LONDON PARK SCHOOLS
CLAPHAM MAYFAIR SIXTH HYBRID

Dukes EDUCATION

Relationships and Sex Education Policy

Name	Relationships and Sex Education Policy
Approved by	Board of Governors September 2026
Policy owned by	DHP
Date Effective From	September 2026
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Published on website	Yes

This Policy will be reviewed and updated annually or more frequently when there are changes in legislation and/or government guidance.

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Aims

The aims of relationships and sex education (RSE) at London Park School Mayfair, London Park School Sixth and Hybrid @ LPS (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 behaviour and actions and feel empowered in doing so.
- Encourages the students to demonstrate empathy when considering the experiences of others.

Statutory requirements

- Department for Education (DfE) statutory guidance
  Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- DfE statutory guidance - Keeping Children Safe in Education 2026
  Keeping children safe in education 2026
- DfE statutory guidance - Special Educational Needs and Disability Code of Practice
  Special Educational Needs and Disability Code of Practice (January 2015)
- Equality Act 2010
  Equality Act 2010: guidance - GOV.UK (www.gov.uk)
- 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 Mayfair, Sixth and Hybrid, we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

i. **Review** – the Deputy Head Pastoral and Head of PSHE reviewed all relevant information including relevant national and local guidance.
ii. **Student consultation** – we investigated what exactly students want from their RSE via a student voice questionnaire.
iii. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy

iv. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
v. **Ratification** – once amendments were made, the policy was shared with governors and ratified

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.

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. 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.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum at London Park School Mayfair. Biological aspects of RSE are taught within the science curriculum, and other aspects may be examined within the form Time and Assembly schedule.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

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, LGBT 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).

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).

1.3 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 Mayfair, Sixth and Hybrid are:

- Nathan Mountford (Head of Sixth form)
- Emilia Dengel (Teacher of Geography)
- Oliver Read (Teacher of Psychology)
- Lewys Steward (PE Teacher and Year 13 Pastoral Lead)
- Nadia Hyder (Head of Science and Pastoral Lead)
- Ben Watkins (Mathematics Teacher and Pastoral Lead)
- Emer O'Hara (English Teacher and Pastoral Lead)

1.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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.

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.

Monitoring arrangements

The delivery of RSE is monitored by the Deputy Head (Academic) and supported by the Deputy Head (Pastoral) through:

- Learning walks
- Regular meetings with the Head of PSHE
- Visiting classes
- Book Checks

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

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Spring	Types of Relationships Bullying Falling in love Safe and positive relationships
Year 8	Spring	Safe sex: Consent Contraception STIs & sexual health Body image (Male) Pornography and Image sharing Domestic Conflict Prejudice and Discrimination
Year 9	Spring	Child sexual exploitation Domestic abuse and conflict: abusive relationships LGBTQIA+ Child on Child abuse
Year 10	Spring	Refresher on consent Same Sex and LGBTQIA+ Relationships Gender and Transgender Identity Sexism and Gender Prejudice Forced & Arranged Marriages Revenge Porn Relationships with Role models
Year 11	Spring	Refresher on Consent Different Types of Relationships (inc. LGBT+) Rape and sexual Harassment What makes sex good? Safe sex Relationship break ups Audit on RSE
Year 12	Spring	Planning taking place over Autumn Term 2022

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:
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 trisky 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	

TO BE COMPLETED BY THE SCHOOL	
Staff signature	