



Document Detail	
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RELATIONSHIPS & SEX EDUCATION POLICY

Relationships & Sex Education Policy	
Version History	
V25.1	No amendments until updated government guidance. DFE/ RSE guidance states that proposed update remains as a draft with no indication yet as to when it will be published".
V26.1	Amendments made in line with government guidance. Added a note to explain that the needs, ability and understanding of the individual student will determine what and how is taught. Added Relationship Education, Relationships and Sex Education (RSE) and Health Education (2025) to list of statutory requirements. Updated curriculum information to reflect the new question-based plan and areas/concepts as per the new guidance. Updated PSHE Long Term Planning added.

To support this policy, the school is a member of the PHSE Association and uses their programme of study along with their quality assured resources.

As students' progress through school, PSHE, RSE will always be taught to their developmental needs of the pupil and not necessarily related to their age or year in school. However, we use the PSHE programme of study to guide us.

All topics will be considered by the teacher and if it is appropriate for the individual student, taking into consideration their needs and understanding, the teacher will support with topic knowledge and exposure.

Relationships & Sex Education Policy

Aims

The aims of relationships and sex education (RSE) at our school is to:

Take into account age, maturity, needs and ability to enable our pupils to better understand the nature of human relationships and to develop skills to form friendships and personal relationships.

To prepare pupils for changes which occur in their bodies, minds and emotions as they grow.

- Focus on building Healthy Relationships
- Know that families are important for children growing up, families sometimes look different from their family, respect differences in families
- Know that stable , caring relationships of different types are at the heart of happy families and that marriage represents a formal legal commitment between two people
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils understand the importance of health and hygiene
- Prepare pupils for puberty and ensure an understanding of sexual development
- Create a positive culture around issues of sexuality and relationships
- Promote strategies to keep pupils safe in their everyday life and online (if appropriate)

Statutory requirements

From September 2020, all schools must deliver relationships education in primary schools and relationships and sex education in secondary school. The right to withdraw from RSE remains for aspects of sex education which are not part of the science curriculum.

The RSE policy supports the following policies, these documents inform the schools RSE policy:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance SRE for the 21st Century (2014)

Keeping children safe in education – Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)

Relationship Education, Relationships and Sex Education (RSE) and Health Education (2025)

Policy

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

1. Review – working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – Teachers of all phases were given the opportunity to look at the policy and to make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy on our website and give feedback
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Relationship and Sex Education (RSE) for our pupils is to help them to understand their emotional and physical development and enable them to make positive decisions in their lives so that they can lead a meaningful, enjoyable and independent life.

Here at Shorefields School we understand the uniqueness of our pupils, RSE provision will be appropriate to the individual needs of pupils, taking specialist advice where necessary.

- RSE is about the emotional, social and cultural development of pupils, 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.

Curriculum

We have developed the curriculum using the PSHE Association tools as a guide to support planning and delivery. Parents and staff have been consulted in preparation of the curriculum, through questionnaires, emails and publication on our website of our long-term plan and Policy.

Our curriculum is embedded within PSHE, Science, Citizenship and ICT to create a spiral curriculum. Developing knowledge and skills so that learning can be revisited, reinforced and extended as pupils develop. It is not a one-off experience.

Primary sex education forms part of the Science Curriculum and will be planned to meet the needs of pupils for instance, their development stage.

- Preparing boys and girls for the changes that adolescence brings
- Learn about reproduction of animals and plants

Secondary sex education will be planned to meet the needs of pupils at their developmental stage. It is vital that pupils learn about social media and the Internet as a tool for learning. They will also be taught about the risks and how to stay safe online. As with all areas of the curriculum at this school RSE is approached at a level appropriate to the needs and abilities of pupils.

Throughout Shorefields School pupils are taught about self-care and relationships with others. RSE education incorporates the development of self-esteem and relationships, pupil learning takes place in all aspects of school life as well as through the taught curriculum.

The question-based model that is used to ensure the content is covered throughout the school is within the unique Curriculum Rolling Plans for each individual strand, these can be viewed at any time on the school website.

Across the school we will aim to ensure that the following areas/concepts are covered by the time students finish at our school.

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being Safe
- Intimate and sexual relationships, including sexual health (Secondary: this will be based in individual need, ability and understanding)

Learning will be differentiated and taught within the context of a young person's developmental stage. Resources will be adapted to meet the unique learning style of pupils, for instance, stories with focus, social stories, role play, learning new signs or songs to support learning.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Assessment

It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. Personal reflection in PSHE education lessons is essential, time and space within the lessons to reflect, assessing learning in PSHE will be a combination of teacher assessment, pupil self- and peer assessment. Baseline activities used as lesson starters will be kept as part of pupil's portfolio, added to their personal progress grid targets.

Safe and effective practice

We will ensure a safe environment where pupils feel able to ask questions. Some students may present questions through their behaviour, staff will work collaboratively with other professionals and parents to support pupils learning about themselves and their feelings.

Shorefields School update all staff regularly with safeguarding protocols, these protocols are used and actioned if there is an indication of risk. All staff are fully aware of safeguarding and who is responsible in school.

Staff will also use distancing techniques such as Children's stories for instance when learning about relationships; For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Roles and responsibilities

The governors

The governing board will approve the RSE policy

The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from Non-Statutory, Non-Science components of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

We are committed to working with parents and carers, a copy of the RSE Policy will be available on the website, parents will be notified using school coms. We work closely with parents to ensure they are fully aware of what is being taught, they will be informed by letter when RSE is being taught to their son/daughter. They will have opportunities to view materials and resources being used.

Parents have the right to withdraw their child from RSE with the exception of the biological aspects included in the national curriculum Science, 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 and submitted to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action.

Alternative work/activities will be given to pupils who are withdrawn from sex education.

Training

A Teacher trained to teach Relationship and Sex Education to young people with disabilities, works collaboratively with staff to ensure the school meets the needs of students. Staff training is included in our continuing professional development calendar.

There are times when the school may invite visitors from outside the school such as; school nurses or sexual health professionals, Occupational Therapist, Speech and Language Therapist, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery, provision and content of RSE is monitored by Strand Leaders. There is a working party consisting of Teachers from each strand who meet regularly with Governors to discuss progress of RSE across the school.

Resources are monitored with each cohort taught to ensure appropriate materials are available to suit pupil's ability, learning styles and level of maturity.

Individual progress may be recorded by the teacher as part of their planning and evaluation procedures and will be linked into a student's Annual Review Key Objectives/Progress grids where appropriate.

The policy will be reviewed yearly and approved by the governors and the Head Teacher

Shorefields School: PSHE Long Term Overview

Topics are covered in different academic terms across the three strands, based on their unique Rolling Programmes.

Relationships	Health and Wellbeing	Living in the Wider World
-What is the same and different about us? -Who is special to us? -What makes a good friend? -What is bullying? -How can we be a good friend? -What are families like? -How do we treat each other with respect? -How can friends communicate safely? -What will change as we become more independent? -How do friendships change as we grow?	-What helps us stay healthy? -Who helps to keep us safe? -What helps us to stay safe? -What helps us grow and stay healthy? -How do we recognise our feelings? -What keeps us safe? -Why should we eat well and look after our teeth? -Why should we keep active and sleep well? -What strengths, skills and interests do we have? -How can we manage our feelings? -How will we grow and change? -How can we manage risk in different places? -What makes up a person's identity? -How can we help in an accident or emergency? -How can drugs common to everyday life affect health? -How can we keep healthy as we grow?	-What can we do with money? -How can we look after each other and the world? -What jobs do people do? -What makes a community? -How can our choices make a difference to others and the environment? -What decisions can people make with money? -What jobs would we like? -How can the media influence people?

The following topics are generally for students in academic years 7 to 11. These topics will be used by a teacher if it is appropriate for the individual student based on their need, ability and understanding. These are not timetabled but a guide to support as needed.

Relationships	Health and Wellbeing	Living in the Wider World
Diversity Diversity, prejudice, and bullying Building relationships Self-worth, romance and friendships (including online) and relationship boundaries Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography Addressing extremism and radicalisation Communities, belonging and challenging extremism	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change Exploring influence The influence and impact of drugs, gangs, role models and the media Building for the future Self-efficacy, stress management, and future opportunities	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations Financial decision making Saving, borrowing, budgeting and making financial choices Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work Digital literacy Online safety, digital literacy, media reliability, and gambling hooks Setting goals Learning strengths, career options and goal setting as part of the GCSE options process Employability skills Employability and online presence Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices Work experience Preparation for and evaluation of work experience and readiness for work Next steps Application processes, and skills for further education, employment and career progression

Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Independence Responsible health choices, and safety in independent contexts	
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