



BEACONSFIELD HIGH SCHOOL  
*A remarkable grammar school*

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**RELATIONSHIP AND SEX EDUCATION POLICY**

Date last reviewed: June 2025

Next review date: June 2026

For review by:



### Contents

1.	Aims .....	3
2.	Curriculum Intent: .....	3
3.	Statutory requirements .....	4
4.	Policy development .....	4
5.	Definition .....	4
6.	Curriculum.....	5
7.	Delivery of RSE.....	5
	7.1.    Inclusivity .....	6
	7.2.    Use of resources .....	6
8.	Use of external organisations and materials .....	7
9.	Roles and responsibilities.....	7
	9.1.    The governing board .....	7
	9.2.    The Head Teacher .....	8
	9.3.    8.3 Staff .....	8
	9.4.    Pupils .....	8
10.	Parents' right to withdraw.....	8
11.	Training .....	8
12.	Monitoring arrangements.....	8
13.	Appendix 1: Curriculum map.....	10
14.	Appendix 2: By the end of secondary school pupils should know .....	11
15.	Appendix 3: Parent/carer form: withdrawal from sex education within RSE.....	14

## 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school uses the Personal, Social, Health and Economic (PSHE) curriculum to promote students' personal, social, emotional and physical health and economic development. All students will be taught to celebrate diversity and interrogate social norms and challenge stereotypes. Our curriculum(s) will help our students to be tolerant and show respect to others; our students will be taught how to be good citizens with qualities and attributes they need to thrive as healthy, independent and responsible members of society.

The trustees and staff of Beaconsfield High School believe that 'children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, September 2021

## 2. Curriculum Intent:

- Promote emotional wellbeing and mental health.
- Promote difference and acceptance.
- Allow students to learn about topics of a sensitive nature without fear of judgement, stigma or embarrassment.
- Help develop the qualities and attributes needed to thrive as individuals, family members and members of both the school and wider society, including taking responsibility for their own behaviour and showing initiative.
- Provide the knowledge, understanding and skills needed to manage lives now and in the future.
- To support students in staying safe from exploitation and abuse.
- Allow all students to contribute and benefit from learning and discussions.
- Help students to support one another and themselves as they grow and learn.

The PSHE curriculum has important knowledge and understanding to help ensure we meet our aims and statutory content. Our curriculum map provides information about what is covered and when and can be found [here](#). Appendix 2 details statutory content dictated by current government guidelines.

RSE involves consideration of several sensitive issues about which different people may hold strong and varying views. In line with the Department of Education guidance, the School's approach is educational, rather than one based on propaganda or personal bias, and as such RSE is balanced, takes account of, and is sensitive to different viewpoints. The DfE guidance makes it clear that we are free to determine how we deliver the content they set out; at present this is a combination of the PSHE curriculum, form time activities and presentations, assemblies and curriculum-based delivery.

Teaching is conducted in a safe learning environment so that students are not 'put on the spot' or expected to discuss their own personal issues in class. Similarly, resources are selected on the basis of their appropriateness to our students. We believe that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers use their skill and discretion to decide whether and how to answer questions in class, making it clear what is appropriate or not in the context. In addition to the taught RSE programme, we provide:

- appropriate information through displays, the assembly programme, form time activities, information bulletins and newsletters and through our pastoral support system; and
- specific individual support for students who experience personal difficulties or concerns and approach staff for help.

When addressing the issues surrounding sexual harassment and child-on-child abuse, we will refer to Keeping Children Safe in Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

We recognise that sexual violence and sexual harassment are not acceptable and will never be tolerated; students will be taught to understand that any report of sexual violence will be taken seriously and that a knowledge of healthy relationships will ensure they know how they deserve to be treated. The School understands that ‘teaching about mental health is central these subjects. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely’ (DfE, September 2021). The School ensures that these concerns are addressed explicitly through the PSHE curriculum, but also through a wide range of support and awareness raising in this area.

### **3. Statutory requirements**

As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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

At Beaconsfield High School, we teach RSE as set out in this policy.

### **4. Policy development**

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff involved in teaching PSHE as well as the wider staff community were given the opportunity to look at the policy and make recommendations
3. Parent/carer consultation – parents/carers were invited to feedback via a MS Form on our PSHE curriculum and our policy document
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified by the Head Teacher

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

- Acceptable Use Policy
- Anti-Bullying Policy
- Equality Information
- Online Safety Policy
- Safeguarding Policy
- Mental Health and Wellbeing

### **5. Definition**

Relationships and Sex Education (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.

## **6. Curriculum**

RSE will be set in the context of a wider whole-school approach to supporting Students to be safe, happy, and prepared for life beyond school. The curriculum on relationships and sex education will complement and be supported by the wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. PSHE/RSE will sit within the context of the broader ethos and approach to developing students socially, morally, spiritually, and culturally, and its pastoral care system. The curriculum on Health Education will similarly complement, and be supported by, education on healthy lifestyles through Physical Education, Food Technology, Science, and co-curricular sporting activities.

Our RSE curriculum is set out on our website and sent directly to parents in September every year, but we may need to adapt it as and when necessary.

We have developed the curriculum to consider the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

We provide sample resources and materials with parent/carers via the website and will share specific curriculum materials with parents/carers upon request.

The Academy acknowledges the importance of knowing what the law says about, sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos, and other material using technology. This will help young people know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their own actions. Students will be made aware of the relevant legal provisions when the relevant topics are being taught and materials will be delivered in an age and stage appropriate way, for example, these will include:

- Marriage
- Consent, including the age of consent
- Relationship abuse and violence
- Sexual harassment and online sexual abuse
- Online behaviours including image and information sharing (including sexting, youth produced sexual imagery, nudes etc)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • Hate crime • Female genital mutilation (FGM)

## **7. Delivery of RSE**

- We teach PSHE/ RSE through a discrete curriculum. Year 7-11 have one lesson per fortnight. Our resources are bespoke and tailored to the needs the students and our local context. The curriculum is flexible to allow responses to issues arising locally and nationally.
- We work in collaboration with outside providers. [Split Banana](#) helps us deliver RSE and their workshops and content can be found on our SOW and their session overviews [here](#).
- Students with SEN are taught in lessons or can access small group sessions in the Learning Support classroom.
- Different aspects of the RSE statutory content are taught at age appropriate times and can be seen on our schemes of work.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **7.1. Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### **7.2. Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

## 8. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with students' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Make materials available to parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 9. Roles and responsibilities

### 9.1. The governing board

The board of trustees will approve the RSE policy or delegate responsibility to the Head Teacher to approve, and hold the Head Teacher to account for its implementation.

#### **9.2. The Head Teacher**

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science] components of RSE (see section 9).

#### **9.3. 8.3 Staff**

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/carers wish them to be withdrawn from the non-statutory/non-science 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 Head Teacher.

Teachers of PSHE include Heads of Learning and SLT and a few other designated staff.

#### **9.4. Pupils**

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

### **10. Parents' right to withdraw**

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex 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 3 of this policy and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the students' educational record. The Head Teacher will discuss the request with parents/carers and take appropriate action.

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

### **11. Training**

Staff are trained on the delivery of RSE as part of their continuing professional development.

BHS will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **12. Monitoring arrangements**

The delivery of RSE is monitored by Emma Pritchard Assistant Head Teacher through:

- Learning walks and lesson observations
- Student Voice feedback
- Department meetings



Students' development in RSE is monitored by class teachers as part of our internal assessment systems. We do not 'assess' or grade PSHE/ RSE formally. We invite student's reflections during lessons.

This policy will be reviewed by Charlotte Lewis, PSHE Lead, annually. At every review, the policy will be approved by the Head Teacher.

### 13. Appendix 1: Curriculum map

#### **Relationships and sex education curriculum map**

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For our current Curriculum Map please see the curriculum maps sent directly to parents annually in September and published on our website <https://www.beaconsfieldhigh.school/school-life/academic-subjects/pshe>

#### 14. Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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/carers 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	PUPILS 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>

TOPIC	PUPILS SHOULD KNOW
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>

**15. Appendix 3: Parent/carer form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	Include notes from discussions with parents/carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom