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# Brockington College

## Relationships and Sex Education Policy

**Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things. Love never ends. <sup>7</sup> It always protects, always trusts, always hopes, always perseveres.**  
**Corinthians 13:4–8a (ESV)**

### 1. Introduction

- 1.1 Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development.
- 1.2 We lay particular stress on the Christian values of compassion, forgiveness, justice, koinonia, learning, perseverance, respect and wisdom for individuals and across the school community.

### 2. Aims

- 2.1 Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development. We lay particular stress on the Christian values of perseverance, learning, wisdom, justice, koinonia, forgiveness, respect and compassion for individuals and across the school community
- 2.2 Relationships and sex education (RSE) is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development. This links directly to our vision of *living life in all its fullness* for all which includes the aims of developing strong, positive and loving relationships and the promotion of respect and compassions for ourselves and all others.
- 2.3 The aims of RSE at our school are to:
  - provide a framework in which sensitive discussions can take place;
  - prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene (studied within science);
  - create an understanding of healthy and unhealthy relationships;
  - help students develop feelings of self-respect, confidence and empathy;
  - create a positive culture around issues of sexuality and relationships;
  - teach students the correct vocabulary to describe themselves and their bodies.

### 3. Church of England Charter for Faith Sensitive RSE

- 3.1 At Brockington College we will seek to provide an RSE curriculum which will enable all students to flourish. The curriculum will be rooted in the schools' distinct Christian values and we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE). (Appendix 4).

#### **4. Statutory requirements**

- 4.1 As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreement to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. This policy and its delivery will also comply with the Equality Act 2010.
- 4.2 Our policy will have due regard for the DfE's statutory *Relationships Education, Relationships and Sex Education and Health Education Guidance (updated July 2025)* and will conform to the statutory guidance applicable to schools from **September 2026**."
- 4.3 This policy is available on the school website. A copy will be provided free of charge to any person who requests one

#### **5. Policy development**

- 5.1 This policy has been developed in consultation with governors, staff, students and parents.

#### **6. Definition**

- 6.1 RSE is lifelong learning about physical, sexual, moral and emotional development and the consequences of sexual relationships. It is about understanding the importance of stable and loving relationships, respect, love and care, that are essential for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective RSE does not promote early sexual experimentation but teaches young people how to understand human sexuality and respect themselves and others safely. It will enable our young people to build confidence and self-esteem. It will support young people as they become adults to develop safe and healthy sexual relationships, including sexual relationships at appropriate times, thus also supporting their mental health.
- 6.2 RSE as a subject teaches children and young adults about the different physical, social and emotional aspects of growing up, relationships and sexuality. It aims to provide students with the skills and knowledge they need to have safe, fulfilling relationships, take responsibility for their sexual health, and feel secure and happy in their sexuality. It also helps them to develop resilience, independence and self-esteem.

#### **7. Curriculum**

- 7.1 Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.
- 7.2 We have developed the curriculum in consultation with governors, parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

#### **8. Principles and values**

- 8.1 RSE at Brockington College will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act<sup>2</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage students to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

- 8.2 As part of a whole-school approach, we will be alert to and challenge issues such as everyday sexism, misogyny, homophobia and harmful gender stereotypes, and we will not tolerate these within our school culture.
- 8.3 Brockington College believes that RSE should:
- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life;
  - be an entitlement for all young people;
  - encourage every student to contribute to our community and aims to support each individual as they grow and learn;
  - be set within the wider school context and support family commitment and love, respect and affection, tolerance, knowledge and openness; we acknowledge that 'family' is a broad concept and includes a variety of structures and approaches;
  - encourage students and teachers to share and respect each other's views and the diversity of family structure and promote the important values of love, respect and care for each other;
  - generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
  - recognise that parents/carers are the key people in teaching their children about growing up, relationships and sex; we aim to work in partnership with parents/carers and students, consulting them about the content of programmes;
  - recognise that the wider community has much to offer; we aim to work in partnership with health professionals, social workers, peer educators, youth workers and other mentors or advisors.
- 8.4 There are three main elements to RSE, knowledge and understanding, attitudes and values, and personal and social skills. Our RSE programme at Brockington College aims to provide students with:

#### **Knowledge and understanding**

- of physical development at appropriate stages;
- of human sexuality, reproduction, sexual health, emotions and relationships;
- of the role of contraception and the range of local and national sexual health advice and support services;
- of the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- of how to avoid unplanned pregnancy;
- of the availability of and how to access, support and counselling services in school and the local area.

#### **Attitudes and values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- developing critical thinking as part of decision-making;
- challenging myths, misconceptions and false assumptions about normal behaviour;
- exploring, considering and understanding moral dilemmas.

#### **Personal and social skills**

- learning to manage emotions and relationships both confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- developing critical thinking as part of decision-making;
- managing conflict;
- empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

## **9. Inclusion**

### **9.1 Ethnic and cultural groups**

- We intend our policy to be sensitive to the needs of different ethnic groups.
- We will respond to parental requests and concerns.

### **9.2 Students with special needs**

- We will ensure that all young people receive RSE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### **9.3 Sexual identity and sexual orientation**

- We aim to deal sensitively and honestly with issues of sexual orientation and gender identity, answer appropriate questions and offer support in accordance with the Equality Act 2010. In line with the statutory guidance, pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, sensitive and respectful manner. Teaching will reflect the law so that pupils understand their rights and responsibilities, while respecting the right of others to hold different beliefs.”
- We believe that young people, whatever their developing sexuality, need to feel RSE is relevant to them.

## **10. Delivery of RSE**

10.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

10.2 The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also include contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure) as well as exploring good sexual health. It will teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are unhealthy and understand how such situations can be managed, including in terms of the law.

10.3 Students will also understand how to stay safe online and through use of media.

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

10.5 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, LGBTQ+ 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).

10.6 Teachers cannot offer unconditional confidentiality. Teachers are legally bound to follow child protection procedures within school. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- the young person will be advised, wherever possible, to talk to the pastoral team and if necessary to seek medical advice
- child protection issues will be considered and referred if necessary to the member of staff responsible for child protection under the school's procedures. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual learner, but in a classroom situation they must follow the school's confidentiality policy.

- Brockington College has regard to *Keeping Children Safe in Education* (KCSIE) and works in accordance with the school's Safeguarding and Child Protection Policy.
- Staff delivering RSE are trained to recognise safeguarding concerns and understand the procedures for reporting disclosures or concerns. Pupils are made aware of how to seek help and support, both within school and externally.
- As outlined in this policy, teachers cannot offer unconditional confidentiality. Where a safeguarding concern arises, staff will follow the school's safeguarding procedures and report concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL in line with statutory requirements.

## **11. Roles and responsibilities**

- 11.1 The local governing board will hold the headteacher to account for the implementation of this policy.
- 11.2 The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-science components of RSE (see section 8).
- 11.3 Staff are responsible for:
- delivering RSE in a sensitive way;
  - modelling positive attitudes to RSE;
  - monitoring progress;
  - responding to the needs of individual students;
  - responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSE covering content defined as Sex Education. (Within the Brockington College PSHCE programme of study these are defined as lessons that cover information on forms of contraception and sexually transmitted infections.)
  - staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.
- 11.4 Staff with responsibility for delivery of RSE:
- Mrs Ruth Thorpe - Joint Curriculum Lead for PSHCE
  - Ms Heidi Broadfield – Joint Curriculum Lead for PSHCE
- 11.5 Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in line with our college ethos and values.

## **12. Parents' right to withdraw**

- 12.1 Parents/carers have the right to withdraw their children from aspects of the curriculum considered to fall under the sex education definition under the new government RSE guidelines from the non-science components of sex education within RSE (within the Brockington College PSHCE programme of study these are defined as lessons that cover information on forms of contraception and sexually transmitted infections), up to and until three 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.

There is no right to withdraw from other elements of the PSHCE programme that are defined as lessons which cover the relationship element of the new statutory guidance.

- 12.2 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.
- 12.3 A copy of withdrawal requests will be placed in the student's educational record. The headteacher and PSHCE co-ordinators will discuss the request with parents and take appropriate action.
- 12.4 Alternative work will be given to students who are withdrawn from sex education.

- 12.5 Staff responsible for delivery of RSE must be provided with opportunities to continue to develop their knowledge and gain insight on current issues as part of the continuing professional development programme.
- 12.6 The headteacher and PSHCE co-ordinators will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **13. Transparency and Right to View Materials**

- 13.1 In accordance with the 2025 guidance, Brockington College ensures full transparency regarding RSE resources. Parents have the right to request to view all teaching materials used in RSHE lessons. We will ensure that no contractual agreements with external providers prevent us from sharing these resources with parents."

### **14. Monitoring arrangements**

- 14.1 The delivery of RSE is monitored by members of the senior leadership team through monitoring arrangements listed but not strictly limited to the below.
- curriculum meetings;
  - lesson visits;
  - student voice;
  - student surveys.

## Appendix 1: Curriculum map

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Resilience and self confidence</li> <li>• Social Media and well being; safe social networking, the online safety act, age verifications and their purpose, healthy digital behaviour (highlight reels, FOMO, social currency, trolling)</li> <li>• Healthy online relationships:</li> <li>• Managing Stress</li> <li>• Self-identity and aspirations</li> <li>• Relationships and experiences</li> <li>• Features of negative/positive relationships</li> <li>• Anti-bullying</li> <li>• Grief, loss and change</li> <li>• Effect of derogatory language on others (sexist, phobic, disablist)</li> <li>• Peer pressure – how to say 'no' effectively</li> <li>• Using technology safely</li> <li>• What to, and not to, share online</li> <li>• Grooming – online and offline</li> <li>• Real life friends V online friends</li> <li>• Health, diet and exercise</li> <li>• Personal Hygiene in relation to health</li> <li>• Wellbeing/mental health</li> <li>• Smoking, drugs, alcohol</li> <li>• Hate Crime – the dangers of stereotyping</li> <li>• Diversity and tolerance</li> <li>• Where and how to access help/support if required</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Resilience and self confidence</li> <li>• Self-esteem</li> <li>• Body image and the media</li> <li>• Body shaming</li> <li>• Eating disorders</li> <li>• Impact of technology</li> <li>• Using technology safely</li> <li>• Social media and relationships</li> <li>• Laws surrounding use of technology - sexting</li> <li>• What to, and not to share online</li> <li>• Health, diet and exercise</li> <li>• Wellbeing/Mental Health</li> <li>• Anti-bullying: 'Banter' V. Bullying</li> <li>• Diversity</li> <li>• Strengthening awareness of all types of relationships, including romantic</li> <li>• Signs of domestic abuse including within teenage relationships</li> <li>• FGM</li> <li>• Forced marriage</li> <li>• Hate Crime – the dangers of stereotyping</li> <li>• Where and how to access help/support if required</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Resilience and self confidence</li> <li>• Forced and arranged marriages</li> <li>• Modern slavery</li> <li>• Coercive control</li> <li>• Child Sexual Exploitation</li> <li>• Social media and relationships</li> <li>• Hate Crime – the dangers of stereotyping</li> <li>• Online safety and the law: Sexting, cyberflashing</li> <li>• AI, deep fakes</li> <li>• What to, and not to, share online</li> <li>• Wellbeing/Mental Health</li> <li>• Strengthening awareness of features of romantic positive and negative relationships</li> <li>• Age of consent and the law</li> <li>• Attitudes towards sex: cultural/religious</li> <li>• Importance of safe sex - Introduction to contraception</li> <li>• Consent: How to say no</li> <li>• The consequences of unprotected sex</li> <li>• Self-awareness</li> <li>• Sexual identities LGBT+</li> <li>• Where and how to access help/support if required</li> </ul>
Year 10	Year 11	
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Resilience and self confidence</li> <li>• Sexual health services and CSE</li> <li>• Drugs</li> <li>• Hate Crime – the dangers of stereotyping</li> <li>• Media, pornography and self esteem</li> <li>• Reality v Fiction</li> <li>• Consent: verbal and non-verbal signs</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Resilience and self confidence</li> <li>• Sexual health services and CSE</li> <li>• Managing exam stress</li> <li>• Wellbeing/mental health</li> <li>• Online safety and the law</li> <li>• Drugs and legal highs</li> <li>• Alcohol, spiking</li> <li>• Hate Crime – the dangers of stereotyping</li> </ul>	

<ul style="list-style-type: none"> <li>• Online safety and the law Sexting, up skirting, revenge porn</li> <li>• Wellbeing/mental health</li> <li>• Managing exam stress</li> <li>• Moral dilemmas and relationships</li> <li>• Importance of safe sex: contraception, STIs</li> <li>• Implications of teenage pregnancy: financial, emotional and physical</li> <li>• Sexual identities including LGBT+</li> <li>• Where and how to access help/support if required</li> </ul>	<ul style="list-style-type: none"> <li>• Moral dilemmas and relationships</li> <li>• Identification of red flags in unhealthy relationships</li> <li>• Strengthening their knowledge and understanding of technology within relationships</li> <li>• Strengthen their knowledge and understanding on the importance of safe sex: contraception and STIs</li> <li>• Where and how to access help/support if required</li> </ul>	
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## Appendix 2: By the end of secondary school students should know

Topic	Students should know
Families	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• the characteristics and legal status of other types of long-term relationships</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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.</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• 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</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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.</li> </ul>

Topic	Students should know
Online and media	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• what to do and where to get support to report material or manage issues online</li> <li>• the impact of viewing harmful content</li> <li>• 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</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available</li> <li>• the facts around pregnancy including miscarriage</li> <li>• 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)</li> </ul>

Topic	Students should know
	<ul style="list-style-type: none"><li>• 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</li><li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li><li>• how the use of alcohol and drugs can lead to risky sexual behaviour</li><li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li></ul>

### Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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	

## Appendix 4: CofE Charter for RSE

### **A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>1</sup>**

At Brockington College, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all students to flourish.

#### **We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act<sup>2</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage students to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our students to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give students opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our students need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that students can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

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<sup>1</sup> RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers, primary schools may decide to include elements of sex education in their curriculum.

<sup>2</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

7. **To take a particular care to meet the individual needs of all students including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of students who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND students to high quality relationships and sex education.
8. **To seek students' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of students, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about student readiness for this information in consultation with parents and carers.