



Warlingham School  
& Sixth Form College

Wide Horizons  
High Aspirations

## **RELATIONSHIPS AND SEX EDUCATION POLICY (2025)**

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## **1. Introduction**

Children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positives and exciting opportunities, but also challenges and risks which they may face. In this environment, children and young people need to know how to stay safe and healthy, and how to manage their academic, personal, and social lives in a positive way (Secretary of State Forward, 2019).

## **2. Intent Statement**

Relationships and sex education are an important aspect of students' personal development. Warlingham School and Sixth Form College is committed to ensuring all students are equipped to cope with a variety of personal and sexual relationships, as well as promoting their spiritual, moral, cultural, and physical development. We aim to equip our young people with the information and skills needed to make safer and responsible choices; in an environment where sensitive and respectful discussions around issues like sex, consent, sexuality, and safety can take place.

## **3. Definition of Relationships and Sex Education (RSE)**

- 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. Statutory Requirements**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. The regulations also make Health Education compulsory in Academies. This policy was developed in response to:

- Statutory guidance on RSE and health education
- Keeping children safe in education: for schools and colleges
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Alternative provision
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools
- National Citizen Service: guidance for schools and colleges

## 5. Policy Development

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

- **Review** – a member of the senior leadership team pulled together all relevant information, including relevant national and local guidance.
- **Staff consultation** – the senior leadership team and the Society, Religion and Wellbeing (SRW) department were given the opportunity to look at the policy, review the curriculum and make recommendations.
- **Parent/stakeholder consultation** – parents and any interested parties were invited to comment on the policy when initially written and we will consult with stakeholders again, when we make significant curriculum changes.
- **Student consultation** – through student voice we explored what students wanted from their RSE curriculum.
- **Ratification** – once amendments were made, the policy was shared with governors and ratified.

## 6. Links with other policies

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information

## 7. Roles and Responsibilities

### 7.1 The Governing Board

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

### 7.2 The Headteacher

The headteacher 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 12, Right to Withdraw).

### 7.3 Staff

The SRW department predominately deliver the RSE curriculum.

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 and support will be provided.

### 7.4 Students

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

## **Implementation**

### **8. Delivery of Relationships and Education**

Warlingham School and Sixth Form College acknowledges that high-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life. RSE will be set in the context of a wider whole-school approach to support students to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will sit within the context of the school's broader ethos and approach to develop students socially, morally, spiritually and culturally.

The curriculum on health education will similarly complement and be supported by the school's approach to healthy lifestyles through physical education, food technology, science, and extra-curricular activity, as well as through its pastoral care system.

The content set out in Appendix 1 will be delivered in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into thematic units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for students to practice apply and embed new knowledge so that it can be used skilfully and confidently in real life situations.

The lead teacher will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as Religious Education (RE), Citizenship, Science, Computing and Physical Education (PE).

For more information about the statutory requirements see Appendix 1.

### **9. Students with Special, Education Needs and Disabilities (SEND)**

RSE will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students. The school will also be mindful of the 'preparing for adulthood outcomes', as set out in the SEND code of practice, when planning and delivering the RSHE curriculum.

The school is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships education can also be a priority for some students, for example some with social, emotional and mental health needs or learning disabilities.

For some students there may be a need to tailor content and teaching to meet the specific needs of children at different development stages.

### **10. Training**

Training offered will ensure teachers are up to date, with the biological knowledge associated with such topics such as STIs and contraception. The delivery of the sex education programme by a relatively small number of teachers ensures adequate training can take place during department meetings. Governors are also encouraged to undergo training in this area. We also use external speakers to provide further expert knowledge and training.

### **11. Working with External Agencies**

We partner with a range of external agencies such as the local school nurse, and where people are invited in to speak to students, they will be made aware of the guidelines and will be expected to follow them. A member of staff will be present during all talks.

## 12. Parents/Carers Right to Withdraw

Parents/carers only have the right to withdraw their children from the non-statutory components of sex (but not relationships) 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 2 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.

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

## 13. Monitoring the Impact

The monitoring of RSE will be undertaken by the lead teacher within the school.

Examples of monitoring processes:

- Curriculum audits
- Learning walks
- Book monitoring
- Student forums
- Staff feedback
- Where applicable, assessment data

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

Approved by Local Governing Body	Spring 2025
Due for review	Spring 2026
SLT Member	Ms C Christie

## Appendix 1

### By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Appendix 2

### Parent form - withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	