



RELATIONSHIPS AND SEX EDUCATION POLICY

Monitoring: Standards & Curriculum Committee

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1. STATEMENT OF INTENT

At Parmiter's we are aware that children and young people are growing up in an increasingly complex world, both on and offline, and understand the importance of educating students about sex and relationships, in order for students to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Relationships and Sex Education Guidance' (2019), defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

2. AIMS & OBJECTIVES

The aim of Relationships and Sex Education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend and good colleague. It should also enable students to understand the value of marriage and civil partnerships for family life and the raising of children. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what constitutes acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The School's RSE policy will provide clear progression from what students should be taught in primary school within Relationships Education. We will build on this foundation and, as students grow up, at the appropriate time we shall extend teaching to include intimate relationships. Alongside teaching about intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Teaching of RSE at Parmiter's School will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- within the law, to be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

3. STATUTORY REQUIREMENTS

As a secondary academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to 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 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

4. LINKS WITH OTHER POLICIES

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

- Anti-Bullying Policy
- Behaviour Policy
- ICT & E-Safety Policies
- Child Protection / Safeguarding Policy
- Equalities Policy
- Spiritual, Moral, Social, Cultural Development Policy & Promotion of Fundamental British Values

5. CURRICULUM

The School acknowledges that high-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

RSE will be set in the context of a wider whole-school approach, supporting students to be safe, happy and prepared for life beyond school. The curriculum on RSE will complement and be supported by the School's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding.

The RSE programme will be developed in conjunction with the views of teachers, students and parents/carers by the Head of Personal Development (PD) and the Pastoral Leaders, in accordance with DfE recommendations. The majority of the programme will be delivered through the PD curriculum, with statutory aspects taught via the science curriculum without duplicating content covered in other national curriculum subjects such as Philosophy, Religion and Ethics, Computer Science, Food Technology and Physical Education.

The RSE programme has been designed so that the lessons are appropriate to each year group and the content is progressive, reflecting the maturity of the students as they move through the school.

The curriculum on health education will similarly complement, and be supported by, the School's education on healthy lifestyles through Physical Education, Food Technology, Science and the relevant extra-curricular activities as well as our school meals.

See Appendices 1 & 2

6. ROLES AND RESPONSIBILITIES

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- The subjects are staffed and timetabled in a way to ensure that the School fulfils their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all students with SEND;
- The School works with parents/carers when planning and delivering RSE;
- Clear information is provided to parents/carers on the subject content and regarding the right to request that their child is withdrawn.

The Head of Personal Development will ensure that:

- All staff involved with the delivery of RSE are provided with materials suitable for their Key Stage;
- All staff are aware of the issues of confidentiality and responsibilities for reporting any disclosure
- Materials used are in line with the current DfE requirements;
- Students, staff and parents/carers are given opportunities to contribute to the RSE curriculum;
- There is adequate consultation with parents and carers about the content and delivery of the RSE curriculum;
- The quality of delivery of the RSE materials is monitored regularly.

All Staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times, teaching will take place in the context of an explicit moral framework;
- They do not express their personal views or beliefs when delivering the programme;
- The teaching of RSE is delivered in ways that are accessible to all students with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate, staff direct students to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to a member of the Designated Safeguarding team;
- The School Matron will support students needing to seek medical help or advice.

Parents/Carers

The School acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents/Carers are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given opportunities to understand the purpose and content of RSE at Parmiter's;
- Encouraged to contribute to the development of RSE through policy consultations;
- Able to discuss any concerns directly with the School.

If parents have concerns or queries regarding RSE and health education, they may submit these via email to admin@parmiters.herts.sch.uk, FAO Personal Development Subject Leader.

7. TRAINING OF STAFF

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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.

8. EQUAL OPPORTUNITIES AND SEND

The School is dedicated to delivering the RSE programme with sensitivity and understands and abides by The Equality Act 2010, fully respecting the rights of students and staff members, regardless of any protected characteristics that they may have.

The School is dedicated to delivering the RSE programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

RSE and Health Education will be accessible for all students. High quality teaching is differentiated and personalised which is the starting point to ensure accessibility for all Students. The School will also be mindful of the 'preparing for adulthood' outcomes as set out in the SEND code of practice, when preparing these subjects for Students with SEND.

The School is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be a priority for some students, for example some with social, emotional and mental health needs or learning disabilities. Tailored content and teaching may be required to meet the specific needs of children at different development stages.

9. INTOLERANCE AND BULLYING

The School has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the RSE programme, such as those relating to sexual orientation or identity, will be dealt with as seriously as other bullying incidents within the School. Any occurrence of these incidents should be reported to an appropriate member of school staff, who will deal with the incidents in line with our Behaviour Policy or Anti-Bullying Policy.

10. PARENTS'/CARERS' RIGHT TO WITHDRAW

Parents/Carers have the right to request that their child be withdrawn from the non-statutory/non-science components of sex education within RSE up to and until three 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 pro forma below (Appendix #4). A copy of the withdrawal request will be placed on the student's educational record. The Headteacher 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. WORKING WITH EXTERNAL AGENCIES

The School is aware that working with external partners will enhance the delivery of RSE and will bring in specialist knowledge and implement different ways of engaging with young people.

Where the School uses external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. The School will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

The School will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by the Head of Personal Development in advance of the session.

The School will ensure that any visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the School's Safeguarding Policy.

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
- Provide all external materials to parents and carers upon request

We **will not**, 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

12. SAFEGUARDING AND CONFIDENTIALITY

At Parmiter’s we will allow children an open forum to discuss potentially sensitive issues. Confidentiality within the classroom is an important component of RSE, and teachers are expected to respect the confidentiality of their students as far as is possible. However, such discussions may lead to increased safeguarding reports. Students will be made aware of the procedures in place to enable them to raise their concerns or make a report, as well as how any report will be handled. This will also include procedures to follow when they have a concern about a peer or friend.

The School recognises that at the heart of RSE the focus is on keeping children safe, and acknowledges our significant role in preventative education. In line with the document ‘Keeping Children Safe in Education (KCSIE)’, all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children’s social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Pastoral Team, as well as the Designated Safeguarding Lead (or a Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised as well as bringing their knowledge of any particular local issues which it may be appropriate.

13. MONITORING AND REVIEW

The delivery of RSE is monitored by Richard Hackett, Head of Personal Development, through:

- Learning walks
- Digital exercise book reviews
- Curriculum implementation evaluation
- Student voice feedback
- Teacher feedback

This policy will be reviewed every three years. The policy will be ratified by the Governing Body.

Any changes to the policy will be clearly communicated to parents/carers and all members of staff involved in the Relationship and Sex Education programme.

Appendices below

School Policies\Relationships and Sex Education

Last Reviewed: May 2025

Next Review: May 2028

T Henson

Appendix #1: PERSONAL DEVELOPMENT PROGRAMME

Personal Development lessons/workshops at Parmiter's that include elements of RSE

Year 7

- Family Relationships (including different types of families)
- Love & Relationships
- Online Safety
- How can we prevent online bullying?
- Healthy lifestyles
- Genuine and toxic friendships
- Bullying or banter? Why do people bully others and how can we stop this?
- How do we keep safe and positive relationships?
- Puberty, what happens when and why?
- What is FGM and why is it dangerous?
- Personal Hygiene

Year 8

- Emotional Literacy and self awareness
- How can self-confidence boost our achievement?
- Managing change and loss
- Domestic conflict
- Personal safety and first aid
- What is consent and why? Why is it important that we learn about it?
- What is "sexting" and the dangers surround it?
- Body image and the media- male focus
- Self Identity and body image
- Homophobia
- Deciding what to watch, what's right for you?

Year 9

- LGBTQ+ community
- Body image and the media- female focus
- Domestic violence & abusive relationships
- Child Sexual Exploitation
- How does the law deal with young offenders?
- Unhealthy coping strategies
- Healthy coping strategies
- Spiking
- Consent and healthy relationships

KS4

- Fake news and critical thinking
- Crime gangs and county lines
- Gender and trans identity
- Sexual Relationships, the law, and consent
- The dangers of pornography
- STIs and STDs
- Relationship abuse
- Binge Drinking and the risks
- The legal status of marriage
- Same sex relationships
- Healthy relationships
- Toxic masculinity
- Parenting
- Relationships and breakups
- Readiness and delaying intimacy

Appendix #2: SCIENCE NATIONAL CURRICULUM

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of Relationship and Sex Education which are compulsory for students to learn as they progress through the key stages.

Sex Education in Science at Parmiter's:

Year 7 – Reproduction and Development

Students should be able to:

- State that the survival of a species depends on the production of sufficient offspring.
- State that hat reproduction can take place by sexual or asexual means
- Understand the differences between the methods and outcomes of asexual reproduction.
- Identify the major parts of the male and female reproductive systems
- Explain the function of the major parts of the male and female reproductive systems.
- Explain the stages of the menstrual cycle and why it happens
- Describe the journey of the sperm to the egg
- Use keywords to explain the process of fertilisation
- Define the term 'gestation period'
- Explain the role of the placenta, umbilical cord and amnion in pregnancy
- Apply what I learnt about foetal needs and consider how mothers can ensure that they have a healthy baby
- State a number of different methods of hormonal and non-hormonal contraception.
- Evaluate the various contraceptive methods
- Distinguish between the changes a male and a female undergo during puberty.
- Identify the organs involved.
- Name one hormone involved.
- Describe the male and female reproductive organs and cells of plants
- Describe the difference between insect and wind-pollinated flowers
- Describe fertilisation and seed formation
- Describe the difference between wind and animal seed dispersal.
- Describe different methods of seed dispersal.

Year 9 – Cells and Organisation

Students should be able to:

- Know that specialised cells are adapted to carry out a particular function including sperm cells and egg cells
- Identify that embryonic stem cells can be collected and used for stem cell techniques

Year 10 – Communicable Diseases, Homeostasis & Response, Hormones & Human Reproduction and Hormones & Fertility

Students should be able to:

- Give examples of viral diseases in including the sexually transmitted infection HIV/AIDs
- Give examples of bacterial diseases including the sexually transmitted infection gonorrhoea
- Describe the role of the main reproductive hormones
- Explain how hormones cause the changes at puberty
- Explain the role of hormones in human reproduction
- Describe how hormones cause the changes in the menstrual cycle
- Outline the uses of different hormonal and non-hormonal methods of contraception
- Explain how hormones are used to treat infertility

Year 11 - Reproduction

Students should be able to:

- Know the main differences between asexual and sexual reproduction
- Know the advantages and disadvantages of asexual and sexual reproduction
- Know how to construct and interpret Punnett squares
- Know how cells divide by meiosis to produce gametes
- Know how sexual reproduction leads to variation
- Understand how biological sex is inherited
- Describe how human genetic disorders including polydactyly and cystic fibrosis (+others) are inherited
- Describe the methods to screening embryos for alleles that cause genetic disorders
- Discuss the ethical risks and benefits of cloning in agriculture and medicine for embryo transplants and adult cell cloning
- Evaluate the concerns and issues associated with screening embryos for genetic disorders

Appendix #3: DfE GUIDANCE: Relationships and Sex Education Content (Secondary)

The School will develop knowledge on topics specified for primary schools and will also cover the following content by the end of secondary:

<p>Families</p>	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ that there are different types of committed, stable relationships. ▪ how these relationships might contribute to human happiness and their importance for bringing up children. ▪ what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ▪ why marriage is an important relationship choice for many couples and why it must be freely entered into. ▪ the characteristics and legal status of other types of long-term relationships. ▪ the roles and responsibilities of parents with respect to the raising of children. ▪ how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships including friendships</p>	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ▪ 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). ▪ 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 tolerance and respect to others and others' beliefs, including people in positions of authority. ▪ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ▪ that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ▪ what constitutes sexual harassment and sexual violence and why these are always unacceptable.

	<ul style="list-style-type: none"> ▪ 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.
Online and Media	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. ▪ 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. ▪ not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ▪ what to do and where to get support to report material or manage issues online. ▪ the impact of viewing harmful content. ▪ That specifically sexually explicit material often 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. ▪ that sharing and viewing indecent images of children (including those created by children) is against the law. ▪ how information and data is generated, collected, shared and used online.
Being safe	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships. ▪ how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).
Intimate and sexual relationships, including sexual health	<p>Students should know:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. ▪ that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. ▪ that they have a choice to delay sex or to enjoy intimacy without sex. ▪ the facts about the full range of contraceptive choices and options available. ▪ the facts around pregnancy including miscarriage. ▪ 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) ▪ 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 ▪ About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ▪ How the use of alcohol and drugs can lead to risky sexual behaviour ▪ How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Parent/Carer Form - Withdrawal from Sex Education within RSE

To be completed by parents/carers			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education.			
Any other information you would like the school to consider.			
Parent/Carer signature			

To be completed by the school	
Agreed actions from discussion with parents/carers	<p>Include notes from discussions with parents/carers and agreed actions taken.</p> <p>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</p>

Appendix #5: EXEMPLAR LETTER TO PARENTS/CARERS

Parmiter's School
High Elms Lane
Watford
Hertfordshire
WD25 0UU

Dear Parent/Carer

RE: Relationship and Sex Education at Parmiter's School

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a Relationship and Sex Education (RSE) programme.

At Parmiter's School (the School) we believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the School's Relationship and Sex Education Policy, which can be accessed on our school website.

Though schools must provide RSE for students from the age of 11 up until the age of 19, only aspects of the Science National Curriculum are compulsory for students to learn. Therefore, as parents/carers, you are entitled to request that your child be removed from some or all of their RSE lessons up to and until three terms before the child turns 16. After this, the child can choose to receive Sex Education in RSE lessons. [Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents/carers](#)

Such requests should be submitted to myself and the Head of Personal Development, who will discuss this with you and the appropriate teachers, and then determine an appropriate alternative programme for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of any available member of staff.

If you have any concerns or queries about your child's participation in their RSE lessons, please do not hesitate to contact either myself or Mr Hackett (Head of Personal Development) to discuss these further.

Yours sincerely

MR A SMITH