

2025

Relationship & Sex Education (RSE) Policy



**SOUTHCHURCH
HIGH SCHOOL**

Review Framework

The policy will be reviewed annually and revised should changes be made to uniform requirements for students:

| | Date |
|---|----------------|
| This policy was created: | June 2025 |
| It was ratified by the Local Governing Board: | June 2025 |
| Updated: | September 2025 |

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1. Introduction

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

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers;
- 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;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

2. Statutory Requirements

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE became statutory in all schools from September 2020.

Secondary schools must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Southchurch High School we have chosen to implement the teaching of RSE as set out in this policy from September 2020.

3. 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.

4. Delivery of RSE

RSE is taught within the school's personal, social, health and economic (PSHE) education curriculum including form time. An overview of the PSHE curriculum and RSE form time can be found in Appendix 1.

Biological aspects of RSE are taught within the science curriculum.

Across both Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

5. Roles and Responsibilities

5.1 The Local Governing Board

The Local Governing Board will approve the RSE Policy, and hold the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher and Assistant Headteacher in charge of Personal Development 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 6).

5.3 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/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 and Assistant Headteacher in charge of Personal Development.

5.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

6. Parents/Carers Right to Withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of RSE up until three school terms before their 16th birthday. At this age your child can choose to receive the non-statutory components of RSE if they would like to.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher/designated staff member will discuss the request with parents/carers and take appropriate action.

Appropriate alternative work will be given to students who are withdrawn from RSE.

7. Training

Staff are trained on the delivery of RSE and meet on a regular basis with the teacher in charge of PSHE (RSE) Meeting time, on INSET days and during CPD twilight sessions.

The Headteacher and member of SLT and Heads of Year 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.

8. Monitoring Arrangements

The delivery of RSE is monitored by the Assistant Headteacher for Personal Development through the Quality Assurance programme of learning walks, book scrutinies, lesson observation and student voice.

Students' development in RSE is monitored by class teachers through the use of, "I Can ..." statements, but is not formally assessed using the 9-1 grading system used by other subject areas.

This policy will be reviewed every two years. At every review, the policy will be approved by the Local Governing Board.

9. Other Signposted Publications

Other publications which have informed the policy are listed below;

- Keeping Children Safe in Education (DfE, 2025)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)
- Preventing and tackling bullying (DfE, 2017)
- Sexting in Schools and Colleges: Responding to incidents and safeguarding young people (UKCCIS, 2016)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, 2015)
- Equality Act 2010: advice for schools (DfE, 2014)
- National Curriculum in England – Key Stages 1-4 (DfE, 2014)

Appendix 1

CURRICULUM MAP 2025/2026

| Year Group | Half-term 1 | Half-term 2 | Half-term 3 | Half-term 4 | Half-term 5 | Half-term 6 |
|---------------|--|-------------|---|-------------|---|-------------|
| | Theme One: Relationships | | Theme Two: Healthy Living | | Theme Three: Independence | |
| Year 7 | Relationships and Friendships Introduction to changing friendships in transition and how to remain positive <i>Contingency Lesson: Peer on Peer abuse in schools Teasing and Banter depending on HOY trends</i> | | Adolescent Change Introduction to changing bodies throughout puberty and modifications to shapes throughout the years <i>Contingency Lesson: Issues surrounding dealing with difficult talk about periods with males</i> | | Money Matters Introduction for managing money effectively Students will learn skills of how to cope with income and outgoings <i>Contingency Lesson: Jobs and Wages depending on Trends and Views</i> | |
| Year 8 | Relationships and Families Exploration of different family types and issues in modern day society <i>Contingency Lesson: How to deal with change due to split families depending on information sent by HOY</i> | | Mental Health and Well Being Exploration of different negative emotions and different techniques to manage and control behaviours <i>Contingency Lesson: Legality of Group Chats</i> | | Wise Decisions Exploration of problems and dangers within contemporary views, looking into trends and how this affects future choices <i>Contingency Lesson: Viewing trends to see if dangerous dares are current and applying the safety aspect</i> | |
| Year 9 | Sexual Health Introduction of sexual relations in a relationship. Exploration of negative effects within a mature sexual relationship and how to support making decisions | | First Aid Introduction to medical emergencies and procedures <i>Contingency Lesson:</i> | | Sexism and Misogyny Students will explore the language and stereotypes that have been built into society and how to change and challenge this into being more positive and celebratory | |

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| | <p><i>Contingency Lesson:</i> <i>Case Study on non-consensual image sharing and impacts both emotionally and legally (Georgia Harrison and Stephen Bear)</i></p> | <p><i>Allergies/Asthma/Diabetics depending on the increase in medical conditions in school and support that can be given</i></p> | <p><i>Contingency Lesson:</i> <i>Current online influencers opinions and trends towards women</i></p> |
| Year 10 | <p>Intimate Relationships</p> <p>Students will explore the benefits and dangers in a mature relationship.</p> <p>Students will understand the difficulties in young relationships and how to manage problems better</p> <p><i>Contingency Lesson:</i> <i>Views and impacts on teenage pregnancy from young people</i></p> | <p>Being Safe in the Wider World</p> <p>Exploration of different dangers within society and the signs to spot</p> <p>Students to have the opportunity to discuss their opinions and standpoints on difficulties addressed beyond school</p> <p><i>Contingency Lesson:</i> <i>Current trends across Southend/Essex of exploitation of young people</i></p> | <p>Criminal Justice System</p> <p>Exploration of how the criminal justice system works and what topics are connected to support each other</p> <p>Students will have the opportunity to go through the youth justice system in order to apply these to peer groups</p> <p><i>Contingency Lesson:</i> <i>Depending on questioning about youth crime, add in additional lesson about current case studies and impact of their lives</i></p> |
| Year 11 | <p>Celebrating Real Love</p> <p>Exploration of positive love stories throughout the years and students will celebrate success with knowing the attributes included</p> <p><i>Contingency Lesson:</i> <i>Understanding what 'the one' may look like</i></p> | <p>Reality vs Media Views</p> <p>Students will have the opportunity to experience the view of real life and social media</p> <p>Students will give opinions and views based on what they already experienced from both platforms</p> <p><i>Contingency Lesson:</i> <i>Young people's views on how it impacts teenage relationships</i></p> | <p>Life in the Wider World</p> <p>Students will learn how to independently cope away from home and how to support themselves financially and emotionally</p> <p><i>Contingency Lesson:</i> <i>Year 11 curiosity of mortgages vs rent debates and what is better do to</i></p> |