# Relationships and Sex Education (RSE) Policy

Reviewed: October 2026
Next Review: By end of Autumn Term, 2027
Committee: Inclusion

## 1. The scope of RSE

- Relationships and Sex Education (RSE) is compulsory in secondary schools. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership 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 is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not healthy 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.
- Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
- Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly.
- Internet safety and harms should also be addressed.

## 2. The law on RSE

- From September 2026, it will be mandatory for all schools to follow the updated DfE Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, July 2025), made under sections 34 and 35 of the Children and Social Work Act 2017. Schools can adopt this early from Sept 2025. This guidance makes RSE and Health Education compulsory for all secondary students.
- The previous statutory guidance - The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.
- As stated in our British Values and Community Cohesion Policy, the school recognises its responsibilities under the Equality Act 2010 (and the Equalities Act and Schools Guidance 2010), and are opposed to direct or indirect discrimination on the basis of:
    - Gender Reassignment/Identity
    - Sex
    - Sexual Orientation/Identity
    - Marriage and Civil Partnership
    - Pregnancy and Maternity
    - Disability
    - Religion or belief
    - Age
    - Race
    - HIV/AIDS Status

- RSE sits within out wider Kvutzah (PSHCE) programme and our whole school approach to supporting students' overall personal development, including their relationships, behaviour and overall safety, health and wellbeing. Within this context, it is important to read this RSE policy with the following related school policies:
    - Anti Bullying
    - British Values & Community Cohesion
    - Careers Education & Guidance
    - Child on Child Abuse Policy
    - Drug Education
    - Equality
    - Healthy Eating and Kashrut
    - Mental Health and Emotional Wellbeing
    - Safeguarding
    - SEND

**3. Confidentiality**

- The classroom is never a confidential place to talk, and that remains true in RSE. Students must be reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement.
- Any visitor to the classroom is bound by the school's policy on confidentiality, regardless of whether they have – or their organisation has – a different policy. It is vital to make sure visitors are aware of this, and to make sure there are enough opportunities for students to access confidential support after the lesson if they need it.
- The school will ensure that staff understand that they cannot promise absolute confidentiality if approached by a student for help.
- Staff will work within the school's confidentiality policy and safeguarding procedures for recording and reporting disclosures and the nature of access to this information.

**4. The JCoSS ethos and its impact on RSE**

- The school's approach to RSE consists of:
    - The taught National Curriculum Science Programme of Study.
    - RSE modules within each Key Stage delivered within a planned Kvutzah (PSHCE) programme.
    - Pastoral support for students who experience difficulties.
- Our approach to RSE will take account of:
    - Gender/Sex: All students will be taught together for RSE, if deemed appropriate by the leadership of the school. We shall also be proactive in combating sexism, sexist bullying, gender stereotyping and transphobic bullying.
    - Sexual Orientation: Our approach to RSE will be fully inclusive and refer to all types of relationships. We shall also be proactive in combatting homophobic and biphobic bullying.

**5. The Curriculum Outline**

- The content covered in Kvutzah (PSHCE) will include*:
    - *Year 7: Puberty, personal hygiene, menstruation, relationships, families, bullying, consent, gender stereotypes and healthy relationships.*
    - *Year 8: Consent, domestic abuse, sexual images, pornography, body image and HPV.*
    - *Year 9: Relationships and marriage, forced marriage, LGBT+ language, HBT bullying, Child on Child abuse, toxic behaviour, STIs, contraception, sexual health, reproductive health, gynaecological health and masturbation.*
    - *Year 10: Consent, communication, healthy behaviours, abuse, sexting, online safety, pregnancy, fertility, reporting and disclosure.*
    - *Year 11: Gender, STIs, contraception, pregnancy, sexual harassment, sexual violence, upskirting, stalking, FGM, virginity testing and pornography.*
    - *Years 12-13: Sexual health, STIs, contraception, LGBT+ inclusion, healthy relationships, consent, sexual violence, pornography, self-examination.*

- *Please note that this list of content is constantly being updated considering new statutory changes and in response to the needs of our students.

**6. Who is responsible for the various aspects of RSE?**

- The main RSE programme will be delivered through Kvutzah (PSHCE lessons). In addition, certain biological aspects are delivered through Science lessons and other aspects of RSE arise in Jewish Education lessons.
- The RSE programme will be delivered as part of the school's approach to Kvutzah (PSHCE) under the direction of the Head of Kvutzah (PSHCE), in conjunction with the Deputy Headteacher – Pastoral.
- This policy has been written by the Head of Kvutzah (PSHCE) and reviewed by the Deputy Headteacher – Pastoral. Parents have been consulted and given the opportunity to provide feedback. It has been approved by the Inclusion Committee (part of the Governing Body).
- A team of dedicated teachers deliver fortnightly Kvutzah (PSHCE) lessons to KS3 and KS4. To maintain the high quality, effective delivery of our programme, we provide a range of CPD opportunities for our staff to develop the high level of knowledge, skills and confidence needed to teach PSHE effectively, particularly the more complex, sensitive and challenging areas.
- KS5 Kvutzah (PSHCE) is delivered fortnightly by form tutors in conjunction with relevant specialist organisations.
- Additional RSE/Kvutzah (PSHCE) takes place outside of regular timetabled lessons, often delivered by relevant specialist organisations.
- We work with a range of external organisations to enhance the delivery of Kvutzah (PSHCE), in order to bring in specialist knowledge and different ways of engaging our young people. Our partnership approach ensures that the activities and resources used by external organisations are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our safeguarding policies to ensure any safeguarding issues that arise are dealt with in line with school policy and procedure.

**7. Engaging with parents/carers**

- Every academic year, parents/carers are invited to read our RSE policy. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we establish open and transparent engagement, keeping all parents/carers fully informed of the content and delivery of our PSHE curriculum.
- We take every opportunity to inform and involve parents/carers, providing transparency of the content and delivery of our relationships, sex and health education, in the following ways:
  - By making our commitment clear in school documentation and curriculum guides.
  - By sending an annual letter to parents in the lead up to RSE delivery to inform them of the content, invite feedback and have conversations to alleviate concerns. It is also made clear about their parental right to withdraw their child from non-statutory lesson(s).
  - By responding to parents openly if they request lesson resources. Parents should request this directly with the Head of Kvutzah (PSHCE).

**8. Right to be withdrawn from sex education**

- Parents have the right to withdraw their child from some or all of sex education delivered as part of statutory RSE, but not from those lessons which fall under the statutory science, relationships or health education curriculum. Before granting any such request, parents and, as appropriate, the child should discuss the request with the Headteacher to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The topics related to sex education include:
  - Contraception (KS3 only)
  - STIs
  - Sexual consent (non-safeguarding related content)
  - Pregnancy and pregnancy choices
- Before granting any such request, parents and, as appropriate, the child should discuss the request with the Headteacher to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

- The discussion with the parent and the child will involve the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.
- Alternative work will be given to students who are withdrawn from sex education. Even when a child has been withdrawn from sex education, if the child should ask questions at other times, these questions will be answered sensitively by staff. We need to be mindful that young people who don't have their questions answered may look to other sources for information, such as other students, the internet or social media, which might provide inaccurate information.
- The parental right to withdraw your child applies up until three terms before your child turns 16. After that point, if the young person wishes to receive sex education rather than be withdrawn, they have the statutory right to request to do so without their parents/carers being notified or seeking their permission.

**9. Meeting the needs of SEND learners**

- Kvutzah (PSHCE) lessons need to be accessible to all students including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These students can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Kvutzah (PSHCE) is an essential part of their learning. We will ensure that our curriculum is accessible to all students by adapting content and pace of learning where needed, using varying appropriate resources, adapting small group work, providing 1:1 support and delivering relevant CPD for all staff. This should be read in conjunction with our SEN Policy.
- Students in the PSRP will have a separate and targeted curriculum in order to meet their needs, if they don't access Kvutzah (PSHCE) in the main school.

**10. Monitoring and Evaluation**

- The Head of Kvutzah (PSHCE) will be responsible for ensuring the quality and effectiveness of the teaching and learning, as follows:
  - Ensuring the policy and programmes are implemented as agreed.
  - Monitoring and evaluating the teaching and learning through lesson observations, learning walks and faculty reviews.
  - The use of surveys, qualitative and quantitative research and consultation processes to gather the views of students, staff and parents/carers and inform the continuing development of our programme.