



THE LATYMER SCHOOL

Founded 1624

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY STATUTORY

Statutory Review Policy by	Pupils and Personnel, March 2026
Policy adopted	Governors Meeting March 2026
Policy Created by	Simon Pashley, Assistant Headteacher for Care, Guidance and Support
Review policy	To be reviewed February 2027

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1. Aims

The Latymer School is committed to providing a first class, liberal education where pupils achieve their full potential and show consideration for others; relationships and sex education (RSE) is an integral part of this.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
 - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 - Help pupils develop feelings of self-respect, confidence and empathy
 - Create a positive culture around issues of sexuality and relationships
 - Teach pupils the correct vocabulary to describe themselves and their bodies
 - Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
 - Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
 - Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
 - be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
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2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

3. Policy development

This policy has been developed in consultation with staff, pupils and parent/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff researched and compiled all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to complete a survey about RSE provision.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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.

5. Curriculum

Our curriculum and programme of study is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online

6. Delivery of RSE

The Latymer School specifically delivers relationships and sex education through its PSHE Programme, form time, RE and Science lessons at KS3, and KS4. Much of the Sex and Relationship Education at The Latymer School takes place within PSHE lessons. Form Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. More expert or specialist teachers/ outside agencies will support tutors who are uncomfortable with teaching certain aspects of the curriculum.

Support is offered with the year team or from the PSHE co-ordinator who will help with planning or delivery lessons if required. For more sensitive areas/subjects, outside charities and organisations will be used. Outside Speakers will be engaged to help deliver Sex and Relationships Education. Each speaker will be given a copy of the school's policy and expected to comply with its statements. All speakers will discuss with the Co-ordinator of PSHE or the Pastoral Deputy the degree of explicitness of content and presentation. A member of Staff remains responsible for the students and will intervene if the content or the presentation is unacceptable.

Informal assessment is carried out within modules and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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, LGBTQIA+ parents/carers, 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the Assistant Headteacher (Care, Guidance and Support) and the Headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

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 headteacher.

The Assistant Headteacher (Care, Guidance and Support) and the PSHE Coordinator are responsible for coordinating and leading the teaching of RSE in The Latymer School.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parent/carers right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 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.

Parent/carers are given the option to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16 when they submit their contact details and other relevant information prior to joining the school. Parents/carers **must** notify the school of their wish for withdrawal at any stage by putting this in writing to the Head of PSHE/Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents do not have the right to withdraw their children from relationships and Health Education or from science curriculum topics, including those related to puberty and sexual reproduction.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Coordinator.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This is overseen by the PSHE Coordinator.

This policy will be reviewed by the PSHE Coordinator and the Assistant Headteacher (Care, Guidance and Support) annually. At every review, the policy will be approved by the governing board.

Appendix 1: RSE Curriculum map and Programme of Study

PSHE (including RSE) Curriculum and Programme of Study

YEAR 7

Module 1 - Transition

- What is PDC?
- Managing transition
- Transition and emotional wellbeing
- Friendships
- Respect and manners

Module 2 - Safety

- Safely travelling to and from school
- Online identity and safety
- Bullying and cyberbullying
- Grooming
- Safe, nutritious food choices

Module 3 - Citizenship

- Introduction to citizenship
- What is democracy?
- Rights and responsibilities
- Human rights
- What makes a good citizen?
- Active citizens

Module 4 - Diversity and inclusion

- Prejudice and discrimination
- Stereotyping
- Diversity in the community
- Disability
- Homophobia
- Social inequality
- Extremism

Module 5 - Physical and mental health

- Puberty and anatomy
- Physical challenges and menstruation
- Emotional changes at puberty
- Mental health
- Self-esteem and perfectionism
- Coping with anxiety

YEAR 8

Module 1 - Healthy lifestyles

- Personal and dental hygiene
 - Healthy choices
 - Exercise
 - Caffeine
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- Smoking and vaping
- Alcohol

Module 2 - The digital world

- Disinformation and misinformation
- Fact vs fiction
- Biased writing
- Stereotyping
- Speaking up, speaking out
- Send me a picture
- Feelings about 'send me a picture'

YEAR 9

Module 1 - Relationships

- Relationship values
- Different committed relationships
- Relationship boundaries
- Gender stereotypes
- Healthy and unhealthy relationships
- Communication and conflict management

Module 2 - Sex education

- Intimate relationships and consent
- Principles of healthy sexual relationships
- Puberty and menstrual wellbeing
- Pornography and sex in the media
- Contraception and STIs

YEAR 10

- Fertility, Miscarriage and Abortion
- Vaping and substance misuse
- Gambling and addictive behaviours

YEAR 11

- Sexual assault and the Law
- Pornography and Sexual Pressure

FURTHER PSHE/RSE IN KS3

We also have a number of extra sessions in KS3 run by a variety of external companies/organisations, as well as the Head of PSHE, to further develop knowledge in topic areas.

FURTHER PSHE/RSE IN KS4 AND KS5:

RSE is delivered via themed assemblies (lectures) often with outside speakers in Year 10-13. This is complemented by Year Assemblies, form time activities, informed debates and discussions, all of which are age appropriate and consistent with the prior learning in Years 7-9.

Complimentary topics/themes are delivered via RE Lessons in Year 10 and 11.

Range of RSE Themes/Topics in Years KS4 KS5 may include but are not limited to:

- LGBTQIA+
- Domestic abuse
- Alcohol and recreational drugs at parties and relationships
- Pornography
- Relationship myths and expectations
- Safety in relationships
- Managing romantic relationships including break ups
- Personal values and assertive communication in relationships
- Sexual Assault and the law

Latymer PSHE Assembly Schedule

PDC	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
AUT 1	Verbal Bullying and Banter	Anxiety, Depression and Unhealthy comparison	Positive uses of social media	My Study Plan	Sleep, rest, study	Building a positive online profile	Managing exam and study stress
AUT 2	Social Media	Positive self-talk	Peer approval	Developing resilience	My work and choices at 16	Keeping physically healthy while studying	Extremist behaviour
SPRING 1	Friendships and peer influence	Managing Criticism	Study Skills	Misogyny	Stress and coping strategies	The Law and You	Personal safety in relationships
SPRING 2	Confidence building	Financial Exploitation	Sleep and Relaxation	Romantic relationships and break ups	Preparing for change	Work or study, my next steps	Alcohol misuse
SUMMER 1	Being Unique	Misogyny	Illegal drugs and the law	Radicalisation and extremism		Common mental health issues and strategies	
SUMMER 2	Challenging stereotypes	Gambling	Knife crime and gang culture	Stress, anxiety and depression		Rape and sexual assault	

Appendix 2: By the end of secondary school pupils should know (Sept 2026 guidance)

TOPIC	PUPILS SHOULD KNOW
Families	<ol style="list-style-type: none"> 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. If needed
Respectful relationships	<ol style="list-style-type: none"> 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people’s beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.

7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ol style="list-style-type: none"> 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 9 For

example, see Report Remove 16

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.

12. How information and data is generated, collected, shared and used online.

13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).

14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.

15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk

Being safe

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.

2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.

3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.

4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.

5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.

6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.

7. The concepts and laws relating to sexual violence, including rape and sexual

assault.

8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.

9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.

10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.

11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.

12. The concepts and laws relating to forced marriage.

13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or 10 The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children. 18 assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.

15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.

16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

<p>Intimate and sexual relationships, including sexual health</p>	<ol style="list-style-type: none"> 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. 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. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
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