



Relationships and Sex Education Policy	
Date of Review	July 2025
Prepared by	Ruth Warburton and Glyn Crees
Approved by Governing Board	17/07/2025
Policy based on	RSE (Secondary) guidance 2021 (DfE)
Date for next Review	May 2027
Linked Policies	Anti-Bullying Policy Diversity, Inclusion and Equality Drugs Education policy Keeping Children Safe in Education 2021 Preventing Extremism and Radicalisation policy Safeguarding and child protection policy

## 1. Aims

The aim of relationships and sex education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds and to know when and how to seek help. At Imberhorne what this looks like is ensuring:

- A framework in which sensitive discussions can take place
- Students are prepared for puberty, with an understanding of sexual development and the importance of health and hygiene
- Students develop feelings of self-respect, confidence and empathy
- A positive culture around issues of sexuality and relationships
- Students have the correct vocabulary to describe themselves and their bodies.

RSE is a vital part of the school 'life' curriculum because it enables each student to leave school feeling optimistic about their future due to having the knowledge and skills required to live a healthy, safe and fulfilled life as an active member of society.

## 2. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the [Children and Social Work Act 2017](#), make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all maintained secondary schools.

In teaching RSE, we must have regard to [guidance](#) from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the [Education Act 1996](#)

### **3. Definition**

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of students, 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.

### **4. Curriculum**

Our curriculum 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, students and staff considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so students are fully informed and don't seek answers online.

Our vision '*to ensure each student leaves school optimistic about their future due to having the knowledge and skills required to live a healthy, safe and fulfilled life as an active member of society*' directly supports and enriches the wider school vision at Imberhorne: "*We strive to be a supportive community that empowers everyone to be successful, open-minded and fulfilled learners.*"

By focusing on equipping students with essential life skills and knowledge, we are preparing them not just for academic success, but for long-term wellbeing and positive engagement with the world around them. This reflects the school's commitment to holistic education and personal fulfilment.

Our Life vision is grounded in the school's core values:

- Achievement: We celebrate and support success in all its forms — academic, personal, and social — ensuring every student experiences growth and a sense of accomplishment.
- Ambition: We aim high for every student, encouraging them to believe in their potential and set positive, purposeful goals for their future.
- Community: We build a strong sense of belonging and encourage students to see themselves as active contributors to both the school and the wider world.
- Resilience: We help students develop the emotional strength and practical skills to face life's challenges confidently and with perseverance.
- Respect: We foster mutual respect by teaching students about diversity, relationships, rights, and responsibilities — key foundations for a safe and inclusive society. By embedding respectful attitudes in every aspect of school life, we prepare students to be thoughtful, considerate and ethical citizens.

In essence, our life programme ensures that every student grows not only as a learner but also as a well-rounded individual, fully aligned with Imberhorne's mission to nurture success, open-mindedness, and fulfilment.

### **5. Delivery of RSE**

RSE is taught within the 'Life' curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in English, History, ICT, Maths and RE. Students may also receive stand-alone sex education sessions delivered by trained health and other professionals.

The Life Curriculum has been developed as a seven-year journey, carefully aligned with our assembly and tutor time themes, as well as the wide range of enrichment opportunities available to our students. It is designed to be dynamic and responsive, with annual updates ensuring that each year group receives a programme tailored to their specific needs. These updates are informed by collaboration between Heads of Year, Key Stage leaders, and feedback from both students and parents.

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
- What the law says about sex, relationships and young people.

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, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **6. Roles and responsibilities**

**The Governing Body** will:

- Hold the headteacher to account for the implementation of this policy
- Has a link governor who will oversee this policy before it goes to the whole governing body for approval.

**The Headteacher** will:

- The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 7)

**Staff** are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents 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.

Teacher responsible for the Life programme: Ruth Warburton

Supported by Senior Assistant Headteacher: Glyn Cress

**Students:**

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

## **7. Parents' Right to Withdraw**

Parents 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. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education, there is no right to withdraw students from relationship or health education.

## **8. Safe and Effective Practice**

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

- Staff ensure a safe learning environment by establishing ground rules about how they will behave towards each other. Teachers and pupils agree ground rules together and then test them, amending them as necessary.
- Distancing techniques such as stories, scenarios, clips from TV programmes or case studies. These are used because it stimulates discussion whilst de-personalising them allowing pupils to engage more objectively with the lesson content.
- Pupils' questions are answered using balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form). If staff are unsure of the answer they are encouraged to respond honestly, checking they have understood what the student is asking and explaining they will get back to them once they have had a chance to find out.
- Pupils are able to ask questions anonymously by posting in an anonymous question box.
- All lessons will end with information about different sources of help for young people related to the class topic.

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.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by Glyn Crees (SLT) and Ruth Warburton (Leader of learning).

This is done through:

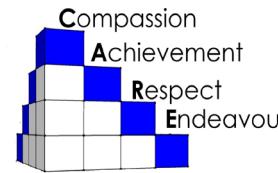
- Training of colleagues
- Learning Walks
- Subject Curriculum Reviews
- Year teams
- Student feedback
- Feedback and information from other educational professionals

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.



Headteacher: Mr Matthew Whatford

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## Appendix 1: Relationships and Sex Education Curriculum Map

Year Group	Autumn 1 Your Future/Personal Safety	Autumn 2 Personal Safety	Spring 1 Personal Safety	Spring 2 Personal Safety	Summer 1 Personal Safety/Citizenship	Summer 2 Your Future
7	Transition to secondary school, building trust and getting to know people.  Understanding changing relationships, roles in the family, family courts, friendship and empathy, Bullying and bystanders, friendship challenges.	Changing friendships, healthy online friendships, hurtful behaviour.  Puberty and emotional changes Menstrual wellbeing Puberty (wet dreams, erections, periods and menstrual cycle) Introduction to consent.	Good health, body modifications, diet and exercise, understanding drugs including tobacco and nicotine, dental health and personal hygiene.	Healthier Sleep Habits  Attitudes to mental health, promoting emotional wellbeing, digital resilient (staying safe online), unhealthy coping strategies.	Healthy coping strategies, change, loss, grief.  The Equality Act (Human rights), Human rights and British values, democracy, Tolerance, respect, stereotypes, prejudice and discrimination.	Similarities, differences and peer influence, avoiding gangs, gaming safety.  Spending Decisions, budgeting, getting a job, the impact of inflation, the critical consumer.
8	Relationship Values, my values, rights in relationships, being a positive bystander (dealing with conflict), Gender stereotypes, online behaviours and healthy interactions, responding to peer	Supporting Others, grooming, preventing involvement in serious and organised crime.  Influences on relationship expectations, sexual orientation and	Making disclosures (child abuse including honour-based violence), child abuse (physical emotional and neglect), puberty (menstruation and FGM).	The mind-body connection (physical fitness and mental health)  Positive body image, empowering positive masculinity, stress response and ways of managing stress,	Changing our stress response, anger management, wellbeing and social media, online gaming, the impact of social media on our opinions.	Bullying in all its forms (links to diversity), cyber bullying and online safety.  How to open a bank account, reading a bank statement, how to save money, how

	pressure, recognising abusive behaviour.	gender identity, consent (avoiding assumptions), introduction to contraception.	Substance misuse, the truth about vaping, Alcohol and Risks.	learning from mistakes.	Recognising and challenging bullying behaviour.	to use a bank card, how to manage debt.
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Year Group	Autumn 1 Personal Safety	Autumn 2 Personal Safety / Citizenship	Spring 1 Your Future	Spring 2 Personal Safety	Summer 1 Personal Safety	Summer 2 Personal Safety
9	Principles of healthy relationships, healthy sexual relationships, sexual content online, sexual harassment and harmful sexual behaviour.	Sexual Health, managing the ending of relationships  Preventing involvement in serious and organised crime.  Careers	Careers, pay issues and speaking up at work.	How self esteem changes, media and air brushing.	Social media and online stress (FOMO)  Attitudes to physical health, the law and managing risks (drugs).	Alcohol and cannabis, addictions, managing influence, cancer prevention and healthy lifestyles.

Year Group	Autumn 1 / 2 Personal Safety	Spring 1 / 2 Personal Safety	Summer 1/2 Personal Safety
10	Long term commitments, legal status of marriage, parenting (including adopting/fostering), family conflict, identifying healthy and unhealthy relationships, addressing relationship abuse (including domestic abuse and violence).  The role of intimacy and pleasure, the impact of pornography, pressure, persuasion and coercion.	Managing relationship conflict and breakups.  Good health, body modifications (tattoos, cosmetic procedures and sunbed use), making informed choices (diet – cholesterol).	Lifestyle and wellbeing (screen time and safe use of mobile phones), Managing influences of lifestyle decisions (promoting emotional wellbeing), assessing risk, managing influences, help seeking (substance use).  Exploring donation and choices.
Year Group	Autumn 1 / 2 Personal Safety	Spring 1 / 2 Personal Safety / Citizenship / Your Future	Summer 1/2 Your Future

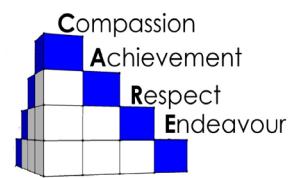
<b>11</b>	<p>Sexual health, fertility and routes to parenthood, pregnancy outcomes and choices.</p> <p>Common types of mental ill health, self-harm, suicide, dealing with exam stress and anxiety, time management (technology).</p>	<p>Extremism</p> <p>Managing risk, managing impulses and influence, helping others (gambling).</p>	<p>Take home pay, savings accounts/investing, insurance.</p> <p>Study Leave and Exams</p>
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<b>Year Group</b>	<b>Autumn 1/2 Personal Safety</b>	<b>Spring 1/2 Your Future</b>	<b>Summer 1/2 Personal Safety / Your Future</b>
<b>12</b>	<p>Transition to KS5</p> <p>Good Health, understanding risks and consequences, medicines and substances, managing influences and seeking support, keeping safe, traveling and making decisions</p>	<p>Rights and responsibilities in the workplace, student finance, researching career and post 18 pathways, applications and interviews.</p>	<p>Confidently seeking support, fake news and misinformation.</p> <p>Borrowing – credit cards, ISAS, renting and buying property, mortgages, money and wellbeing, pensions.</p>
<b>Year Group</b>	<b>Autumn 1/2 Your Future / Personal Safety</b>	<b>Spring 1/2 Personal Safety</b>	<b>Summer 1/2 Citizenship</b>
<b>13</b>	<p>UCAS / Apprenticeship Applications</p> <p>Decision Making (managing money at university and in the future)</p> <p>Making independent health choices, recognising serious illness and seeking urgent medical care, managing sleep independently.</p>	<p>Keeping Safe, travel in the UK and abroad, looking out for each other.</p> <p>Human rights in today's world</p> <p>Living in alignment with your values.</p>	<p>Embracing diversity in all its forms</p> <p>Mentoring</p> <p>Study Leave and Exams</p>



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## Appendix 2: By the end of secondary school students should know

Relationships and Sex Education (RSE): Secondary

By the end of secondary school:

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:

<b>Families</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• 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.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• 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.</li></ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• 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.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• 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).</li><li>• 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.</li><li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li><li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li><li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li></ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>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.</li> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>what to do and where to get support to report material or manage issues online.</li> <li>the impact of viewing harmful content.</li> <li>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.</li> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>the facts around pregnancy including miscarriage.</li> <li>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).</li> <li>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.</li> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

## The Law

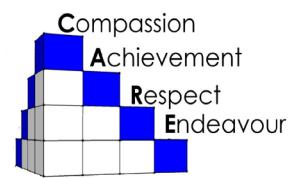
It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)



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## Appendix 3: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer Signature			

**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken:
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