Godolphin & Latymer

Relationships and Sex Education (RSE) Policy



Reviewed by: MHO/JSM/HG June 2026
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Next review by: June 2027

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 (KCSIE) describes, schools play a 'crucial role in preventative education'. We take this responsibility very seriously and recognise the importance of effective, inclusive, developmentally appropriate and evidence based RSE in the safeguarding of our pupils, including in relation to online harms and emerging risks.

1.2 This policy covers the School's approach to teaching RSE. It is informed by: legal requirements; statutory guidance, school to which the School has regard, and which sets out the legal duties schools must comply when teaching relationships education, relationships and sex education and health education; 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

1.4 This policy has been updated in line with the Department for Education statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2025), which takes effect from 1 September 2026.

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 pupils 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 pupils 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, including that healthy relationships require behaviour which goes beyond consent, including kindness, care and attention to the needs and vulnerabilities of others, and an awareness of power dynamics.

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 pupils are equipped to make safe, informed and healthy choices as they progress through adult life, including understanding how pornography and online content can distort expectations of relationships and influence behaviour. This will be delivered in a non-judgemental, factual way and allow scope for pupils to ask questions in a safe environment.

2.4 All RSE teaching is grounded in accurate, evidence-based information and reflects the biological understanding of sex. Teaching will be age appropriate, sensitive and delivered in a balanced way.

2.5 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 pupils, as well as helping to enhance their ability to cope with life and its demands. We aim to inspire and encourage our pupils 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 appropriate training, knowledge and experience to deliver the curriculum safely and effectively. 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. The School retains full responsibility for the content and quality of relationships and sex education, including that delivered by external providers.

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.

4.2 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.

4.3 Pupils will be taught about relevant laws in a factual way, including those relating to consent, sexual offences, domestic abuse, image sharing and online harms, so that they understand their rights, responsibilities and protections.

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, including understanding the links between sexism, misogyny and violence against women and girls and taking appropriate actions where these arise.

5.3 ***Pupils with special educational needs and disabilities (SEND***): RSE must be accessible for all pupils 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 pupils are more vulnerable to exploitation, bullying and unhealthy relationships 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 line with the School's overall approach to RSE, the School will ensure that all pupils are treated with dignity and respect, and teaching will reflect the School's duties under the Equality Act 2010, including in relation to gender reassignment. Teaching will be factual, age appropriate and delivered sensitively. Where topics relating to sex and gender arise, these will be grounded in biological sex and will not present contested views as fact, while ensuring that all pupils are appropriately supported and safeguarded.

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 pupils 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 (staff cannot promise confidentiality and must follow safeguarding procedures where concerns arise); 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 pupils 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 pupil 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.

7.3 Staff will be aware of specific safeguarding duties, including those relating to female genital mutilation and sexual abuse reporting, and will ensure concerns are referred to the Designated Safeguarding Lead without delay.

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 Pupils 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. Pupil 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. The School will provide a representative sample of resources and will make all curriculum materials available to parents on request, in line with copyright requirements.

9.2 The School will ensure that any external providers used do not place restrictions on sharing materials with parents, so that transparency is maintained.

9.3 ***Right to withdraw from sex education***: The School maintains that it is beneficial for all pupils 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 pupil 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 pupil from relationships education nor from the teaching of biological aspects of human growth and reproduction included within the School's science curriculum.

9.4 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 pupil is withdrawn from sex education, alternative arrangements will be made for the pupil, which will usually involve private study in the library.

10 RSE Review Policy

10.1 The RSE programme is subject to ongoing review internally and occasional external review. 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.

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Appendix A: An Overview of RSE Topics in the RSE/PSHE curriculum

The following provides a high-level overview of the relationships and sex education curriculum. The School also maintains a more detailed curriculum map showing how statutory relationships and sex education content is delivered across the year groups. This can be made available to parents on request.

Year group	Relationships	Sex and sexual health
Year 7	• Respectful relationships including friendships - behaviour/kindness/gratitude/ online etiquette • Personal safety including online, street, rail and water safety • Marriage & parenting • Social Jess talk entitled "online critical thinking"	• AI chatbots & deepfakes
Year 8	• Respectful and consent in relationships; friendships and families • Different types of families • Conflict resolution in friendships • Bullying, online hate & digital safety • Peer pressure • External speakers focusing on body image & harm reduction (alcohol, drugs & peer pressure)	• Sending nude images & Deep fakes • Exploitation & grooming • Influences on health & avenues for support • Puberty (talks delivered in specialist sessions by our school nurses as well as in Biology lessons)
Year 9	• Positive and healthy relationships • Peer pressure & risky behaviours (alcohol, drugs & sexual activity) • Parenting • External speaker focusing on body image, gendered pressures & personal safety	• Sexual consent • STIs and HIV • Contraception & pregnancy outcomes • Fertility and routes to parenthood • Online sexual harassment • AI chatbots
Year 10	• Positive and healthy relationships	• Sexual consent

Year group	Relationships	Sex and sexual health
	• Managing break ups & grief • Gender stereotypes and misogyny • Equality Act 2010 focusing on gender equality • Healthy and unhealthy relationships • Conflict resolution & managing break ups • Managing unwanted attention & reducing inappropriate behaviours • Domestic violence and abuse • Forced marriage, FGM and honour-based violence • Addiction	• External speaker webinar focusing on behaviour at parties • External speaker focusing on digital intimacy

Year 11	• Positive and healthy relationships
	• Wellbeing
	• External speakers focusing on the following topics:
	  • Consent and relationships
	  • Substance misuse
	  • Safety at festivals
	  • Desensitisation to online material which focuses on relationship expectations
		• Sexual consent
		• Contraception
		• Fertility and Pregnancy Options
		• Dental checks, breast checks and cervical screening
		• Online relationships and the media – sending nudes & deepfakes, pornography and sexual harassment
		• First Aid

LVI	• Healthy relationships • External speakers focusing on the impact of addiction on partners/families & sexual health	• External speakers focusing on pornography and sexual health
UVI	• External speaker focusing on staying safe during travelling and fresher's weeks	• External speaker focusing on fertility and the menopause