

POLICY STATEMENT

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23

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RELATIONSHIP AND SEX EDUCATION POLICY

1. Policy Statement

This policy outlines our approach to delivering Relationships and Sex Education (RSE) in accordance with the Department for Education's statutory guidance (July 2025) which is to be implemented by September 2026.

The policy reflects our commitment to providing inclusive, age-appropriate education that supports the personal development, wellbeing, and safeguarding of all pupils.

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is also about the teaching of sex, sexuality and sexual health. It should also encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner. It is about understanding the importance of loving and caring relationships.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. In addition, RSE promotes self-esteem and emotional health and wellbeing and helps pupils to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Relationships and sex education has three main elements: developing considered and appropriate attitudes and values; learning and developing personal and social skills; gaining knowledge and understanding of physical and sexual development, human sexuality, and pregnancy and contraception.

LRGS is committed to meeting the statutory requirements regarding the teaching and promotion of healthy relationships and keeping safe, well and healthy, both physically and mentally, in the online and physical world.

2. Aims

To ensure that pupils acquire age-appropriate factual knowledge and understanding about the physical, mental and emotional aspects of their development and how these interrelate, and the skills required to manage healthy relationships and combat harmful attitudes.

- To help pupils cope with the stresses of adolescence.
- To promote healthy, respectful relationships and challenge harmful attitudes.
- To equip pupils with the knowledge and skills to make informed decisions about their wellbeing, health, and relationships.
- To ensure that pupils consider the moral aspects of sexual issues.
- To give pupils appropriate resources to help them to make informed decisions in the areas of sex and relationships.
- To ensure that pupils understand the Law around consent and their legal rights and responsibilities.

- To address online harms, including misogyny, incel ideology, deepfake pornography, and coercive behaviours.
- To ensure that pupils understand and embrace the school's ethos of 'no bystanders' so that pupils know who to turn to and how to report any unacceptable behaviours, such as bullying, sexual harassment and discrimination.
- To foster emotional literacy, resilience, and empathy.

3. Statutory Framework

This policy complies with:

- Section 80A of the Education Act 2002
- Section 403 of the Education Act 1996
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Relationships Education, Relationships and Sex Education and Health Education guidance July 2025 for introduction from September 2026
- The Equality Act 2010

4. Curriculum Overview and Delivery

The core themes are:

- Healthy Relationships
- Sexual Health
- Online Safety
- Identity and Equality
- Mental Health and Wellbeing
- Personal Safety
- Financial Exploitation

Relationships Education focuses on helping pupils develop the knowledge and skills to form healthy, respectful relationships of all kinds. This includes:

- Friendships and family relationships
- Respect, empathy and inclusivity
- Understanding different types of relationships, including same-sex relationships
- Consent and boundaries
- Online safety and digital relationships
- Recognising unhealthy or abusive relationships
- Mental wellbeing linked to relationships

It is designed to support pupils' emotional and social development and is taught in a way that is inclusive and age-appropriate.

Sex Education builds on Relationships Education and includes more specific content about:

- Human reproduction and sexual health
- Contraception and pregnancy
- Sexually transmitted infections (STIs)
- Safer sex and informed choices

The curriculum content for Relationships and Sex Education is delivered through Values lessons, the Assembly Programme and occasional additional outside talks or drop-down awareness days through years 7 to 13. We use a spiral curriculum so that topics are revisited throughout pupils' secondary education, ensuring age-appropriate and sequenced content. This content is primarily delivered by LRGS staff who are provided with appropriate resources, guidance and training opportunities. Individual teachers make decisions over the specific content and activities used to best meet the needs of their classes. We also invite a number of outside agencies to run sessions such as the NHS. When bringing in outside agencies and organisations to deliver content on RSE themes at KS3 and 4, we inform parents. We seek to ensure that content and activities are inclusive of all backgrounds, faiths, and abilities.

We also use child sexual exploitation resources through CEOP (Child Exploitation and Online Protection) and Childnet. We signpost pupils towards extra sources of information and support, if necessary, through the 'Who To Turn To' system, information in pupil handbooks and regular signposting slides in lesson resources. Pupils frequently receive reminders of the staff within school and other agencies they can turn to for targeted support. The school also undertakes activities aimed at flagging risk-taking behaviour and provides further education and guidance to those individuals in need of additional support.

In response to the July 2025 guidance in relation to addressing misogyny and online harms, we will include assemblies and lessons that will:

- explicitly challenge misogynistic myths and harmful online narratives.
- encourage pupils to explore positive masculinity and respectful behaviours.
- provide information and guidance about media literacy and resistance to manipulation.
- educate about incel ideology, coercive behaviours, sexual ethics beyond consent, and peer pressure.

In the Sixth Form, we will continue to educate about women's health.

Whilst teaching will focus on facts and the law, lessons will remain discursive opportunities for pupils to ask questions and explore difficult ideas in a respectful and safe environment.

5) Trusted Organisations and Resources

Values lessons use high-quality, evidence-based resources from trusted organisations, including:

- NSPCC – Resources on safeguarding, abuse prevention, and healthy relationships.
- Brook – Expert guidance on sexual health, consent, and relationships.
- Childnet International – Online safety education and digital wellbeing.
- CEOP (ThinkUKnow) – Resources on online exploitation and reporting abuse.
- Mental Health Foundation – Emotional wellbeing and resilience education.
- The PSHE Association – Accredited teaching materials and curriculum frameworks.
- Educate Against Hate – Resources to counter extremism and harmful ideologies.
- Pol-Ed – Resource to create a positive, inclusive and lawful society.
- Unifrog – Resources that cover every aspect of the PSHE curriculum.

6. Safeguarding and Confidentiality

RSE is delivered in a safe, supportive environment. A teacher running a lesson that covers relationship and sex education is not in a position to promise that all information that might emerge is confidential. Best practice is for the class to adopt the PSHE Association's classroom ground rules for discussion. Any disclosures are handled in accordance with the school's safeguarding policy. Staff are trained to manage sensitive discussions and respond appropriately.

7. Relationship and Sex Education - Parents

The prime responsibility for bringing up children rests with parents / carers. Staff at LRGS recognise that parents are the key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The school has a particular responsibility for the care and wider education of boarders. Boarding houses make use of induction programmes and other activities that enable pupils to understand RSE themes within the specific context of boarding. The work done in school must be seen as complementary and supportive to the role of parents.

LRGS will not enter into contracts that restrict parental access to curriculum content. Resources used are from reputable educational providers, although responsibility lies with individual teachers as to how lessons are structured, resourced and delivered. Parents may have access to teaching materials upon request. Parents of KS3 and KS4 pupils are contacted prior to lessons on sex education informing them of the topics being delivered or ahead of any linked visit from an external provider. Due to the nature of the subject, it is not always possible to pre-empt conversations around RSE; lessons may involve spontaneous conversations on these themes in response to pupils' questions but will remain age-appropriate according to national guidelines on best practice.

Parents are informed of developments in the RSE curriculum. Parents have the right to withdraw their child from any or all of the Sex Education (but not from Relationships Education) apart from that included in the Science Curriculum which covers the biological aspects of human growth and reproduction. A request to withdraw a pupil from Sex Education need not give a reason and can be in writing to the Headmaster or verbal. If it is a verbal request, the school will confirm the request in writing. Alternative arrangements will be made for such pupils. Pupils have the right to opt back into Sex Education three terms before turning 16. We encourage parents to get in touch with our Values coordinators if they have questions about any aspects of the programme.

8. Access to Relationship and Sex Education

All pupils, including those with special educational needs, have equal right to access relationships and sex education. Teaching is inclusive of all pupils and respectful of religious beliefs. Advanced notification of topic areas and delivery times is provided to those pupils who might benefit from this information. Steps are made by the teacher and the learning support team to support pupils appropriately during lessons to ensure the content is accessible to all. When whole year talks / presentations / events are organised that might be sensitive or triggering for individuals, we ensure that a member of the pastoral team is available if support is needed. Where necessary, the content can be delivered in a differentiated format to ensure it remains appropriate for individual educational needs.

9. Staff Training and Support

Non-specialists are required to teach Values lessons. Training needs are regularly evaluated, and staff are supported to build confidence and experience to deliver the RSE programme. Through the use of National College online courses, webinars from educational organisations and guidance from Values Coordinators, staff are supported to build expertise.

10. Monitoring and Review

Pastoral Heads track trends and review incidents, which then informs planning of assembly input and / or targeted Values lessons. The content and delivery of RSE is reviewed annually by the Values coordinators with overview from the Deputy Heads. This review process includes input from pupil voice, staff feedback, consultation with parents as well as a robust response to developing national guidance. The Trust Board will review this policy every 3 years to oversee implementation and compliance.