



Relationship and Sex Education Policy

Committee Responsible: School Life Committee (MGU)

Reviewed By: Head of Junior School

Adopted by Committee: March 2020

Last reviewed: February 2026

Date of next review: February 2029

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Reference Source(s):

This policy was drawn up with respect to Relationship and Sex Education for the 21st Century (Brook, PSHEE association and Sex Education Forum- as recommended by the DfE) and Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, 2026) and is underpinned by Sibford School's fundamental Quaker values of respect and tolerance for all regardless of race, gender, sexuality or culture. This policy was drawn up by the Head of Junior School in conjunction with the Deputy Head (Pastoral), the Heads of Key Stage and the Head of Sixth Form and is approved by both the SLT and the School Committee.

Rationale

This policy is designed to give clarity on the issue of Relationships and Sex Education (RSE).

RSE teaches pupils to develop values and attitudes, and to learn personal and social skills, around RSE. This should increase their knowledge and understanding to enable them to make informed decisions and should manifest itself in healthier life choices regarding the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

RSE makes an essential and significant contribution to safeguarding pupils during their school-age years and into the future.

RSE should enable pupils to develop the skills and confidence needed to access professional advice and appropriate health services. It enables pupils to understand their physical and emotional development and enable pupils to take increasing responsibility for their own health and well-being and that of others.

Sibford School believes students should have a clear understanding of safe, fulfilling and enjoyable relationships and learn to take responsibility for their own personal health and well-being. RSE aims to contribute to behaviour change, including reducing unprotected and unwanted sex and reducing harmful behaviours such as assault and abuse. Developing a positive self-image and self-worth are fundamental objectives of RSE.

Objectives

- That staff delivering RSE follow the guidance given to allow for uniformity of experience for the pupils.
- That pupils receive high quality education in order to prepare them for life.
- That pupils feel informed by the education they receive.
- That staff delivering RSE have clarity as to what is expected of them by the school.
- That parents are aware of the policy and their right to withdraw their child from certain RSE lessons if they feel that is appropriate (and those they cannot be withdrawn from).

What is Relationships and Sex Education?

Relationships and Sex Education (RSE), is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life.

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE is scaled up year on year, so that learning can be built up in a way that is appropriate to the age and maturity of each child. RSE responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up. The course content is regularly monitored and evaluated by the pastoral team to ensure that it is up to date, effective and covering all the required aspects.

RSE covers both relationships education and sex education. Relationships education does not involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe, meanwhile sex education covers sexual activity and procreation. There are strong overlaps between these disciplines hence they are often taught concurrently.

Delivery of RSE

RSE is taught primarily as part of PSHE (please read in conjunction with schemes of work for PSHE in EYFS-Year 13), by class teachers in the Junior School and by tutors in timetabled PSHE lessons in Senior School.

The RSE coordinators in the Senior School are the Heads of Key Stage who oversee PSHE and will keep tutors informed about the curriculum, so that they are able to support pupils one-to-one and are aware of who to refer pupils to for expert help. The Head of Junior School oversees PSHE in the Junior School.

The Heads of Key Stage, Deputy Head (Pastoral) and Head of Junior School will work closely with the medical staff to ensure appropriate support is available to all pupils.

RSE is covered in Science and PSHE lessons in both the Junior and Senior School.

The Heads of Key Stage and Head of Junior School are responsible for arranging input from external agencies, such as the NSPCC, to enhance RSE.

Content

Across the 3-18 age range, we aim to ensure that students are informed about a range of topics at an age-appropriate level. These include being informed about:

- Respectful relationships, boundaries, and the risks of sharing information and images online
- Sexual and reproductive Health
- The biology of puberty and sexual reproduction
- Pregnancy, labour and Birth
- Becoming and being a parent
- Understand issues around sexual health and have the ability to control their own sexual health
- The different methods of family planning including contraception, how they are used and how effective they are
- Types of STI's (including HIV/AIDS), how they are transmitted, how they can be prevented

- Sexuality & Sexual Pleasure
- Sexual myths and stereotypes
- Accessing local services
- Pregnancy decision making
- Abortion
- Alcohol or drugs and their effect on the body in relation to sexual activity
- Understand the consequences of their own actions and decisions; have opportunities to discuss and consider with confidence in a supportive environment:
 - Marriage, long term partnerships and family life including parenthood
 - The development and sustaining of relationships including consent, trust, honesty, respect, equality and communication
- Adolescence and developing sexuality
- Sexual orientation
- Self-esteem and self-confidence including body image
- Teenage pregnancy
- Same sex relationships
- Gender identity and gender reassignment – ‘facts and the law’ – how legal rights may differ based on biological sex
- Gender and sexual stereotypes
- Sexual bullying, homophobia and transphobia
- LGBTQ+ issues and relationships.
- Sexual harassment, Sexual Assault, Rape and legal issues related to consent
- Domestic Violence
- Female Genital Mutilation
- Equality
- Moral values and explore those held by different cultures
- Developing personal responses in situations where sexual activity may be expected or desired and be able to express and understand their own feelings, understand confidentiality, and safeguarding
- The increasing prevalence of fake social media accounts and AI generated sexual imagery and 'deepfakes'
- How sub-cultures such as ‘incels’ might influence our understanding of sexual ethics and the role of consent, and awareness of power dynamics
- How pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and how this can negatively affect how people behave towards sexual partners. This can include misogynistic behaviours and attitudes and links towards violence against women and girls.
- How to identify and learn from positive male role models and what ethical behaviour in relationships looks like, beyond respecting boundaries and consent
- How to identify everyday sexism, misogyny, homophobia and stereotypes, and understand how to challenge and/or report these behaviours
- Suicide ideation and prevention

Sex and the Law

- The law relating to sexual activity.
- School rules relating to sexual relationships in school

- Confidentiality
- Safeguarding, including internet and phone safety, pornography, sex in the media and sexting
- Pupils' rights

Parental Involvement

The policy is available to all parents. Some parents prefer to take responsibility for aspects of this element of education and they have the right to withdraw their child from all or part of the Relationship and Sex Education except for those parts included in the statutory National Curriculum (i.e. in science lessons). If they wish to do so, they should communicate with the Deputy Head (Pastoral) or Head of Junior School so that alternative provision can be made.

Samples of RSE resources are shared with parents at relative key stage levels, however, parents are welcome to request these resources to review and should contact the Deputy Head (Pastoral) or Head of Junior School. During the process of reviewing this policy, parents are engaged and consulted with.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some pupils it is not culturally appropriate for them to be taught particular items. We will respond to parental requests and concerns.

Pupils with Special Educational Needs

We will ensure that all pupils receive Relationship and Sex Education, and we will offer provision appropriate to the particular needs of all of our pupils, taking specialist advice if necessary.

Sexual/Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity, to answer appropriate questions and to offer support. Pupils, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Pupils will be made aware of this. From time to time, a pupil may ask a question within an RSE session that is not covered by course content. When this occurs, the teacher in question will use their professional judgment to decide whether they can answer the question in that setting (in front of the pupil's peers) or whether it needs to be passed to a member of the pastoral team to be followed up. Where this occurs with a pupil who has been withdrawn from RSE, the pastoral team will usually liaise with the pupil's parents.

Where a teacher learns from a pupil under the age of 16 years that they are having or contemplating sexual intercourse:

- The pupil will be persuaded, wherever possible, to talk to parent/carers and if necessary to seek medical advice.

- Child Protection issues will be considered and referred if necessary to the DSL under the school's procedures.

The pupil will have access to medical staff who can counsel about contraception, including precise information about where pupils can access contraception and advice services. The pupil may also access support from the school's wellbeing service and pastoral team for advice and guidance. In any case where Child Protection procedures are followed, the teacher will ensure that the pupil understands that if confidentiality has to be broken, they will be informed first.

This policy should be read in conjunction with:

E Safety Policy

PSHE Policy

Safeguarding (Child Protection) Policy