



Clarendon School
A place of learning for everyone

Relationships, Sex & Health Education Policy

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1. Introduction

Young people are growing up in an increasingly complex world and are learning to live their lives both on and offline. This presents many positive and exciting opportunities, but also challenges and risks. At Clarendon School, we recognise that our students need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, enabling them to live meaningful, healthy, safe, lives with independence, happiness and success.

Relationships, sex and health education is a key part of helping young people to stay safe, make healthy and positive choices and to be well prepared for life in modern Britain. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Clarendon School acknowledges that children and young people with SEND may be especially vulnerable to abuse and exploitation. All of our working practices are designed to maximise opportunities for our students: to learn how to be and keep safe; to communicate and be understood through whichever means of communication is most effective for them; to build healthy and enriching relationships; to maximise their potential and achieve ambitious goals within their local communities. Clear, relevant and inclusive RSE plays a crucial part in safeguarding.

This policy sets out the teaching of relationships, sex and health education at Clarendon School. For the purposes of this policy, the term 'Relationships, Sex and Health Education' is used to encompass all of these strands. This policy should be read in conjunction with our Child

Protection Safeguarding Policy, which can all be viewed on the school website.

We recognise that the role of parents and carers in the development of their children's understanding about relationships is vital. They are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We believe that the teaching of RSHE at Clarendon School is a collaborative partnership between the school and families, and we will work closely with every family to ensure that their views are heard and that every student can engage with the RSHE curriculum.

2. Aims

The aims of RSHE at Clarendon School are to:

- Provide a framework in which sensitive discussions can take place.
- Help students develop feelings of self-respect, confidence, and empathy.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Provide the knowledge enabling students to make informed decisions about their wellbeing, health and relationships.
- Support safeguarding by ensuring students can recognise when relationships are unhealthy or abusive and know how to access support.
- Foster an environment of respect and tolerance by educating students on the diversity of human feelings, personal preferences,

and relationship structures, ensuring all individuals are treated with dignity and inclusion.

3. Statutory Requirements

This policy is written in accordance with the July 2025 statutory guidance which takes effect in September 2026, and complies with:

- Section 34 of the Children and Social Work Act 2017.
- The Equality Act 2010 and the Public Sector Equality Duty.
- The Online Safety Act 2023 (addressing illegal and harmful content).
- Education Act 1996 (Sections 403, 406, and 407).

4. Curriculum Delivery

RSHE is taught within the Personal, Social, Health, and Economic (PSHE) education curriculum. Biological aspects are covered within the Science curriculum, while Key Stage 4 students may receive external accreditation through WJEC modules.

- **Primary Phase:** Focuses on the building blocks of relationships, including family structures, friendships, and personal safety.
- **Secondary Phase:** Focuses on nurturing relationships, online media safety, intimate relationships, and informed consent.

All learning is situated within the context of family life. We ensure that all family structures—including single-parent, LGBTQ+, foster, and adoptive families—are represented and respected.

From time to time, sensitive issues will be raised by students or parents. It is important that all individuals concerned with the delivery of RSHE in school are aware of the agreed values framework. The issues may concern sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that students may hear these terms through different sources such as the media and need to feel able to ask for further information.

- If a student asks a question during a whole or small group class session, staff will be expected to answer honestly and factually.
- Students' questions will be answered according to their understanding, with support from parents.
- Staff responses to questions will focus heavily on the importance of healthy relationships.

Questions answered need to follow school policy. Where curriculum queries are raised, these need to be discussed with the Senior Leadership Team and/or the Designated Safeguarding Lead.

The response from the member of staff will be appropriate to the student's age and maturity, and thought will be given to whether the response is appropriate in the context of a small class group or individual situation. Questions will always be treated with respect and with a caring response and staff will always be sensitive to underlying problems which may be worrying a pupil/student.

Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity is explored in

a clear, sensitive and respectful manner, recognising that young people may be discovering or understanding their sexual orientation or gender identity. Equal opportunities to explore and celebrate the features of stable and healthy same sex relationships are integrated appropriately into the RSHE programme.

Students are informed about a full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are also addressed sensitively and clearly.

Students are also taught 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. Internet safety is addressed across all Key Stages.

Students are taught the rules and principles for keeping safe online. This includes how to recognise risks, online scams and fraud, harmful content and contact, and how and to whom to report issues. Students will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available

to them. Students are taught about AI generated content and deepfake images.

Through RSHE we recognise the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. We aim to teach our students not to tolerate or dismiss sexual violence and harassment as "banter," "part of growing up," "just having a laugh," or "boys being boys." To achieve this, we use RSHE as a vehicle to challenge harmful behaviours some of which may be criminal in nature such as grabbing breasts or genitalia, flicking bras, and lifting skirts. Furthermore, we educate our students on how these actions are often driven by wider societal factors, specifically by examining the impact of misogyny and "incel" culture.

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be used by all staff with all students.

5. The Law

It is important to know 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 to 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 actions.

Students will be made aware of the relevant legal provisions when relevant topics are being taught, including:

- Marriage and Civil Partnerships
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image sharing (sexting)
- Pornography and abortion
- Hate crime, FGM and radicalisation
- Equality including rights regarding gender identity and sexuality

6. Safeguarding and Confidentiality

When teaching any sensitive topic such as RSHE, which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship Education or Relationships and Sex Education Programme have statutory training around safeguarding children and are aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. All staff involved in delivering and supporting RSE will be alert to the signs of abuse, neglect and exploitation and are aware that they cannot offer or guarantee absolute confidentiality to the child. If there is a concern about the child's safety, staff will follow safeguarding procedures as set out in our Child Protection & Safeguarding Policy.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, some learning units may need to be adapted due to the sensitive nature of the topics covered. Providing RSE Education is deemed to be a protective factor in preventing further abuse, as it may help children make sense of their experiences and help them develop the skills and resilience needed to keep them safe in future. The School will ensure that Schemes of Work may be adapted as appropriate to meet individual pupil needs in relation to their contextual circumstances.

7. Roles and Responsibilities

7.1 The Local Governing Body (LGB)

The LGB will hold the Headteacher to account for the implementation of this procedure, through updates at termly LGB meetings as well as portfolio activities undertaken in order to provide support and challenge.

This procedure will be reviewed and approved annually by the LGB.

7.2 The Headteacher

The Headteacher, with the support of the Senior Leadership Team, will ensure that:

- A suitable approach to the teaching and evaluation of RSE is in place within the school, informed by regular consultation with students, staff and families and compliant with all relevant requirements e.g. equality duties.

- Requests to withdraw students from (non-statutory) components of RSHE are managed appropriately.
- Ensure all staff are aware of and abide by the policy, this RSE procedure and related documentation.

7.3 Staff

All staff are responsible for:

- Ensuring that they are familiar with and adhere to this procedure, the RSE policy and all other relevant policies and procedures.
- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring pupil/student progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Understanding the relationship between RSE and safeguarding, including how to manage any safeguarding concerns that may come to light during the course of RSE provision being delivered, and how to maintain appropriate confidentiality.

Staff are trained on the delivery of RSE as part of their induction and updates are included in our continuing professional development calendar. The school 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. School staff are trained in Safeguarding and Attachment Aware and Trauma Informed practices.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher. Those responsible for delivering RSHE at Clarendon are:

Curriculum Lessons:

All class teachers will teach their own class pupils RSHE and PSHE

- **RSHE Primary Coordinator:** Leena Mistry
- **RSHE Secondary Coordinator:** Caroline Hollywood
- **RSHE Intervention sessions:** Alison Fish (Secondary)

8. Parental Partnership and Right to Withdraw

8.1 Primary:

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found at the end of this policy and addressed to the Headteacher. Alternative school work will be given to students who are withdrawn from sex education.

8.2 Secondary:

Parents have the right to withdraw their children from the non-statutory 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 this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

9. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through the school's monitoring processes: lesson observations, book scrutinies, learning walks and learning environments.

This policy will be reviewed and approved annually by the Headteacher and the Local Governing Body.

10. Guidance for parents/carers

Relationships, sex and health education: guides for parents: [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

Last updated: 30th January 2026

Appendix 1: RSE Parental Withdrawal Letter

To be completed by parents			
Name of child		Class	
Name of parent		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			
Signed			
Role			

Appendix 2: Long Term Plans

More detailed curriculum plans are available to parents and families on request. Please contact your Centre's RSE lead:

- Leena Mistry: lmistry@clarendon.richmond.sch.uk (Primary Centre)
- Caroline Hollywood chollywood@clarendon.richmond.sch.uk
(Secondary Centre)