

RELATIONSHIPS AND SEX EDUCATION POLICY

DOCUMENT CONTROL	
OWNER:	ASSISTANT HEAD PASTORAL
APPROVER:	HEAD
Last reviewed on:	September 2025
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1. AIMS

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

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

RSE relates to our whole school values, in that:

- It allows students to take ownership of their behaviours and actions and feel empowered in doing so.
- Encourages the students to demonstrate empathy when considering the experiences of others.

2. STATUTORY REQUIREMENTS

- Department for Education (DfE) statutory guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education)
- DfE statutory guidance - Keeping Children Safe in Education 2025- [Keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- DfE statutory guidance - Special Educational Needs and Disability Code of Practice
- [Special Educational Needs and Disability Code of Practice \(January 2015\)](https://www.gov.uk/government/publications/special-educational-needs-and-disability-code-of-practice)
- Equality Act 2010
- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/equality-act-2010-guidance)

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

At London Park School Clapham, we teach RSE as set out in this policy.

From September 2026, London Park Schools Clapham will teach RSE as per the Governments updated guidance for implementation from September 2026.

3. POLICY DEVELOPMENT

This policy has been developed with staff, students and parents. The policy development process involved the following steps and we will continue to work in consultation with the parents, students and teachers to update and review the policy.

1. Review – Members of the pastoral team, PSHE lead and Science pulled together all relevant information including relevant national and local guidance.
2. Staff who teach PSHE were given the opportunity to look at the policy and make recommendations.
3. Parents – parents were informed about the changes and invited in for comments.
4. Students were spoken to about what they want from their RSE element of PSHE.

5. Ratification – the policy was shared with the Governing body and ratified.

4. DEFINITION

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students, we will continue to consult with the parents and students and update the policy if and when needed. If students 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 within the personal, social, health and economic (PSHE) education curriculum, Wellbeing at London Park School Clapham. Biological aspects of RSE are taught within the science curriculum, and other aspects may be examined within the Form Time and Assembly schedule.

For more information about our RSE curriculum, see Appendices 1 and 2.

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 Appendices 1 and 2.

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, LGBTQIA+ 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).

7. ROLES AND RESPONSIBILITIES

7.1 The governing board

The governing board will approve the RSE policy and hold the Head to account for its implementation.

7.2 The Head

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

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 headteacher.

Staff Teaching RSE at London Park School Clapham are led by:

- Charlotte Davidson (Deputy Head)
- Max Gaulton (Assistant Head Pastoral)

7.4 Students

Students 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 using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action to ensure that the best decision has been made.

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

9. TRAINING

Staff are trained on the delivery of RSE - it is included in our continuing professional development calendar.

The head will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Deputy Head and the Assistant Head Pastoral through:

- Learning walks
- Regular meetings between the Deputy Head and the Assistant Head Pastoral
- Visiting classes
- Wellio check

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually and submitted to governors for approval.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

RSE Topics: Relationships, Sex and Health Education			
Year Group	Autumn	Spring	Summer
7	Transitioning from primary to secondary: connecting with teachers and friends. Healthy Relationships: safe and healthy relationships, understanding bullying and tackling cyberbullying Law and Society: Understanding the Equality Act and Roles of Courts Financial Literacy: understanding money, budgeting, banks and savings	Managing Emotions: dealing with worry, stress and anxiety, stress scales, controlling emotions and meditations Social media and Internet: managing privacy, dangers of algorithms and social media. Substance Use and Vaping: alcohol and health, smoking and nicotine addiction, vaping,	Diversity & Culture and Healthy Relationships: different types of families and positive parenting. Sex Ed and Consent: Changing adolescent body, menstrual cycle, puberty, sexual consent and building healthy relationships. Healthy Lifestyle: balanced diet, sleep essentials, phones and sleep, investing in your health, healthy and balanced lifestyles, healthy eating and healthy living
8	Healthy Relationships: Managing unhealthy relationships, repairing relationships, dealing with peer pressure, online relationships, forms of relationships and dealing with bullying. Social media and Internet: Sharing information online, viewing harmful content, deepfakes and AI. Diversity & Culture: Gender based discrimination, racism and discrimination	Law & Society: exploring the democratic process Diversity & Culture: Respecting and celebrating religious diversity Financial Literacy: evolution of money, taking control of money, fundamentals of business, introduction to the economy. Healthy Lifestyles: first aid, oral hygiene, health and hygiene, mind-body connection. Substance Use and Vaping: drug	Sex Ed and Consent: understanding consent, power dynamics and consent. Contraception essentials, discussing pornography, understanding the trustworthiness of others. Diversity and Culture: introduction to FGM, homophobia. Managing Emotions: overcoming limiting beliefs, resilience, optimising character strengths, controlling worry, changing emotions,

		awareness, alcohol and social inhibitions.	
9	Managing Emotions: happiness, managing anxiety, combating negative self-talk, thinking traps, mental benefits of exercise, expressing gratitude. Sex Ed and Consent: safe and healthy sex, STI's, reproductive health, pregnancy choices. Diversity and Culture: forced marriages, Respecting transgender identities.	Healthy Lifestyles: First aid Substance Use and Vaping: substance addiction, informed drug and alcohol choices, drugs and county lines, truth about vaping. Social media: Instagram v reality Law and Society: volunteering, how laws are made. Financial Literacy: budgeting and long-term goals, introducing to investments, financial risk, fraud and theft.	Healthy Lifestyles: healthy food choices, evaluating eating habits, understanding eating disorders. Diversity and Culture: organ donation. Healthy Relationships: positive masculinity, relationships and legal status, avoiding and preventing harassment, positive v negative humour. Social media and Internet: online grooming, rising above cyberbullying,
10	Healthy Lifestyles: gambling Social media and internet: phone addiction, keeping online data safe. Law and Society: knife crime, rule of law, UK's relationship to the world. Healthy Relationships: spectrum of relationships, signs of coercive control, psychology of bullies. Sex Ed and Consent: sexting, reality of pornography, fertility and reproductive health, self-examination and screening.	Law and Society, Diversity and Culture: multicultural society, understanding democracy. Financial Literacy: wages and payslips, types of employment and income, living independently, pensions. Sex Ed and Consent and Diversity and Culture: understanding consent, types of intimacy, sexual orientation, FGM. Social media and internet: sharing illegal images, unrealistic online world.	Diversity and Culture: online radicalisations, extremism, violence and exploitation by gangs, fake news and misinformation, RESPECT, inclusivity and belonging. Healthy Lifestyles: vaccinations and immunisations. Substance Use and Vaping: drugs, prescription medication misuse. Healthy Lifestyles: sleep, exercise and diet
11	Healthy Lifestyles: gambling addiction.	Financial Literacy: public money, role of	

	Healthy Relationships and Diversity and Culture: power and gender-based violence, stereotypes and prejudice, striving for equality, discrimination and Equality Act, respecting Human Rights. Sex Ed and Consent and: fertility and pregnancy, contraceptive considerations, sex and substances. Diversity and Culture: forced and arranged marriages. Healthy Relationships: safe relationships online, sexual violence and abuse.	banks and financial institutions, cryptocurrency, credit and debt, insurance. Substance Use and Vaping: party drugs, alcohol dependence and excessive drinking. Academic Success: building resilience, setting goals that drive success, exam stress	
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Appendix 2: By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW:
Families	• 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 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 •
TOPIC	STUDENTS SHOULD KNOW:

TOPIC	STUDENTS SHOULD KNOW:
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 • 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 • Child on child abuse • 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

TOPIC	STUDENTS SHOULD KNOW:
Online and media	• 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	• 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)

TOPIC	STUDENTS SHOULD KNOW:
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 • 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 • 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

Appendix 3: Parent Form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		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	
Staff signature	