

Belong. Aspire. Achieve.



Relationships and Sex Education (RSE)

2025-2026

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| Reviewer: | Sarah Hopkins |
| Review date: | September 2025 |
| Approved: | |
| Next review: | September 2026 |

RATIONALE & ETHOS

This policy covers Eggar's School's approach to the Personal, Social, Health and Economic Education (PSHE) Curriculum, including the statutory Relationships and Sex Education (RSE). It was produced through consultation with all stakeholders, including parents via a consultation period to review the curriculum and necessary changes which needed to be made based on the statutory update.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The intended outcomes of our programme are that students will:

- Help students make informed decisions about their wellbeing and health and relationships.
- Prepare students for the opportunities, responsibilities, and experiences of adult life.

DEFINITION OF RSE

Relationships and Sex Education is about the physical, emotional, sexual, moral, social and cultural development of students, and involved learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

ROLES & RESPONSIBILITIES

The PSHE Curriculum is overseen by the Curriculum Leader and is delivered by experienced staff within the school during timetabled lessons and 1 tutor session a week for Yr7-10. The Yr11 curriculum will be taught during 2 tutor time sessions a week. The staff at Eggar's School are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual students.

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 and will follow the schools normal safeguarding practices and procedures by consulting with the designated safeguard leads.

At times we will use external agencies to help us deliver important issues to our students. These will always be from reputable companies, and appropriate to the age group in which they are being delivered to. An example of such agencies are Barclay's Bank and the delivery of their 'life skills' package. We will ensure that all safeguarding practices and procedures are adhered to.

CURRICULUM DESIGN

The Curriculum is divided across three broad themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The statutory guidance (See Appendix 3) is comprehensively covered by learning opportunities across all three core themes. Elements of the curriculum will also be delivered via other subject areas such as Computer Science, Food & Nutrition, Science and PE.

The PSHE curriculum addresses both students' current experiences and preparation for their future (see Appendix 1). The curriculum therefore provides a spiral education to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. We have identified a broad range of important issues, but it is also essential to prioritise quality over quantity (so that PSHE lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that our curriculum reflects the universal needs of all children and young people, as well as the specific needs of the students in our school community.

Opportunities are presented for students (where appropriate/possible) to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make decisions (with support where necessary) so that they can act upon them.
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their personal achievements and successes.

Unlike many other subjects, much of the knowledge taught in our PSHE curriculum changes regularly, for example legal changes, medical or technological advances can impact lesson content. We will therefore ensure that all information used to develop student's knowledge of any aspect of the curriculum is up to date, accurate, unbiased, and balanced.

ACCESSIBILITY FOR ALL

The PSHE Curriculum has been developed to allow those with SEND to access the necessary content. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The curriculum will be modified and adapted to students' needs by:

- Breaking down learning outcomes into smaller steps so that they form the basis of a lesson or a series of lessons.
- Revisiting, reinforcing, consolidating, and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- Revisiting content through cross-curricular learning and/or throughout other activities in school.

- Offering both explicit and implicit learning opportunities and experiences

Staff are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can be very important subjects for some students, for example those with Social, Emotional and Mental Health needs, or a learning disability. Staff will take such factors into consideration when teaching such subjects. Staff will ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

MONITORING REPORT & EVALUATION

The delivery of the PSHE Curriculum is monitored by our Cultural Studies Curriculum Leader using learning walks, student voice activities and staff feedback. Students' development in PSHE is monitored by class teachers, and the Cultural Studies Curriculum Leader.

Students will be given an opportunity to reflect and review on their own learning progress during their lessons through a variety of activities to help them develop their essential learning skills.

PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education taught within PSHE. A request to withdraw should be put into writing using the form found in Appendix 2 of this policy. A copy of withdrawal requests will be placed in the student's educational record. The Curriculum Leader will discuss the request with parents and take the appropriate action.

Alternative supervision will be provided for students who are withdrawn from sex education.

APPENDIX I: CURRICULUM MAP

Key Stage 3

| YEAR | AUTUMN TERM | SPRING TERM | SUMMER TERM |
|------|---|---|--|
| 7 | <p>Belonging at Eggar's Understanding the transition to secondary school and how our sense of self is impacted by the goals we set. <i>Living in the wider world</i></p> <p>Aspiring for Greatness Understanding self-esteem and empowerment to identify unhealthy coping methods and develop strategies for success. <i>Health & Wellbeing</i></p> | <p>Achieving Equality Exploring our values towards bullying, diversity and prejudice, including how the law is used to protect. <i>Relationships</i></p> <p>Health & Puberty Establishing routines for good health and their importance during puberty, as well as coping with unwanted contact. <i>Living in the Wider World</i></p> | <p>Healthy Relationships Understand different types of relationship (including online) and the boundaries we create to protect our self-worth. <i>Relationships (RSE)</i></p> <p>Reducing Risks Developing knowledge of the risks we face from financial instability and basic First Aid to keep ourselves safe. <i>Health & Wellbeing</i></p> |
| 8 | <p>Positive & Powerful Understanding the importance of mental & emotional wellbeing, including body image and coping strategies. <i>Health & Wellbeing</i></p> <p>Conflict & Discrimination Understand the different forms of conflict, how they impact self-esteem & the community. <i>Relationships</i></p> | <p>Careers & Community Explaining how life choices help shape careers, including different types & patterns of work, as well as equality of opportunity. <i>Living in the Wider World</i></p> <p>Substance Misuse Understanding alcohol and drug misuse, pressures relating to misuse and the role of law to protect us. <i>Living in the Wider World</i></p> | <p>Healthy Relationships Understand the concepts of gender identity, sexual orientation, consent and 'sexting'. <i>Relationships (RSE)</i></p> <p>Reducing Risks Developing a deeper understanding of risks, including: online safety, digital literacy, media reliability, and gambling. <i>Health & Wellbeing</i></p> |
| 9 | <p>Positive Influences Understanding how our relationships impact our positivity & the importance of self-awareness. <i>Health & Wellbeing</i></p> <p>Respectful Relationships Developing knowledge of key qualities that make respectful relationships & strategies to deal with conflict. <i>Relationships</i></p> | <p>Setting Goals Exploring a sense of self to analyse potential careers & GCSE option pathways available for future success. <i>Living in the Wider World</i></p> <p>Choosing You Understanding key features of healthy lifestyle choices for a balanced future rooted in success for you and others. <i>Health & Wellbeing</i></p> | <p>Healthy Relationships Understanding the importance of safe sex for your physical, mental & emotional health. <i>Relationships (RSE)</i></p> <p>Reducing Risks Developing awareness of causes of change & healthy coping mechanisms to create well-rounded individuals. <i>Health & Wellbeing</i></p> |

Key Stage 4

| YEAR | AUTUMN TERM | SPRING TERM | SUMMER TERM |
|------|--|--|--|
| 10 | <p>Exploring Influence Understanding negative influences in our lives & methods to identify concerns for our health. <i>Health & Wellbeing</i></p> <p>The World of Work Analysing your key skills for employment & the benefits to exploring career options. <i>Living in the Wider World</i></p> | <p>Addressing Extremism Understanding the influence of extremism & the responsibility to challenge these ideas. <i>Relationships</i></p> <p>Working on Wellbeing Explaining key indicators for good wellbeing & the importance of prioritising to protect this. <i>Living in the Wider World</i></p> | <p>Healthy Relationships Understanding the different responsibilities change in initiate relationships, inc. legalities. <i>Relationships (RSE)</i></p> <p>Reducing Risks Developing knowledge of health services & the ways in which they keep us safe or add to our lives. <i>Health & Wellbeing</i></p> |
| 11 | <p>Future Building Understanding how grief, stress, exams, etc. impact our wellbeing & explaining how we can manage these scenarios positively. <i>Health & Wellbeing</i></p> <p>Next Steps Developing a sense of self in which to apply for colleges that will help achieve future career aspirations. <i>Living in the Wider World</i></p> | <p>Communication in Relationships Identifying core values for the different relationships we have & articulating our feelings when these are or are not met. <i>Relationships</i></p> <p>Independence Understanding choices we make, their impact on our personal health & the importance of making healthy decisions. <i>Health & Wellbeing</i></p> | <p>Healthy Relationships Understanding the complicated nature of family structures & how to identify unhealthy aspects. <i>Relationships (RSE)</i></p> |

APPENDIX 2 – RIGHT TO WITHDRAW

Parent/Carer, please complete the form below if you wish to withdraw your child from Relationships and Sex Education within the PSHE curriculum.

| To be completed by parent/carers | | | |
|--|--|-------------|--|
| Name of Child | | Tutor Group | |
| Name of Parent/Carer | | Date | |
| Reason(s) for withdrawing from Relationships and Sex Education within the PSHE curriculum: | | | |
| | | | |
| Any further information you would like the school to consider: | | | |
| | | | |
| Parent/carers signature | | | |

| To be completed by the school | |
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| Agreed actions from discussion with parents | |
| Date of discussion | |
| Curriculum Leader's signature | |

APPENDIX 3

Schools should continue to develop knowledge on topics specified for primary as required and **in addition** cover the following content by the end of secondary school.

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| Families | <p>Students should know:</p> <ul style="list-style-type: none"> ▪ that there are different types of committed, stable relationships. ▪ how these relationships might contribute to human happiness and their importance for bringing up children. ▪ what marriage is, including their 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. ▪ why marriage is an important relationship choice for many couples and why it must be freely entered into. ▪ the characteristics and legal status of other types of long-term relationships. ▪ the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ▪ 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. | <p>Students should know</p> <ul style="list-style-type: none"> ▪ 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. 28 ▪ practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ 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). ▪ 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. ▪ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ▪ that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ▪ what constitutes sexual harassment and sexual violence and why these are always unacceptable. ▪ 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 the media | <p>Students should know</p> <ul style="list-style-type: none"> ▪ their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ▪ 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. ▪ not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ▪ what to do and where to get support to report material or manage issues online. ▪ the impact of viewing harmful content. |

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| | <ul style="list-style-type: none"> ▪ 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. ▪ that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ▪ how information and data is generated, collected, shared and used online. |
| Being safe | <p>Students should know</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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 | <p>Students should know</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. ▪ that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ▪ that they have a choice to delay sex or to enjoy intimacy without sex. ▪ the facts about the full range of contraceptive choices, efficacy and options available. ▪ the facts around pregnancy including miscarriage. ▪ 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 further help). ▪ 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. ▪ about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ▪ how the use of alcohol and drugs can lead to risky sexual behaviour. ▪ how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |
| Mental wellbeing | <p>Students should know</p> <ul style="list-style-type: none"> ▪ how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ▪ that happiness is linked to being connected to others. ▪ how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g., anxiety and depression). ▪ 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. ▪ the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. |

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| Internet safety and harms | <p>Students should know</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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 | <p>Students should know</p> <ul style="list-style-type: none"> ▪ the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ▪ 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 cardiovascular ill-health. ▪ about the science relating to blood, organ and stem cell donation. |
| Healthy eating | <p>Students should know</p> <ul style="list-style-type: none"> ▪ how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. |
| Drugs alcohol and tobacco | <p>Students should know</p> <ul style="list-style-type: none"> ▪ 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. ▪ the law relating to the supply and possession of illegal substances. ▪ the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ▪ the physical and psychological consequences of addiction, including alcohol dependency. ▪ awareness of the dangers of drugs which are prescribed but still present serious health risks. ▪ 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 | <p>Students should know</p> <ul style="list-style-type: none"> ▪ about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ▪ about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ▪ (Late secondary) the benefits of regular self-examination and screening. 38 ▪ the facts and science relating to immunisation and vaccination. ▪ 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 | <p>Students should know</p> <ul style="list-style-type: none"> ▪ basic treatment for common injuries. ▪ life-saving skills, including how to administer CPR.15 ▪ the purpose of defibrillators and when one might be needed. |
| Changing adolescent body | <p>Students should know</p> <ul style="list-style-type: none"> ▪ key facts about puberty, the changing adolescent body and menstrual wellbeing. ▪ the main changes which take place in males and females, and the implications for emotional and physical health. |