



Bishop Fox's

Policy Details	
Name:	Relationships and Sex Education
Statutory (Y/N):	Yes
Website (Y/N):	Yes
SLT	
Lead:	Assistant Headteacher Student Behaviour and Personal Development.
Date Reviewed:	September 2025
Next Review Date:	September 2026
Governing Committee	
Name of Committee:	Inclusive Education
Link Trustee	None
Date Reviewed:	November 2025
Next Review Date:	November 2026

High Standards & High Expectations

Statement of intent

Purpose

At Bishop Fox's school we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

RSE is also incorporated into the school's aims and values which are:

School aim:

- Create a caring and challenging learning environment in which each individual can strive, enjoy and achieve the highest academic standards, ensuring they are known as individuals and that their unique personality, talents and interests are nurtured and developed to the full.

School values:

- INNOVATIVE: We will set no limits on what our learning community can achieve by establishing high levels of challenge and a lifelong love of learning
- RESILIENT: We will inspire our community to have a determination to succeed, a hunger to master new skills and a willingness to learn from mistakes
- INCLUSIVE: We will create a safe, caring and inclusive environment, which fosters a strong sense of belonging and promotes equality of opportunity for all
- HEART CENTRED: We will support our students to be charming, respectful, responsible and happy
- CREATIVE/PERSON CENTRED: We will celebrate individuality, talents and achievements in school and through a wide range of enrichment experiences
- COLLABORATIVE: We will strive to serve every young person by building strong collaborative partnerships with their families and our local community
- INSPIRING: We will develop an inspirational learning culture through high quality professional development for all staff
- REFLECTIVE: We will continuously strive to establish the best possible site, resources and working environment for us all
- AMBITION: We will ensure that we provide opportunities to enable all leavers to have ambition to continue in full time education, employment or training

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1. Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'

1.2 This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Inclusion Policy
- SEND Policy
- E-safety Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Harmful Sexual Behaviour Policy
- Student Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Acceptable Terms of Use Agreement

2. Roles and responsibilities

2.1 The trustee body is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND
- Providing clear information to parents/guardians on the subject content and the right to request their child is withdrawn
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSE and how to deliver lessons on such issues.

- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE.

2.2 The Headteacher is responsible for:

- The overall implementation of this policy
- Ensuring all staff are suitably trained to deliver the subjects
- Ensuring there is adequate time on the school timetable to deliver RSE as a statutory curriculum subject.
- Ensuring parents/guardians are fully informed of this policy
- Reviewing all requests to withdraw students from non-statutory elements of the RSE and health education curriculum
- Discussing withdrawal requests with parents/guardians and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal
- Encouraging parents/guardians to be involved in consultations regarding the school's RSE and health education curriculum
- Reviewing this policy on an annual basis
- Reporting to the trustee board on the effectiveness of this policy and the curriculum

2.3 The Assistant Headteacher with responsibility for RSE and health education is responsible for:

- Overseeing the delivery of RSE and health education
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects
- Ensuring the curriculum is age-appropriate and of high-quality
- Reviewing changes to the RSE and health education curriculum and advising on their implementation
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary
- Ensuring the continuity and progression between each year group
- Helping to develop colleagues' expertise in the subject
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum
- Ensuring the school meets its statutory requirements in relation to RSE and health education
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training
- Organising, providing and monitoring CPD opportunities in the subject
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher

2.4 The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of RSE.
- Organising a safe space for students to go should they need additional support or time to talk after an RSE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable students who may have Adverse Childhood Experiences or potential triggers related to the material.

2.5 Teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way that is of high-quality and appropriate for each year group
- Ensuring they do not express personal views or beliefs when delivering the curriculum
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content
- Modelling positive attitudes to RSE and health education
- Liaising with the SENCO about identifying and responding to the individual needs of students with SEND
- Liaising with the Assistant Headteacher for RSE and health education about key topics, resources and support for individual students
- Monitoring student progress in RSE and health education
- Reporting any concerns regarding the teaching of RSE or health education to the Assistant Headteacher for RSE and health education
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL
- Providing an inclusive approach to their lesson delivery.
- Responding appropriately to students whose parents/guardians have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities

2.6 The SENCO is responsible for:

- Advising teaching staff how best to identify and support student's individual needs
- Advising staff on the use of TAs in order to meet student's individual needs

3. ***Organisation of the RSE and health education curriculum***

For the purpose of this policy:

- “**RSE**” is used to refer to the overall programme of relationships, sex and health education.

- “**RSE**” refers to relationships and sex education and is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- “**Health education**” is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- The RSE and health education curriculum will be developed in consultation with teachers, students and parents/guardians, and in accordance with DfE recommendations
- We will gather the views of teachers, students and parents/guardians in the following ways:
 - Questionnaires
 - Meetings
 - Letters
 - Training sessions
- The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum
- The Assistant Headteacher, responsible for the delivery of RSE and health education will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects
- The curriculum has been developed in line with the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance
- The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area
- The school will consider the religious background of all students when planning teaching, to ensure all topics included are appropriately handled
- The RSE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to students’ needs.

4. RSE subject overview

4.1 RSE will continue to develop students’ knowledge on the topics taught at a primary level, in addition to the content outlined in this section

4.2 Families

By the end of secondary school, students will know:

- 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 its 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/guardians with respect to raising children, including the characteristics of successful parenting

4.3 Students will also know 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 recognise this in others' relationships
- How to seek help or advice if needed, including reporting concerns about others

4.4 **Respectful relationships, including friendships**

By the end of secondary school, students will know:

- 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 relationships
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage e.g. how they might normalise non-consensual behaviour
- That in school and 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 seek help
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal

4.5 **Online and media**

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts

- About online risks, including that material shared with another person 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 they receive
- 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 eg 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 is a criminal offence which carries severe penalties, including jail
- How information and data is generated, collected, shared and used online

4.6 **Being safe**

By the end of secondary school, students will know:

- 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 – this includes online

4.7 **Intimate and sexual relationships, including sexual health**

By the end of secondary school, students will know:

- 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 and 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 both men and women
- The 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 enjoy intimacy without sex
- The facts about the full range of contraceptive choices, their effectiveness and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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

5. RSE programmes of study

- 5.1 The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [Section 4](#) of this policy

All students learn about respect and difference, values and characteristics of individuals.

Year 7

RSE lessons will focus on:

- Good Friendships
- Positivity / Positive Mindset
- Different Families
- Love and Relationships
- Bullying and Banter
- Female Genital Mutilation (FGM)

Year 8

RSE lessons will explore:

- Self-awareness and child-on-child abuse
- Social Media Stress
- Self-Harm
- Group Messaging
- Online Grooming child exploitation
- Misogyny
- Tolerance and Mutual respect
- Gender Stereotypes
- Consent, safe sex and pornography
- Sexually Transmitted Infections (STIs)
- Developing bodies- teenager vs early child.
- Developing bodies- female health and male health
- Developing bodies- self-care and personal hygiene.

Year 9

RSE lessons will explore:

- Bullying and Social Media
- Peer Pressure
- Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ+) Community

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- Marriage and Civil Partnerships
- Fertility and Pregnancy choices
- Domestic violence and Abusive relationships
- Sexism in society
- Sexual Harassment and the law

Year 10

RSE lessons will explore:

- Pornography
- Revenge Pornography
- Forced and Arranged Marriages
- Bereavement
- Tolerance

Year 11

RSE lessons explore:

- Online Dating
- Types of Relationship and Sexuality
- Role of pleasure
- Abusive and Exploitative Relationships
- The Importance of Role Models
- Respectful Friendships

6. Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- Common types of mental ill health, e.g. anxiety and depression
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms

By the end of secondary school, students will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online
- How to identify harmful behaviours online including bullying, abuse or harassment and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness

By the end of secondary school, students will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health
- About the science relating to blood, organ and stem cell donation

Healthy eating

By the end of secondary school, students will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco

By the end of secondary school, students will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions
- The law relating to the supply and possession of illegal substances
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- The physical and psychological consequences of addiction, including alcohol dependency
- Awareness of the dangers of drugs which are prescribed but still present serious health risks
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so

Health and prevention

By the end of secondary school, students will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- In Years 10 and 11, the benefits of regular self-examination and screening

- The facts and science relating to immunisation and vaccination
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic first aid

By the end of secondary school, students will know:

- Basic treatments for common injuries
- Life-saving skills, including how to administer CPR
- The purpose of defibrillators and when one might be needed

Changing adolescent body

By the end of secondary school, students will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females, and the implications for emotional and physical health

7. Health education programmes of study

The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [Section 6](#) of this policy.

Year 7

Living in the wider world, physical health and mental wellbeing lessons cover::

- Cyberbullying
- Keeping safe online
- Personal safety in the wider world
- Aspirational learner
- Wants and needs
- Resilience and Self Esteem
- Healthy Living
- Eating Responsibly
- Consequences and Exercise
- Vaping, Cigarettes and Drugs
- Alcohol and Energy
- Depression and Isolation
- Extremism
- Internet Safety and Harms Internet safety-the dangers of excessive screen time.
- Stereotyping
- Budgeting
- Financial transactions
- Shopping Ethically
- Shoppers rights
- Mindfulness
- Importance of sleep and sleep deprivation

- Personal Identity

Year 8

Living in the wider world, physical health and mental wellbeing lessons cover::

- Balanced diet and nutrition
- The importance of exercise
- Eating Disorders
- Lifestyle diseases and cancer
- What is vaping and is this as bad as smoking?
- How can we look after ourselves and others in an emergency? Personal Safety and First Aid
- Career Education – Options
- Personal development and target setting- parents evening
- Managing behaviour
- Mindfulness
- Employability skills
- Teamwork
- What are national insurance and income tax?
- Reading payslips
- Why do we pay tax and how is this spent?
- Saving and investing money
- Sexism in society

Year 9

Living in the wider world, physical health and mental wellbeing lessons cover:

Managing Anxiety

- Body image and the Media
- Eating Disorders
- Child Sexual Exploitation
- Drug Use and Excess of Alcohol
- Coping with Stress
- Financial Management and Debt
- The economy and how it affects us
- Gambling risks
- Healthy eating on a budget
- Rules for life
- Responsible Health choices and vaccinations + Organ donation
- Fertility and Pregnancy choices
- Domestic violence and Abusive relationships
- Health Advice and Services
- The importance of education
- Democracy
- Human Rights and Humanitarian Aid
- Growth Mindset
- Gender and Equality
- Prejudice and Discrimination
- Extremism

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Year 10

Living in the wider world, physical health and mental wellbeing lessons cover:

- Sleep Hygiene
- Basic First Aid
- Prescription Drugs and Antibiotics
- Memory and Cognition
- Vaping
- The Economy
- Choosing a Career
- Careers in Science Technology Engineering and Maths (STEM)
- Writing CVs to Impress Employers
- Rights and Responsibilities in the Workplace
- Preparing for Work Experience
- Anti-Social Behaviour
- Hate Crimes
- County Lines
- Money Laundering
- Homelessness
- Internet Safety (Online Grooming)
- Internet Safety (Dangers of Excessive Screen Time)
- Gambling Risks
- Social Anxiety
- Global Human Rights
- Caring for the Environment
- Ethical Fashion
- Successful Parenting

Year 11

Living in the wider world, physical health and mental wellbeing lessons cover:

- Budgeting for the Future
- Growing Careers for Positive Change
- Misogyny / Violence against Women and Girls (VAWG)
- Impact of Sleep Deprivation
- Perseverance vs. Procrastination
- Personal Safety in Society
- Types of Addiction
- Understanding Neurodiversity
- Multi-Culturalism and Globalisation
- Privilege
- Celebrating Diversity
- Financial Considerations before parenting
- Exam Preparation
- Healthy Exam Habits

8. *Delivery of the curriculum*

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- 8.1 The majority of the RSE and health education curriculum will be delivered through the PSHE curriculum
- 8.2 Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of a manageable size
 - The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work
 - Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations
- 8.3 RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching
- 8.4 The RSE and health education curriculum will be delivered by appropriately trained members of staff
- 8.5 The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development
- 8.6 RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment
- 8.7 Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make
- 8.8 Schools are free to determine when it is appropriate to teach students about the LGBTQ+ community. The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore gender identity, stereotypes, and the features of stable and healthy same-sex relationships. All students are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.
- 8.9 All teaching and resources are assessed by the Assistant Headteacher responsible for RSE and health education to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable
- 8.10 Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of students where it is only appropriate to discuss the body in single gender groups
- 8.11 Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning
- 8.12 Inappropriate images, videos etc will not be used, and resources will be selected with sensitivity given to the age and cultural background of students
- 8.13 Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy and Acceptable Terms of Use Agreement
- 8.14 Teachers will establish what is appropriate for one-to-one and whole-class settings and alter their teaching of the programmes accordingly

- 8.15 Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly
- 8.16 The curriculum and subject activities will be inclusive to reflect the demographic of the school to ensure all students are actively involved, matching their different learning styles
- 8.17 Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given so as not to stigmatise students on the basis of their home circumstances
- 8.18 Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves
- 8.19 In teaching the curriculum, teachers will be aware that students may raise topics such as self-injury and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative
- 8.20 At all points of delivery of the curriculum, parents/guardians will be consulted, and their views will be valued. What will be taught and how will be planned in conjunction with parents/guardians
- 8.21 The procedures for assessing student progress are outlined in [Section 15](#) of this policy

8.22 Curriculum organisation

The RSE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum (Thursday, lesson 1)
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks
- Residential trips

8.23 Terminology

Students will be taught the anatomically correct names for body parts; the school will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure students are not left vulnerable.

8.24 Dealing with difficult questions

It is important that all school staff feel comfortable to take RSE classes and answer questions from students. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the students, and their learning will be compromised.

The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be

times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from Assistant Headteacher.

9. Curriculum links

- 9.1 The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible, to enhance students' learning
- 9.2 RSE and health education will be linked to the following subjects:

Citizenship – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions

Science - students are taught about the main external parts of the body and changes to the human body as it grows, including puberty

ICT and computing - students are taught about how they can keep themselves safe online and the different risks they may face online as they get older

PE – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives

PSHE – students learn about respect and difference, values and characteristics of individuals

10. Working with parents/guardians

- 10.1 The school understands that parents/guardians' role in the development of their children's understanding about relationships and health is vital
- 10.2 The school will work closely with parents/guardians when planning and delivering the content of the school's RSE and health education curriculum
- 10.3 When in consultation with parents/guardians, the school will provide:
 - The curriculum content, including what will be taught and when
 - Examples of the resources the school intends to use to deliver the curriculum
 - Information about parents/guardians' right to withdraw their child from non-statutory elements of RSE and health education
- 10.4 Parents/guardians will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education
- 10.5 The school understands the teaching of some aspects of the curriculum may be of concern to parents/guardians
- 10.6 If parents/guardians have concerns regarding RSE and health education, they may submit these via email to office@bishopfoxs.co.uk, or contact the school

office to arrange a meeting with Mr Contreras Assistant Headteacher responsible for RSE and health education on 01823 289211

- 10.7 Parents/guardians will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents/guardians' views

11. Working with external agencies

- 11.1 Working with external agencies will be used to enhance the school's delivery of RSE and bring in specialist knowledge and different ways of engaging students. External experts may be invited to assist from time-to-time with the delivery of the RSE curriculum but will be expected to comply with the provisions of this policy.

- 11.2 When working with external agencies, the school will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.
- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and accessible for the students.
- That the materials the expert intends to use, as well the lesson plan, meet all students' needs, including those with SEND.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.
- The RSE policy is integral to a whole school approach to wellbeing; the school is committed to a holistic approach to wellbeing and is a member of the Somerset Wellbeing Framework.

12. Withdrawal from lessons

- 12.1 The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.
- 12.2 Requests to withdraw a child from sex education must be made in writing to the Assistant Headteacher
- 12.3 Before granting a withdrawal request, the Assistant Headteacher will discuss the request with the parents/guardians and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum

- 12.4 The Assistant Headteacher will inform parents/guardians of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have
- 12.5 All discussions with parents/guardians will be documented. These records will be kept securely in the pastoral office in line with the school's Records Management Policy
- 12.6 Following discussions with parents/guardians, the school will respect the parents/guardians' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE
- 12.7 Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal
- 12.8 For requests concerning the withdrawal of a student with SEND, the Assistant Headteacher may take the student's specific needs into account when making their decision

13. Equality and accessibility

- 13.1 The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:
 - Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation
- 13.2 The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics
- 13.3 The school understands that students with SEND are entitled to learn about RSE and health education and the curriculum will be designed to be inclusive of all students
- 13.4 The school is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND
- 13.5 Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law
- 13.6 The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on students based on their gender or any other characteristic

- 13.7 The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly
- 13.8 The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Harmful Sexual Behaviour Policy

14. Safeguarding and confidentiality

- 14.1 All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum
- 14.2 To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.
- 14.3 When teaching issues that are particularly sensitive, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.
- 14.4 Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their students as far as possible, in compliance with the school's Student Confidentiality Policy
- 14.5 Teachers will, however, understand that some aspects of RSE may lead to a student raising a safeguarding concern eg disclosing they are being abused, and that if a disclosure is made, the DSL will be alerted immediately
- 14.6 Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer

15. Assessment

- 15.1 The school has the same high expectations of the quality of students' work in RSE and health education as for other curriculum areas
- 15.2 Lessons are planned to provide suitable challenge to students of all abilities
- 15.3 Assessments are used to identify where students need extra support or intervention
- 15.4 There are no formal examinations for RSE and health education; however, to assess student outcomes, the school will capture progress in the following ways:
- Tests
 - Written assignments
 - Self-evaluations
- 15.5 The RSE subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Student Tracking Sheets (RAG) for self-assessment
- FLW (Focused Learning Walks)
- Learning Conversations
- Lesson observations
- Work scrutiny
- Lesson planning scrutiny

16. Staff training

- 16.1 Training will be provided by the Assistant Headteacher responsible for RSE and health education to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSE and health education curriculum
- 16.2 Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as “sexting”, which may need to be addressed in relation to the curriculum
- 16.3 The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions
- 16.4 All teachers will receive training on how to deliver RSE to ensure it is engaging, safe and inclusive for all students
- 16.5 Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and its effectiveness

17. Monitoring and review

- 18.1 This policy will be reviewed by the Headteacher in conjunction with the Assistant Headteacher with responsibility for RSE and health education on an annual basis
- 18.2 Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher
- 18.3 Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents/guardians and students involved in the RSE and health education curriculum
- 18.4 The next scheduled review date for this policy is September 2026.

Appendix 1: Parent/guardian form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/GUARDIANS			
Name of child		Class	
Name of parent/guardian		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/guardian signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/guardians	