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# Relationships & Sex Education Policy

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Chew Valley School

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2025-26

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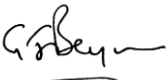
School Policy Approved by Local Governing Body

Signed: 

Name: Sarah Cran

Date 21.01.26

Chair of Local Governing Body  
Authorised for Issue

Signed: 

Name: Gareth Beynon

Date 21.01.26

Headteacher

# **Chew Valley School**

## **Relationships and Sex Education Policy**

### **1. Rationale**

- 1.1. Chew Valley School is committed to providing education that supports the spiritual, moral, cultural and physical development of young people, preparing them for the opportunities, responsibilities and experiences of life. RSE at CVS is about the emotional, social, cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyle, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. It is not about promoting a specific lifestyle or sexual activity.
- 1.2. The aims of our relationships and sex education is to provide a framework in which sensitive discussions can take place, where students learn about puberty and are taught an understanding of sexual development, and the importance of health and hygiene. Students are supported to develop feelings of self-respect, confidence and empathy whilst creating a positive culture around the issues of sexuality and relationships. Throughout this curriculum students are taught the correct terminology to describe themselves and their bodies.
- 1.3. The school is aware of the importance of this in the context of the recent global/national agenda around #MeToo and harmful sexual behaviour. Work here is where appropriate in conjunction with our safeguarding policy and the document Keeping Children Safe in Education (KCSIE).

### **2. Statutory requirements**

- 2.1. As a secondary academy school we must provide Relationships Education, Relationships and Sex Education and Health Education to all students (Regulations from 2019) as per section 34 and 35 of the Children and Social Work Act 2017. In teaching RSE, we are required by our funding arrangements to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996 and is statutory guidance from the Department of Education issued under Section 80A of the Education Act 2002.

### **3. Policy development**

- 3.1. Consultation for our RSE programme is provided during our annual information evening for parents and carers and through student voice. Staff also use local and national research and data sets to develop appropriately targeted materials.

### **4. Curriculum**

- 4.1. Our curriculum which is set out in Appendix I has been developed in consultation with parents, carers, students and staff, taking into account the age, needs and feelings of the students. The curriculum is reviewed and adapted as and when necessary, in response to current events and student feedback and questions. If students ask questions outside of the policy, teachers will respond in an appropriate manner so that they are fully informed and do not seek answers from unreliable sources, such as online.
- 4.2. RSE is taught within the personal, social, health and economic education curriculum in KS3 and KS4, and in core lessons in Sixth Form. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in philosophy and belief lessons (PR).
- 4.3. 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

4.4. 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 (our definition of families include single parent families, LGBTQ+ families, 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).

4.5 Lessons will be differentiated to ensure that all students can access the curriculum in line with the Equalities Act 2011. However, in some cases the school may consider it appropriate for some students to have the content delivered to them by a SEND specialist. This will be done on a case by case basis.

## **5. Roles and responsibilities**

### **5.1. The governing body**

The governing body will approve the RSE Policy, and hold the Headteacher to account for its implementation.

### **5.2. The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE.

### **5.3. Staff**

Staff are responsible for:

- Discussing and establishing “ground rules” which enable everybody to discuss openly and honestly, without fear, embarrassment or judgement.
- 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/carers wish them to be withdrawn from the non-statutory elements of RSE.

Staff cannot offer or guarantee confidentiality to students, should any issues of a sensitive nature arise; the school, whilst providing maximum support for the student, may involve parents/carers and/or relevant support agencies.

### **5.4. Students**

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

## **6. Parents’ right to withdraw**

Parents/carers have the right to withdraw their children for the non-statutory components of sex education (which are all aspects which are not covered in the science curriculum) 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 to withdraw should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. A copy of the request will be placed in the student's educational record. The Headteacher or Deputy Headteacher will discuss requests for parents/carers and take appropriate action.

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

## **7. Training**

Staff are given specific training to deliver RSE and updates are part of the department's developmental foci. The Head of PSHRE will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Staff who are teaching various aspects of RSE should carry out external training with regards to the area around harmful sexual behaviour in conjunction with safeguarding training.

## **8. Monitoring arrangements**

The delivery of RSE education is monitored by the departmental review system using planned lesson observations and student voice discussions, and by the governing body.

### **Conclusion:**

A robust, relevant and enjoyable PSHRE curriculum will deliver to our young people the knowledge and skills required to play a full part in our future society. Their growth will help to ensure they are leading healthy, safe and fulfilled lives.

Related policies: PSHE policy, Anti Bullying policy, Equalities policy

**Policy to be reviewed: January 2027**

## Appendix I – RSHE curriculum overview - Lessons / arrangements

Year 7		Year 8		Year 9		Year 10		Year 11		Year 12					
Drop Down Day 1	Introduction to different types of bullying including cyber bullying	Drop Down Day 1	CPR, basic first aid and using a defibrillator	Term 1	What makes a family?	Term 1	What does it mean to be healthy? Physical and mental health	Term 1		Term 1	Identity and privilege				
	Diverse families – Emma’s story		Alcohol and the recovery position		Why do people get married?		Gendered assumptions – challenging stereotypes		Is it possible to use alcohol safely?		Microaggressions				
	Cyber bullying – impact and what to do – including adult images		Sleep and screen time		Parenting		Living deliberately – influence and aspiration		Seeking help for alcohol/drug issues		Prejudice				
	Challenging stereotypes – homophobic and gender based		Risks associated with smoking and vaping	Term 2	Sexual relationships A-Z	Term 2	What makes a healthy relationship?	Term 2	Improving mental health and wellbeing	Term 2	Sex - fact and fiction				
	Banter vs bullying – tackling verbal bullying		Self-care hygiene, healthy routines		Emotional and physical risks		Staying safe – contraception and STIs		Organisations who help with specific mental health conditions		Breaking up				
Term 2	Changes which take place during puberty	Term 3	Understanding mental health – including suicidal ideation	Term 2	Contraception and STIs	Term 2	Consent	Term 2	Planning for good mental health	Term 2	Consent				
	Physical and emotional impact of these changes		Self-harm and distraction techniques		Term 3		Body image – impact of media, manipulation and fakery		Term 3		Drugs – categories	Term 3	Impact of pornography of sexual behaviour	Term 3	Positive relationships – looking to the future
	Consent and bodily autonomy – including FGM and sharing intimate images		Looking after your mental health				Staying safe online – social media				Cannabis and mental health		Porn and body image		Understanding addiction – alcohol, social media and gambling
Drop Down Day 2	The risks of smoking	Drop Down Day 2	Disability awareness	Term 3	Puberty revisited – adolescence including shaving and tampons	Term 3		Term 3	Sexual harassment, consent and the law	Term 3	Binge drinking				
	Resisting the social pressure to smoke		Racial diversity		Term 4		Drugs and the law		Term 4		Toxic relationships and domestic violence – misogyny and sexism	Term 4	RSE recap – consent, contraception, STIs	Term 4	Understanding drugs
	Risks of drinking alcohol		Gender diversity				Risks of drug abuse				Recognising manipulation in relationships, including forced marriage and honour based violence		RSE recap – HIV/AIDS		Gender diversity
	Alcohol and the law		Trans awareness	Term 5	Effects of drugs on society	Term 5	Sexual Exploitation	Term 5	Pregnancy – fertility, miscarriage and menopause	Term 5	Trans awareness				
	Being healthy – sun care, exercise, sleep, dental care		The Equalities Act 2010		Common mental health disorders - depression		Discrimination and prejudice		Understanding stress – physical and emotional impact		The political spectrum				
Term 6	Dealing with emotions	Term 6	Respectful relationships - communication	Term 4	Common mental health disorders - anxiety	Term 4	Homophobia and transphobia	Term 4	Stress management techniques	Term 4	How does the political system work?				
	Influences on you		Assessing risk		Common mental health disorders – eating disorders		Discrimination and the law – hate crime		Stress and memory – managing exam stress		Political parties in the UK				
	Emotional health and wellbeing plan		Consent and touching including sharing intimate images		Term 6		Health and self examination		Term 6		Self-esteem, beauty standards and social media	Term 6		Term 6	Body image
		Immunisation and vaccinations	Sexting			Mental Health									
		Blood, Organ and Stem cell donation	Eating disorders												

Key:

RSE - Families	Respectful relationships	Online and media	Being safe	Intimate Relationships and sexual health
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Health Education – Mental Wellbeing	Internet Safety	Physical health and fitness	Healthy Eating	Drugs, alcohol and tobacco	Health and Prevention	Basic first aid	Changing adolescent body
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## Appendix 2

<b>TO BE COMPLETED BY PARENTS/CARERS</b>			
<b>Name of child</b>		<b>Tutor group</b>	
<b>Name of parent/carer</b>		<b>Date</b>	
<b>Reasons for the withdrawal from sex education within relationships and sex education</b>			
<b>Other information you would like the school to consider</b>			
<b>Parent/carer signature</b>			
<b>TO BE COMPLETED BY THE SCHOOL</b>			
<b>Actions agreed from discussion with parents/carers</b>			
<b>Staff name</b>		<b>Date</b>	