
 - 2.1.6 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
 - 2.1.7 RSE involves a combination of sharing information and exploring issues and values.
 - 2.1.8 RSE is not about the promotion of sexual activity.

Department for Education, Policy Statement: [Department for Education - \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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.
- 4.3 We will share all curriculum materials with parents and carers on the website through Topic Summaries and Knowledge Maps. In addition to the published material, written communication is sent to all parents prior to teaching RSE topics to build a joint partnership and encourage open communication.
- 4.4 RSE compliments several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff in each curriculum subject. The cross-curricular links are set out in Appendix 3.
- 4.5 Teachers will make sure that pupils understand the importance of equality and respect and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.
- 4.6 Throughout each year group we will use appropriate material to assist learning, such as:
 - Diagrams
 - Videos
 - Books
 - Games
 - Discussions and practical activities
- 4.7 Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.
- 4.8 The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.
- 4.9 The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

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 and Computer Science (Appendix 3). 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 Marriage, including forced marriage and civil partnerships

5.2.2 Consent, including the age of consent

5.2.3 Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty

5.2.3 Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour

5.2.4 Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion

5.2.5 Pornography

5.2.6 Abortion

5.2.7 The protected characteristics

5.2.8 The age of criminal responsibility

For more information about the DfE requirement for RSE and our RSE curriculum, see Appendices 1 and 2.

5.2.9 We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

5.2.10 Across our school we will also be mindful of the law and legal requirements taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

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).

6. Inclusivity

6.1 We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

6.2 During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages
- All teachers offer the “right to pass” in sharing personal information and reading sensitive material out loud

6.3 We will also make sure that pupils learn about these topics in an environment that’s appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

7. 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. Appendix 4 outlines the GIO Condom Scheme Policy that Hampshire schools have signed up to.

- 7.1 We establish and maintain strong partnerships with local sexual health services, including but not limited to clinics, counsellors, and support organisations.
- 7.2 We work closely with these services to ensure that our pupils have access to accurate information, advice, and guidance on sexual health matters.
- 7.3 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.
- 7.4 We facilitate access to sexual health services for our pupils by providing information on available resources, services, and support networks.
- 7.5 We ensure that our pupils are aware of their rights and options regarding sexual health services and support, including confidentiality and consent.
- 7.6 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.
- 7.7 We prioritise the confidentiality and privacy of our pupils when accessing sexual health services and support.

- 7.8 We adhere to all relevant data protection regulations and guidelines to safeguard the personal information of our pupils.
- 7.9 We ensure that all staff members involved in supporting pupils with sexual health matters are trained in maintaining confidentiality and respecting privacy.
- 7.10 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.
- 7.11 We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

8. Roles and Responsibilities

8.1 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.

8.2 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.

8.3 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.

8.4 Head of Personal Development:

8.4.1 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.

8.4.2 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)

8.5 RSE Teaching and Support Staff:

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

- 8.5.1 Delivering RSE in a sensitive way.
- 8.5.2 Modelling positive attitudes to RSE.
- 8.5.3 Monitoring pupils' understanding of the work.

- 8.5.4 Responding to the needs of individual pupils, as necessary.
- 8.5.5 Ensuring content of lessons is accessible to all students, including those with special needs or disabilities (SEND).
- 8.5.6 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.
- 8.5.7 Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- 8.5.8 Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

8.6 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.

9. Parents'/ Carers' right to withdraw:

- 9.1 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.
- 9.2 Requests for withdrawal should be put in writing or via email to admin@toynbee.hants.sch.uk FAO: Head of Personal Development stating the reasons for withdrawal.
- 9.3 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.
- 9.4 Alternative work will be provided to pupils who are withdrawn from the non-statutory/non-science components of sex education.

10. Training

- 10.1 Teaching staff will be given training on the delivery of RSE as part of their continuing professional development.
- 10.2 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.
- 10.3 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.
- 10.3 The Head of Personal Development will ensure that external visitors are invited into school where appropriate to both train staff and deliver content.

11. Monitoring

- 11.1 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.
- 11.2 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.
- 11.3 The teaching of RSE will be monitored by the Head of Personal Development via observation of lessons, departmental meetings and pupil feedback.
- 11.4 Pupils will be monitored by class teachers. Pupils will be asked to give their feedback for curriculum development.
- 11.5 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.
- 11.6 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.
- 11.7 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
- Child Protection Policy
- Curriculum Policy
- Online 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** Road Map of Curriculum
- Appendix 3** Cross Curricular RSE Mapping
- Appendix 4** Get it on (GIO) Condom Scheme

Appendix 1:

DFE Statutory Guidance: Relationship and Sex Education: Secondary: What Pupils should know: Page 13-31

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Topic	Content
Families	That there are different types of committed, stable relationships How these relationships might contribute to wellbeing, and their importance for bringing up children Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children That forced marriage and marriage before the age of 18 are illegal How families and relationships change over time, including through birth, death, separation and new relationships. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal

	The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others What tolerance requires, including the importance of tolerance of other people's beliefs The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others
--	--

	How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	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 they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them

	That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it How information and data is generated, collected, shared and used online That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent

	That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage
--	--

	Female genital mutilation (FGM), virginity testing and hymenoplasty That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual health	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent 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 That some sexual behaviours can be harmful The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making

	That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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) About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment How the use of alcohol and drugs can lead people to take risks in their sexual behaviour How and where to seek support for concerns around sexual relationships including sexual violence or harms How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment
--	--