



Document Control
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Education Policy
Version 3
Version Date: September 2020
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**THE
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Relationship & Sex Education Policy

Date of Policy: November 2025

Date Approved by Governors: TBC

Date of Next Review November 2026



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Document Owner and Approval

The Hayling College is the owner of this document and is responsible for ensuring that this policy document is reviewed in line with the School's policy review schedule.

A current version of this document is available to all members of staff in the School Pool

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Version History Log

Version	Description of Change	Date of Policy Release
1	Initial issue	September 2020
2	Policy Review	November 2024
3	Policy Review	November 2025



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1. Aims

The Hayling College aims 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.

The aims of relationship 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
- Improve pupils knowledge and understanding of how the law applies to sexual relationships.

2. Statutory Requirements

As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

In teaching RSE Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Equal Opportunities Statement

The Hayling College is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. We will strive to ensure that all pupils are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc

3. Policy Development



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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 – 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 and complete a questionnaire about the policy
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

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 consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Appendix 2 outlines what pupils should know by the end of secondary school.

6. Delivery of RSE

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

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required



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- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - o Safe and supported
 - o Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - o A whole-class setting
 - o Small groups or targeted sessions



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- o 1-to-1 discussions
- o Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our pupils
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

7. Roles and Responsibilities

7.1 The Governing Body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher 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 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 headteacher.



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You must include names/roles of those responsible for teaching RSE in your school.

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 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. RSE withdrawal option has been added to the Y7 admission documentation. (see admission documentation for details)

Further 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 these requests with the parents and together with the PSHCE Co-ordinator will take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE and they will sit with their tutor or another teacher during this time.

9. Training

Staff are offered training on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The PSHCE Co-ordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support for pupils and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHCE Co-ordinator through:

Planning and developing the PSHCE & RSE curriculum, developing lesson plans and focus sessions, learning walks and end of unit assessment, confidence checkers and pupil and staff questionnaires.

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

This policy will be reviewed by PSHCE Co-ordinator annually. At every review, the policy will be approved by Governors and the Headteacher.



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Appendix 1: The Hayling College RSE curriculum outlined

Year Group	Coverage
7 Relationship Education	Consent and boundaries Respect and relationships What makes a good friend Friendship and managing them Being positive Pressures and influences
8 Relationship and sex Education	Introduction to relationship and sex education Healthy relationships Dealing with conflict Sexual orientation Gender identity Introduction to contraception What is love Periods and menstrual cycle



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9 Relationship and sex Education	What are STI'S /STI'S lesson Contraception available Condom Lesson Contraception explored further Sexual Harassment and Stalking HIV and AIDS AIDS prejudice and discrimination Sexual consent and the law FGM and the law Delaying sexual activity Why have sex Relationships and partners Pleasure and masturbation
10 Relationship and sex Education	Sexting Pornography Domestic abuse and violence Relationships, sexual abuse and rape Sexualization of the media
11 Relationship, sex and health Education	Sexual Health Bullying and Harassment Fertility and what impacts it Alcohol and bad choices Importance of sexual health Revisiting contraception and STI'S Respect and relationships

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

Topic	Pupils should know
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Families	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
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Respectful relationships, including friendships	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 normalize 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
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Online and media	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	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)



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Intimate and sexual relationships, including sexual health	How to recognize 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 pressurizing 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
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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 college to consider			



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Parent signature	
To be completed by the school	
Agreed actions from discussion with parents	