



Relationships and Sex Education

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March 2025	Whole Policy	All references to Personal Political and Philosophical (PPP) changed to Personal Development Curriculum (PDC)
	14. Curriculum Map	Updated to link for PDC Curriculum



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1. Aims

At Stoke Newington School (SNS) we believe that Relationships and Sex Education (RSE) should develop the skills, knowledge and attributes required for students to lead fulfilling lives, whilst successfully managing relationships and with knowledge of how to seek support when needed.

Our RSE programme aims to give students:

1. objective and accurate information concerning sex and relationships, whilst equipping them to make considered, well-informed decisions about their own relationships
2. a sense of moral responsibility and encourage them to respect the needs and rights of others
3. a knowledge of how the human body functions and develops
4. the opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them
5. the resilience to manage challenging circumstances and know how and where to seek help both inside and outside of the school.

Our fundamental ethos and aims of RSE are broken down into the four strands below:

1. Attitudes and values
2. Personal and social skills
3. Negotiating with friends and others
4. Knowledge and Understanding

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

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

2. Statutory Requirements

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

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#). We must also have regard to our 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 Stoke Newington School, we teach RSE as set out in this policy

3. Definition

Relationships and Sex Education (RSE) at Stoke Newington School (SNS) aims to support students through their physical, emotional and moral development from childhood, through adolescence and into adulthood. We believe that RSE is an essential part of a broad and balanced curriculum and underpins our core school values of Compassion, Ambition, Resilience and Excellence (CARE). As a maintained secondary school, we must provide RSE to all students as per the [Children and Social work act 2017](#). In teaching RSE, we must have due regard to [guidance](#) issued by the Secretary of



State as outlined in section 403 of the [Education Act 1996](#). At Stoke Newington School we teach RSE as set out in this policy. 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 involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

4. Curriculum and Delivery of RSE

Our RSE curriculum is set out as per section 14, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents/carers, 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. RSE is taught through 4 one-hour lessons per fortnight 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

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.

The RSE programme is part of our Personal Development Curriculum. This includes Personal, Social, Health and Economic Education, Citizenship and Religious Education. We have supplemented our programme with the statutory requirements in the National Curriculum for Science. RSE and Health Education aims to take a less biological approach and instead aims to develop students' skills in understanding relationships, consent/coercion, issues around dangerous expectations caused by sending of pornography etc. with a focus on developing the skills and confidence in seeking support from appropriate services. Safe and sensitive delivery is at the core of our programme and all PPP staff are trained on how to deliver lessons that encourage students to make safe, private disclosures whilst protecting vulnerable students. The knowledge of the school's pastoral system is utilised to review, develop and tailor the RSE programme in order to meet the needs of our students at Stoke Newington School.

The details of our curriculum are available [on our school website](#).

All lessons used within our curriculum have been awarded the PSHE Associations Quality Mark. Any sessions led by external visitors (see section 7) are monitored, evaluated and quality assured to



provide the best possible learning experiences for our students. Our curriculum is based upon guidance on best practice published by local bodies such as Hackney Education and Young Hackney as well as national organisations such as PSHE Association, Sex Education Forum and Brook Advisory Service. Inclusivity (see section 5) is central to our curriculum to uphold diversity, equal opportunities and to allow all students to access to learning in line with our school values of CARE.

Students will have the opportunity to review and reflect upon their own ideas and opinions through student voice. The curriculum will be adapted to ensure concerns raised can be addressed as and when they voice concerns. Students will be able to voice opinions on resources/external agencies. The Student Voice Body and the active citizenship component of the GCSE Citizenship Studies course will be used to review and develop the RSE programme to ensure it truly reflects the needs of students at Stoke Newington School. (See appendix 1 - Outline of topics delivered by the end of secondary school).

5. Inclusivity

We will teach our curriculum 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. 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:
 - a. This policy
 - b. The [Teachers' Standards](#)
 - c. The [Equality Act 2010](#)
 - d. The [Human Rights Act 1998](#)
 - e. 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
 - Asking to see in advance any materials that the agency may use
 - Knowing the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conducting a basic online search and address anything that may be of concern to us, or to parents and carers
 - Checking the agency's protocol for taking pictures or using any personal data they might get from a session
 - Reminding teachers that they can say "no" or, in extreme cases, stop a session
 - Making sure that the teacher is in the room during any sessions with external speakers
 - Sharing all external materials with parents and carers

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

Fundamental partnerships at a variety of levels are central to the RSE provision at SNS. We work with external agencies including the Local Authority PSHE Lead, Young Hackney's Health and Wellbeing Team and Substance Misuse Service, as well other relevant agencies such as Solutions Not Sides.

We include parents and carers and our young people in consultations as we recognise they are key figures in helping students to cope with the emotional and physical aspects of maturity. During the academic year of 2019 – 2020, parents were consulted regarding the proposed RSE curriculum policy to be delivered from 1st September 2020 onwards. We will hold a bi-yearly consultation with parents from the 2025 academic year. Parents have been informed of the changes to withdrawal rights and have had an opportunity to look at the statutory guidance for RSE and Health Education. Parents can also request to preview resources/materials we intend to/are using and discuss the delivery of the content with the Head of Personal Political Philosophical Studies



8. Parents' Right to Withdraw

Parents/carers have the right to withdraw their child from RSE (other than the sex education which sits in the National Curriculum as part of science in maintained schools) up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education the school will continue to teach that child. Requests for withdrawal should be put in writing using the form found in Appendix 2 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/carers and take appropriate action. Alternative school work will be given to students who are withdrawn from sex education.

9. Parents are key partners in supporting the school to:

- Maintain the culture and ethos of the family and our community.
- Teach their children about relationships and sex.
- Help their children cope with the emotional and physical aspects of growing up.
- Prepare them for the challenges and responsibilities that sexual maturity brings.
- Identify issues.

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body.
- Talk with their children about feelings and relationships.
- Build their child's confidence and skills to see help and support

10. Roles and Responsibilities

Those involved with the development of this policy include the Personal Development Curriculum Lead, Local Authority advisor/School Improvement Partner and the Headteacher. Teaching staff and support staff are responsible for the delivery of lessons and key RSE messages. Teaching staff will receive ongoing training as required to support with developing awareness and needs.

Specifically:

- The Head of PDC will deliver training and provide support for all PDC teachers, including quality assurance of the faculty, whilst being the main point of contact for any issues related to PDC and report to the Designated Safeguarding Lead, Headteacher or School Link Governor.
- The Headteacher will be responsible for oversight of the curriculum and policies, and will help deal with issues concerning subject withdrawal.
- PSHE LA advisor can support with subject development, sharing best practice, updating any national guidance/training, LA trends.
- Designated Safeguarding Lead will be responsible for ensuring policy compliance and manage any safeguarding concerns.
- Parents and carers will be responsible for working in partnership with the school by supporting learning within the home environment

10.1. The Governing Body

The governing body will approve the RSE policy and hold the Headteacher to account for its implementation.

10.2. The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw students from RSE.



10.3. 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/carers wish them to be withdrawn from the specific 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. RSE is taught by a range of teachers within the PPP curriculum.

10.4. Students

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

11. Safeguarding and Safe, Effective Practice

RSE must be taught in a safe and environment, ensuring students feel valued, supported and able to contribute. Staff will be trained in developing a safe learning environment through safeguarding training, teaching sensitive issues, protecting vulnerable students, and reporting concerns. All staff will be supported by pre-prepared resources, training in the delivery of resources and be supported by internal and external staff.

Teaching staff will endeavour to answer questions as openly as possible and to not answer questions that they may not know the answer to – instead seeking the support of the Head of PDC and/or reliable sources of information to do so. This may involve referring the child/young person to an appropriate adult, for example, their parent/carer, Designated Safeguarding Lead, the School Nurse, Hackney Education's Substance Misuse or Health and Wellbeing Team, Brooks or other Walk-in Centres.

Where students have more complex needs and are not able to access learning through differentiated resources, the Head of PPP will work with and Learning Support Assistant and/or Head of Inclusion to tailor resources to meet the needs of that individual student. These may be delivered in a 1-2-1 session by an LSA or with the support of a class teacher.

12. 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.

13. Monitoring Arrangements

The delivery of RSE is monitored by DHT (curriculum) and Head of Citizenship and PDC through school quality assurance systems. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.



14. Curriculum map

The curriculum map can be found [on the school website.](#)



15. Appendix 1 - Outline of topics delivered by the end of secondary school

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:

TOPIC	STUDENTS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>



TOPIC	STUDENTS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>



TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>



16. Appendix 2 - Request to withdraw a student from 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 signature			

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