



**RELATIONSHIPS SEX & HEALTH EDUCATION
POLICY**

Updated: January 2025

Review: January 2026

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1. RATIONALE AND ETHOS

Aims

This Policy helps The Vyne School to fulfil its legal obligations and achieve good practice. It aims to ensure that the RSE curriculum is delivered effectively to all students, so that they:

- a. have cultural capital and uphold the values of equality, dignity and inclusion for all members of our community.
- b. form an active part of the inclusive community in our school.
- c. develop the maturity, self-awareness and understanding of others to discuss sensitive topics respectfully and positively, including sexuality and relationships.
- d. know appropriate facts and vocabulary about their bodies, puberty, sexual development, health and hygiene.

Scope

This Policy applies to all students at The Vyne School.

- a. Section 8 of this Policy explains The Vyne's approach to teaching RSE to students with special educational needs and disabilities (SEND students).
- b. Section 9 of this Policy explains how parents or carers can withdraw students from the sex education components of the RSE Curriculum.

2. LEGISLATION

The Vyne must provide RSE to all its students, under Section 34 of the Children and Social Work Act 2017.

In delivering its RSE Curriculum, BMAT must have regard to guidance issues by the Secretary of State, under Section 403 of the Education Act 1996. This Policy and the RSE Curriculum have been updated to comply with statutory guidance from the Department for Education (DfE), "2019 Guidance. Relationships education, relationships and sex education (RSE) and health education", which is compulsory from September 2020.

The Vyne Community School is a public body. As such, there are obligations under the Equality Act 2010, including:

- a. A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- b. The Public Sector Equality Duty, which requires public bodies to have due regard to the need to:
 - i. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
 - ii. Advance equality of opportunity between people who share a protected characteristic and people who don't;
 - iii. Foster good relations across all characteristics, and between people who share a protected characteristic and people who don't.

3. POLICY AND CURRICULUM DEVELOPMENT

Parents and carers have been consulted in the development of this Policy, to comply with compulsory requirements from the DfE. On 4th January 2021, a consultation paper was published on the school's website with a draft of this Policy and all parents/carers were given a four-week window to respond. This Policy was also developed to meet good practice recommendations from the DfE.

All staff were invited to respond to the consultation on this Policy and leadership staff investigated student engagement with the RSE curriculum.

Following the consultation process, this Policy and our RSE Curriculum was ratified by the Governing Body.

4. ROLES, RESPONSIBILITIES AND TRAINING

The Headteacher is responsible for ensuring that this Policy and the RSE Curriculum is implemented consistently and fairly across the school, in line with The Vyne's values and obligations as an organisation.

The Senior Leadership Team is responsible for ensuring that this Policy and the RSE Curriculum are implemented consistently and fairly in the school, in line with The Vyne's values and obligations; and for managing requests to withdraw students from the sex education components of the RSE Curriculum (see Section 9 of this Policy).

The Headteacher and Senior Leadership Teams are accountable to the Governing Body for the implementation of this Policy and the RSE Curriculum.

Teaching staff are responsible for:

- a. Delivering RSE consistently and in line with The Vyne's values, obligations and their training.

- b. Model positive attitudes of equality, diversity and inclusion.
- c. Monitoring progress in RSE as part of the standard internal assessment systems for student performance.
- d. Managing and responding appropriately to the needs of individual students (e.g. those with special educational needs and disabilities – “SEND students”).
- e. Respond appropriately to students whose parents or carers make a request for them to be withdrawn from the sex education components of the RSE curriculum.

Teaching staff do not have the right to opt out of teaching RSE. Any concerns about delivering RSE will be raised with the Headteacher.

Training:

The Vyne teaching staff are trained on the delivery of RSE as part of their induction and continuing professional development through the course of the academic year. We will occasionally arrange for external experts to provide support and training to staff teaching RSE and/or to deliver some areas of RSE themselves.

All students are required to:

- a. Engage fully in RSE, as with any other area of their education (unless they have been withdrawn from the sex education components of the RSE Curriculum, in line with Section VII of this Policy).
- b. Engage with RSE in line with the Student Behaviour Policy and Student Code of Conduct.

5. WHAT IS RSE AND HOW IS IT DELIVERED?

RSE is key to the emotional, social and cultural development of students. It teaches them about:

- a. Families;
- b. Respectful relationships, including friendships;
- c. Staying safe;
- d. Behaviour online and in the media;
- e. Leading healthy lifestyles;
- f. Diversity;
- g. Personal identity;
- h. Intimate and sexual relationships, including sexual health; and
- i. Sexuality.

These topics are taught within the context of family life and not in a way that discriminates against or stigmatises students based on their personal circumstances.

RSE reflects that, in our diverse society, “family life” can include single parent families, LGBT+ parents, adoptive parents, foster parents/carers, families headed by grandparents and other support structures).

RSE does not promote sexual activity and, whilst it encourages equality and respect for all groups, it does not pressure students to adopt beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background. The aims of the RSE programme at the Vyne is to embody the ethos of the school community and to ensure that students have the knowledge, skills and commitment to:

- Take responsibility for one’s actions in all situations
- Demonstrate honesty and loyalty in relationships
- Focus on the importance and responsibilities of the family unit for all members
- Show sensitivity towards the needs and views of others
- Recognise the physical, emotional and moral implications of certain types of behaviour
- Recognise the risks associated with certain types of behaviour
- Recognise and accept the differences of others

Framework:

a. The DfE requires all secondary school students to learn about certain RSE topics by the end of secondary school. These requirements are listed at Appendix A to this Policy. Many of the topics were already taught as part of RSE, before the DfE’s changes were announced in 2019.

b. The Vyne’s RSE Curriculum is appended to this Policy, at Appendix B. It has been consulted in line with Section 3 of this Policy – “Policy and Curriculum Development”. The Curriculum is a live document, so it will be reviewed and updated as appropriate.

c. The Vyne teaches its RSE Curriculum as part of Personal, Social, Health and Economic Education (PSHE). Certain biological aspects of the RSE Curriculum are taught within the Science Curriculum and other aspects are included in the RE Curriculum. Trained external health professionals may deliver stand-alone sessions on sex education and parts of the RSE Curriculum may be taught in form-groups and assemblies.

The Vyne’s approach to teaching RSE

The Vyne teaches RSE in line with its values and obligations as an organisation. For example, through RSE, we aim to:

- a. show that we have due regard for the three sections of the Public Sector Equality Duty (see section 2b of this Policy)
- b. show that we do not tolerate discrimination or prejudice against any of the protected characteristics or any individual;
- c. respect diversity of belief, which may be based on culture, religion, sexual orientation or another factor.
- d. teach our students to practise equality and respect diverse ways of life, and not to tolerate discrimination or prejudice, in line with the school's Student Behaviour Policy.
- e. endeavour to teach sensitive topics at an appropriate stage in students' education
- f. engages its students in conversations about sensitive topics in a way which allows them to express different points of view respectfully, constructively and maturely.

6. SAFE AND EFFECTIVE PRACTICE

We will provide a safe learning environment by ensuring that:

- 1. Teachers and pupils will establish ground rules by discussing an agreement at the start of the academic year.
- 2. Distancing techniques such as depersonalisation are used so that students can safely talk about issues with empathy, either about themselves or other people safely and in a secure manner.
- 3. Pupils' questions will be answered by their teacher in the first instance or the RSE co-ordinator if necessary.
- 4. Sensitive issues will be handled by trained teachers and due consideration in terms of planning and preparation will be given to individual students who may have had personal experiences that are being covered.
- 5. Pupils will be able to raise questions anonymously by submitting them in written form into a question box.
- 6. All staff teaching RSE will be supported by the RSE co-ordinator and the Pastoral / Inclusion Team.

7. SAFEGUARDING

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this happens, then:

1. Teachers must consult with the designated safeguarding lead (DSL) and in his absence their deputy.
2. Visitors/external agencies which support the delivery of RSE will be required to follow all safeguarding procedures and be supportive of the aims described in this policy.
3. The protocol for inviting visitors into lessons is the same for any visitor coming into school and all safeguarding procedures must be followed.

8. SEND STUDENTS

The policy of the school is that SEND students should follow the same RSE programme as all other students.

When appropriate, and to ensure that the RSE Curriculum is accessible for all students, teaching will be differentiated, and content will be adapted to meet the needs of SEND students. This will be done on a case by case basis, through collaboration between mainstream teaching staff, staff who specialise in SEND students in general or work closely with particularly SEND students and wider support systems as appropriate (e.g. parents or carers and specialist agencies).

When delivering RSE to SEND students, we will be mindful of:

- a. The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood.
- b. The additional vulnerability that SEND students can face, to exploitation, bullying and other issues.
- c. The possibility that elements of RSE may be particularly important for some SEND students, because of the nature of a condition or disability.
- d. The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

See below for the process for withdrawing students from the sex education components of the RSE Curriculum. The process is the same for all students.

9. THE RIGHT TO WITHDRAW

Students cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum (they may only be withdrawn from the aspects of sex education that are taught as part of the RSE Curriculum).

Parents do have the right to withdraw their child from some elements of RSE. A parent may wish to withdraw their child from the 'sex education' aspects of the RSE programme. The sex education component of the RSE Curriculum are those areas covered in the "Intimate and sexual relationships, including sexual health" part of the DFE requirements and are highlighted in bold.

The school will ensure that the student receives appropriate, purposeful education during the period of withdrawal. Parents do not have the right to withdraw their child from the Relationships units or any other content from the RSE and Health Education. Parents or carers have the right to request that their child be withdrawn from all or part of the sex education component of the RSE Curriculum, until three months before their child turns 16. After this point, it is the child's choice: if a child who is at least 15 years and 9 months old chooses to be taught the sex education components of the RSE Curriculum, we will take all reasonable efforts to ensure that they are.

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSE and the below is reflected in our policy:

1. Parents will not be able to withdraw their child from *relationships education aspects* in primary school or secondary school.
2. At secondary school, parents will be able to withdraw their child from *sex education aspects* (other than the sex education which sits in the National Curriculum as part of science in maintained schools). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).

The form for making a request for withdrawal is at Appendix C to this Policy. It needs to be addressed to the appropriate school principal, via the school office or email address. Requests will be granted unless exceptional circumstances exist.

The Headteacher or a member of senior leadership should discuss the request with parents/carers and, as appropriate, with the child to:

- a. ensure that their wishes are clear;
- b. clarify the nature, purpose and intended benefits of the RSE Curriculum; and

c. explain the potential risks of withdrawing a child, including the social and emotional risks of being excluded and the possibility of hearing about sex education elements of the RSE Curriculum from other students, rather than a qualified adult.

These discussions should be noted, and withdrawal requests will be stored on the student's educational record. When a student is withdrawn from the non-statutory areas of sex education, they will be given alternative work. The process to request to withdraw students from the sex education components of the RSE Curriculum is the same for SEND students. However, in exceptional circumstances the Headteacher may want to take the specific needs of a SEND student into account when making this decision.

10. MONITORING IMPACT & ASSESSMENT

The impact of RSE is monitored through lesson observations, learning walks, the staff performance management, student and staff voice and day to day management or communication with colleagues, students and parents or carers. This policy will be reviewed at least every two years, by the Governing Body.

The assessment of students' RSE and Health Education are skills based. We do monitor students' effort and contributions through termly reflections which will enable us to continuously monitor the impact of the programme of study and to form a basis for the development of the content and themes.

11: PREVENT DUTY & BRITISH VALUES

The Prevent Duty

Part of the UK Government's Prevent strategy for tackling extremism (both violent and non-violent) and for curbing potential terrorism is the Prevent Duty. Guidance for schools recommends building students' resilience to radicalisation by providing a safe environment for debating controversial issues helping them to understand how they can influence and participate in decision-making. We meet these requirements through RSE, Health Education, assemblies and tutor times themes that are embedded into lessons and schemes of work.

British Values

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their students. Through ensuring students' SMSC development, schools can also demonstrate they are actively promoting fundamental British values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance. British Values is embedded within our RSE, assemblies, drop down days and tutor times.

How do we meet these at The Vyne School:

- **Democracy:** Students are given many opportunities to take on responsibilities, develop leadership skills and become actively involved in the democratic process through personal development lessons. In order to develop potential in all members within our school we hold elections for student leadership responsibilities.
- **Rule of Law:** The importance of laws, whether they be those that govern the class, the school or the country as a whole are consistently reinforced throughout the school day through our behaviour for learning policy, assemblies and the curriculum, particularly in personal development lessons where students are taught about our laws, where they came from and our criminal justice system. We foster strong community links with local authorities such as the Police.
- **Individual Liberty:** We strive to prepare students to enter the world as independent, confident citizens that have a life-long passion for learning and making informed choices throughout their lives. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice and support about how to exercise these safely, for example, through our teaching of E-safety in ICT lessons, and during tutor time as well as through assemblies.
- **Mutual Respect and Tolerance:** Through our curriculum and pastoral support systems everyone in our school community can learn and thrive together in an environment of high standards, courtesy and consideration. The House System facilitates the promotion of mutual respect and support between students across different year groups where they work together to achieve goals. Mutual respect and tolerance of diversity is embraced throughout our curriculum. In addition, there is a broad and balanced study of different religions and cultural diversity in Religious Studies, and learning about the development of a multi faith, multi-cultural and multi-ethnic society in History and Geography lessons.

12. RAISING CONCERNS ABOUT THIS POLICY OR THE RSE CURRICULUM

Concerns about the delivery of the RSE Curriculum in this Policy will be considered in line with the Complaints Policy.

Before deciding whether or not to make a complaint, parents and carers are kindly asked to consider:

a. This Policy.

c. Whether the complaint would be an appropriate, fair or meaningful use of school resources (complaints to “vent” about the DfE’s decision to make certain aspects of RSE compulsory will not meet these criteria –see below).

d. If the school is the correct organisation to complain to. The DfE requires schools to teach students about the areas of RSE. The Vyne is not placed to handle complaints about the scope and content of the national curriculum – these should be directed to the DfE or local government. The Vyne can only handle complaints about its interpretation and delivery of that curriculum.

e. The reason for and nature of their complaint. Complaints will not be considered if they are based on prejudice or a desire to discriminate against a particular group. If a complaint of this nature is made, appropriate action will be taken to prevent the discriminatory or prejudiced views of the complainant from having a negative impact on the school community and its values of equality, dignity and respect. For example, whilst we may consider complaints about when and how it teaches about sensitive issues, such as birth control or LGBT+ relationships, we will not consider complaints about whether or not those issues should be taught at all. The DfE requires all schools to teach them and doing so is in line with our values and obligations as an organisation.

13. DFE REQUIREMENTS – BY THE END OF SECONDARY SCHOOL, PUPILS SHOULD KNOW:

RSE content which incorporates physical health and mental wellbeing (Health Education) will be delivered throughout Key Stage 3 and 4. This will be delivered through other areas of the school curriculum for example Science, PE, Computer science, DT and personal development lessons. In addition, assemblies, drop down days and tutor time where appropriate will support the delivery.

By the end of Key stage 4 students should know under the Relationships Sex and Health Education statutory guidance:

Health Education: Physical and Mental Health & Wellbeing

Mental wellbeing	Students should know: • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g. anxiety and depression) • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • the benefits & importance of physical exercise, time outdoors, community participation & voluntary & service-based activities on mental wellbeing & happiness
Internet safety and harms	Students should know: • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness	Students should know: • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health • about the science relating to blood, organ and stem cell donation
Healthy eating	Students should know: • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	Students should know: • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • the law relating to the supply and possession of illegal substances • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • the physical and psychological consequences of addiction, including alcohol dependency • awareness of the dangers of drugs which are prescribed but still present serious health risks • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention	Students should know: • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • the benefits of regular self-examination and screening (late secondary)
Basic first aid	Students should know: • basic treatment for common injuries • life-saving skills, including how to administer CPR • the purpose of defibrillators and when one might be needed
Changing adolescent body	Students should know: • key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health

Relationships and Sex Education

Families

· Students should know:

- 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**

Students should know:

- 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

Online/media	Students should know: • 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	Students should know: • 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)

Intimate and sexual relationships, including sexual health	Students should know: • 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 and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • <i>that they have a choice to delay sex or to enjoy intimacy without sex</i> • <i>the facts about the full range of contraceptive choices, efficacy, and options available</i> • <i>the facts around pregnancy including miscarriage</i> • <i>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)</i> • <i>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</i> • <i>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</i> • 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
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APPENDIX A - FORM FOR PARENTS/CARERS, TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM

Parent form: withdrawal from sex education within RSE

To be completed by Parents:

Name of Child		Tutor Group	
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:

For the school to complete:

Agreed actions from discussions with parents: