

Relationships and Sex Education Policy

DRAFT

Beverley High School



Date: October 2026

Review: October 2027

This policy document is available in a variety of formats in line with the Equality Act 2010. It is available as a hard copy from the school office

Intention

- provide pupils with accurate, age-appropriate and accessible knowledge;
- develop pupils' ability to form and maintain healthy and respectful relationships;
- enable pupils to recognise healthy and unhealthy behaviours;
- develop understanding of consent, boundaries and personal autonomy;
- prepare pupils for the physical and emotional changes associated with adolescence;
- support pupils to make informed decisions about their physical and mental health;
- develop resilience and emotional literacy;
- help pupils recognise risks and know where and how to seek help;
- develop understanding of online risks, including sexual harassment, grooming, sextortion and image-based abuse;
- help pupils understand the law relating to relationships, sex, consent and safeguarding;
- challenge prejudice, discrimination, bullying and harmful stereotypes;
- promote equality, dignity and respect;
- provide inclusive education that reflects the needs of pupils and the wider community;
- support pupils with SEND and other vulnerabilities to develop the knowledge and skills required to keep themselves safe;
- prepare pupils for adult life and future relationships.

Definition

For the purposes of this policy:

Relationships Education is education about the characteristics of positive relationships, including friendships, family relationships, relationships with other children and adults, and relationships online.

Sex Education is education about human sexuality and sexual health which goes beyond the statutory science curriculum and Relationships Education.

Health Education is education which enables pupils to make informed decisions about their physical and mental health and wellbeing.

The school distinguishes clearly between statutory Relationships Education, statutory Health Education and Sex Education from which parents may request withdrawal.

Statutory requirements

This policy has been developed with regard to the following legislation and statutory guidance:

- Department for Education (DfE), **Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance**, for implementation from 1 September 2026.
- Children and Social Work Act 2017.
- Education Act 1996.
- Education Act 2002.
- Equality Act 2010.
- Public Sector Equality Duty.
- Children Act 1989 and 2004.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- SEND Code of Practice: 0 to 25 years.
- National Curriculum in England, including the science programme of study.
- Online Safety Act 2023.
- Domestic Abuse Act 2021 and associated statutory guidance.
- Relevant statutory guidance relating to FGM, forced marriage, sexual exploitation and safeguarding

Policy development and consultation

The school will consult parents and carers when developing and reviewing this policy.

Consultation may include:

- parent/carers questionnaires;
- meetings or information sessions;
- publication of draft policy documentation;
- communication through the school website or parent portal;
- pupil voice;
- staff consultation;

- consultation with governors;
- consultation with relevant professionals or local authority services.

Pupil views will be considered when reviewing the curriculum to ensure that teaching remains relevant to pupils' experiences and needs. Our annually appointed PSHE ambassadors meet weekly with our Head of PSHE. In these meetings they review content for all upcoming sessions ensuring that it is timely and age appropriate. Student survey feedback is also taken annually.

The governing body is responsible for approving the policy.

The policy will be reviewed at least annually and sooner where there are significant changes to legislation, statutory guidance, safeguarding concerns or the needs of the school community.

The school will publish the policy on its website and provide a copy free of charge to anyone who requests one.

Curriculum

Our curriculum is set out as per Appendix 1 but this may be adapted as and when necessary. Parents may contact the school if they wish to view curriculum materials.

We have developed the curriculum in consultation with parents, students and staff, considering students' age, needs and feelings. If students ask questions outside the scope of this policy, teachers will respond appropriately, so they are as fully informed as possible.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, Health aspects will appear in PE, online safety in Computing and other elements are included in religious education (RE). Our form time Big Ideas will also be used to deliver some materials, e.g. LGBTQ+

PSHE will be taught for 2 hours approximately every four weeks (9 drop-down sessions) giving a total of 18 hours across the academic year at KS3 and KS4. At KS4 they will receive an additional 19 hours in Y10 and 14 hours in Y11 in taught lessons. Students may also receive stand-alone sex education sessions delivered by a trained health professional. Health professionals or visitors may be asked to give talks or offer advice to students who will receive guidance from the PSHE lead. There is a team of specialist staff to deliver RSE. All lessons are bespoke and created in-house by our Head of PSHE and training is provided for staff.

Talks or discussion groups will form an integral part of the sex education programme, and the PSHE lead will guide visitors or health professionals on the context of their contribution.

The PSHE lead will be responsible for contacting health professionals or visitors and will organise their work. The school currently works closely with local external agencies and providers who deliver age-appropriate sessions across Key Stage 3 and 4.

The needs of all students, including those with special educational needs, will be met. In accordance with the school's aims and objectives all students will have access to the necessary knowledge and the opportunity to ask questions and discuss all aspects of sex education specified in this policy. This will include resources being differentiated for SEN students, students from different ethnic and religious groups, liaising with the school's SEN, RE and Science Department to ensure that all students understand and access the programme.

Staff will deal with issues around sexual orientation, incidents of homophobic name-calling and bullying within the school by following the school's behaviour policy and procedures. Any concerns that are raised will follow the safeguarding policy.

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

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

As with any learning process, assessment of students' personal, social and emotional development is important. It provides information that indicates students' progress and achievement and informs the development of the programme.

Students do not pass or fail within PSHE but have the opportunity to reflect on their learning and personal experiences and set personal goals and agree on strategies to reach them. The process of assessment will have a positive impact on student's self-awareness and self-esteem. Celebration of achievement and full engagement contributes to building students' self-esteem, developing a sense of community and belonging and helps create a positive atmosphere in the school.

RSHE: Distinction between Relationships and Sex Education

Relationships Education

Definition:

Relationships Education is about helping pupils understand and develop healthy, respectful, safe and positive relationships with other people. It includes friendships, family relationships, romantic relationships, communication, respect, boundaries, consent, equality, conflict, pressure, abuse and how to seek help.

Relationships Education does not teach forms of sexual activity. It may, however, address sexual harassment, sexual violence, grooming, coercion, abuse and other harmful behaviours where these are necessary to understand safety and healthy relationships.

Relationships Education – curriculum content

Year Relevant curriculum topics

Year 7 Bodily Autonomy I: *My Body is My Own*, introduction to consent; Healthy Friendships: including bullying; Diversity & Equality: including intolerance and protected characteristics; Being Successful in School: individual & community; Online Safety: data & digital security

Year Relevant curriculum topics

Year 8 Importance of Friendships: managing challenges on/offline; Futures & Families: different family types, managing change and conflict; Inclusivity & Identity: bias, stereotypes and LGBTQ+ focus; Relationships: introduction to romantic relationships; Mental Health & Wellbeing: self-care and managing relationships/challenges

Year 9 Bodily Autonomy II: body image; The Future Choices: Families: marriage, cohabiting and becoming a parent; Relationships: managing pressures around sex and nude images; Navigating Online Harms: social media/chatbots; Money & Finance: understanding pay/benefits and managing money where relevant to relationships and independence

Year 10 Valuing Diversity & Preventing Extremism: diversity, intolerance and conspiracy theories; Sexism & Stereotypes: gender and sexuality; Online Harms: grooming, deepfakes, misogyny and incel culture; Healthy Study Habits for Life: personal wellbeing and relationships where relevant

Year 11 Bodily Autonomy III: consent and values; Personal Safety in Wider World: peer influence, gangs and weapons; FGM & Forced Marriage: recognising coercion, abuse and seeking help; Mental Health: managing stress and healthy coping strategies

Important clarification about sexual violence

Within Relationships Education, the school may teach:

- sexual harassment
- sexual violence
- grooming
- coercion and controlling behaviour
- exploitation and abuse
- forced marriage
- FGM
- harmful online behaviours
- sharing or threatening to share intimate images
- misogyny and harmful gender attitudes
- recognising unsafe relationships
- how to report concerns and seek support.

These topics are about safety, abuse, power, respect and relationships, rather than teaching sexual activity.

Sex Education

Definition:

Sex Education is the part of RSHE that provides pupils with age-appropriate, accurate information about sexual activity and sexual health, including the physical, emotional and social consequences of sexual activity, contraception, pregnancy, STIs and accessing appropriate health advice and support.

Sex Education – curriculum content

Year Relevant curriculum topics

Year 7 Bodily Autonomy I: *My Body is My Own* and introduction to consent — approached primarily through bodily autonomy, boundaries and safety rather than sexual activity

Year 8 Relationships: introduction to romantic relationships — primarily Relationships Education at this stage

Year 9 Intimate Sexual Relationships: introduction to consent and contraception; Relationships: managing pressures around sex and nude images; Bodily Autonomy II: body image

Year 10 Sexism & Stereotypes: gender and sexuality — primarily Relationships Education, although aspects concerning sexual attitudes may contribute to the wider RSHE programme; Online Harms: grooming, deepfakes, misogyny and incel culture — primarily safeguarding/Relationships Education

Year 11 Health Education: STIs and contraception; Bodily Autonomy III: consent and values where specifically applied to sexual activity; FGM & Forced Marriage: safeguarding and protection from harmful practices

Parents' right to withdraw

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If they do not want their child to participate in some or all of the Sex Education lessons delivered, they can ask that they are withdrawn. Parents have the right to withdraw their children from the non-statutory 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.

Withdrawal requests should be put in writing using the form found in Appendix 2 of this policy and addressed to the Assistant Headteacher for Personal Development. A copy of withdrawal requests will be placed in the pupil's educational record. The Assistant Headteacher will discuss the request with parents and take appropriate action.

Accessibility and Inclusion

Our RSE curriculum is designed to be accessible and inclusive for all students, including those with SEND, with appropriate adaptations made to teaching materials, language, activities and delivery to reflect individual needs. Curriculum content and resources are reviewed in advance by the Child Protection Co-ordinator and Year Leaders to ensure that they are age-appropriate, accessible, sensitive and appropriate for the needs of each cohort. Tutors are made aware of any particularly sensitive content so that they can provide appropriate pastoral support, while Emotional Support Workers work closely with students who may find particular topics difficult or triggering. Where appropriate, individual students will be offered a 1:1 discussion or alternative supportive provision before or after a lesson, ensuring that they are able to access the curriculum safely while maintaining their emotional wellbeing and dignity.

Quality Assurance

The Head of PSHE monitors delivery of PSHE and has regular meetings with the Assistant Headteacher for PD to evaluate provision.

Roles and responsibilities

The Governing Body

The governing body will approve the RSE policy and hold the PSHE lead to account for its implementation. The PSHE lead will have a linked governor to help oversee PSHE across the school.

PSHE responsibilities

PSHCE lead, Assistant Headteacher (Personal Development), Deputy Headteacher (Curriculum), Year Leaders

Staff

Staff are responsible for:

1. Delivering RSE in a sensitive way modelling positive attitudes to RSE.
2. Students are expected to engage fully in RSE and when discussing issues related to RSE and treat others sensitively and with respect.
3. Monitoring progress
4. Meeting the needs of individual students.
5. Ensuring the students take pride in their work and engage in lessons
6. Following the school behaviour policy and implementing the PSHE behaviour report if necessary
7. Completing the report column for PSHCE
8. Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
9. 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 Deputy Headteacher.

Training

Staff are trained on the delivery of RSE as part of their induction, and it is included in our continuing professional development calendar. Staff will be invited to meetings with the PSHE team regularly to help with the delivery of the RSE content and staff confidence. All staff have the opportunity to attend external training in their chosen area.

All material will be shared with staff in advance so that they have to chance to research and understand the content and seek advice if necessary. Staff are placed in their category of expertise and will remain in those groups where possible to expand skills year after year.

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.

This policy will be reviewed by the PSHCE lead, Assistant Headteacher and Deputy Headteacher annually. At every review, the policy will be approved by the governing board and the Headteacher.

Appendix 1

PSHE CURRICULUM MAP 2026-7: DROP DOWN DAYS

	1	2	3	4	5	6	7	8	9
7	BODILY AUTONOMY I 'MY BODY IS MY OWN' INTRO TO CONSENT	HEALTHY FRIENDSHIPS (INC.BULLYING)	DIVERSITY & EQUALITY (INC.TOLERANCE + INTRO TO PROTECTED CHARACTERISTICS)	BEING SUCCESSFUL IN SCHOOL INDIVIDUAL & COMMUNITY	HEALTH & WELLBEING FOR LIFE (SLEEP, MOVEMENT, NUTRITION)	ONLINE SAFETY DATA & DIGITAL SECURITY	CAREERS I SKILLS, AMBITIONS & ASPIRATIONS	GROWING UP PUBERTY & PERIODS & PERSONAL HYGIENE (&DENTAL HEALTH)	MENTAL HEALTH MANAGING EMOTIONS, REACTIONS, WORRIES & STRESS
8	SUBSTANCES I TOBACCO, NICOTINE, ALCOHOL, VAPING & RISK	PERSONAL SAFETY (PASSENGER, DRIVER, PEDESTRIAN, CYCLIST) +WATER & RAILWAYS	DIGITAL LITERACY I SOCIAL MEDIA & ONLINE PRESENCE	CAREERS II EXPLORING ROLES, INDUSTRIES & JOB SATISFACTION	IMPORTANCE OF FRIENDSHIPS & MANAGING CHALLENGES (ON/OFFLINE)	MENTAL HEALTH & WELLBEING FOR LIFE & SELF-CARE	FUTURES & FAMILIES DIFFERENT FAMILY TYPES & MANAGING CHANGE/CONFLICT	INCLUSIVITY & IDENTITY, BIAS & STEREOTYPES LGBTQ FOCUS	RELATIONSHIPS INTRO TO ROMANTIC RELATIONSHIPS
9	HEALTH & WELLBEING FOR LIFE MOVEMENT	HEALTH & WELLBEING FOR LIFE NUTRITION	BODILY AUTONOMY II BODY IMAGE	THE FUTURE CHOICES: FAMILIES MARRIAGE, COHABITING & BECOMING A PARENT	DRUG EDUCATION ALCOHOL & CANNABIS	INTIMATE SEXUAL RELATIONSHIPS INTRODUCTION TO CONSENT & CONTRACEPTION	RELATIONSHIPS MANAGING PRESSURES AROUND SEX AND NUDE IMAGES	MONEY & FINANCE I UNDERSTANDING PAYSIPS, MANAGING MONEY/ BUDGETING	NAVIGATING ONLINE HARMS SOCIAL MEDIA & AI/CHATBOTS
10	THE FUTURE AMBITIONS, ASPIRATIONS & LONG/SHORT TERM GOAL SETTING	ALCOHOL AWARENESS II	CAREERS III INTERVIEW & APPLICATION SKILLS	MONEY & FINANCE II STAYING FINANCIALLY SAFE ONLINE	MENTAL HEALTH SLEEP, REST & MOVEMENT	HEALTHY STUDY HABITS FOR LIFE	VALUING DIVERSITY & PREVENTING EXTREMISM INC.CONSPIRACY THEORIES	SEXISM & STEREOTYPES (GENDER & SEXUALITY)	ONLINE HARMS GROOMING, DEEPFAKES, MISOGYNY & INCEL CULTURE
11	BODILY AUTONOMY III CONSENT + VALUES	HEALTH EDUCATION STIs & CONTRACEPTION	DRUG EDUCATION	PERSONAL SAFETY IN WIDER WORLD (PEER INFLUENCE – GANGS & WEAPONS)	MENTAL HEALTH MANAGING STRESS & HEALTHY COPING STRATEGIES	FGM & FORCED MARRIAGE			

KS4 UNITS OF STUDY: FOR YEAR 10 & 11 LESSONS

YEAR 10 CURRICULUM: 2026 - 2027

UNIT 1: Managing Our Relationships (self & friendships) UNIT 2: Health & Wellbeing (caring for our bodies)									
10	INTRO TO PSHE EXPECTATIONS & SELF AWARENESS	DEVELOPING EMOTIONAL LITERACY (JOURNALING)	RELATIONSHIPS FRIENDSHIP RECAP [NEW]	RELATIONSHIPS IMPORTANCE OF FRIENDSHIP	RELATIONSHIPS MANAGING FRIENDSHIPS	RELATIONSHIPS INTERPERSONAL SKILLS	RELATIONSHIPS MANAGING CONFLICT	RELATIONSHIPS DIFFICULT CONVERSATIONS	RELATIONSHIPS ENDINGS & SEEKING SUPPORT
10	MANAGING PRESSURE (AROUND ALCOHOL)	RESPONDING TO MEDICAL EMERGENCIES (ALCOHOL)	SELF-CARE RECAP SLEEP, NUTRITION, MOVEMENT, REST	FEMALE HEALTH BODY CHECKING	FEMALE HEALTH MENSTRUATION	FEMALE HEALTH LIFELONG HEALTH	FEMALE HEALTH SEXUAL HEALTH	FEMALE HEALTH SEXUAL HEALTH	SEEKING SUPPORT & GUIDANCE

YEAR 11 CURRICULUM: 2026-2027

Unit 3: Romantic Relationships (inc. sex) Unit 4: The Wider World: harmful sexual behaviours (law/seeking help)									
11	SELF CARE FOR YEAR 11	SEX & RELATIONSHIPS RELATIONSHIP VALUES AND EXPECTATIONS	SEX & RELATIONSHIPS RELATIONSHIP VALUES & EXPECTATIONS	SEX & RELATIONSHIPS HEALTHY BEHAVIOURS	SEX & RELATIONSHIPS MANAGING PRESSURES	SEX & RELATIONSHIPS HARMFUL BEHAVIOURS			
	PORNOGRAPHY UNREALISTIC STANDARDS	PORNOGRAPHY RISK OF HARM/ INJURY	MISOGYNY & INCEL CULTURE II	SEXUAL HARASSMENT & STALKING	SEXUAL ASSAULT & ABUSE	SEEKING SUPPORT EMERGENCIES & IN LONG-TERM			

Appendix 2

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			