

Relationships and Sex Education Policy (from 2020)

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1. Aims

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

- Provide an appropriate framework in which informed and supportive sensitive discussions can take place
- Develop the skills of recognising and dealing with difficult situations including starting, managing or ending relationships, including them breaking down and unwanted attention
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene including familial, friendly and romantic relationships and where to go for additional support/ guidance/ information.
- Understand they have a right to manage their own bodies and relationships, including the giving and withdrawing of consent and to encourage positive attitudes towards the human body and sexuality.
- Understand they have a responsibility to respect the rights and emotions of others they may be in a relationship with.
- Create a positive culture around issues of sexuality and relationships.
- To develop students' understanding of risk and safety with regard to intimate and online relationships.

- To counteract myth and misinformation, and to challenge all forms of prejudice, including sexism, transphobia and homophobia.
- To gain knowledge of sexual health services and information available to young people in the local area.
- To develop skills in handling personal relationships, such as communication, and assertiveness.
- To gain an understanding of exploitation, in order to avoid being exploited or exploiting others, including via technology.
- To ensure students understand how the law applies to sexual and personal relationships, including issues of consent and the use of technology.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Develop pupils' ability to critically evaluate online content, including misinformation, harmful influencers and sexually explicit media
- Equip pupils to recognise and challenge misogyny, sexual harassment and harmful gender norms, including violence against women and girls
- Build understanding of personal safety in a range of contexts, including public spaces, transport, water and online environments
- Develop awareness of financial exploitation, coercion and online scams as safeguarding risks
- Strengthen emotional literacy, including coping with grief, loss and loneliness

2. Statutory Requirements

We are required to teach relationships education/ RSE as part of the Department of Education statutory guidance as per section 34 of the Children and Social work act 2017.

Current regulations and guidance from the Department of Education states that there is parental right to withdraw pupils from RSE, for aspects of sex education that are not part of the science curriculum. It is the parent's responsibility to contact the school. We will make alternative arrangements where this is the case

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 Education Act (1996).

The RSE policy is also in line with the following legislation;

- Learning & Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Academies Act 2010
- Supplementary guidance SRE for the 21st century (2014)
- Keeping children safe in education – statutory safeguarding guidance (2024)
- Section 34 of the Children and Social Work Act (2017)

Furthermore, this policy reflects the Department for Education statutory guidance, "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (updated July 2025), which becomes compulsory from 1 September 2026. The school is currently transitioning from the 2019 guidance to fully align with the updated statutory requirements.

The updated statutory guidance for 2026 places increased emphasis on:

- safeguarding in relation to online harms, including AI and digital technologies
- misogyny, sexual harassment and violence against women and girls
- personal safety in public and private environments

- mental health, including grief, loss and loneliness

The following school policies may also be relevant;

- anti-bullying
- safeguarding
- PSHE (currently in development)

Teachers giving information and education about contraception to students under the age of 16 are not acting unlawfully and do not require any specific parental consent. It is not appropriate, legally or professionally, for teachers to give specific advice on contraception to individual students. In cases where such advice and guidance is deemed to be necessary, it is our responsibility to encourage students to seek help from their parents and/or from an appropriate health service professional.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and 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 provided with the policy and an opportunity to provide their feedback via email during Term 5 (April/May) 2021.
- 4. Pupil consultation** – we investigated what exactly pupils want from their RSE
- 5. Ratification** – once amendments were made, the policy was shared with governors and ratified.

In line with updated statutory expectations, pupil voice and parent engagement are ongoing elements of policy review and curriculum development for 2026.

4. Definition

This policy was developed to reflect The Department for Education's published guidance for delivering statutory relationships education sex education from September 2020.

At the Corsham School, Relationships & Sex Education (RSE) is defined as the learning of the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Teaching will be factual, age-appropriate and respectful. Pupils will be supported to understand biological sex, gender identity as a personal experience, and the importance of respect and tolerance. Staff will avoid promoting particular viewpoints and will present information in a balanced way.

We believe RSE is important for our pupil's and our school because 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 well-being. We also aim to ensure that RSE fosters sexual and gender identities equality and LGBT+ equality by the use of language, resources and guidance that we use. In short, RSE

contributes towards all students the knowledge to thrive in the modern world, keep themselves safe and be able to form positive relationships in the wider world.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring that lessons are differentiated and accessible. Staff will ensure that they are aware of these needs and keep seating plans up to date so that they can respond effectively where required.

The Deputy Headteacher for Pastoral, Head of House and tutors will also be kept up to date by the Team Leader for People and Community Studies (P&C) as to the content and design of the curriculum so that they can support staff with additional information about students where required and People and Community Studies CTL will approve.

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RSE is about the emotional, social and cultural development of pupils, 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

Our RSE programme is an integral part of our whole school (pre & post 16) PSHE education programme and will cover; relationships within the home, nature of family life, positive and potentially harmful relationships, including domestic violence, consent in many contexts, the impact and use of forms of digital media, Identity including sexual and gender identities and how stereotypes can affect this, It will cover sexual and reproductive health in detail including where to go for help. A full view of the themes explored can be found in the overviews on the school website.

In line with updated statutory guidance (2025), the curriculum has been expanded to include:

- online harms, including AI-generated content, deepfakes and harmful online communities
- the impact of pornography and sexualised media on attitudes and relationships
misogyny and harmful gender-based behaviours
- financial safety, including scams and exploitation
- personal safety, including risk in public environments (roads, railways, water and public spaces)
- mental health themes, including grief, loss and loneliness

We aim to ensure that the RSE programme is matched to the needs of our pupils and will be subject to student and staff reviews at the end of each academic year. We also aim to ensure that it is inclusive of all our students with respect to gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion, belief or other life experience.

We will aim to answer student questions honestly, within the ground rules established at the start of each lesson. An integral part of these ground rules will be ensuring that no personal information is shared by either staff or students. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred to a more appropriate professional to answer.

Our RSE programme will be taught through a range of methods and interactive activities, including where appropriate, selective film clips, news articles, object-based enquiry and large opportunity for discussion.

Students will be encouraged to reflect on their own learning and progress through use of self-assessment against the personal learning checklist they will be provided with.

6. Delivery of RSE

PSHE will be taught by a variety of staff from across the curriculum areas in discreet timetabled lessons once a fortnight (Key Stage 3 & 4) and via the Tutor Programme twice a week and continues in the context of CORE lessons in the Sixth Form (Key Stage 5).

These staff will receive appropriate support and training both in house and from external professionals. The tutor programme will also be supported by HOH's and professionals where appropriate.

Teaching will support pupils to apply knowledge to real-life safeguarding situations, including recognising risk, coercion and manipulation both online and offline. Lessons will explicitly develop critical thinking skills in relation to digital content and online influences, and support pupils in understanding boundaries, consent and power dynamics.

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and Responsibilities

7.1 The governing board - LGB

The governing board will approve and review the RSE policy, and hold the Deputy Headteacher to account for its implementation.

7.2 The Deputy Headteacher

The Deputy Headteacher (Chris Smith) has overall responsibility for ensuring implementation of the policy.

They are also responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Responsible for ensuring curriculum alignment with updated statutory RSHE guidance (2025).

7.3 Staff

The RSE programme will be led by the People & Communities Team Leader who will produce overviews for the curriculum being taught, which will be published online on the school website and lesson plans and resources in line with the appropriate guidance from the PSHE Association.

Corsham 6th RSE lessons will be the responsibility of the Head of Post 16 with the support of the People and Community Studies team.

The following responsibilities will also be reflected in the appropriate job descriptions:

Team leader for People & Community Studies (CTL for People & Community Studies):

- Will develop structured programme with clearly stated learning outcomes for yrs 7-11.
- Will co-ordinate the delivery of the programme through People and Community Study lessons and help support the delivery via the ks3 & 4 tutor programme.
- Will monitor the delivery of the programme through a whole school tracking system against the DfE statutory requirements.
- Will liaise with key personnel in the annual review and evaluation of sex and relationships education.
- Deliver content that addresses emerging safeguarding risks, including misogyny, online harm and AI-related risks
- Undertake training to support the safe delivery of sensitive and complex topics

Teaching Staff delivering PSHE are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE and Refer to Team Leader for P and C to make alternative arrangements where necessary.
- 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 Deputy Headteacher or People and Community Studies Team Leader.

7.4 Pupils

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

8. Parents right to withdraw

Parents will be provided with clear and accessible information about curriculum content in advance, in line with statutory expectations for transparency.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

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

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

9. Training

Staff receive training on the delivery of RSE, including safeguarding updates linked to digital risks, misogyny, harmful sexual behaviours and managing disclosures.

The Deputy Headteacher and People and Community Studies Team Leader 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

The delivery of RSE is monitored by the CTL for People and Community Studies.

Pupil voice, staff voice and learning walks will be used to review and tailor our RSE programme to match the different needs of pupils.

Pupil voice will be used systematically to ensure the curriculum remains relevant, responsive and appropriate to student needs.

Teachers will be asked to critically review their work in delivering RSE formally at the end of each academic year.

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

This policy will be reviewed by Team Leader for People and Community Studies and Deputy Headteacher Pastoral annually. At every review, the policy will be approved by the governing board at LGB.

11. Safeguarding

Staff 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 and that this must be treated in line with the school's safeguarding policy. Where appropriate, students will be referred to the safeguarding team.

Staff will be aware of increased safeguarding risks linked to:

- online environments, including AI-generated content and digital exploitation
- misogyny and harmful peer cultures
- financial exploitation and coercion

RSE delivery will support pupils to recognise and respond to these risks.

Teachers will also consult with the designated safeguarding leads Chris Smith & Lydia Smith as well as the CTL for People and Community Studies who has received CP training.

Visitors/ external agencies will need to be escorted at all times whilst on site and be asked to sign in and wear the visitor lanyard provided.

Visiting speakers/ external agencies will need to be vetted to ensure that they have no agenda that is incompatible with the school ethos. Those arranging visits will also ensure that they have an overview of any presentation/ speeches prior to accepting the visitors on site.

Appendix 1: Curriculum map(updated)

Year Group	Topic	Topic / Theme Details	Learning Outcomes (Core + 2026 RSHE)
Year 7	Friendships, Respect & Relationships	Consent, boundaries, friendships, identity, online safety and introduction to personal safety	To understand consent and personal boundaries and apply these respectfully in friendships and online contexts; to identify qualities of positive and unhealthy relationships; to recognise the impact of stereotypes and respect diversity; to understand basic online risks and how to seek support; to understand personal safety including safe behaviour around roads, railways and water; to recognise how peer pressure influences decisions; to develop emotional awareness and strategies to maintain wellbeing
Year 8	Identity, Relationships & Sex Education	Healthy relationships, gender identity, equality, sexual health basics, online risks, media influence	To identify characteristics of healthy and unhealthy relationships and manage conflict; to understand equality, diversity and challenge stereotypes including misogyny; to recognise coercion and imbalance of power in relationships; to understand basic contraception and sexual health; to identify cyberbullying and gender-based online abuse and know how to report it; to understand how media, influencers and AI (e.g. deepfakes) can shape attitudes; to recognise misinformation and online manipulation
Year 9	Sex, the Law & Consent	Consent, sexual decision-making, harassment, abuse, online risk, exploitation	To understand the legal definition of consent and how it applies in different contexts; to recognise coercion, manipulation and power dynamics in relationships; to identify signs of abuse including domestic violence and harassment; to evaluate pressures around sexual decision-making; to recognise online harassment, misogyny and harmful digital cultures; to understand risks from extremist or harmful online communities; to identify financial exploitation and online scams and know where to seek help

Year 10	Exploring Relationships & Risk	Sexual behaviour, pornography, image sharing, sexual violence, media, digital safety	To understand risks associated with sexual behaviour and how to manage them safely; to analyse differences between pornography and real relationships and understand its potential impact; to evaluate how pornography and media can reinforce harmful attitudes including misogyny; to understand legal and emotional consequences of image sharing and risks of AI-generated content; to recognise sexual violence, coercion and power imbalance; to understand online safety including data protection, scams and digital identity; to critically evaluate influencers, online culture and social pressures
Year 11	Sexual Health & Independence	Sexual health, relationships, independence, digital identity, wellbeing	To understand STIs, contraception, fertility and reproductive health; to recognise characteristics of respectful and healthy relationships and access support when needed; to understand the impacts of digital footprints and risks from AI and manipulated media; to evaluate risks in independent settings including public spaces, travel and social environments; to understand emerging risks linked to technology (AI, VR, online platforms); to recognise the link between relationships, sexual health and mental wellbeing; to understand grief, loss, loneliness and how to seek support

RSE Curriculum Map (Updated for 2026 Compliance)

Year	Topic Area	Core RSE Learning Outcomes	2026 RSHE Learning Outcomes
Year 7	Consent & Boundaries	Understand what consent is and why it must always be respected; recognise personal space and boundaries; develop assertiveness skills	Understand how consent applies in online contexts; recognise pressure, persuasion and manipulation in digital interactions
Year 7	Friendships & Relationships	Identify qualities of positive friendships; recognise unhealthy behaviours; understand respect in relationships	Recognise how online behaviour (group chats, messaging) impacts relationships; know how to respond appropriately
Year 7	Identity & Diversity	Understand identity and difference; challenge stereotypes; respect others	Recognise harmful gender stereotypes and their impact; understand respectful attitudes towards all groups
Year 7	Online Safety	Identify online risks; understand grooming; know where to seek support	Understand that online content may be unrealistic or manipulated; recognise exposure to harmful or sexualised content
Year 7	*New* Personal Safety		Understand risks linked to roads, railways and water; identify safe behaviours in public environments; recognise how peer pressure impacts safety decisions
Year 7	Health & Wellbeing	Recognise emotions and develop self-esteem; understand puberty changes	Understand the importance of emotional wellbeing and seeking support
Year	Topic Area	Core RSE Learning Outcomes	2026 RSHE Learning Outcomes

Year 8	Healthy Relationships	Identify features of healthy and unhealthy relationships; understand how to manage conflict	Recognise coercion, control and imbalance of power in relationships
Year 8	Gender & Equality	Understand gender identity and equality; challenge stereotypes	Recognise misogyny and gender-based discrimination, including online abuse
Year 8	Sexual Health (Intro)	Understand menstrual cycle and basic contraception; recognise consent	Understand how media and online content can distort expectations of relationships
Year 8	Online Safety	Recognise cyberbullying, grooming and online exploitation risks	Identify misogynistic language and gender-based online abuse; know how to report concerns
Year 8	*New* AI & Media Literacy		Understand how AI (e.g. deepfakes) can manipulate images; evaluate influence of social media influencers; recognise misinformation
Year 8	Risk & Exploitation	Understand risks linked to gangs and exploitation	Recognise links between online environments and exploitation risks
Year	Topic Area	Core RSE Learning Outcomes	2026 RSHE Learning Outcomes
Year 9	Consent & the Law	Understand legal definition of consent; recognise consequences of non-consensual behaviour	Understand how power, coercion and pressure affect consent
Year 9	Relationships & Abuse	Identify unhealthy and abusive relationships; understand domestic abuse	Recognise patterns of coercion and manipulation both online and offline
Year 9	Sexual Decision-Making	Evaluate reasons for sexual activity; understand risks and consequences	Recognise influence of media, peers and online content on decision-making

Year 9	Harassment & Stalking	Understand definitions and laws around harassment and stalking	Recognise online harassment and misogyny; understand impact on victims
Year 9	Online Risk & Extremism	Understand harmful online influences and radicalisation	Identify risks from toxic online communities (including misogynistic cultures)
Year 9	*New* Financial Safety		Identify online scams and financial exploitation; understand links between exploitation and safeguarding
Year	Topic Area	Core RSE Learning Outcomes	2026 RSHE Learning Outcomes
Year 10	Sexual Behaviour & Risk	Understand risks associated with sexual activity; recognise safe practices	Evaluate how pressure, coercion and context influence risk
Year 10	Pornography & Media	Understand differences between pornography and real relationships	Analyse how pornography can reinforce harmful attitudes, including misogyny
Year 10	Image Sharing (Sexting)	Understand legal and emotional consequences of sharing images	Recognise risks of AI-generated imagery (deepfake nudes); understand digital coercion
Year 10	Sexual Violence & Consent	Understand definitions of assault and rape; recognise healthy relationships	Understand how social attitudes (including misogyny) influence behaviour
Year 10	Online Safety & Data	Understand digital footprint and data security	Identify online fraud, scams and misuse of personal data
Year 10	Media & Influencers	Understand impact of media on behaviour and self-image	Critically evaluate harmful influencers, toxic masculinity and online cultural pressures
Year	Topic Area	Core RSE Learning Outcomes	2026 RSHE Learning Outcomes

Year 11	Sexual Health	Understand STIs, contraception, fertility and reproductive health	Understand links between sexual health, emotional wellbeing and relationships
Year 11	Relationships & Respect	Identify respectful relationships; recognise abuse; access support	Evaluate long-term impact of behaviours and attitudes in relationships
Year 11	Online Identity	Understand digital footprint and online identity	Recognise risks from AI, manipulated media and reputational harm
Year 11	Risk & Independence	Understand risks linked to parties, substances and independence	Evaluate risks in public spaces and independent environments (travel, nightlife, social situations)
Year 11	*New* Advanced Digital Safety		Understand risks linked to emerging technologies (AI, VR, live streaming)
Year 11	Mental Health	Recognise mental health challenges and coping strategies	Understand grief, loss, loneliness and where to access support

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

Topic	Pupils should know
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships contribute to wellbeing and bringing up children • What marriage is, including its legal status and rights • Why marriage is an important choice for many and must be freely entered into • The characteristics and legal status of other long-term relationships • The roles and responsibilities of parents and characteristics of successful parenting • How to assess whether relationships are safe or unsafe and how to seek help • That families can take many forms and should be respected without stigma
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of healthy relationships (trust, respect, consent, kindness, boundaries) • Practical ways to build and maintain respectful relationships • How stereotypes (including gender stereotypes) can cause harm • That everyone has the right to be treated with respect and should show respect to others • About different forms of bullying, including cyberbullying, and how to respond • That some behaviours are criminal, including coercive control and violence • What constitutes sexual harassment and sexual violence and why these are unacceptable • Legal rights relating to equality (Equality Act 2010) • How misogyny and harmful gender norms impact behaviour and relationships • How to safely challenge harmful behaviour and support others
Online and media	<ul style="list-style-type: none"> • Their rights and responsibilities online • That behaviour expectations apply equally online and offline • That online content can be shared and difficult to remove • How to report concerns and seek help online • The impact of viewing harmful content • That pornography presents a distorted view of relationships and can negatively affect behaviour • That sharing indecent images of children is illegal • How data is generated, collected and used online

	<ul style="list-style-type: none"> • How AI-generated content (e.g. deepfakes) can manipulate reality and create risk • How online influencers and algorithms shape beliefs and behaviours • How to recognise misinformation, scams and digital manipulation • Risks of online misogyny, harassment and harmful digital cultures
Being safe	<ul style="list-style-type: none"> • Key laws relating to consent, exploitation, abuse, grooming, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM • How these issues affect current and future relationships • How to recognise and communicate consent and withdrawal of consent (offline and online) • How power imbalances and coercion affect consent and safety • How to recognise manipulation, pressure and exploitation in relationships • How to identify and respond to risks in public environments • Personal safety including behaviour around roads, railways, water and public spaces • Financial exploitation risks including scams, fraud and coercion
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • Characteristics of healthy intimate relationships (respect, trust, consent, communication) • That health is influenced by choices in relationships and sexual behaviour • Facts about reproduction, fertility and impact of lifestyle • Strategies to manage sexual pressure and make informed choices • That individuals can delay sex or choose intimacy without sex • Full range of contraceptive methods and effectiveness • Facts about pregnancy, including miscarriage • Choices relating to pregnancy (including adoption, abortion and support) • How STIs are transmitted, prevented and treated • Impact and prevalence of STIs • The effects of alcohol and drugs on decision-making • How to access sexual health services • How pornography and sexualised media can influence behaviour, expectations and attitudes • The role of emotional wellbeing, including loneliness and mental health, in relationships • The impact of digital behaviours (e.g. image sharing, AI manipulation) on relationships and safety

Parent signature	

To be completed by the school	
Agreed actions from discussion with parent	