



Reading Girls' School
Succeeding Together

Name of Policy	Relationships and Sex Education Policy
Scope of Policy	This policy applies to all students
Approved by	C Shephard Assistant Principal
Date of Approval	June 2025
Review period	Annually
Review Date	June 2026



**THAMES LEARNING
TRUST**

GROWING STRONGER TOGETHER

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development.....	3
4. Definition.....	3
5. Curriculum	3
6. Delivery of RSE	4
7. Roles and responsibilities	4
8. Parents' right to withdraw	5
9. Monitoring arrangements.....	5
Appendix 1: Curriculum map	6
Appendix 2: By the end of secondary school pupils should know	13
Appendix 3: Parent form: withdrawal from sex education within RSE	16

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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

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 of the Education Act 1996.

At Reading Girls' School we teach RSE as set out in this policy.

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 invited to comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE through a working party of students
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

4. Definition

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 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 line with DFE guidelines, taking into account the age and needs of pupils and the context of the school. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriately.

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 during Personal Development Days, and other aspects are included in religious education lessons (RE).

Reading Girls' School believes that learning about sexuality and relationships is a lifelong process and that this will occur both in school and the home settings, in both formal and informal ways. Sex & Relationship education will be delivered using a variety of activities, through the PSHE curriculum and within Personal Development events delivered by external visitors with specialisms within the areas.

For more information about our PSHE curriculum, see Appendices 1 and 2.

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 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 Trustees

The Trustees will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is 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 (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils 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 Principal.

The member of staff responsible for the delivery of RSE across the school is Sally Elliott.

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 have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

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

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

Parents have the right to withdraw their children from the non-statutory/non-science 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 Principal.

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

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

9. Monitoring arrangements

The delivery of RSE is monitored by Caroline Shephard, Assistant Principal, through:

Creating teaching resources, and support for staff, within the PSHE curriculum and student timetabled lessons. Quality of delivery is monitored in line with the schools Teaching and learning policy including planning scrutinise, learning walks and student feedback.

This policy will be reviewed by Caroline Shephard Assistant Principal, annually. At every review, the policy will be approved by the Principal.

Appendix 1: PSHE Curriculum map

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence

Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Personal Development Events – external specialist content delivery programme

Year 7.1 Health and Wellbeing/ Relationships	PSHE Strands/LOs
Health Reach	<ul style="list-style-type: none"> • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to establish and manage friendships
Reach- RE Inspired	<ul style="list-style-type: none"> • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • how to support others
First Aid	Basic first aid
Museum of Rural Life	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • about a broad range of careers and the abilities and qualities required for different careers • How to challenge stereotypes, broaden their horizons and how to identify future careers aspirations
Year 7.2 Health and Wellbeing/ Relationships	PSHE Strands/LOs
Creative Writing – all about me	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy
University of Reading- the human brain	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep
Museum of Rural Life	<ul style="list-style-type: none"> • How to make healthy lifestyle choices including diet, dental health, physical activity and sleep • about a broad range of careers and the abilities and qualities required for different careers

	<ul style="list-style-type: none"> • How to challenge stereotypes, broaden their horizons and how to identify future careers aspirations
RLNI and Network Rail	<ul style="list-style-type: none"> • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation
Knife Crime speaker Thames Valley Police	PSHE Strands/LOs
	<ul style="list-style-type: none"> • how to respond in an emergency situation • about the legal and physical risks of carrying a knife (make sure show county lines)
Year 8.1 Living in the Wider World/ Health and Wellbeing	PSHE Strands/LOs
Brighter futures Drug Education	<ul style="list-style-type: none"> • about medicinal and reactional drugs • how to manage influences in relation to substance use
Rabble Theatre	<ul style="list-style-type: none"> • about group-think and persuasion • how to develop self-worth and confidence
RBC Alcohol Education	<ul style="list-style-type: none"> • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use
Careers Advisor Cisco groups	<ul style="list-style-type: none"> • about employment, self -employment and voluntary work • How to set aspirational goals for future careers and challenge expectations that limit choice
Year 8 Living in the wider world	PSHE Strands/LOs

Ericson Enterprise Event	<ul style="list-style-type: none"> • How to set aspirational goals for future careers and challenge expectations that limit choice
Year 9.1 Health and Wellbeing/ Relationships	PSHE Strands/LOs
Health Reach	<ul style="list-style-type: none"> • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy
Samaritans	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions
University of Reading- revising with resilience	<ul style="list-style-type: none"> • habits and strategies to support progress
Year 9.2 Health and Wellbeing/ Living in the wider world	PSHE Strands/LOs
IBM E-Safety	<ul style="list-style-type: none"> • how to assess risk and manage influences, including online • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online • how to manage their 'personal brand' online
Army Outreach	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep
Dr Jack	<ul style="list-style-type: none"> • skills for enterprise and employability

	<ul style="list-style-type: none"> • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress
Sporting Mind	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices
Upfront Theatre Company- before anyone else - Healthy Relationships and consent	PSHE Strands/LOs
	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • how to assess and manage risks of sending, sharing or passing on sexual images • about unhealthy, exploitative and abusive relationships
Year 10.1 Relationships/Living in the Wider World	PSHE Strands/LOs
Brighter futures- exploitation	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent

	<ul style="list-style-type: none"> • about unhealthy, exploitative and abusive relationships
School nurse	<ul style="list-style-type: none"> • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy
Samaritans	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about attitudes towards mental health, challenge myths and stigma • about daily wellbeing • how to manage emotions
Reading University Raising Attainment	<ul style="list-style-type: none"> • habits and strategies to support progress
Year 10.2 Living in the wider world/ Health and Wellbeing	PSHE Strands/LOs
Natwest	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how to manage risk in relation to financial activities
Careers education	<ul style="list-style-type: none"> • Making decisions on my future pathway
Year 11 Practice Career interviews and feedback	<ul style="list-style-type: none"> • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience

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 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	PUPILS 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	PUPILS 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	