

# Park House School

# **Relationships and Sex**

# **Education Policy**

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# Park House School

## Relationships and Sex Education Policy

March 2026

This Policy applies to Park House School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: James King - Headteacher  
This policy was approved by the Governing Body on: 14th March 2024

## Park House School

### Relationships and Sex Education (RSE) Policy

#### 1. Statutory requirements

Park House School is required to provide a curriculum that is broad and balanced in accordance with Section 78 of the Education Act 2002.

Park House School must provide relationships and sex education to all pupils as per section 34 of the Children and Social Work act 2017. In teaching relationships and sex education the school is required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996, Published 25 June 2019.

This Relationships and Sex Education (RSE) policy reflects the latest statutory guidance from the Department for Education, effective from September 2026. It ensures that all pupils receive age-appropriate education on **healthy relationships, consent, online safety, and wellbeing**, while allowing flexibility for curriculum planning. The policy promotes transparency with parents, who retain the right to withdraw their children from sex education lessons, and supports inclusive, safe, and effective teaching that prepares pupils to make informed choices and develop respectful, positive relationships.

#### 2. Policy aims

**By providing comprehensive RSE Park House School is not encouraging pupils to become sexually active at a young age.**

The aim of this policy is to ensure that the right provision is in place so that pupils may have **all the background knowledge they need to make informed decisions and responsible choices as they grow up.**

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

#### 3. Roles and responsibilities

##### School staff

The school provides regular professional development training in how to deliver relationships and sex education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not

feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships and sex education is so important.

There are certain members of the school leadership team, such as the *Associate Assistant Headteacher - PSHE/RSE*, who will hold more responsibility for ensuring that the school's relationships and sex education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

**Senior leaders** *Associate Assistant Headteacher - PSHE/RSE, Mary Tebble will:*

- Develop this school policy and review it *yearly*. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.
- *The below stakeholders are consulted on the RSE provision;*
- *Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations*
- *Park House communicates with parents regarding the policy and the intended provision.*
- *Once amendments were made, the policy was shared with governors and approved*
- Ensure that all staff are given regular and ongoing training on issues relating to relationships and sex education and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that relationships and sex education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding relationships and sex education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the relationships and sex education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships and sex education in school.

- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships and sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.
- Ensure that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships and sex education.

#### **All staff will:**

- Ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education. If a member of staff feels that any areas are not covered or inadequately provided for, they should report that to *Associate Assistant Headteacher- PSHE/RE lead*
- Attend and engage in professional development training around relationships and sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred to the DSL through the online reporting mechanism (CPOMS)
- Provide regular feedback to their managers on their experience of teaching relationships and sex education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships and sex education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the *SENDCO*.

#### **Pupils**

Pupils are expected to attend relationships and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships and sex education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils are encouraged to speak with any member of staff if they have questions or concerns about relationships and sex education, or any other matters affecting them at school. Conversations of this nature will be held in confidence. Staff will listen with care and respect, but they cannot keep secrets if a concern involves safeguarding. If a concern

relates to child protection, or if staff feel they cannot fully address the issue, they will share it with the Designated Safeguarding Lead (DSL) / member of safe guarding team using the online referral system (CPOMS).

Pupils will be asked for feedback on the school's [relationships education / relationships and sex education] provision *termly*. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about. **Did we do get this feedback on the last student survey?**

### **Parents/carers**

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships and sex education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

## **4. Implementation, delivery and curriculum**

We recognise the importance of the school's relationships and sex education policy being implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Relationship and Sex Education is delivered through the PSHE (personal, social, health and economic education) curriculum (see appendix 1). There will be topics that are covered as part of the **science curriculum and biology** (see appendix 3) as well as opportunities to have external speakers address topics that at the time the school deems appropriate.

Through this aspect of our curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

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).

## **Guest speakers**

Guest speakers may be invited into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

## **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

## **Dealing with difficult questions**

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the *PSHE Lead and/or Associate Assistant Headteacher - PSHE/RSE*

Ground rules in class are essential when discussing sensitive subjects. Strategies staff may use to support this include using an anonymous suggestion box or reinforcing that the classroom is a safe and respectful environment. However, teachers cannot guarantee complete privacy, as they have a responsibility to safeguard all students and may need to share information if a situation raises a safeguarding concern.

## **Pupils with special educational needs**

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships and sex.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- use of expert guest speakers.
- practical activities.
- using video
- group and paired activities.

## **5. Withdrawal from relationships and sex education**

The school aims to keep parents/carers informed about all aspects of the relationships and sex education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of relationships and sex education up to and until 3 terms before the child turns 16.

Any parent wishing to withdraw their child from relationships and sex education should put this request in writing to the *RHSE Lead or Associate Assistant Headteacher - PSHE/RSE* who will arrange a meeting to discuss their concerns. Relationships and sex education is a vital part of the school curriculum and supports child development and we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

On receipt of a request the *Associate Assistant Headteacher - PSHE/RSE* will invite the parents/carers to a meeting, at which the he/she will explain clearly what the policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn relationships and sex education and placed in another class where suitable work and supervision will be provided.

After 3 terms before the child turns 16, the child may choose to no longer be withdrawn from relationships and sex education.

## **6. Complaints**

Parents/carers who have complaints or concerns regarding the relationships and sex education curriculum should contact the school and follow the school's complaints procedure.

## **7. Equal opportunities**

Relationship and sex education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

## **8. Safeguarding and confidentiality**

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and

safeguarding procedure.

Personal information about pupils who have approached a teacher for discussion should only be shared where there is a concern through the online referral system with the DSL. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Notify the DSL through the online referral system
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from *Associate Assistant Headteacher - PSHE/RSE* to decide what is in the best interest of the child.

### **Advice and treatment**

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL

Providing advice on contraception and practicing safe sex is a key part of the school's relationships and sex education provision. We also encourage parents/carers to engage their child in open discussion about practicing safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against if there is a disclosure of this type of information.

## **9. Monitoring, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationship and sex education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the relationship and sex education curriculum and will inform parents/carers of any revisions to this policy or [relationships education / relationships and sex education] curriculum.

We will monitor the effectiveness of our relationship and sex education provision through:

- termly feedback from pupils

- termly feedback from parents/carers
- feedback from staff
- classroom observations.

The school will review this policy *termly*, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

## **10. Support**

Pupils should feel safe in the school environment to talk to any member of staff about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationship and sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

## Appendix 1

### PSHE Curriculum

*Pink highlights focus Relationships and Sex Education*

Park House School Work hard. Be kind. Take responsibility.		KS3 & 4 PSHE OVERVIEW – 2025 -26		
	Autumn	Spring	Summer	
Year 7	Resilience and Self Esteem & Online Safety <sup>1</sup>	Diversity and Relationships	Building Relationships (Off/online) <i>Summer safety reminder /sexploitatio</i>	<p><b>PSHE Themes</b></p> <ul style="list-style-type: none"> <li>Relationship &amp; Sex Ed</li> <li>Living in a wider world</li> <li>Health &amp; well being</li> <li>Careers</li> </ul> <p><b>Adjustments</b></p> <ul style="list-style-type: none"> <li>To deliver PSHE lessons that support our students understanding and to have flexibility to adapt the topics and timings of topics in light of internal and external feedback.</li> <li>Sexing and Sexploitation will form part of all relationship lesson online to ensure consistent message as national initiative</li> <li>Use of language in communication to combat negative, derogatory language being highlight and what is now ok.</li> <li>Use of external guest speakers to emphasise key points like Police for consent, inappropriate touching and summer safety</li> <li>Reordering of FGM to Year 8 in light of parent, student and staff feedback</li> <li>Diversity assemblies to support PSHE messages as clear student understand what is not acceptable racist language and behaviour</li> <li>Lessons are created centrally with a booklet and presentation. Adaptions and new topics and video clips to added as things change.</li> </ul>
	Political Systems	Your Changing Body	Financial Decision Making & Dream Jobs	
Year 8	Identity and Relationships & Social Media online safety*	Mental Health & Your changing Body (FGM)*	Money	
	Drugs and Alcohol (dangers of Vaping)	Equality and Discrimination (Protected characteristics & British Values)	Careers <sup>1</sup>	
Year 9	Peer Influence & gangs	Respectful Relationships (on/off line) <i>sexting/sexploitation</i>	Intimate Relationships	
	Employability	Heathy Lifestyles	Justice System	
Year 10	Mental Health	Interactions	Addressing Extremism and Radicalisation	
	Financial Decision Making & Employment*	Exploring influence	Democracy and Electoral Systems	
Year 11	Communication in Relationships (use of language)	Families	GCSE EXAMS	
	Independence	Financial Decision Making		

PSHE Curriculum covers key themes of Relationships and Sex Education, Living in wider world understanding protected characteristics and British Values and being a British citizen, finance. It also covers understanding of health and well being so have open discussion about mental health and healthy lifestyle habits. Finally it covers Careers and employability skills for world of work.

Park House School  
Work hard. Be kind. Take responsibility.

### KS5 PSHE OVERVIEW – 2025 -26

	Autumn	Spring	Summer
Year 12	Careers, Finance and Independence 1	Health & Wellbeing	Sex Relationships & Society
	Sex Relationships & Society	Careers Finance and Independence	Personal Statements / Work Experience
Year 13	Careers Finance and Independence	Sex Relationships & Society 3	A LEVEL EXAMS


## Appendix 2


### Topic Lesson Breakdown of RSE lessons


PSHE > Year 7 > Topic 4 - Your Changing ...


Type ▾ People ▾ Modified ▾ Source ▾


Name ↑


 L1 Puberty

 L2 Periods

 L3 Body Image

 desktop.ini


 Year 7 Topic 4 Your Changing Body Booklet.pptx


 Year 7 Topic 4 Your Changing Body KO.pptx

PSHE > Year 8 > Topic 2 - Identity and rel... ▾


Type ▾ People ▾ Modified ▾ Source ▾


Name ↑


 L1 Positive and Healthy Relationships


 L2 Introduction to contraception


 L3 Persausion Pressure and Coercion


 L4 Sexting

 L5 Relationship Abuse

 L6 Gender Identity and Sexual Orientation

 desktop.ini

 Year 8 Topic 2 Identity and Relationships Booklet.pptx











 Year 8 Topic 2 Identity and Relationships KO.pptx

PSHE > Year 9 > Topic 3 - Respectful and... ▾

Type ▾ People ▾ Modified ▾ Source ▾

Name ↑

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 L1 Relationships and Conflict
 L2 Relationships on Screen
 L3 Families, Love and Marriage
 L4 Capacity to Consent
 L5 Contraception
 L6 STIs
 L7 Pornography
 desktop.ini
 Year 9 Topic 3 Respectful and Intimate Relationships Booklet.pptx
 Year 9 Topic 3 Respectful and Intimate Relationships KO.pptx







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PSHE > Year 10 > Topic 3 - Interactions ▾

Type ▾ People ▾ Modified ▾ Source ▾

Name ↑

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 L1 - Healthy Relationships
 L2 - Image Based Abuse
 L3 - Public Sexual Harassment
 desktop.ini
 Year 10 Topic 3 Interactions Booklet.pptx
 Year 10 Topic 3 Interactions KO.pptx

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PSHE > Year 11 > Topic 3 - Families ▾


Type ▾ People ▾ Modified ▾ Source ▾

Name ↑


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 L1 Fertility and Routes to Parenthood - Edited


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 L2 Pregnancy Outcomes - Edited

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 L3 Pregnancy Choices - Edited


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 L4 Sexual Health - Edited

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 L5 Forced Marriage - Edited


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 desktop.ini

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 Year 11 Topic 3 Families Booklet.pptx

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 Year 11 Topic 3 Families KO.pptx

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## Appendix 3 – Science Curriculum – Sex Education

### YEAR 7

1 Sexual Reproduction	Know that: Plants and animals reproduce sexually. This m
2 Human Reproductive Systems	Know that: Oviduct: Tubes that carry an egg to the uterus
3 Puberty	Know that: Puberty starts when sex hormone levels in the
4 Menstrual Cycle	Know that: The menstrual cycle governs everything related
5 Sex & Fertilisation	Know that: Eggs are released from the ovaries. This is calle
6 Menstruation	Know that: The menstrual cycle governs everything related
7 Contraception	Know that: Condoms are a barrier method of contraception
8 Gestation	Know that: The term gestation period refers to the time bet

### YEAR 8

1 Theories of Sexual Reproduction	<p>Know that:</p> <p>Biologists assume that the purpose of life is to reproduce. Reproduction involves passing on your characteristics to your offspring. This is consistent in all kingdoms of life: a 'likeness' between parent and offspring. Pythagoras suggested spermism theory: man provides seed, woman provides menstrual blood. Aristotle said that heredity is a flow of information moving from the father to the child. Aristotle argued that children have characteristics from the father. Pythagoras' theory did not support this nor did it explain why children have characteristics from both parents. Aristotle developed a theory based around a woman's menstrual blood provided the material to make offspring. Her theory was rejected. Many suggestions that 'likeness' was transmitted/ inherited. Idea of preformation was against the idea of a code. Preformation suggested that there was a mini-human inside the egg. Paracelsus suggested human sperm could be heated with fire. His theory of offspring was rejected. The mammalian egg was discovered by Karl Ernst von Baer. Later his colleague Oscar Hertwig observed the fertilisation process. He referred to what was inside the nucleus.</p> <p>Know how:</p> <p>To explain why earlier theories were rejected and why the</p>
2 Sexual Reproduction	<p>Know that:</p> <p>Biologists assume that the purpose of life is to reproduce. Having looked at some of the theories of sexual reproduction and inheritance, we can see that successful sexual reproduction that produces offspring that are fertile involves the fusion of male and female gametes. In animals the female releases an egg/s (female gamete). The egg contains 50% of the mother's characteristics. The male releases sperm (male gamete). The sperm contains 50% of the father's characteristics. The fusion of the gametes (specifically their nuclei) is known as fertilisation. This creates the first cell of life known as a zygote or fertilised egg. The offspring will have a mixture of their parent's characteristics. This mixing of characteristics results in variation. Variation increases the chance of the species surviving. The process of sexual reproduction is the same in plants but some gametes are pollen. Female gamete: ovule First cell of life: seed.</p> <p>Know how:</p> <p>To explain why variation is beneficial to the survival of a species.</p>
3 Parenting, Survival & Energy	<p>Know that:</p> <p>Biologists assume that the purpose of life is to reproduce. This is consistent in all kingdoms of life. All organisms obtain energy from their food. The energy allows them to carry out life processes e.g. maintaining body temperature/ keeping warm. Gametes have to be produced for sexual reproduction. Producing these cells requires energy. Reproductive tissues and organs also have to be produced. This requires energy too. Mammals and birds have to find and win mates. Finding a mate may involve flying/ walking/ running. Usually the male has to win over the female. Winning over a mate involves an individual proving it. The male therefore needs to look good and so it will invest energy into growing in size (big muscle). The individual may then have to carry out acts that prove it is a suitable mate. This may be a dance. The individual may have to fight with a competitor, which requires energy. The individual may have to collect resources to demonstrate its fitness, e.g. food and nest building. If an organism is successful in winning over a mate it will expend energy producing many gametes. When raising offspring the parents may have to expend energy keeping the offspring warm e.g. sit on the egg. Individuals may have to fly or travel distances to gather or hunt for food which expends energy. They will expend more energy carrying food back to their offspring (penguin examples are great here). A female mammal will have to expend energy developing mammary tissue and producing milk to feed her offspring. Parents may have to expend energy fighting away predators and guarding their offspring. All of the energy required for winning a mate then producing and raising offspring comes from food.</p> <p>Know how:</p> <p>To explain how specific examples of animals use energy in order to reproduce successfully.</p> <p>To explain how certain animals prove to their mates that they are healthy and fit enough to provide</p>

## **Key Stage 4 (Year 11)**

Year 11	Puberty	Effects of testosterone and oestrogen on development.		
	Menstrual Cycle	How hormones control the menstrual cycle		
	Contraceptive	How hormone and physical barrier methods control reproduction (oestrogen & progesterone)		
	Fertility medicine	How can hormones improve fertility (FSH LH)		
	Sexual and asexual reproduction	Sexual as having two parents, asexual as having one parent.		
	Inheritance	Allele model of inheritance/Punnet squares.		