



The James Hornsby School

Together we excel

Agreed by Governing Body	
Date of Next Review (Annual)	

The purpose of this **DRAFT paper is to provide a policy for Relationships and Sex Education that ensures the school is compliant with the Department of Education requirements to have a robust policy in place.**

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Statement of Intent

The James Hornsby School believes that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships. We want to empower our pupils with the knowledge they need to build positive relationships and avoid harms before they occur. Pupils need to be able to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts. Our support in these areas will help young people develop resilience, to know how and when to ask for help and to know where to access support.

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

For the purposes of this policy, Relationships Education includes teaching about positive and safe relationships, consent, boundaries, sexual harassment and violence, online safety and other safeguarding content. Teaching these topics does not necessarily constitute Sex Education. Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science.

Legal Requirements

Our RSE programme meets the legal requirements outlined within the following duties, laws, documents and policies:

- Duty to promote well-being (Children's Act 2004)
- Duty to prepare children for the challenges, opportunities, and responsibilities of adult life (Education Act 2006)
- Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
- Protect pupils from unsuitable teaching and materials (Learning and Skills act 2006)
- Teach statutory RSE elements in the Science National Curriculum
- Meet the school's safeguarding obligations as defined by the DFE keeping children safe in education statutory guidance
- Make the policy available to pupils and parents (Education Act 2011)
- Right of parental withdrawal from all or part of RSE, except those parts included in the National Curriculum (Education Act 2011)
- Improve support for looked after children (Children and Social Work Act 2017)
- Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

Process of Developing the Policy

Our policy has been developed in accordance with the Department for Education's statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', which applies from 1 September 2026, in addition to Ofsted recommendations following its review of education relating to child-on-child abuse. Considerable research has been done to develop this policy. It has been written by the PSHRSE lead who has consulted with other local schools and used guidance from the PSHE Association. There has also been consultation with teaching and non-teaching staff within the school. Parents and carers are proactively engaged and consulted when this policy is developed and reviewed. They are invited to review the policy, curriculum overview and relevant teaching material and to provide feedback before policy is approved by governors. We consider the policy to be a working policy as we endeavour to change it in order to reflect changes in Government initiatives, the needs of our pupils and the views of pupils and parents.

Monitoring and Evaluation

This RSE policy will be reviewed annually by governors. The curriculum and delivery of RSE will be monitored and quality assured through lesson observations, book checks, pupil voice, parental surveys and collaboration with subject networks. Formative assessment will be used to check progress. The PSHRSE lead will work closely with safeguarding leads to monitor trends and adapt the curriculum accordingly.

Aims and Objectives of our RSE Programme

Our RSE programme aims to ensure that our pupils are given information that will enable them to make informed, safe and responsible choices in life. There are three main elements.

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding of moral dilemmas
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of differences and with the absence of prejudice
- Developing an appreciation of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.

Equal Opportunities

Within this framework we are ensuring that the following equal opportunities are clear to our pupils:

- We expect everyone to show respect for other people. We expect people to treat everyone as having the right to human dignity.
- We will not accept the use of language that abuses, degrades or demeans another person's race, class, gender, sexual orientation, religion or belief, ability, appearance, age or disabilities. We all have the right to self-esteem.
- We will not tolerate the promotion of ideas or materials that degrade or exploit other people's race, gender, sexual orientation, religious belief, ability, appearance, age or disabilities. We all have the right to self-respect.
- We will ensure that lessons are accessible for SEND students. Key vocabulary will be taught explicitly, knowledge will be taught explicitly by the teacher and learning will be revisited through retrieval quizzes. The curriculum has been designed so that key learning is built upon each year and teachers are able to adapt the teaching of the curriculum to meet their classes needs.

Key Roles and Responsibilities

- The Governing Body has overall responsibility for the implementation of James Hornsby's School's RSE policy.
- The Governing Body has overall responsibility for ensuring that the RSE policy, as written does not discriminate, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Body has overall responsibility for reviewing the RSE policy annually.
- The Headteacher has responsibility for handling complaints regarding this policy as outlined in the schools complaints policy.
- The Headteacher will be responsible for the day to day implementation and management of the RSE policy.
- The lead for PSHRSE is responsible for liaising with other staff and professional agencies to devise a suitable programme to ensure a comprehensive RSE education that achieves the aims laid out in this policy.

Confidentiality and Safeguarding

The RSE programme is monitored and evaluated in line with the school's self-evaluation programme. In addition, the policy and programme is monitored and

evaluated at regular intervals in partnership with pupils, staff, parents, and governors, to ensure the programme is appropriately set for the age and maturity of the pupils as well as reflecting their views and responding to issues raised. Teachers and all those who contribute to RSE are expected to work within the principles outlined in this policy and in line with current legislation.

Young people need to develop their confidence in talking, listening and thinking about sex and relationships, so the teaching of the RSE programme should:

- Set ground rules to create a safe environment for all to feel included in discussions.
- De-personalise discussions.
- Establish clear parameters of what is appropriate and inappropriate discussion points.
- Recognise when a pupil may need further support and arrange for this support to be made available.
- Ensure teachers are sensitive to students' questions about sexuality. Teachers should not allow homophobic attitudes to go unchallenged.
- Ensure staff teaching RSE are clear on the boundaries of their legal and professional roles and responsibilities. Absolute confidentiality cannot be offered or guaranteed.
- Make students aware that teachers or other adults cannot offer complete confidentiality but also be reassured that, if confidentiality has to be broken, they will be informed first and supported as appropriate – students' best interests will be maintained.
- If staff have any suspicion of suspected abuse, or they have reason to believe the child is at risk of abuse, the school's safeguarding procedures must be followed, and the designated safeguarding officer must be informed.
- Health professionals are bound by their professional code of conduct with individual pupils, but in a classroom situation they must follow the school's confidentiality policy.

If a member of staff learns from an under 16-year-old that they are having, or contemplating having, sexual intercourse then:

- Staff should attempt to persuade the young person to talk to their parent or carer
- Any child protection issues should be addressed
- Ensure the young person has been adequately counselled and informed about contraception by passing on details to the named senior member of staff
- It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge
- Staff should be aware that some pupils with special needs may need more explicit teaching on some aspects of sex education
- If staff feel unsure or anxious at any stage they must discuss their concerns with the PSHRE lead or a senior member of staff

Programme of Study and Delivery

RSE will be primarily taught within personal development lessons that are timetabled once a fortnight. Some RSE content will also be covered within the science and character education curricula, as well as through specific assemblies and events delivered by specialist staff. Health and wellbeing education will be taught within personal development, physical education, science and character education lessons.

The curriculum has been carefully sequenced so that pupils develop knowledge progressively from Year 7 to Year 11. Content is introduced before pupils are likely to encounter particular risks, revisited over time, and builds upon prior learning to ensure knowledge is secure and age-appropriate. Curriculum content has been selected using statutory guidance, safeguarding data, pupil voice, local contextual safeguarding issues, national research and consultation with parents and staff.

All teaching materials are carefully selected by the PSHRSE Lead and reviewed annually to ensure they are factual, age appropriate, evidence informed, inclusive, legally accurate, free from political bias and appropriate to pupils' maturity. Any external visitors are carefully selected by the school. They complement, rather than replace, teacher-led learning. All materials are reviewed in advance by the PSHRSE Lead, and teachers remain present during sessions.

RSE will be delivered by Heads of College and Assistant Heads of College who are experienced in the delivery of RSE and have received the necessary training so that they can deliver the content appropriately. Timetabling demands may mean, at times, some lessons are taught outside of these teachers. These teachers will receive the necessary training. Teaching draws upon evidence-informed approaches including explicit teaching, retrieval practice, regular review, vocabulary instruction, modelling, discussion and opportunities for pupils to apply knowledge in realistic scenarios.

If students ask questions related to content which is restricted to older students, goes beyond any sex education covered by the school, and/or relates to sex education from which the child has been withdrawn, the teacher will answer the question in the way that best supports the student. This may include providing an age-appropriate answer to the student, encouraging them to speak to their parents or a trusted adult, signposting them to support services where needed and recognising that student's whose questions go unanswered might instead turn to inappropriate sources of information, including online. Teachers will receive support and training in handling questions that are better not dealt with in the classroom. Teachers will also be given regular support and training in RSE to ensure a consistent approach, when dealing with sensitive issues.

Further details of the programme of study alongside exemplar curriculum materials can be found on our website.

<https://www.jameshornsby.essex.sch.uk/Curriculum/PSHE-SMSC/>

	Key Stage 3 areas of study	Key Stage 4 areas of study
Relationships Education	Safe family relationships Safe and positive friendships The importance of stable and committed relationships Peer pressure, bullying and cyberbullying Online safety and awareness Child criminal exploitation Female genital mutilation Puberty, menstrual health, and hygiene Sexuality and changing relationships Respect, discrimination and the law Homophobia, racism and hate crimes Respect and tolerance for diversity Consent	Mental health Online safety and awareness The role of parents Abuse in relationships including domestic abuse and coercive control Marriage and forced marriage Brain development in babies and young children Respect, discrimination, hate crimes and the law Trustworthy sources of information Substance misuse Consent
Health Education	Healthy eating Physical health and fitness Basic first aid Importance of good quality sleep Talking about emotions accurately How to promote mental wellbeing Risks of alcohol use and smoking (including vaping)	Reproductive health Risks of gambling, alcohol use, drug use and smoking (including vaping) Risks of illegal behaviours online
Sex Education (as defined on page 1) is delivered as part of the Science curriculum and through PD lessons at KS3 and KS4, where contraception and sexual health are taught.		

Assessment

No formal assessment will take place. However, students' knowledge and understanding is assessed through formative assessment within the subject via baseline assessments at the start of selected lessons, quizzes, in-class questioning and feedback, and discussions.

Right to Withdraw

Under DFE guidance, parents have the right to withdraw their child from some or all of sex education delivered as part of statutory RSE. Parents do not have the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum.

Requests for withdrawal will normally be granted. In exceptional circumstances, a request may be refused, for example where there are safeguarding concerns or concerns relating to a pupil's specific vulnerability. From three terms before a pupil turns 16, the pupil may choose to receive sex education even where their parent or carer has previously requested withdrawal. The school will ensure that pupils are aware of this right and, where a pupil chooses to opt back in, will make arrangements for them to receive the relevant sex education. Where a pupil is withdrawn from sex education, the school will ensure that they receive

appropriate and purposeful alternative education during the period of withdrawal. Parents and carers who wish to withdraw their child should inform the Headteacher, Mrs Tammy Nicholls, in writing, of their decision and will be asked to meet with the Headteacher to discuss their concerns. In such cases the school will endeavour to make alternative arrangements. The school will ensure that pupils receive appropriate and purposeful alternative education during the period of withdrawal.

There is no right to withdraw from relationships education or health education as the contents of these subjects – such as family, friendship and safety (including online safety) are important for all children to be taught. At all stages, parents and carers are very welcome to meet staff to discuss and view materials which they are concerned about.

Additional Support

- Guidance from the DFE
 - Relationships and sex education (RSE) and health education document
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
 - Keeping children safe in education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- PSHE association
- Essex Child and Family Wellbeing Service
- Research indicated within the legal requirements section

This policy is published on the school website and a copy will be provided free of charge to anyone who requests one.