



RGS SURREY HILLS

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Relationships and Sex Education Policy
(for implementation from September 2026)
Reigate Grammar Group of Schools

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Date Reviewed:

June 2026

UNDER REVIEW

Next Review Due:

June 2027

Next Review by Governing Body Due:

June 2027

This draft policy reflects the revised Department for Education guidance published in July 2025 and is intended to be implemented from the September 2026. It is shared in draft form to support consultation with parents and carers. The current RSE policy remains in place during this consultation process.

Introduction

Relationships and Sex Education (RSE) is a compulsory part of the curriculum for all secondary-aged students. The Department for Education updated its statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education in July 2025, with the revised requirements coming into force from September 2026.

RGS Surrey Hills is transitioning to this updated guidance during the 2025-2026 academic year and will be fully compliant from September 2026.

RSE plays a vital role in preparing young people for adult life. It supports students' moral, emotional, social and physical development, enabling them to form healthy, respectful and safe relationships, to understand human sexuality in an age-appropriate way, and to make informed decisions about their wellbeing and behaviour. RSE is not about the promotion of sexual activity or any particular sexual orientation; rather, it equips students with the knowledge, skills and values they need to develop safe, fulfilling, consensual and responsible relationships at the appropriate time.

At RGS Surrey Hills RSE is delivered as part of a broader Personal, Social, Health and Economic Education (PSHEE) programme and is closely aligned with our pastoral provision, safeguarding culture and values as a school community. The programme also links to the IDEALS of the Round Square Movement. The heritage of RGS Surrey Hills links right back to being one of the founder schools of the Round Square Movement. The IDEALS are Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service – all of which underpin the pastoral provision at the school. Teaching is inclusive, age-appropriate and accessible to all students, including those with special educational needs and disabilities (SEND), who may be more vulnerable to exploitation or harm.

By intention, RSE is not delivered in isolation but is part of our Personal, Social, Health and Economic Education programme (PSHEE). This is supplemented by the pastoral curriculum existing themes and current issues in assemblies, tutor groups and the use of external speakers to prompt discussion.

At RGS Surrey Hills, teaching in this area has due regard to the Equality Act 2010. Students are taught the facts and the law relating to biological sex and the protected characteristic of gender reassignment, including the rights and protections afforded to individuals under the law.

In line with Department for Education guidance, teaching is factual, age-appropriate and balanced. Where there is ongoing public or academic debate beyond the facts of the law, the school is careful not to endorse any particular view or to present contested concepts as fact. Teaching promotes respect, dignity and protection from discrimination for all, and supports students' understanding of Fundamental British Values, including the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Teaching includes equal opportunity to explore the features of stable and healthy relationships, including same-sex relationships, and this content is integrated within the RSE curriculum rather than delivered as a standalone unit. Sexual health education is taught in a way that is relevant and accessible to all pupils.

The RSE programme will seek to develop student's personal and social skills as well as their attitudes and values, alongside the knowledge and understanding elements. These will include:

- Learning the importance of respect, love and care
- The value of family life and stable, loving relationships
- Developing critical thinking as part of decision making (for example, understanding the impact of the online world on healthy relationships, exploring the issue and effects of sharing nudes and the effects of online pornography).
- Supporting students in understanding their own rights and those of others within the context of the law

How is Relationships and Sex Education provided?

Provision is through our PSHEE curriculum, together with the Science and Biology curriculum in Year 7. Relationship issues are also addressed through other relevant subjects such as English and Drama. Delivery is via Form Tutors, supported by the PSHEE Lead, Teaching Staff, Heads of Year and SLT. On occasion, presentations by specialist speakers from both in and outside of school, supported by staff in PSHEE lessons are used. External speakers are selected carefully and briefed in advance; sessions are supervised by staff and aligned to the school's values and safeguarding expectations. Any materials are checked for suitability and accuracy. Further details for the provision of Relationships and Sex Education can be found in the PSHEE Policy as well as the PSHEE Scheme of Work (SoW). The curriculum is delivered to be accessible for all students, and we are aware that some, such as those with SEND, may be more vulnerable.

Content

Through our Science, PSHEE and RSE curriculum the education of RGS Surrey Hills students will include:

- Love, relationships and sexuality
- Sex and the responsibilities of parenthood
- Making informed, safe and healthy decisions about intimate relationships
- Understanding readiness, consent, sexual health and the law
- Building self-esteem, mental health and the impact of Adverse Childhood Experiences
- Sexual health, including STIs, different types of contraception and where to get it, and information about safe sex, in a way that is relevant for all students, including those who are lesbian, gay, bisexual and/or gender questioning.
- The law surrounding consent, sexual intercourse, marriage, sexual harassment, assault, rape
- Sexual orientation and gender reassignment. We will be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and in accordance with the DfE we will 'be careful not to endorse any particular view or teach it as fact.' ([Relationships Education, Relationships and Sex Education and Health Education guidance](#)) Sexual exploitation and domestic abuse, including coercive and controlling behaviour, female genital mutilation (FGM)
- Biological aspects such as puberty, menstruation
- Abortion

The outcomes for students will include enabling them to:

- Develop full responsibility for their behaviour and the ability to take effective action when they experience inappropriate behaviour which affects themselves or their peers.
- Understand the biological facts related to human growth and development including reproduction and contraception.
- Understand human sexuality, reproduction, sexual health, the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships.
- Develop an understanding of and sensitivity to different lifestyles, needs and feelings of others.
- Identify and use of sources of help and advice available within the family, school and community.
- Make informed, age-appropriate, decisions about their sexual behaviour and the consequences of behaviour which carry risks.
- Encourage exploration of values and moral issues particularly the value of family life in all its different contexts.
- Know and understand the legal framework relating to sexual activity.
- Develop a range of personal skills and qualities such as communication, decision making, negotiation, assertion, self-esteem which will enhance their ability to lead healthy lives.
- Appreciate how their decisions over sexual behaviour contribute to their personal identity and integrity.

Online sexual harms and digital relationships

The RSE curriculum explicitly addresses the realities of young people's online lives and the potential risks associated with digital technology. Teaching in this area is age-appropriate and responsive to emerging risks, and includes:

- Understanding healthy and unhealthy online relationships, including boundaries, respect and consent in digital spaces
- The risks associated with sharing sexual images or videos (including nude or semi-nude images), and the legal and emotional consequences of doing so
- Online sexual harassment, coercion and exploitation, including pressure to share images, sextortion and grooming
- The impact of pornography and sexually explicit online content on attitudes, expectations and behaviour
- Awareness of manipulated or artificial sexual imagery (including AI-generated or "deepfake" content) and how this can be used to harm, humiliate or control others
- Understanding how social media, algorithms and online communities can influence attitudes towards relationships, gender and sexuality
- The influence of misogynistic or harmful relationship norms online (including in some online communities), and how to challenge these safely

Students are taught how to recognise risk, how to seek help, and how to report concerns safely. This learning is closely linked to the school's safeguarding procedures, online safety education, and filtering and monitoring systems.

Sexual harassment, sexual violence and harmful sexual behaviour

The RSE curriculum includes explicit teaching about sexual harassment, sexual violence and harmful sexual behaviour. Students are taught, in an age-appropriate way, that such behaviour is unacceptable, will never be tolerated and is not an inevitable part of growing up.

Teaching in this area includes:

- Understanding what constitutes sexual harassment and sexual violence, including unwanted sexualised comments, touching, image-based abuse and coercive behaviour
- The legal framework surrounding consent, sexual offences and the responsibility to seek and obtain consent
- Recognising power imbalance, pressure, coercion and manipulation in relationships
- Understanding how alcohol, drugs, peer pressure and online contexts can affect consent and decision-making
- Knowing how to report concerns, support peers and access help

This learning is closely aligned with the school's safeguarding and child protection procedures. Any disclosures or concerns arising from RSE lessons are handled in line with the Safeguarding and Child Protection Policy and are referred to the Designated Safeguarding Lead as appropriate.

Relationship and Sex Education encompass an understanding of the ways in which humans love each other and stress the importance of respecting individual autonomy. Whilst RSE at RGS Surrey Hills involves teaching children about reproduction, sexuality and sexual health, it does not promote early sexual activity or any particular sexual orientation.

The organisation of RSE is delivered through a planned programme within PSHEE, based on a spiral curriculum from Year 7 to Year 11 with topics delivered in an age-appropriate way. PSHEE is also delivered in the Sixth Form

Specifics are included in the Schemes of Work, but here is a brief summary of the RSE content for each year group. Although it is important to note that the content may change from time to time depending on feedback from staff and students, or our view that a specific issue needs to be addressed at a particular time in response to events.

Key Stage 3

- **Health and Puberty:** Healthy routines, influences on health, puberty, unwanted contact, consent and FGM
- **Building relationships:** Self-worth, romance and friendships (including online) and relationship boundaries
- **Discrimination** in all its forms, including racism, religious discrimination, disability, discrimination, sexism and homophobia,
- **Identity and relationships:** Body image, sexual orientation, consent, nudes/semi-nudes, and an introduction to contraception

Key Stage 4

- **Respectful relationships:** Families and parenting, healthy relationships, conflict resolution, Misogyny and relationship changes
- **Intimate relationships:** Relationships and sex education including consent, contraception, the risks of sexually transmitted infections (STIs), and attitudes to pornography
- **Healthy relationships:** Relationships and sex expectations, consent, myths, pleasure and challenges, including the impact of the media and pornography
- **Communication in relationships:** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.
- **Families:** Different families and parental responsibilities, pregnancy, marriage including same sex marriage and civil partnerships, forced marriage and changing relationships.

Sixth Form

- **Respectful relationships:** Healthy friendships and intimate relationships, boundaries, consent, power dynamics, conflict, and recognising abuse.
- **Intimate and sexual relationships:** Communication, contraception, sexual health, STIs, fertility, attitudes to sex and responsibility.
- **Online and media influences:** Online relationships, dating apps, pornography, nudes and semi-nudes, digital consent and online reputation.
- **Identity and inclusion:** Sexual orientation, gender, body image, discrimination and respectful dialogue.
- **Being safe and seeking support:** Safeguarding, sexual harassment, bystander intervention, consent in social contexts, accessing support.
- **Families and future relationships:** Different families, pregnancy choices, marriage and civil partnerships, forced marriage and changing relationships. The most appropriate and effective topics for each year group are identified and topics are linked to young people's needs.

The school also takes into consideration when designing and teaching these subjects that some students are more vulnerable to exploitation, bullying and other issues on account of their SEND.

Students are taught about all aspects of the law and sexual consent - notably that, in the law on sexual offences, the onus is on getting rather than giving consent. Teaching promotes equality in relationships and emphasises the importance of seeking and gaining mutual consent through positive and active communication. Students are taught about respect for each other to enable an understanding of healthy relationships, acceptable behaviour and the right of everyone to equal treatment.

Conduct of Lessons

In preparing to discuss sex education with their class, teachers are guided about what is appropriate and inappropriate in a whole class setting and how to deal with individual questions. For example, whilst children may learn the significance of marriage and stable relationships as key building blocks of community and society, teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances.

Learning how to show respect through listening and sharing is a significant part of Relationships and Sex Education. Students can learn how to challenge one another's ideas and behaviour in non-confrontational ways, recognising the difference between aggressive and assertive responses.

Teaching is delivered in an age-appropriate and respectful way and does not require students to disclose personal information, if students wish to discuss something that is worrying them in a more private way, they can speak to their teacher separately, or ask to meet someone from the pastoral/well-being team. If a teacher or other adult believes there is a safeguarding or child protection issue, the DSL must be informed.

Teaching Strategies and Assessment Teaching strategies will be mixed and will include group work, discussion, debate, videos, question and answer sessions, brainstorming, and reflection. Where relevant, lessons will also include a range of assessment for learning activities to assess students' understanding of the key learning objectives and statutory content

Safeguarding

Any concerns relating to child-on-child abuse, harmful sexual behaviour, online sexual harm or exploitation, or any other safeguarding concerns will be responded to in line with the Safeguarding and Child Protection Policy and recorded appropriately.

The Right of Withdrawal from Lessons

The right of withdrawal

Parents have the right to request that their child be withdrawn from some or all of the **sex education** elements of the school's RSE programme. There is no right to withdraw from Relationships Education.

Any request for withdrawal should be made in writing to the Headmistress. The school will discuss the request with parents to ensure they understand the nature and purpose of the curriculum and to address any concerns. Where a student is withdrawn from sex education, the school will ensure that the student is provided with appropriate, purposeful education during those lessons.

In line with statutory guidance, the parental right to withdraw from sex education continues until three terms before the student's 16th birthday. After this point, if the student wishes to receive sex education, the school will make arrangements for this to take place, even if the student had previously been withdrawn.

Involvement of parents, students and staff

Feedback is sought from parents, students and staff about RSE and PSHEE, through letters home, at Parent Forums, through student and staff voice. student. Ongoing feedback is sought to shape a dynamic and useful curriculum.

Monitoring

RSE is monitored under the PSHEE department, which is reviewed as part of the RGS Surrey Hills Departmental Review programme. This includes lesson observations, student voice interviews, work scrutiny and this feeds into an ongoing development programme.