THE ECCLESBOURNE SCHOOL

Learning Together for the Future

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

December 2025

This policy was ratified by the Students and Curriculum Governors Sub-Committee.

This policy will be reviewed annually on or before December 2026

This is a statutory policy

Contents

1 Rationale

1.1 The Ecclesbourne School believes that to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. This belief in reflected in our school aims. Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving students information to make well-informed, positive choices about their own health and wellbeing. The school recognises that physical health and mental wellbeing are interlinked, and it is important that students understand that good physical health contributes to good mental wellbeing, and vice versa.

1.2 The school has a responsibility under the Equality Act 2010 to ensure the best for all its students irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual students and may need to adapt and change over time to reflect the needs of the cohort. The school may also take positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting one group because of a protected characteristic.

1.3 The school is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across the school and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The school believes that its students deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

1.4 The school will teach students about lesbian, gay, bisexual, and transgender (LGBT) and will ensure that content is fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson. Additional events may be arranged to support learning. The school will encourage wider student awareness of LGBT, for example, through student-led groups, assemblies and library displays.

1.5 This policy has been developed in consultation with parents, students, and staff to ensure that it meets the needs of the whole school community.

1.6 The policy will be reviewed annually, and parents will be consulted in advance about significant changes. All parents have received a letter explaining what is taught in the RSE lessons and parents have been invited to complete an online questionnaire as part of our consultation process. This forms part of the review process. We will sample student voice during each year to monitor the impact of RSE.

2 Aims

2.1 Through the delivery of high quality, evidence-based and age-appropriate RSE, relationship and health education, the school aims to help prepare students for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure students know how and when to ask for help and where to access support. By the end of their education the school hopes students will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

2.2 Relationships Education, RSE and Health Education are intended to help students to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

3 Definition of Relationships and Sex Education (RSE)

3.1 RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching about sex, sexuality and sexual health in a way that gives students the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

3.2 RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

3.3 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children. RSE will explore the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe and how to seek help or advice and report concerns about others.

4 Roles and Responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities, and expectations of the school community are set out in detail below.

4.1 Governors

Governors will monitor and evaluate the impact of the policy by reviewing students' progress in achieving the expected educational outcomes. They will hold the Headteacher to account for the implementation of the policy. Governors will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher.

4.2 Headteacher

The Headteacher, with support from the Strategic Leadership Team, will ensure that staff are supported, receive regular professional development training in how to deliver RSE and are up to date with policy changes. They will ensure that RSE is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all students with SEND and that the subjects are resourced, staffed, and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for students and

will liaise with parents regarding any concerns or opinions regarding RSE and Health Education provision and will manage parental requests for withdrawal of students from non-statutory, non-science components of RSE.

4.3 Staff

Teachers of RSE, relationships and health education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.4 Parents

The school hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The school hopes parents will create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through school. The school will use the Well-Being Centre on the school's website to share links with parents which give advice on how to talk to their child about matters related to RSE. Parents will be encouraged to seek additional support from the school where they feel it is needed. Parents will be reminded of this through regular communication from the DSL. Parents will be consulted annually on the school's RSE provision and curriculum.

4.5 Students

Students are expected to take RSE, relationships and health education seriously. Students are expected to listen, be considerate of other students' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Students who fail to follow these standards of behaviour will be dealt with under the school's behaviour policy.

5 Delivery of RSE

5.1 RSE will be delivered by Form Tutors on a weekly basis as part of the PDC programme. Tutors will deliver RSE in a non-judgmental, factual way allowing scope for students to ask questions in a safe environment. This environment will be created using ground rules and distancing techniques so that no students are put on the spot and expected to discuss personal issues in class. Form Tutors will use the resources provided by the Head of PDC and tailor the delivery of RSE to meet the specific needs of the students in their class; being responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable students to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Language around RSE will be discussed, looking at what is and isn't acceptable.

5.2 The learning will take many forms with a wide range of teaching methods used that enable students to actively participate in their own learning. This includes: the use of quizzes, drama groups, case studies, research, role play, videos, small group discussion and use of appropriate guest speakers. Where it is regarded as particularly beneficial students will be divided into single gender groups for a part of a

lesson or whole lesson. There will be occasions when the timetable will be suspended for the day to accommodate certain aspects of the programme. See Appendix 3.

5.3 Tutors will use retrieval questions and confidence checkers to embed knowledge and understanding and to identify any misconceptions. Where misconceptions happen, tutors will revisit concepts. Student review sheets are marked by tutors to assess student knowledge of key concepts and signposting. The Head of PDC will regularly monitor review sheets to inform future planning.

5.4 The curriculum is supported with additional events, such as drama performances, talks, workshops, which form part of our wider RSE provision. These events are organised and reviewed by the Head of PDC. Students are given time to reflect on the events and give feedback. This informs future planning. Some examples of the events are in Appendix 3.

5.5 Elements of RSE will be delivered in Science, Religious Studies, and Computing. The Head of PDC will map the wider delivery of RSE in other subject areas to ensure consistency, high quality delivery and to avoid repetition.

5.6 The Head of PDC will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of the students. The school will primarily use resources from Cre8tive for consistency of delivery and to ensure all resources contain up-to-date information and are relevant. These will be adapted by the Head of PDC and individual teachers.

5.7 The school shares its RSE Learning Journeys with students, staff and parents, which illustrate how the spiral curriculum is sequenced in order to build on concepts from Year 7 to Year 13. The curriculum implementation details lesson content and is shared on the school's website. This curriculum may change depending on the current national landscape or local trends; in this way the school will aim to ensure that it is meeting the needs of its students. When changes occur, the school will inform parents.

6 The intent of our RSE provision is:

- For our students to learn to respect the views, needs and rights of others, including people of different ages, genders and cultures to themselves.
- To develop and improve the health and emotional wellbeing of our students.
- To give our students the skills necessary to keep them safe, including keeping them safe in an ever-changing virtual world.
- To develop the knowledge, understanding, language and skills and strategies in our students needed to make positive life choices, both now and in the future.

6.1 The RSE curriculum journey is outlined on the curriculum page of the school's website. Changes may be made due to statutory guidance, or due to parent and student feedback and/or because of context.

6.2 By the end of their education the school expects students to know the information set out at Appendix 1.

6.3 Student Voice will be used each year as a means of quality assuring that our intended outcomes are being achieved

7 Health Education: Physical health and mental well-being

7.1 The school wishes to promote students' health and well-being by encouraging self-control, the ability to self-regulate and strategies for doing so. This will enable students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The school believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in Science, IT/Computing, PE and Health and Social Care.

8 Students with special educational needs and/or disabilities

8.1 The school will endeavour to ensure that RSE and Health Education is accessible for all students. We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE and Health Education may be particularly important for such students, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, adapted and personalised to meet the specific needs of students at different developmental stages.

8.2 Staff will make reasonable adjustments to alleviate disadvantage faced by students with disabilities and will be mindful of the SEND Code of Practice and the School's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all students have access to the same information; seeking assistance from Learning Support Faculty where required, consulting Student Passports and optimising the role of Learning Support Officers in lessons.

9 Right to request withdrawal from sex education

9.1 The school hopes that parents and carers will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. Parents and carers have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.

9.2 When considering whether to withdraw their child from sex education the school will respectfully ask parents to carefully consider their decision on the basis that sex education is a vital part of the school curriculum. Parents cannot withdraw their child from relationships or health education or the elements on human growth and reproduction which are part of the Science National Curriculum.

9.3 Any parent wishing to withdraw their child from sex education should put their request in writing and send it to Mrs Helen Green (hgreen@ecclesbourne.derbyshire.sch.uk) who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

9.4 If a student is excused from sex education the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

10 Confidentiality and Child Protection

10.1 The school hopes to provide a safe and supportive school community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training on child protection which will make clear to them that students must be informed that staff are not permitted to offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff will follow the school's Child Protection and Safeguarding procedures.

10.2 If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
- encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible;
- decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

10.3 Students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11 Equal opportunities

11.1 RSE and Health Education will be delivered equally to both sexes, usually in mixed classes. There are, however, certain topics that may be delivered in single sex groupings if deemed appropriate.

11.2 The school has a commitment to ensure that RSE and Health Education is relevant to all students and is taught in a way that is age and stage appropriate. Students are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the school's behaviour policy.

12 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns in accordance with the school's complaints policy which is published on its website.

Appendix 1

Families	
1	that there are different types of committed, stable relationships.

2	how these relationships might contribute to human happiness and their importance for bringing up children.
3	what marriage is, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
4	why marriage is an important relationship choice for many couples and why it must be freely entered into.
5	the characteristics and legal status of other types of long-term relationships.
6	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
7	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful Relationships, Including Friendships	
8	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
9	practical steps they can take in a range of different contexts to improve or support respectful relationships.
10	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
11	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
12	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
13	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
14	what constitutes sexual harassment and sexual violence and why these are always unacceptable.
15	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and Media	
16	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
17	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
18	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
19	what to do and where to get support to report material or manage issues online.
20	the impact of viewing harmful content.
21	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
22	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
23	how information and data is generated, collected, shared and used online.
Being Safe	
23	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
24	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and Sexual Relationships, Including Sexual Health	
26	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
27	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
28	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
29	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

30	that they have a choice to delay sex or to enjoy intimacy without sex.
31	the facts about the full range of contraceptive choices, efficacy and options available.
32	the facts around pregnancy including miscarriage.
33	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get help).
34	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
35	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
36	how the use of alcohol and drugs can lead to risky sexual behaviour.
37	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
Mental Wellbeing	
38	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
39	that happiness is linked to being connected to others.
40	how to recognise the early signs of mental wellbeing concerns.
41	common types of mental ill health (e.g. anxiety and depression).
42	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
43	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet Safety and Harms	
44	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
45	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical Health and Fitness	
46	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
47	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
48	about the science relating to blood, organ and stem cell donation.
Healthy Eating	
49	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, Alcohol and Tobacco	
50	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
51	the law relating to the supply and possession of illegal substances.
52	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
53	the physical and psychological consequences of addiction, including alcohol dependency.
54	awareness of the dangers of drugs which are prescribed but still present serious health risks.
55	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and Prevention	
56	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
57	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
58	(late secondary) the benefits of regular self-examination and screening.
59	the facts and science relating to immunisation and vaccination.
60	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic First Aid	

61	basic treatment for common injuries.
62	life-saving skills, including how to administer CPR.
63	the purpose of defibrillators and when one might be needed.
Changing Adolescent Body	
64	key facts about puberty, the changing adolescent body and menstrual wellbeing.
65	the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 3

Year 8	Health Day	Delivered by a range of local providers, including Derbyshire Health Physical activities, puberty talk, healthy eating
Year 9	Chelsea's Story	Delivered by Alter Ego A drama on Child Sexual Exploitation
Year 10	Where's Your Line?	Delivered by SV2 A workshop on consent
Year 12	RSE Day	Sexual health delivered by Derbyshire Health Healthy relationships delivered by School of Sex Education Self-care delivered by Ecclesbourne Sixth Form Pastoral Team

Additional events may take place during the school year as opportunity and student-need arise.