



Relationship and Sex Education (RSE) POLICY

FOR

EAGLE PARK INDEPENDENT SCHOOL

Reviewed	April 2024
Next Review	April 2026 or earlier if required





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Relationship and Sex Education Policy (RSE)

Introduction to the Curriculum Policy for Relationship and Sex Education (RSE)

1.1 This policy will lay out the aims, principles and practices of teaching and learning as they relate to RSE teaching at Eagle Park School. This policy supports the aims of the school mission statement, SEND policy, PSCH policy, Safeguarding and Child Protection policy, Mental Health and Wellbeing policy, and Health & Safety policy. It runs alongside the whole school approach to teaching and learning.

1.2 This policy has been developed from a number of relevant documents. Statutory guidance and standards are set within the following DfE documents below:

- Keeping Children Safe in Education (statutory guidance), 2025
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance), 2019
- Behaviour in Schools, Advice for headteachers and school staff, September 2022
- Equality Act 2010 and schools, 2018
- SEND code of practice: 0 to 25 years (statutory guidance), 2020
- Mental Health and Behaviour in Schools, 2018



- Preventing and Tackling Bullying, 2017
- The Education Act, 2011
- The Equality and Human Rights Commission Advice and Guidance, 2022
- Promoting fundamental British values through SMSC, 2014

Guidance and support was also taken from:

- PSHE Association
- Framework for Sexual Health Improvement in England
- Safeguarding – NSPCC • Stonewall; Best practice, toolkits and resources
- Respectful School Communities: Self Review and Signposting Tool, 2023

1.3 While we use RSE to inform pupils about relationships, sex, puberty, internet safety and leading healthy (physical and mental) lifestyles, we do this with regard to matters of morality and individual responsibility, and in a way that allows pupils to ask and explore moral questions, in a safe environment.

1.4 We do not use sex education as a means of promoting any form of sexual orientation and or encouraging early sexual experimentation. Sex education and RSE lessons are planned and delivered while taking into consideration of faith, cultural and other perspectives. This helps to develop and promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

1.5 We endeavour to use outside and expert agencies to support the delivery and teaching of RSE.

2. RSE at Eagle Park School

2.1 RSE is taught through the PSHE and Science curriculums. The aim of 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, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils 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. Through RSE we teach the emotional and moral dimensions of several areas and topics. These are outlined in the RSE statutory guidance, the following topics are required to be covered, by the end of Key stage 4:

- Families
- Respectful relationships, including friendships
- Online and media (including social media)
- Being safe • Changing adolescent bodies
- Intimate and sexual relationships, including sexual health



- Mental wellbeing
- Internet safety and harm
- Drugs, alcohol and tobacco
- Health education and prevention of ill health

2.2 The Education Act (2011) and RSE Statutory Guidance (2019) changed the right of parents and carers to withdraw their child from all RSE education. It now states that parents and carers may “withdraw pupils from sex education (but not Relationships or Health Education)” – RSE Statutory Guidance (2019). This process ensures that all pupils gain the knowledge and understanding about Health and Relationships, whilst retaining a right for parents and carers to withdraw their children from the non-statutory and non-science components of sex education within RSE, up to and until 3 terms before the young person turns 16 (from their 15th birthday). After this point, if the young person wishes to receive sex education, they can provide their own consent, where they are considered to have the capacity to do so. It is then the school’s responsibility to ensure this content is covered. Requests for withdrawal should be put in writing and addressed to the headteacher. “Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.” – RSE Statutory Guidance (2019). The headteacher or senior leader will discuss the request with parents and carers and agree the actions that will be undertaken.

2.3 The planning of the RSE curriculum is overseen by the SLT and delivered by the class teachers, who are RSE trained, in-line with statutory guidance. Training will be updated, as part of continuing professional development as required. All staff at Eagle Park School have an understanding of RSE and how to signpost pupils effectively.

2.4 The school fully supports the aims of the National Healthy School Standard with its emphasis on emotional health and well-being.

To ensure that these standards are met we:

- inform and share with parents and carers matters relating to health education
- listen to the views of the pupils in our school regarding RSE
- look positively at any local initiatives that could support us in providing the best possible RSE teaching programme
- invite other agencies in to school to provide the pupils with further advice and guidance on these issues

3. Aims & Objectives

3.1 We consider that meaningful RSE should enable pupils to be safe, informed and included. Meaningful RSE should prepare students for life in modern Britain.



Students should learn about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies
- sexual activity and how it may be a part of a committed, long term, and loving relationship
- the importance of family life • moral questions
- how to have healthy relationships and how to recognise unhealthy relationships
- equality and respect for everybody regardless of race, religion, gender, ability or sexual orientation
- the importance of consent and choice
- understanding of LGBTQIA+; (lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, plus)
- sexual abuse
- what they should do if they are worried about any sexual matters

3.2 In particular, we teach RSE in the belief that:

- it should be taught in the context of marriage, family and committed relationship
- it is part of a wider social, personal, spiritual and moral education process
- it should prepare pupils for modern Britain
- pupils should be taught to have respect for their own bodies
- pupils should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect
- pupils need to learn the importance of self-control

4. Equality and Inclusivity Statement

4.1 We will take the religious beliefs of pupils and their families into account. We believe that the process of ensuring equal opportunities and equality is central to the development of a fair, holistic learning environment in which all pupils can thrive, work and learn together. Through the RSE curriculum we work to create a learning environment where the diversity, needs and achievements of all pupils are recognised, valued and celebrated. All pupils have an opportunity



to participate in all activities unless, as stated above (2.2), there has been a request accepted to withdraw the child from the non-statutory parts of the curriculum.

Parents/carers have access to the PSHE policy which outlines the topics and lessons and where requested, we can provide parents with opportunities to view lesson materials and meet with the team delivering sessions prior to the lessons taking place.

4.2 We undertake positive action to counter any form of stereotyping related to gender, race, religion, sexual orientation or ability. However, Female Genital Mutilation is a criminal offence and if a teacher (or any staff member) in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. The Headteacher must be informed if staff are aware of any child who is at risk of this procedure.

4.3 We are sensitive to the individual physical and emotional needs of pupils. All pupils are with respect and are treated fairly and consistently. Their contributions to the lesson are actively acknowledged, valued, and rewarded in a number of ways including focused praise, the school 'merit' award system and certification recognising achievement.

5. Access and Inclusion

5.1 In RSE we believe that curriculum access is principally about entitlement, equal opportunity and equal value.

5.2 The content and mode of delivery of the curriculum will be modified to help support all pupils in accessing the curriculum. We aim to develop increasingly independent learners and provide opportunities for pupils to extend their experience and knowledge outside their immediate world experience to help support them in preparing for future life.

5.3 Pupils' progress is monitored to ensure their access to the curriculum is appropriately supported and, where necessary modified to reflect changing circumstances.

5.4 The RSE programme recognises that pupils have individual learning styles and interests; it aims to consider pupils' age, cognitive, social and emotional level of functioning in the design and delivery of the curriculum offer. Lessons are closely matched to pupils' ability and needs and are clear and suitably paced.

5.5 The RSE programme aims to encourage a climate in which all pupils can learn to the best of their ability and where all pupils' special educational needs are addressed positively and sensitively.

6. Equal Opportunities

6.1 We are determined to ensure that all pupils have an equal opportunity to learn and achieve success appropriate to their needs and abilities. In the RSE programme, to ensure all pupils have



the opportunity to achieve their potential we:

- offer high quality teaching that is differentiated and personalised
- use adult support appropriately to prevent pupils with additional barriers to learning being disadvantaged
- work to establish an inclusive learning environment where diversity is recognised and celebrated
- immediately tackle any issues that may arise relating to everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where this is not tolerated
- provide a curriculum that promotes independence and addresses issues of self-esteem and self-confidence
- consistently implement the school's 'Promoting Positive Behaviour' policy
- work with other professionals to enable pupils to access a relevant and up to date RSE programme
- ensure that teaching styles and approaches to teaching are appropriately matched to the learning needs of pupils

7. Health & Safety

7.1 Pupils are taught in line with the school's 'Safeguarding and Child Protection Policy', 'Positive Mental Health Policy', 'Promoting Positive Behaviour', and PSCHÉ policies.

7.2 Due to the nature of the content in RSE, it is necessary for all teachers to be familiar with the school's 'Safeguarding and Child Protection policy' and the most recent Keeping Children Safe in Education (KCISE) guidance. If a child discloses any information within RSE lessons that needs to be reported, the policy must be followed and the relevant authorities contacted through appropriate channels.

8. The structure and organisation of lessons

8.1 In PSCHÉ, we teach pupils about relationships, and we encourage pupils to discuss issues. We teach about the different parts of the body and how these work. We explain to them what will happen to their bodies during puberty. We encourage pupils to ask for help if they need it and provide up to date information and resources that may be read outside the classroom if required.

8.2 When possible, outside agencies specialising in teaching RSE will be brought in to deliver aspects of the curriculum.

8.3 In science lessons, pupils continue to develop knowledge of topics such as puberty. For this aspect of the school's teaching, we follow the guidance material in the KS1, KS2, KS3 and KS4 programmes of study for science. Science schemes of work detail how and what is to be



delivered in accordance with the statutory programme of study in Science.

8.4 We place a particular emphasis on pupil well-being, as they come to terms with the experience of puberty and becoming young adults, increasingly responsible for making sensible and healthy life choices.

8.5 To make RSE lessons a success, we endeavour to:

- establish clear ground rules for the RSE lessons so that pupils understand what is expected of them in this environment
- establish a climate of safety so that each pupil feels secure when participating in the activities or discussions
- encourage pupils not to make assumptions about each other
- avoid stereotypes
- use characters to distance the learning
- avoid forcing anyone to answer or become involved in something they don't want to do encourage, and praise those pupils willing to listen and behave sympathetically and respectfully towards others
- plan seating carefully, and circulate, know what's happening in the group at all times and be prepared to stop a session if you feel that to continue it would be counter-productive for the group

9. Schemes of work

9.1 Schemes of work for RSE are incorporated in to the PSCHS schemes and are written for each year group Y2 to Y11, for each topic. Learning outcomes have been identified in accordance with the National Curriculum and assessment takes place at regular intervals.

9.2 Pupil progress is measured against a wide range of differentiated learning objectives

All assessment opportunities throughout modules in PSCHS are also included in the schemes of work.

9.3 Although there is cross over between the age groups and some repetition of important advice or guidance, the schemes of work for KS1 and 2 cover aspects including:

- friends, feelings and relationships
- consent / choice
- personal hygiene
- personal and online safety



- ☐ healthy and unhealthy relationships
- ☐ peer pressure

The schemes of work for KS3 cover aspects including:

- ☐ friends, feelings and relationships
- ☐ consent / choice
- ☐ personal hygiene
- ☐ personal and online safety
- ☐ healthy and unhealthy relationships
- ☐ peer pressure
- ☐ Puberty
- ☐ menstruation
- ☐ LGBTQIA+
- ☐ attraction

9.4 The schemes of work cover for KS4 go further and cover aspects including:

- ☐ sex – the physical aspects
- ☐ cultural differences related to sexuality
- ☐ pregnancy, childbirth & parenthood
- ☐ risk and dangers
- ☐ personal responsibility, assertiveness and sexual safety
- ☐ social media and safety
- ☐ boundary setting • LGBTQIA+ awareness and rights

10. Ground Rules for PSCHE RSE

10.1 Pupils are encouraged to be involved in establishing ground rules and are made fully aware of their responsibility for following the rules and creating an atmosphere of honesty and trust.

10.2 Possible Ground Rules include:

- ☐ we will only use medical words for private body parts



- ☐ we will include everybody
- ☐ we will not embarrass others
- ☐ we will not make fun of anyone
- ☐ we will allow other people time to talk
- ☐ we will use supportive language
- ☐ we can 'pass' or 'opt out' if something makes us feel uncomfortable

10.3 Best practice indicates that ground-rules should be kept short and, where possible, written down in the positive, such as describing what they should expect to see in a caring and supportive classroom.

10.4 Ground-rules will be reviewed regularly to ensure that pupils continue to have ownership of them and value them as a necessary pre-requisite in order for the PSCH & RSE lessons to take place.

10.5 Where a pupil refuses to follow the ground-rules, every effort should be made to explain why the rules exist and to encourage them back into the group activity. However, where a pupil consistently refuses to co-operate it will be the professional responsibility of the teacher to decide whether the pupil requires a short period of 'time-out' to cool down

11. Maintaining pupils work

11.1 Pupils work in PSCH is maintained in exercise books but the majority of work undertaken through RSE specific sessions is in the form of discussion, roleplay and games.

11.2 On occasion, other methods of assessing and recording pupils' achievements and progress may be deemed more appropriate by the teacher or the visiting professionals due to the nature of the subject.

12. The role of parents/carers

12.1 Parents and Carers have an important role to play in their child's relationship, sex and health education. We wish to build a positive and supporting relationship with the parent/carers through mutual understanding, trust and co-operation.

In promoting this objective, we need to:

- ☐ inform parents about the school's RSE policy and practice
- ☐ answer any questions that parents may have about the sex and relationship education of their child
- ☐ take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school



- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home
- commit to a mutual exchange of knowledge and information where pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities from home and school

13. The role of the Head Teacher

13.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about the sex education policy, and that the policy is implemented effectively.

13.2 The Headteacher is the lead person with regards to Safeguarding & Child Protection.

14. Evaluation

14.1 The Headteacher and senior management team are responsible for monitoring the standards of pupil's work and the quality of teaching, this is done by:

- Monitoring of Schemes of Work and planning
- Book Looks
- Learning walks / observations
- Discussions with pupils / Pupils conferences etc.

14.2 They will support colleagues in the teaching of RSE within PSCE by referring them to information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

This policy will be reviewed by the Headteacher and SLT as part of an ongoing review of subject development

14.3 This policy will be reviewed and updated by April 2026, or earlier if additional statutory guidance are issued.