




**MOUNT HOUSE
SCHOOL**

INSPIRING EVERY INDIVIDUAL

SCHOOL POLICIES

RELATIONSHIPS AND SEX EDUCATION (RSE)

Review	Date	By
Current Review	September 2024	
Next Review	September 2025	

Contents

1. Aims.....	3
2. Statutory requirements	3
3. Policy development.....	3
4. Definition.....	4
5. Curriculum.....	4
6. Delivery of RSE	5
7. Use of external organisations and materials	6
8. Roles and responsibilities.....	7
9. Parents’ right to withdraw	8
10. Training	8
11. Monitoring arrangements.....	9
Appendix 1: Curriculum map.....	10
Appendix 2: By the end of secondary school students should know	16
Appendix 3: Parent form: withdrawal from sex education within RSE	19
Appendix 4: DfE RSE Statutory Guidance Suggested Resources.....	20
Appendix 5: New year group thresholds for teaching certain topics	20

1. Aims

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

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

2. Statutory requirements

As a secondary school, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

3. Policy development

This policy has been developed in consultation with staff, students and parents. Following the recent DfE consultation, the policy development process involved the following steps:

1. Review – a member of staff or working group pulled together 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 and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students 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 students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Mount House School believes that good quality RSE is both an entitlement and part of compulsory curriculum provision, and must:

- be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices
- be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life experience particularly HIV status and pregnancy
- teach students explicitly about equality and an understanding of the harmful effects of stereotyping and prejudice
- teach how to recognise an abusive relationship, including coercive and controlling behaviour (including stalking and what constitutes sexual violence and sexual harassment, and why these are always unacceptable, this being covered in age-appropriate manner in the 'being safe' topic at each key stage)
- include the development of skills to support healthy and safe relationships and ensure good communication about these issues
- promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media
- provide opportunities for reflection in order to nurture personal values based on mutual respect and care be part of lifelong learning, starting early in childhood and continuing throughout life
- reflect the age and level of the learner and in line with the new year-group thresholds.
- ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding
- be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision
- be delivered by competent and confident educators
- be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

- include recent updated curriculum content as outlined in the July 2024 RSE consultation such as the restrictions regarding gender identity and the updated information on student wellbeing.

Our RSE 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, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

Schemes of work for teaching from September 2024 reflect the year group thresholds for teaching certain topics and reflects the new restrictions about teaching gender identity.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them

- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages.

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats.
- Give careful consideration to the level of differentiation needed.

6.2 Use of resources

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 students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- 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 students' experiences and won't provoke distress.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The School remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with students' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#).
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers.

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the Head to account for its implementation.

8.2 The Head

The Head is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science 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 Head.

Heads of Year are responsible for the delivery of RSE to their respective year groups.

8.4 Students

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

9. Parents' right to withdraw

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

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

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

10. 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 Head 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the pastoral Assistant Head through:

- Collaborative planning
- Work scrutiny
- Learning walks
- Lesson observations
- Staff voice
- Student voice.

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

This policy will be reviewed by the Pastoral Assistant Head annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	1.1	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	
7	1.2	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	
7	2.1	Diversity Diversity, prejudice, and bullying	
7	2.2	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	
7	3.1	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	
7	3.2	Financial decision making Saving, borrowing, budgeting and making financial choices	
8	1.1	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	
8	1.2	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
8	2.1	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	
8	2.2	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	
8	3.1	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	
8	3.2	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	
9	1.1	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	
9	1.2	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	
9	2.1	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	
9	2.2	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	
9	3.1	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9	3.2	Employability skills Employability and online presence	
10	1.1	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	
10	1.2	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	
10	2.1	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	
10	2.2	Exploring influence The influence and impact of drugs, gangs, role models and the media	
10	3.1	Addressing extremism and radicalisation Communities, belonging and challenging extremism	
10	3.2	Work experience Preparation for and evaluation of work experience and readiness for work	
11	1.1	Building for the future Self-efficacy, stress management, and future opportunities	
11	1.2	Next steps Application processes, and skills for further education, employment and career progression	
11	2.1	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
11	2.2	Independence Responsible health choices, and safety in independent contexts	
11	3.1	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
12	1.1	Mental health and emotional wellbeing <ul style="list-style-type: none"> • Mental health and emotional wellbeing • Managing stress • Body image • Healthy coping strategies 	
12	1.2	Readiness for work <ul style="list-style-type: none"> • Career opportunities • Preparing for the world of work 	
12	2.1	Diversity and inclusion <ul style="list-style-type: none"> • Living in a diverse society • Challenging prejudice and discrimination 	
12	2.2	Planning for the future <ul style="list-style-type: none"> • Exploring future opportunities • Post-18 options • The impact of financial decisions 	
12	3.1	Respectful relationships <ul style="list-style-type: none"> • Consent • Assertive communication • Positive relationships and recognising abuse • Strategies for managing dangerous situations or relationships 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
12	3.2	<p>Health choices and safety</p> <ul style="list-style-type: none"> • Independence and keeping safe • Travel • First aid • The impact of substance use 	
13	1.1	<p>Independence</p> <ul style="list-style-type: none"> • Responsible health choices • Managing change • Health and wellbeing, including sexual health, into adulthood 	
13	1.2	<p>Next steps</p> <ul style="list-style-type: none"> • Application processes • Future opportunities and career development • Maintaining a positive professional identity 	
13	2.1	<p>Intimate relationships</p> <ul style="list-style-type: none"> • Personal values, including in relation to contraception and sexual health • Fertility • Pregnancy 	
13	2.2	<p>Financial choices</p> <ul style="list-style-type: none"> • Managing money • Financial contracts • Budgeting • Saving • Debt • Influences on financial choices 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
13	3.1	Building and maintaining relationships <ul style="list-style-type: none"> • New friendships and relationships, including in the workplace • Personal safety • Intimacy • Conflict resolution • Relationship changes 	

Appendix 2: By the end of secondary school students 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 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 form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Appendix 5: New year group thresholds for teaching certain topics

Topics suggested in the draft guidance	Not to be taught before ...
Issues regarding harmful sexual behaviour, including sexual harassment and nudes and semi-nudes	Year 7
Direct references to suicide	Year 8
Explicit discussion of sexual acts, including when discussing sexual offences and violence	Year 9
FGM, virginity testing and hymenoplasty	
Details of violent domestic abuse	

The draft guidance highlights that there might be occasions where you could teach age-restricted content earlier, if certain issues come up in your school community and are a safeguarding risk to your students.

If this happens, the draft guidance explains that you would have to teach the essential facts without unnecessary details and inform parents and carers.