



Relationship and Sex Policy

July 2025

Committee Responsible:	Safeguarding Committee
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Contents

Rationale

1. Aims of Relationships and Sex Education (RSE) at Fullbrook School	3
2. Statutory Requirements	3
3. Policy Development	3
4. Definition of Relationships and Sex Education (RSE) at Fullbrook School	4
5. Curriculum of Relationships and Sex Education (RSE) at Fullbrook School	4
6. Delivery of Relationships and Sex Education at Fullbrook School	4
6.1. Inclusivity	4
6.2. Use of Resources (Unifrog)	5
7. Roles and Responsibilities at Fullbrook School	5
7.1. The local governing board	5
7.2. The Principal	5
7.3. Staff	5
7.4. Students	5
8. Parents/Carers' Request to Withdraw	6
9. Training for the Teachers	6
10. Monitoring Arrangements	6
Appendix 1: Relationships and Sex Education Curriculum Map	7
Appendix 2: By the End of Secondary School Pupils Should Know	12
Appendix 3: Parent/Carer Form – Withdrawal from Sex Education within RSE	15

Rationale

The rationale behind the school's RSE curriculum is to equip young people with the skills and knowledge to enable them to navigate an increasingly complex world, where their online and offline lives are increasingly intertwined and present fantastic opportunities alongside challenges and risks. The legal framework around social media and young people's engagement with the online world is a pressing matter and is covered in RSE both from a developmental and legal perspective.

All content delivered will be age appropriate and we encourage parents to discuss the content of their PSHE lessons with their children, as research shows that this enriches the content we deliver in school and supports children's development at this crucial stage in their life. All of the content we will deliver in PSHE supports the wider work we undertake in fostering student wellbeing and developing resilience in becoming a happy and productive member of society.

PSHE lessons also incorporate Health Education, which, whilst not included in the outline below of specifically Relationships and Sex Education, complements and interweaves with RSE throughout the 7-year journey.

1. Aims of Relationships Sex Education (RSE) at Fullbrook School:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development including the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality, family and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies
- Understand how young people can keep themselves safe, including online.

2. Statutory requirements:

As a secondary academy school, we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE (Relationship, sex and Health Education), we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Fullbrook School we teach RSE as set out in this policy.

3. Policy development of Relationships and Sex Education (RSE) at Fullbrook School:

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

- Review – the Head of PSHE viewed and collated all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents/carers were invited to feedback on the proposed curriculum, and the wider policy, and were given opportunity to view a selection of teaching materials.
- Student consultation – students were invited to take part in a survey for the feedback.

- Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition of Relationships and Sex Education (RSE) at Fullbrook School:

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.

5. Curriculum of Relationships and Sex Education (RSE) at Fullbrook School:

We have developed the curriculum in consultation with parents/carers, 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 they are fully informed and don't seek answers online. Key themes from the curriculum within each year group are detailed in Appendix 1, but we may need to adapt it as and when necessary.

For more information about our curriculum, please contact the Head of PSHE (pollardl@fullbrook.surrey.sch.uk) who will discuss our Schemes of Work with you. Our curriculum meets the statutory guidelines, laid out by the Department for Education, which is detailed in Appendix 2.

6. Delivery of Relationships and Sex Education (RSE) at Fullbrook School:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, during our PSHE Drop Down Days, in an atmosphere of mutual trust and respect to encourage students to put forward their ideas. Biological aspects of RSE are taught within the Science curriculum.

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.

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/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.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported

- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- I-to-I discussions
- Digital formats

Consider the level of differentiation needed

6.2 Use of resources (Unifrog)

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Roles and responsibilities of Relationships and Sex Education (RSE) at Fullbrook School:

7.1 The local governing board

The governors will hold The Principal to account for the implementation of this policy.

7.2 The Principal

The Principal 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 8).

7.3 Staff

All teachers 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/carers wish them to be withdrawn from the non-statutory components of RSE.

Teachers 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 Principal; training and support will always be offered to ensure teacher's skills are supported appropriately.

7.4 Students

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

8. Parents/carers' request to withdraw from Relationships and Sex Education (RSE) at Fullbrook School:

Parents/carers can request 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. Please note that reproductive organs, fertilisation, hormones in reproduction, contraception and fertility treatments are statutory content in Biology.

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

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

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

9. Training for the teachers of Relationships and Sex Education (RSE) at Fullbrook School:

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

The Head of PSHE 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 for Relationships and Sex Education (RSE) at Fullbrook School:

The delivery of RSE is monitored by the Head of PSHE through;

- line management meetings
- curriculum overviews
- teaching materials
- learning walks
- work scrutiny
- student and staff voice.

Students' development in RSE is monitored by their class teachers.

Appendix I: Relationships and Sex Education Curriculum Map:

Year	Term	Key themes
7	Autumn 1 st half (PSHE Day 1)	<p>Growing up: physical and mental changes</p> <ul style="list-style-type: none"> Identify the physical and mental changes that happen during puberty. Explain why puberty can be a challenging time for young people. Describe strategies to overcome the mental and physical challenges of puberty. <p>Understanding menstruation</p> <ul style="list-style-type: none"> Describe the menstrual cycle. Evaluate period product options, explaining the pros and cons of each method. Identify which period symptoms are “normal” and when to seek help.
7	Autumn 2 nd half (PSHE Day 2)	<p>What makes a healthy relationship?</p> <ul style="list-style-type: none"> Explain the differences between healthy and unhealthy relationships. Identify how to have healthy relationships with a variety of people, including families, friendships, or romantic relationships. <p>Understanding marriage</p> <ul style="list-style-type: none"> Explain the legal, social and emotional commitments people make when they get married. Explain why it’s important that marriage should be entered into freely, and never forced upon someone through threat or coercion. Explain why marriage is an important relationship choice for many couples. <p>Coping with change: bereavement, divorce and separation</p> <ul style="list-style-type: none"> List examples of emotions associated with the grieving process. Identify some healthy coping strategies to manage the emotions of grief. Name sources of support that can help the management of grief.
7	Spring 1 st half (PSHE Day 3)	<p>Spotting unhealthy and abusive relationships</p> <ul style="list-style-type: none"> Define different types of abuse. Identify the warning signs in unhealthy or abusive relationships. Explain how to approach a friend who is demonstrating warning signs of abuse. <p>Overcoming conflict and finding forgiveness</p> <ul style="list-style-type: none"> Define what forgiveness means to them. Outline some positive consequences of forgiveness. Explain the process of forgiveness, including the importance of emotional forgiveness. <p>Recognising and preventing bullying</p> <ul style="list-style-type: none"> Explain why it’s important to treat people with respect. Recognise the different types of bullying (including cyberbullying). Explain the long-term and short-term impact of bullying. Describe the responsibilities of bystanders to report bullying and how and where to get help.

7	Summer 2 nd half (PSHE Day 4)	<p>Media literacy: staying safe online</p> <ul style="list-style-type: none"> Identify risks and benefits of using the internet. Assess the potential risks of posting personal information on social media platforms. Suggest ways that young people can protect their safety whilst using the internet. Name sources of support suitable for online safety concerns. <p>Female genital mutilation (FGM): facts and risks</p> <ul style="list-style-type: none"> Define FGM. Describe the risks of FGM and explain how they affect a victim's wellbeing and relationships. Describe the laws relating to FGM. Identify the most appropriate sources of help for victims.
8	Autumn 1 st half (PSHE Day 1)	<p>Challenging gender stereotypes</p> <ul style="list-style-type: none"> Describe what gender stereotypes/gender roles are. Explain the impact of gender stereotypes on behaviours and aspirations. Outline ways to challenge gender stereotypes and support people who do not conform to them. <p>Sexuality and gender identity: an introduction</p> <ul style="list-style-type: none"> Explain the difference between sexual orientation, gender identity, and biological sex. Explain why coming out to people can be difficult <p>Consent: what is it and why is it essential?</p> <ul style="list-style-type: none"> Define consent as something that is freely given by someone with the capacity to make that decision. Recognise scenarios that are consensual and non-consensual, using the legal definition of consent and verbal/non-verbal cues. State where a victim of sexual violence could go for support and why there are barriers to this support for some people. Respond appropriately to a partner not giving consent for sexual activity.
8	Spring 1 st half (PSHE Day 3)	<p>Social influences: tackling peer pressure</p> <ul style="list-style-type: none"> Explain when and why they are likely to be influenced by peers or take risks. Describe and evaluate strategies for managing peer pressure minimising risky behaviour. Explain the importance of choosing a positive friendship group and accessing appropriate support.
8	Summer 2 nd half (PSHE Day 4)	<p>Family life: parenthood and caring</p> <ul style="list-style-type: none"> Explain the roles and responsibilities of parents, carers, and children in families. Explain the nature and importance of stable, long-term relationships for family life and bringing up children. Describe the characteristics of successful parenting. <p>Relationships and conflict</p> <ul style="list-style-type: none"> Describe the characteristics of positive, healthy friendships. Explain why feelings become stronger in adolescence, and name some strategies for managing these. Describe healthy and unhealthy conflict management behaviours. Identify healthy ways to manage the breakdown of a relationship, including its digital legacy.

9	Spring 1 st half (PSHE Day 3)	<p>Safe sex</p> <ul style="list-style-type: none"> Identify features of unsafe sex and state how to reduce the risks. Outline different options for contraception methods. Describe how to reduce the risk of spreading STIs and explain the importance of doing so. State how a young person could be impacted by an unintended pregnancy. <p>Sex, relationships, and the media</p> <ul style="list-style-type: none"> State examples of how the portrayal of sex in the media can be inaccurate. State examples of how the portrayal of relationships in the media can be inaccurate. Explain how the inaccurate portrayal of sex and relationships in the media can affect people's expectations and behaviours. <p>Sex and consent online</p> <ul style="list-style-type: none"> Explain the risks of sharing nude images/videos with others, including the legal consequences. Outline how to report nude images/videos online and access support for online safety issues. State at least one way to manage any request or pressure to share nude images/videos.
9	Summer 2 nd half (PSHE Day 4)	<p>Navigating social influence and pressure</p> <ul style="list-style-type: none"> Evaluate the impact of positive and negative influences. Describe and explain reasons why young people engage in criminal activity. Recognise when they may be being adversely influenced. Describe and explain ways they can be a positive influence to younger peers. <p>The impact of relationships</p> <ul style="list-style-type: none"> Identify the characteristics of a healthy relationship. Explain the impact of positive aspects of relationships. Explain the impact of negative aspects of relationships. Describe how to access support for a relationship and justify why this is important. <p>Changing relationships: managing your feelings</p> <ul style="list-style-type: none"> Describe how grief might feel, using the Kübler-Ross (1969) theory of five stages of grief. Suggest healthy ways to manage the feelings associated with grief. Identify multiple sources of support available if someone needs help managing their grief.
10	Autumn 1 st half (PSHE Day 1)	<p>Sexuality and gender identity: coming out</p> <ul style="list-style-type: none"> Explain why coming out can be difficult for some people. Analyse the different factors involved in coming out. Demonstrate an understanding of the diversity of human sexuality. <p>Sexual health: choosing and accessing contraception</p> <ul style="list-style-type: none"> Explain the difference between birth control and emergency contraception. Describe different forms of contraception and the factors that impact contraception method choices. Apply newly acquired knowledge of contraception to give advice about the selection of contraception methods.

		<p>Understanding pregnancy: your choices</p> <ul style="list-style-type: none"> Explain how lifestyle choices can affect fertility and pregnancy. Explain how common miscarriage is. Describe the reasons why many people decide to delay becoming parents until later in life. Assess the choices in relation to an unplanned pregnancy and identify where to find accurate and impartial advice.
10	Autumn 2 nd half (PSHE Day 2)	<p>Navigating conflict in relationships</p> <ul style="list-style-type: none"> Name examples of relationship views/values. Describe the changes that occur within the development of a relationship. Recognise emotions associated with the grieving process. Explain how to manage the end of a relationship. <p>Rights and responsibilities: marriage and civil partnerships</p> <ul style="list-style-type: none"> Explain the features and benefits of stable relationships. Explain the consequences of domestic abuse for current and future relationships. Explain the consequences of all forms of honour-based abuse for individuals and society. Identify ways to access appropriate support. <p>Taking others' perspectives</p> <ul style="list-style-type: none"> Explain what is meant by the term "perspective". Describe the benefits of seeing a situation from multiple perspectives. Explain how conflicts can be resolved by showing empathy and understanding to others' viewpoints, even if we disagree with them.
11	Autumn 1 st half (PSHE Day 1)	<p>Know your rights: the Equality Act 2010</p> <ul style="list-style-type: none"> Identify the protected characteristics defined in the Equality Act 2010. Describe the rights and protections which are granted by the Act. Explain the responsibilities of employers, service providers, and education providers. Summarise what is meant by the term 'equality'. <p>Understanding pornography</p> <ul style="list-style-type: none"> State how pornography actors' bodies can differ to typical bodies. Explain how pornography can negatively impact body image. Explain how pornography can negatively affect ideas about sex and relationships. Evaluate the advantages and disadvantages of age-restricting pornography websites. <p>Sexual health: preventing and treating STIs</p> <ul style="list-style-type: none"> Outline the symptoms and long-term effects of some STIs. Explain how to reduce the risk of transmitting STIs. Identify ways to test for and treat STIs. Explain why testing for STIs is important.

I1	Spring 1 st half (PSHE Day 3)	<p>Understanding consent and intimacy: offline and online</p> <ul style="list-style-type: none"> Explain that non-consensual sexual acts are sexual violence. Identify consequences of intimacy within a relationship. Discuss factors to consider before having sex. Describe the consequences of victim blaming attitudes.
F6	Autumn 1 st half (PSHE Day 1)	<p>Consent matters</p> <ul style="list-style-type: none"> Define consent and state examples of ways to recognise consent. Define sexual violence and explain the impact on the victim. Explain the issue of sexual violence being under-reported to authorities. Outline ways to manage sexual pressure. <p>Making choices about your sexual health</p> <ul style="list-style-type: none"> Identify methods of contraception that would be suitable for varied contexts. Explain how STIs are transmitted and how risk can be reduced through safer sex. Explain the importance of talking about sexual health with a sexual partner. <p>Staying safe: recognising harassment and abuse</p> <ul style="list-style-type: none"> Explain why different sources, people, and relationships can be untrustworthy. Describe ways that relationships can be healthy or unhealthy. Outline and recognise different types of abuse and harassment. Explain how to access help or support for abuse or harassment.
F6	Autumn 2 nd half (PSHE Day 2)	<p>Understanding forced marriage</p> <ul style="list-style-type: none"> Describe the concepts of, and laws relating to, 'honour-based' abuse and forced marriage, correcting popular myths and misconceptions. Explore the barriers to getting help for this type of abuse and how these might be overcome. Advise a fictional young person on how to access help and support for the honour-based abuse he's experiencing. <p>Respectful relationships: values and differences</p> <ul style="list-style-type: none"> Identify values that are important to different types of relationships. Discuss the importance of values, faith, and cultural views in a relationship. Explore the complexity of challenging your own values and those of others.
F6	Spring 1 st half (PSHE Day 3)	<p>Respectful relationships: trust and intimacy</p> <ul style="list-style-type: none"> Explain the difference between love and lust. Define different types of intimacy. Define different levels of emotional. Intimacy. Explain the impact of varying levels of emotional intimacy.

Appendix 2: By the end of secondary school pupils should know

TOPIC	STUDENTS SHOULD KNOW
Families	<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/carers 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	<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 • 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<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 • 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	<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)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 • 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

Appendix 3: Parent/Career form: withdrawal from sex education within RS

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Tutor	
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/carers	

