



The Grange School

Policy

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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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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

At The Grange School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

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. Biological aspects of RSE are also taught within the science curriculum, and other aspects are also included in religious studies (RS). At KS5, RSE is delivered during weekly tutor time PSHE sessions, delivered by the Subject Leader for PSHE.

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

RSE topics will be taught to students throughout all year groups and key stages, with topics chosen to reflect the ages and levels of maturity of the different year groups.

6.1 Inclusivity

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
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

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
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory components of RSE (see section 9)].

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers 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 or the Curriculum Coordinator for Humanities.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child 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 pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

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

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the Curriculum Coordinator for Humanities through the use of learning walks, quality assurance of student work, and the use of shared planning and resourcing.

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

This policy will be reviewed by the Curriculum Coordinator for Humanities on an annual basis. At every review, the policy will be approved by The Governing Board

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Autumn 2	Puberty and Body Development • Introduction to Puberty • Girls Puberty & Periods (Double Lesson) • Boys Puberty • Personal Hygiene • Growing Up • Self-Esteem • Tooth Decay & Dental Health
Year 7	Spring 1	Friends, Respect & Relationships • Consent and Boundaries • Respect and Relationships • What Makes a Good Friend? • Friendships & Online Relationships • Being Positive • Pressure, Influence and Friends

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Spring 2	Staying Safe Online and Offline • Avoiding Gangs & Criminal Behaviour • Staying Safe Online • Online Gaming, Grooming & Addiction • Alcohol and Risk • Nicotine and Smoking • E-Cigs, Vaping and Shisha • Energy Drinks and Caffeine • Knife Crime and Safety
Year 8	Autumn 2	Physical Health and Mental Wellbeing • Health and Wellbeing • What is Mental Health? • Positive Body Image • Child Abuse • Types of Bullying • Healthy Eating and Cholesterol • Stress Management
Year 8	Spring 1	Identity, Relationships & Sex Education • Relationships and Sex Education • Being Yourself & Self-Love • Healthy Respectful Relationships • What is Love? • Dealing with Conflict • Periods and Menstrual Cycle • Introduction to Contraception

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 8	Spring 2	Dangerous Society Online and Offline • County Lines – What is It? • County Lines – Who is at Risk? • Substance Misuse • Cyberbullying • Online Grooming • Alcohol Safety • Child Exploitation & Online Protection
Year 9	Autumn 1	Body Confidence • How Self-Esteem Changes • Male Reproductive System • Female Reproductive System • Bullying in all its forms • Dealing with Grief and Loss • Media and Airbrushing • Cancer Prevention and Healthy Lifestyles
Year 9	Spring 1	Sex, The Law, and Consent • Sexual Consent and the Law • FGM and the Law • Relationships and Partners • Domestic Abuse and Domestic Violence • Why Have Sex? • Delaying Sexual Activity • Sexual Harassment and Stalking

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	Spring 2	Legal and Illegal Drugs • What is a Drug? • Different Types of Addictions • Cannabis Products • Drug Classifications • Party Drugs & Illegal Drugs • The War on Drugs • Volatile Substance Abuse
Year 9	Summer 1	Contraception and STIs • What are STIs? • Treating STIs and the Clinic • Contraception Explored • Contraception - Condoms • Contraception Explored Further • HIV and AIDS • HIV and AIDS Prejudice and Discrimination
Year 10	Topic 1	Mental Health and Wellbeing • Child Sexual Abuse • Screen Time • Mental Health Illnesses • Self-Harm • Suicidal (Thoughts and Feelings) • Promoting Emotional Wellbeing

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10	Topic 2	Exploring Relationships and Sex Education • Delaying Sexual Activity • Campaigning Against FGM • Sexting and Nudes • Online Pornography (Myths vs Reality) • Porn and its Impact on Society • Unhealthy Relationships & Sexual Assault • Sexualisation of the Media
Year 10	Topic 3	Violence, Crimes, and Seeking Safety • Honour Based Violence • Forced Marriages • Online Gaming & Gambling • Social Media Validation • Modern-Day Slavery • Keeping Your Data Safe • Causes of Knife Crime
Year 11	Topic 1	Adult Health and Looking After Yourself • Organ and Blood Donation • Teenage Pregnancy Choices • Abortion Law, Morals and Ethics) • Parenthood for Teenagers • Testicular and Prostate Cancer • Breast Cancer, Cervical Cancer & Screening • Love & Abuse

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11	Topic 2	Sexual Health • Peer-on-Peer Abuse • Fertility and What Impacts it • Alcohol, Parties & Bad Choices • Importance of Sexual Health • Revisiting STIs • Revisiting Contraception • Respect, Love and Relationships
Year 11	Topic 3	Staying Safe • Virtual Reality and Live Streaming • Online Reputation and Digital Footprints • Group Chats & Anti-Bullying • Cosmetic & Aesthetic Procedures • New Psychoactive Substances • Festivals and Nitrous Oxide • Substance Addiction
Year 12	Autumn 2	Healthy Lifestyles and Mental Health • Cancer & Getting Checked • Vaccines and Immunisation • Recognising Illnesses • A Healthy Diet on a Budget • Balancing Work and Life • Supporting Others • Anxiety, Depression & Eating Disorders • Maintaining Positive Mental Health

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 12	Spring 1	Relationship Values and Consent • Types of Relationships • Relationship Values • Prejudice & Discrimination • Consent, Sexual Norms and Expectations • Consent Around the World • Police Investigating Sexual Assaults • Violence Against Women
Year 12	Spring 2	Risk, Personal Safety, and Drugs • Getting Home Safely • Going Abroad and Safety • Importance of Basic First Aid • The Police, Organised Crime & Gangs • Alcohol & Being Assertive • Drugs, Alcohol & Work • Decisions, Drink Spiking & Drink Drivers
Year 12	Summer 1	Bullying, Abuse, and Discrimination • Gaslighting & Emotional Abuse • Coercion and Controlling Behaviour • Sharia Law and Honour-Based Violence • Harassment & Stalking • Child-on-Child Abuse • De-Escalating Aggressive Situations • Culture and Diversity

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 13	Autumn 1	Sexual Health and Self Concept • Managing Life's Phases • Body Image & Pressure to Conform • Appearance Vs Reality • Body Modifications • Revisiting STIs • Importance of Sexual Health • Sexual Health Misconceptions
Year 13	Autumn 2	Contraception and Parenthood • Routes to Parenthood • Unintended Pregnancies & Options • Fertility and What Impacts It • Pregnancy, Motherhood & Employment Menstrual Charting • Consent and Boundaries • Revisiting Contraception
Year 13	Spring 1	Forming Respectful Relationships • The Importance of Building Relationships The Importance of Family and Friends • Online Dating and Personal Safety • Exploring Emotional Intimacy • Avoiding Toxic Friendships • Power Differences in Relationships • Breaking Up Relationships

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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/carers 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	• 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

TOPIC	PUPILS 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	PUPILS 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/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	