



Relationships and Sex Education Policy

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Relationships and Sex Education Policy

Relationships and Sex Education (RSE) is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships.

Introduction

The aims of Relationships and Sex Education at St John's College School ("the School") are to:

- provide accurate, age-appropriate knowledge about relationships, puberty, sex and sexual health;
- promote healthy, respectful and positive relationships;
- prepare pupils for puberty and adult life;
- develop pupils' understanding of consent, personal boundaries and respectful behaviour in ways that are appropriate to their age and stage of development;
- support safeguarding by helping pupils recognise unhealthy or abusive behaviour and know where to seek help; and
- encourage pupils to seek trusted adult support whenever they have concerns or questions.

RSE is part of lifelong learning about physical, moral and emotional development. At the School, RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching pupils about sexual health (including safe sex), and sexuality, healthy lifestyles, diversity and personal identity.

Effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives. RSE at the School is intended to help pupils learn about relationships, emotions, sexuality and sexual health but is not about the promotion of sexual activity. We aim to present relevant facts in an objective and balanced manner. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships. RSE at the School will help young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Meanwhile, Personal, Social, Health and Economic Education (PSHEE) continues to be compulsory in independent schools.

The delivery of RSE at the School is underpinned by the following moral and value statements:

- The delivery of RSE is factual, sensitive and balanced.
- RSE within the School promotes meaningful, loving, and healthy relationships.
- Whilst delivering RSE, staff will avoid the imposition of personal opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics.

The School is committed to delivering Relationships and Sex Education in a way that reflects the diversity of modern British society. Pupils are taught to value and respect differences, including those relating to race, religion or belief, disability, sex, sexual orientation, gender reassignment, age and family structure, in accordance with the Equality Act 2010. Lessons are delivered in an age-appropriate, factual and inclusive

manner, taking account of pupils' backgrounds, beliefs and experiences while remaining sensitive to the School's values and ethos. As the elements of RSE are far reaching, some areas are also covered through other subject areas across the curriculum. (Details can be found in the RSE, PSHEE and E4L Curriculum Coverage section.)

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. This is the biological aspect of human growth and reproduction. Relationships Education and Health Education are statutory for all pupils. Sex Education beyond the National Curriculum for Science is delivered through the School's PSHEE curriculum in an age-appropriate and inclusive manner.

If a parent wishes to withdraw their child from aspects of the RSE programme, they need to write to the Head of PSHEE or to the Head stating their reasons for the request. Parents will be invited into school to discuss their concerns regarding the programme with the relevant teaching staff in the School and to view the materials. Pupils who are withdrawn from the non-statutory sex education lessons will undertake suitable supervised learning during that time. They will continue to receive all statutory Relationships Education, Health Education and National Curriculum Science content.

Parents are informed annually of when the sex and human reproduction elements of the Relationships and Sex Education curriculum will be taught, enabling them to review the content and discuss any questions with the School in advance. Parents and children are consulted whenever changes are made to the policy.

The legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSE. The Act states:

1. Parents will not be able to withdraw their child from relationships education in primary school or secondary school.
2. At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science in maintained schools). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).

Staffing

The Head of PSHEE is responsible for co-ordinating RSE. RSE lessons are part of the E4L (Emotions for Learning) and PSHEE curriculum and as such are taught by the child's PSHEE teacher in Senior House and the child's Class Teacher in Byron House. In Form 3, children also receive RSE lessons during their Science lessons, looking at puberty and menstruation. All staff are trained in the delivery of E4L as part of their induction and ongoing professional development. Those who teach PSHEE are also provided with relevant training and support with regard to RSE.

Safety and Confidentiality

Staff make it clear to pupils what the School's procedures are with regard to confidentiality. Similarly, if questions are asked in class or in assembly, adults will follow agreed practice based on current DfE guidance. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers cannot guarantee absolute confidentiality. Where a pupil discloses information indicating they or another person may be at risk of harm, staff will follow the School's safeguarding procedures and report concerns to the Designated Safeguarding Lead in accordance with Keeping Children Safe in Education (2026). Teachers will consult the Reporting a Disclosure document which is available online and also in all teacher work and staffrooms.

Relationships and Sex Education contributes to the School's safeguarding curriculum by helping pupils recognise healthy and unhealthy relationships, coercive behaviour, child-on-child abuse, sexual harassment, exploitation and grooming, and by ensuring pupils know how and where to seek help.

How are resources used with reasons for their selection?

RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness
- RSE is delivered in an inclusive way. Teaching materials, learning activities and access arrangements are adapted where appropriate to ensure that pupils with Special Educational Needs and Disabilities (SEND) can access the curriculum and make meaningful progress.
- Teaching includes age-appropriate learning about online relationships, respectful behaviour online, sharing images, digital footprints, social media, online consent and where to obtain support.

How will the school deal with sexually explicit questions?

The School will:

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually taking into account the Safeguarding and Child Protection Policy.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that pupils know of to go to if they wish to talk.

What kind of language will be considered acceptable and appropriate for use in rse lessons?

Staff will:

- Use the biologically correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive.
- Staff will use their judgement in discussion depending on understanding and maturity level of learners.

What Ground Rules specific to RSE will the School use?

- Respect will be shown at all times.
- The creation and agreement of ground rules will be completed as a class at the beginning of RSE lessons, facilitated by the teacher.

Monitoring & Evaluation of RSE

The PSHEE Head of Department and the Designated Safeguarding Lead will ensure that the curriculum covers the requirements as set out in the government guidelines. PSHEE and E4L lessons are included in the School's annual cycle of lesson observations.

Assessment

From Form 3 (Year 5), pupils' learning is assessed for each topic to identify understanding, misconceptions and progress. Assessment informs future planning and teaching and does not require pupils to disclose personal experiences or beliefs. In addition to formal feedback, RSE will be discussed with pupils informally, e.g. during school governor visits.

Policy Review

This policy will be reviewed annually by the Head of PSHEE and the Assistant Head (Pastoral), or sooner if changes are made to statutory guidance or safeguarding requirements.

Please refer to the PSHEE handbook and policy documents for further information.

RSE, PSHEE and E4L Curriculum Coverage

At the School, relationships are at the heart of the children's PSHEE education. The Head of PSHEE has ensured that the government's RSE requirements have been included in the PSHEE curricula, overviews of which can be found below. This policy has been written by the Head of PSHEE and the Assistant Head (Pastoral), taking into account the following documents:

- Legislation
 - Education Act 1996
 - Children and Social Work Act 2017
 - Equality Act 2010
- Statutory Guidance
 - Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance (Department for Education)
 - Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges (current edition)
 - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Professional Guidance
 - PSHE Association – Programme of Study
 - NSPCC – Safeguarding and Child Protection
 - School Policies
 - Safeguarding and Child Protection Policy
 - Behaviour Policy
 - PSHEE Policy
 - E4L (Emotions for Learning) Curriculum Document
 - PSHEE Curriculum Overview
 - PSHEE handbook

Appendix 1: Version Control Information

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Amendment History

Document Name	Ver No.	Modified by	Regulation Date	Regulation Para. Ref.	Change required	Summary of change	Date Approved
RSE Policy	5.1	Unknown	05/01/2015	ISSR Pt 1 Para 2	Unknown	Unknown	Jun-2025
RSE Policy	5.2	Director of Studies	01/09/2026	ISSR Pt 1 Para 2A	Annual review	Addition of statutory, professional guidance; monitoring, evaluation and assessment; new resources reasons; addition of aims	28/09/2026

(The above is to be copied to the Compliance Log for any compliance-related changes.)

Document Information

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Link to Published PDF:	SharePoint > Policies > Documents > 2026 Policies_Final Versions
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