

# **Sherbourne Fields School**

## **Relationships and Sex Education Policy**



**Sherbourne  
Fields  
School**



# RELATIONSHIPS AND SEX EDUCATION POLICY

## PRIMARY and SECONDARY

### PHILOSOPHY AND ETHOS

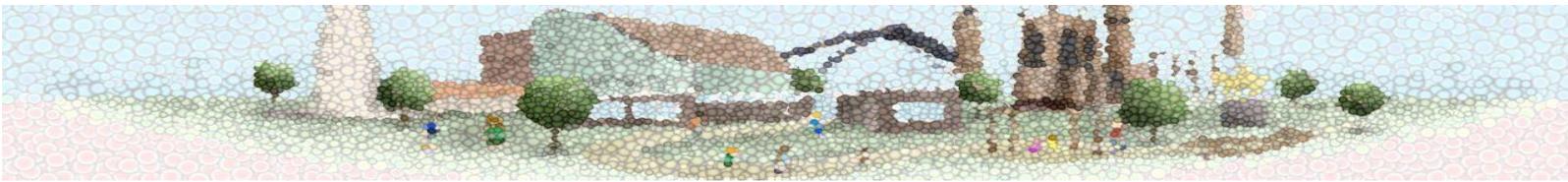
- Teachers and parents share responsibility for preparing our children for their young lives as well as for their future roles as adults and parents. Sexuality is an intrinsic part of our being and sexual relationships are a part of our lives.
- Relationships and Sex Education provides knowledge and encourages the acquisition of skills which will allow the students to manage their lives in a responsible and healthy way.
- Additionally, young people who have physical and /or learning difficulties possess exactly the same entitlement to that preparation as their able-bodied peers. The particular needs of these individual young people requires serious consideration.

### STUDENT ENTITLEMENT

- ✧ The Relationships and Sex Education programme we offer has been carefully planned to take account of students' age, maturity and physical development.
- ✧ It will develop slowly throughout the time young people are in school, using well proven methods which allow time for repetition, practise of relevant skills, and reflection.
- ✧ It will be fully and constantly evaluated.

### LEGAL RESPONSIBILITY

- ✧ The law says that a compulsory programme of Relationships and Sex Education including teaching about HIV and AIDS and other Sexually Transmitted Diseases must be provided for all students of secondary age (11+), whatever type of school they attend.
- ✧ This law gives parents the right to withdraw their young person from Relationships and Sex Education at any age, up to and until three terms before the young person turns 16. After that point, if the young person wishes to receive Relationships and Sex Education rather than be withdrawn, the school will make arrangements to provide the young person with Relationships and Sex Education during one of those terms.
- ✧ Parents do not have the right to withdraw their students from relationships and health education, nor can they be withdrawn from topics taught as part of the



science curriculum, including science topics related to puberty or sexual reproduction.

- ✦ Relationships Education for primary students has been compulsory from September 2020. It will also be compulsory for all schools to teach Health Education to both Primary and Secondary students.

**At Sherbourne Fields School, we teach Relationships and Sex Education as set out in this policy.**

- ✦ As a maintained primary school, we must provide relationships education to all students under section 34 of the Children and Social Work Act 2017.

We are not required to provide Relationships and Sex Education, but we do need to teach the elements of Relationships and Sex Education contained in the science curriculum.

In teaching R.S.E., we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (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

As a maintained secondary school, we must provide R.S.E. to all students under section 34 of the Children and Social Work Act 2017.

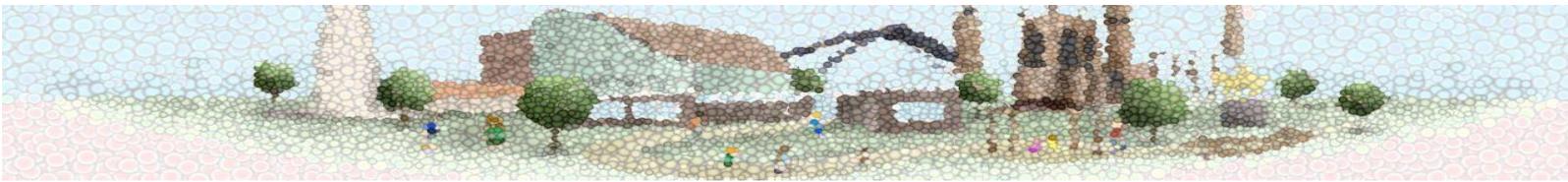
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## **ORGANISATION**

- Across Primary phase, any subject matter will be fully integrated into the whole curriculum, not taught separately.



- In KS3, the emphasis will again be on a fully integrated approach. With increasing maturity and pubertal changes taking place, the curriculum will have important content. This will be approached within the context of our P.S.H.E./R.S.E. curriculum.
- In the later secondary years there will be a continuation of our cross-curricular approach, with specific content addressed through the P.S.H.E./R.S.E. curriculum and science programmes.
- Individualised support will be provided as and when it is deemed necessary.
- Students are generally taught in mixed gender groups, unless there is a specific need to do otherwise.
- A variety of approaches are used to give students relevant information and enable them to address moral and ethical issues through discussion.

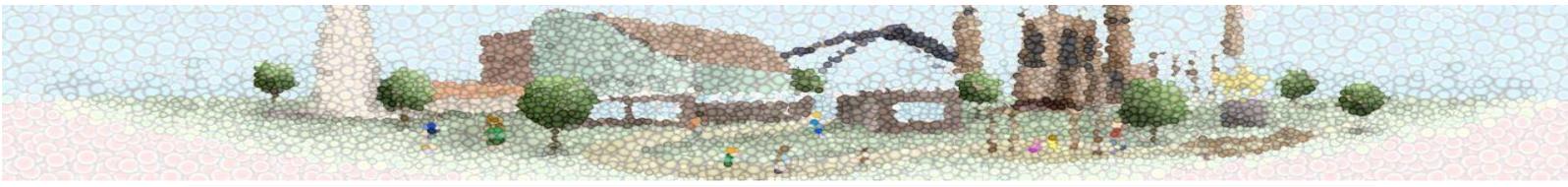
The complexity of the content develops progressively in line with the students own development and understanding. Topics and themes will be repeated from year to year taking this into account.

## **AIMS OF RELATIONSHIPS AND SEX EDUCATION**

Sherbourne Fields Relationships and Sex Education curriculum aims to enable the students to acquire and develop the knowledge, skills and strategies that will enable them to manage these complex and intimate issues in a considered, healthy and supported way.

### **To do this we need to:**

- ✧ Provide knowledge and information to which all students are entitled;
- ✧ Clarify/reinforce knowledge students have already acquired;
- ✧ Raise students' self-esteem and confidence, especially in their relationships with others;
- ✧ Help students understand their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives;
- ✧ Develop skills (language, decision making, choice, assertiveness) which are necessary in a range of situations;
- ✧ Promote acceptable and appropriate behaviour in public and private situations;
- ✧ Give practice of strategies which reduce the risk of exploitation, misunderstanding and abuse;
- ✧ Provide the confidence to be an active member of society;
- ✧ Support access to information and facilities;
- ✧ Encourage the exploration and clarification of values and attitudes;
- ✧ Encourage responsibility for their own family, friends, school and wider community.



## CONTENT

Content is taken from:

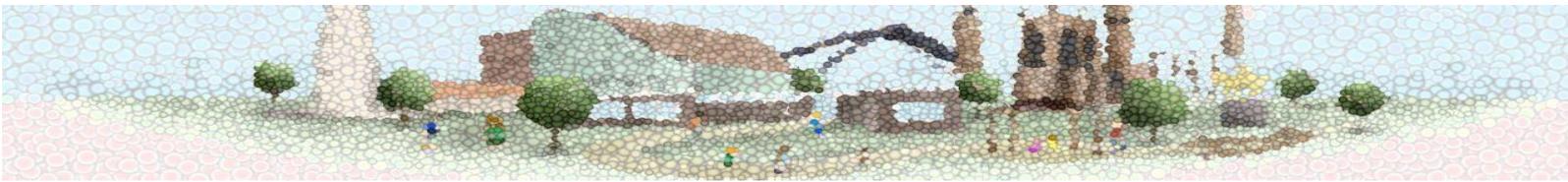
- ✦ National Curriculum for Science Key Stages 1-4
- ✦ Statutory Guidance for Relationships and Sex Education (R.S.E.) and Health Education (July 2025)

The complexity of the content develops progressively in line with the student's own development and understanding. In the **primary years**, a foundation is laid which contains the following ideas:

- A sensible vocabulary - identifying and naming body parts
- Human reproduction - like from like
- Families and people who care for me (taking into account different styles and cultures)
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Self-respect, respect for others and responsibility
- Skills: choosing, making decisions, saying yes or no
- Gender
- Individual differences (if applicable - an understanding of their own condition)
- Equal opportunity
- Self-awareness - Who am I? What can I do?
- Sexuality
- Preparation for puberty
- Communication and information

**In the Secondary Phase**, there will be a weekly time set aside for Personal, Social, Citizenship and Health Education including Relationships and Sex Education. The areas covered in the lower school will continue to be reinforced, and other areas will be added where appropriate to the student:

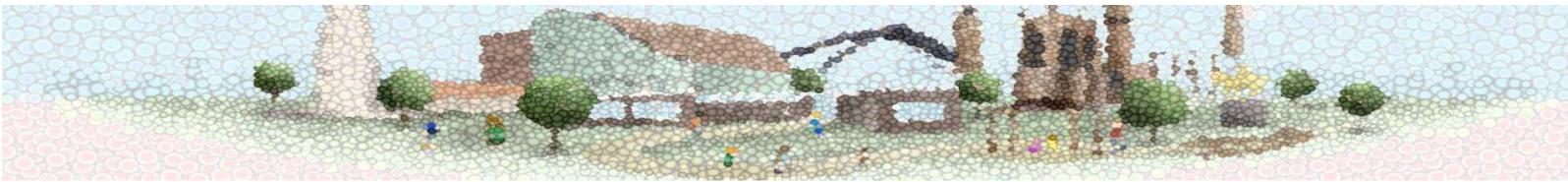
- Puberty
- Respectful relationships including friendships



- Consent
- Human sexuality
- Parenthood
- Family life
- Gender and gender identity
- Protective behaviours
- Online and media, safety and awareness
- Being safe
- Violence against women and girls
- Substance misuse
- Abuse
- Intimate relationships
- Pregnancy, birth, contraception, abortion
- Sexual health, sexually transmitted diseases, including HIV/AIDS
- Individual needs/implications, problems and solutions.
- Menopause
- Individual needs (implications, problems and solutions)
- Realities, support and information

It is important for secondary students to know what the law says about certain topics covered in R.S.E., particularly in relation to the law and young people. This will help students identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deep fakes). Students will be taught about the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography



- Abortion
- The protected characteristics
- The age of criminal responsibility

For post sixteen students age appropriate work will continue according to their needs and competencies.

## **SPECIFIC ISSUES**

### Working with parents

The school is committed to working with parents.

In Primary phase, parents/carers do not have the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

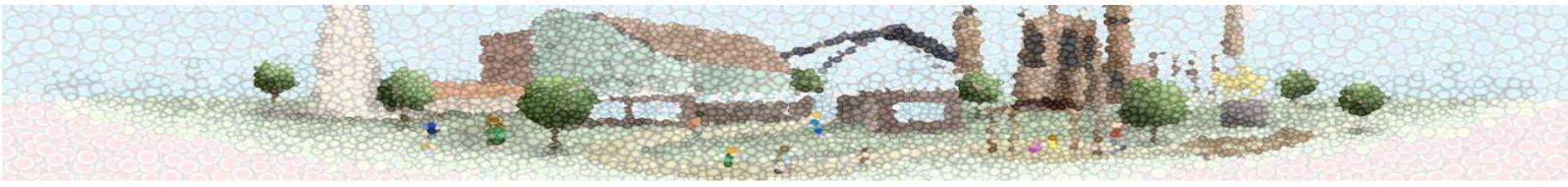
Parents have the right to request that their young person be withdrawn from some components of Relationships and Sex Education delivered as part of statutory R.S.E.

In Secondary phase, parents/carers have the right to request to withdraw their child from some components of Relationships and Sex Education within R.S.E. up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive Relationships and Sex Education rather than being withdrawn, the school will arrange this

Parents wanting to exercise this right are invited to see the Headteacher. The Headteacher will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the young person. The Headteacher will talk with the parents about the young person's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Once a young person has been withdrawn they cannot take part in Relationships and Sex Education until the request for withdrawal has been removed.

The following issues may occur as part of education. Staff, parents and students need to understand and adhere to the school's procedure.

- We place the utmost importance on sharing equal and joint responsibility with parents for their children's education and sexual matters.
- We will do our best to find out from them any religious and cultural views they may have, although we would consider carefully any request which compromised our equal opportunities policy.
- We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative.
- Staff are willing to discuss with parents any matters which they are concerned about. It is important that there is no conflict of information given to the students.



## CONFIDENTIALITY AND ADVICE

The school will always encourage students to consider talking to someone about any problems with family, friends or someone at school. Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedure will be adhered to by all adults:

- Disclosure or suspicion of possible abuse - the school's Child Protection procedures will be invoked (see relevant policy).

## USE OF VISITORS

There are various people who can resource and support school-based Relationships and Sex Education. These people may include parents, school nurses, religious or health professionals. Adequate preparation must be made with the visitor to make them aware of this policy within their context.

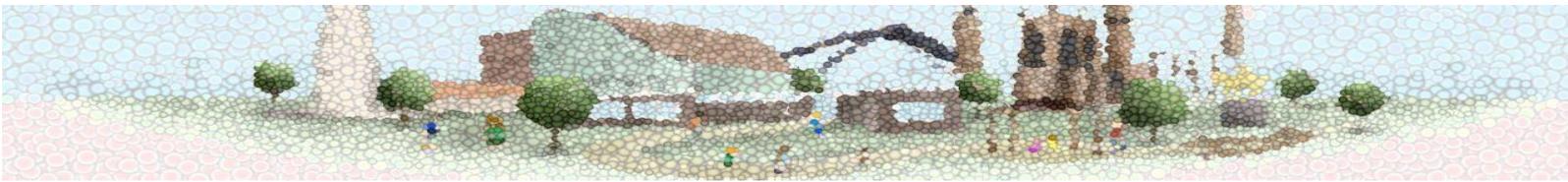
## FAMILY LIFE AND RELATIONSHIPS

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the groups of people. There will be an emphasis on stability, respect, caring and support.

- ✧ As part of the Relationships and Sex Education programme issues of contraception, sexual health, HIV /AIDS, gender, sexuality and abortion are addressed.
- ✧ Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values.
- ✧ They will be made aware of the difference between fact, opinion and religious/cultural belief.
- ✧ Students may ask questions about HIV/AIDS in any context: the aim of answers will be to answer honestly to the extent the student can understand; to reassure and alleviate any anxiety; and to counteract any prejudice expressed. A main point will be that in a physical sexual encounter infection may be passed on when a condom is not used.

## DISSEMINATION OF THE POLICY

A summary of this policy is in the school brochure. The full policy, appendices and programmes of study are available on request from the head teacher or the P.S.H.E./R.S.E. co-ordinator. A copy will be available in each key stage area for staff reference. Any questions should be directed to the P.S.H.E./R. S. E. co-ordinator or the curriculum deputy head.



## RELATED POLICIES

- Bullying Policy
- Equal Opportunities Policy
- P.S.H.E. Policy
- Child Protection Policy

## RESOURCES AND TEACHING MATERIALS

- ✦ An essential resource will be the open, honest yet sensitive approach taken in addressing the content.
- ✦ There is a wide range of teaching materials available to teachers, students and parents. These include teaching manuals, books; brochures, videos and good quality models.
- ✦ All of these have been assessed as to their appropriateness as well as for all equality and moral issues.

N.B. These materials are all available to teachers, and for inspection by parents and governors. Please contact the schools P.S.H.E./R.S.E. co-ordinators.

## STAFF

- ✦ Class teachers, support staff, P.S.H.E./R.S.E. specialist and science specialist, as well as other professionals from either in or out of school.

## TIME

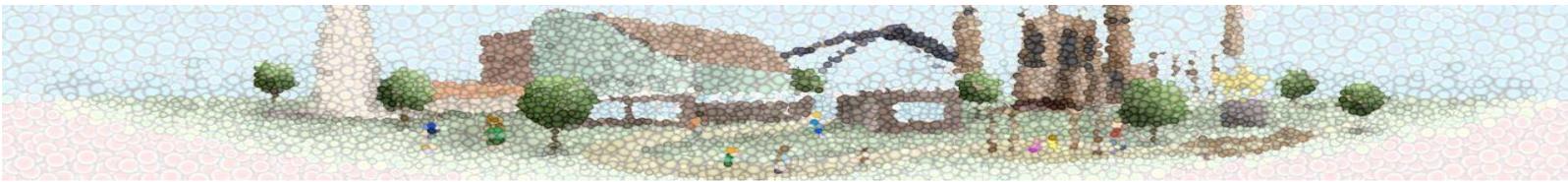
- ✦ Relationships and Sex Education forms a regular part of the curriculum each half term, in every year group.

The delivery of this area of work will:

- ✦ Make use of and support ICT
- ✦ Include the development of literacy skills
- ✦ Take into account the increasing role of ICT as an essential form of communication.
- ✦ Make use intervention for particular students who are identified as particularly vulnerable and in need of further protective behaviours work

## MONITORING AND EVALUATION

- ✦ Relationships and Sex Education will be monitored by the P.S.H.E./R.S.E. co-ordinator. A variety of informal evaluation activities have been built into the programme.



- ⤴ Elements of Relationships and Sex Education in the science curriculum will be assessed formally.

### **ASSESSMENT**

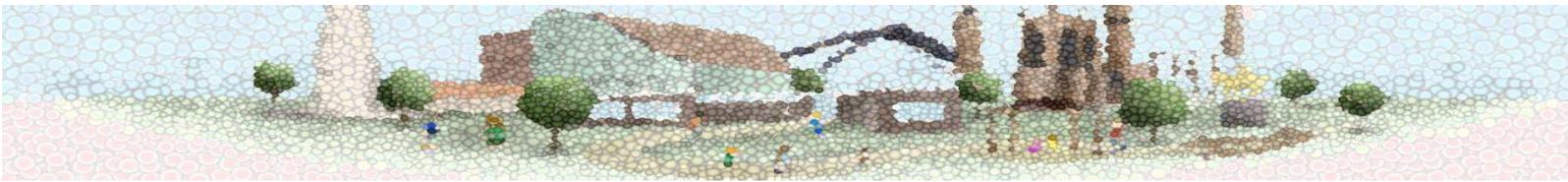
- Review the policy in the light of experience, students' needs and current thinking
- Ensure it is being delivered
- Explore how it is being delivered
- Examine student views and outcomes

### **MONITORING AND REVIEW**

This policy will be reviewed every three years, unless circumstances dictate that it should be reviewed sooner. the policy will be reviewed and revised by the subject coordinator and approved by the Quality and Standards Committee of the Governing Body.

**Signed:** *Sue Wookey*

**Date:** **October 2025**



## Appendix

Links to all Relationship and Sex Education Curriculums:

- [Primary Formal Curriculum 25-26](#)
- [Primary Semi-Formal Alternative Curriculum 25-26](#)
- [Primary Semi-Formal Bridging Curriculum 25-26](#)
- [Secondary Bridging Curriculum 3y rolling PSHE-RSE](#)
- [Secondary KS3 PSHE-RSE 2024-27 3Yr Rolling Curriculum](#)
- [Secondary KS4 PSHE-RSE 2024-27 2Yr Rolling Curriculum](#)
- [Secondary KS5 PSHE-RSE 2024-27 3Yr Rolling Curriculum](#)
- [Secondary Pre-Formal AD Personal Development](#)
- [Secondary Semi-Formal – The POD, 3TB – My Body  
PSHE-RSE 3Yr Rolling Curriculum](#)