

# Relationships and Sex Education (RSE) Policy

Reviewer: MHO/JSM September 2025  
Education Committee: November 2025

Next review by: December 2026



## 1. Introduction

- 1.1. At Godolphin and Latymer, we believe that Relationships and Sex Education (RSE) is vital for the personal, social and emotional development of our pupils, and plays a key role in safeguarding their welfare. As *Keeping Children Safe in Education* describes, schools play a 'crucial role in preventative education'. We take this responsibility very seriously and recognise the importance of effective, inclusive, and developmentally appropriate RSE in the safeguarding of our pupils.
- 1.2. This policy covers the School's approach to teaching RSE. It is informed by: legal requirements<sup>1</sup>; statutory guidance<sup>2</sup>, which sets out the required RSE content while giving schools the freedom to deliver that content within a broad and balanced curriculum; and also by PSHE Association Guidance, specifically '*Writing Your School's Relationships and Sex Education (RSE) Policy*' (2018). Further guidance has been taken from external RSE specialist organisations such as It Happens and the School also has regard to other relevant legislation and statutory guidance such as the Equality Act 2010 and *Keeping Children Safe in Education* (as amended from time to time).
- 1.3. We view the partnership of home and school as vital for providing the context for any RSE programme and this policy was developed in consultation with parents. It should be read in conjunction with the following school policies:
  - Safeguarding (Child Protection) Policy
  - Personal, Social and Health Education (PSHE) Policy
  - Mental Health and Wellbeing Policy
  - Spiritual, Moral, Social and Cultural Development (SMSC) Policy
  - Anti-Bullying Policy
  - Equal Opportunities Policy

## 2. Rationale and Ethos

- 2.1. At Godolphin and Latymer, we see RSE as just one part of a lifelong process of learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.
- 2.2. Our overarching aim in RSE is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our teaching of RSE 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. We aim to teach what is acceptable and unacceptable behaviour in relationships, to help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- 2.3. Effective RSE does not encourage early sexual experimentation. It aims to teach young people to understand human sexuality and to respect themselves and others. It should enable young people to mature, build their confidence and self-esteem and support them to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. We aim to impart knowledge about safer sex and sexual health to ensure that our students are equipped to make safe, informed and healthy choices as they progress through adult life.

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<sup>1</sup> The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

<sup>2</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019, updated September 2021)

This will be delivered in a non-judgemental, factual way and allow scope for students to ask questions in a safe environment.

- 2.4. RSE at Godolphin and Latymer is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. Through our PSHE programme, our Personal Development Curriculum and our pastoral care we aim to foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands. We aim to inspire and encourage our students to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work.

### **3. Responsibilities**

- 3.1. Ultimate responsibility for the school's RSE policy lies with the School's governors, and this policy is subject to review and approval by the Governors' Education Committee. In School, the Deputy Head (Pastoral) is responsible for the implementation and review of the policy, supported by the PSHE Coordinator.
- 3.2. RSE will be delivered primarily by PSHE teachers and selected teachers with professional experience in delivering this content. Some KS3 RSE content is taught by the Biology department as part of the science curriculum and the School may also invite in appropriate experts to teach specific topics within the RSE programme.
- 3.3. We recognise that parents and/or carers play a key role in teaching their children about relationships and sex. The school aims to work with parents and carers to support them in preparing their children for happy and fulfilled relationships in adult life. For example, through in person and online talks, workshops and information sessions.

### **4. Curriculum design**

- 4.1. At Godolphin and Latymer we have chosen to deliver RSE to Years 7 to 11 mainly as part of a timetabled PSHE programme, with some elements covered by the Biology curriculum, and supplemented with various extra-curricular talks and activities. In the Sixth Form, RSE content is covered within the Sixth Form Personal Development Curriculum and is delivered in talks and workshops run by external speakers and via form time discussions.

### **5. Equality**

- 5.1. Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE and other subjects.
- 5.2. We will consider whether it may be appropriate or necessary to put in place additional support for pupils with particular protected characteristics. We will also be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.
- 5.3. ***Students with special educational needs and disabilities (SEND)***: RSE must be accessible for all students and high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The School will refer to the SEND code of practice,

where appropriate, and will also be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSE curriculum.

- 5.4. ***Gender Questioning:*** In teaching RSE, we will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect. All teaching will be sensitive and age appropriate, in both approach and content.

## **6. Safe and Effective Practice**

- 6.1. We will ensure a safe learning environment by requiring that certain 'ground rules' are established and clearly understood by all those that take part. These may vary depending on the age of the students but could include:

6.1.1. Guidance on how potentially sensitive questions can be asked;

6.1.2. A general expectation of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause;

6.1.3. How staff will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature (they must not promise confidentiality); and

6.1.4. The promotion of 'distancing techniques' that encourage pupils not to personalize their questions or discussions.

- 6.2. Staff should bring any non-urgent issues for discussion to the relevant Head of Year. Any urgent and/or safeguarding issues must be reported immediately to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead in line with the school's Safeguarding (Child Protection) Policy (see below).

## **7. Safeguarding**

- 7.1. Effective delivery of RSE necessarily allows students an open forum to discuss potentially sensitive issues, which may in turn lead to disclosure of a child protection issue. All Staff are trained in child protection and, if they receive a disclosure or have any concerns about a student in their class, should follow the School's normal safeguarding procedures as set out in the Safeguarding (Child Protection) Policy.

- 7.2. Where visiting speakers are invited to support delivery of certain aspects of the RSE curriculum (for example, It Happens), they will be subject to the School's usual procedures for vetting visiting speakers. In addition, the member of staff responsible for the talk will speak with them in advance and their RSE sessions will be attended by a member of school staff.

## **8. Monitoring, assessment, reporting and evaluation**

- 8.1. Staff attend training sessions to enable them to respond to the emerging needs of staff and pupils. Training may be offered through in-house updates, inset working lunches or afterschool sessions, and training with external providers. Staff are given an opportunity to reflect critically on delivery of the RSE curriculum through a number of channels including, but not limited to, learning walks, work scrutiny and dialogue with the PSHE Coordinator.

- 8.2. Students will have opportunities to review and reflect on their learning during lessons and other discussion activities. This may be through focus groups, questionnaires, written and verbal feedback. Student voice will be influential in adapting and amending planned learning activities.
- 8.3. The Deputy Head (Pastoral) and Assistant Head: Safeguarding and Pastoral Care report on RSE provision to the Governors' Education Committee from time to time.
- 8.4. PSHE teachers make use of a range of assessment techniques in lessons, including quizzes, questions/assignments on Google Classroom, written tasks and response to verbal questioning in class. Parents receive updates in the pupils' annual written reports, and data is also collected during internal reporting cycles for pastoral staff.
- 8.5. The School subjects its PSHE/RSE approach to external scrutiny. For example, from September 2024 to April 2025 It Happens conducted an external audit of PSHE and RSE at the School, as part of their PSHE support programme.

## **9. Parents and Carers**

- 9.1. This policy and the curriculum plan in Appendix A is made available to parents on the school website and a paper copy is available on request. In addition, we will work closely with parents to ensure that they are fully aware of the aspects of RSE that are delivered by external specialists and organisations.
- 9.2. ***Right to withdraw from sex education:*** The School maintains that it is beneficial for all students to receive relationships and sex education. However, parents have the right to request that their child be withdrawn from sex education within RSE up until three terms before their child turns 16. From that point onwards, if a student wishes to receive sex education, the School will arrange for this to happen before they turn 16. If they have already missed their timetabled sex education, this will usually take the form of a discussion with a specialist teacher. Please note that there is no right at any stage to withdraw a student from relationships education nor from the teaching of biological aspects of human growth and reproduction included within the School's science curriculum.
- 9.3. If parents have any queries or wish to withdraw their daughter from the sex education element of RSE, they should contact their daughter's Head of Section. Before granting a request to withdraw from sex education within RSE, the Head of Section will speak to the parents and, as appropriate, with their child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. If a student is withdrawn from sex education, alternative arrangements will be made for the student, which will usually involve private study in the library.

## **10. RSE Policy Review**

- 10.1. The RSE programme is subject to ongoing review internally and occasional external review (most recently in the Summer of 2025). It is also circulated annually to parents and they are invited to offer feedback.
- 10.2. This policy will be reviewed by the Deputy Head (Pastoral) and Assistant Head: Safeguarding and Pastoral Care annually to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current Department for Education advice and guidance.

## Appendix A

### An Overview of The Godolphin and Latymer RSE Curriculum

Year group	Relationships	Sex and sexual health
Year 7	<ul style="list-style-type: none"> <li>• Respectful relationships including friendships - behaviour/kindness/gratitude/ online etiquette</li> <li>• Personal safety including online safety</li> <li>• Social Jess talk entitled “online critical thinking”</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to puberty (talks delivered in specialist sessions by our school nurses as well as in Biology lessons)</li> <li>• An introduction to pregnancy, contraception &amp; STIs (delivered in Biology lessons)</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>• Respectful and consent in relationships; friendships and families</li> <li>• Different types of families</li> <li>• Online relationships and media – rights, responsibilities and risks; how people can actively communicate and recognise consent from others and how and when consent can be withdrawn in an online context; where to find support; AI girlfriend/boyfriend apps</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing sexual images online; deep fakes</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• Positive and healthy relationships</li> <li>• It Happens talk on ‘Vaping deep dive’ looking at making safe, healthy and informed lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual consent</li> <li>• Facts about contraceptive choices</li> <li>• STIs and Contraception</li> <li>• How peer pressure, alcohol and drugs can lead to riskier behaviour associated with sexual activity</li> </ul>

		<ul style="list-style-type: none"> <li>• Facts and choices relating to pregnancy outcomes, including miscarriage, keeping the baby, adoption and abortion</li> <li>• Fertility</li> <li>• Everyone's Invited talk entitled "gendered pressures"</li> <li>• Sharing sexual images online; nudifying apps</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• Positive and healthy relationships</li> <li>• Managing break ups</li> <li>• Domestic violence and abuse</li> <li>• Forced marriage, FGM and honour-based violence</li> <li>• Equality Act 2010 focusing on gender equality</li> <li>• Addiction</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship and sexual consent</li> <li>• It Happens webinar on consent with the focus of behaviour at parties and talk about understanding sexual wellbeing.</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Positive and healthy relationships</li> <li>• It Happens talk on staying safe socially, including safe behaviour at events such as parties and festivals. This is a precursor to talks provided in the Sixth Form on sexual health and positive decision-making in relationships at university and beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual consent</li> <li>• Contraception/STIs</li> <li>• Breast checks and smear tests</li> <li>• Online relationships and the media – sextortion, sending sexual images and the influence of pornography</li> </ul>
LVI	<ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Pornography, consent and relationships</li> </ul>	<ul style="list-style-type: none"> <li>• It Happens talk on 'keeping your body safe and sexual health'</li> <li>• Abortion and Pregnancy options</li> </ul>
UVI	<ul style="list-style-type: none"> <li>• Impact of addiction on partners/families</li> <li>• Developing healthy relationships after school/away from home – including positive and healthy relationships; intimacy and intensity; coercion and manipulative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Cervical health</li> <li>• Sex and relationships</li> <li>• Sexual health</li> <li>• Fertility</li> <li>• Menopause</li> <li>• Pornography and media influences</li> </ul>