



The Clere School

Relationships and Sex Education and Health Policy

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Contents

1. Aims and Objectives	1
2. Statutory requirements	2
3. Policy Development	2
4. Definition of RSE	3
5. Curriculum	3
6. Delivery of RSHE	3
7. Roles and Responsibilities	4
8. Parents' rights to withdraw	5
9. Monitoring Arrangements	6
Appendix A – PDL Curriculum	7
Appendix B: Updated RSHE guideline from September 2020/21	12
Appendix C : Parent form – withdrawal from sex education within RSE	18

1. Aims and Objectives

The aims of relationships 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





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- 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

The Clere School is committed to providing a socially inclusive pastoral programme, which values enrichment activities that cover academic, social and personal opportunities. The school aims to cultivate students' spiritual, moral, social and personal development by promoting the importance of responsibility, integrity and community. We believe this will allow for the development of confident, articulate citizens who are able to offer a diverse and adaptable range of personal, social and academic skills to the wider community

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017 and in line with the Equality Act 2010.

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

In teaching RSE, we are required by our funding agreements to have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

The most up to date statutory requirements are covered by the Relationships and Sex Education and Health Education Policy 2019.

3. Policy Development

This policy has been developed in consultation with stakeholders. The consultation and policy development process involved consultation with relevant school staff, national guidance and reference to advice documents for school and statutory guidance such as Keeping Children Safe in Education, consultation with pupils in lessons, school council and monitoring of issues between pupils and then ratification.





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4. Definition of RSE

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 A** we may need to adapt it as and when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. The teaching of RSE will reflect the law (including the Equality Act 2010) as it applies to relationships, so that our pupils clearly understand what the law does and does not allow, and the wider legal implications of decisions they may make. 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.

6. Delivery of RSHE

RSE is taught within our Wellbeing curriculum (personal, social, health and economic education curriculum). Biological aspects of RSE are taught within the science curriculum, and other aspects including Religious Studies/Philosophy and Ethics Curriculum and the Tutor programme.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds and healthy and fulfilling lifestyles including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health





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- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

For more information about our RSHE curriculum, see Appendices A and B.

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 (families can include single parent families, LGBT parents, 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).

7. Roles and Responsibilities

7.1 The Governing Body

The governing body will approve the RSE policy and hold the head teacher 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 in line with The Equality Act 2010 585.





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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/non-science 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 head teacher.

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' rights 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.

Requests for withdrawal should be put in writing using the form found in Appendix C of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher/Senior Leader will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.





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9. Monitoring Arrangements

The delivery of RSHE is monitored by the SLT link through annual reviews, learning walks and other quality assurance processes.

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

This policy will be reviewed annually by Full Governing Body.





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Appendix A – PDL Curriculum

Personal Development Learning

The Personal Development curriculum at The Clere School is taught through Wellbeing Lessons, RS Lessons and Tutor Time Programme.

Our aim is to embed important cultural capital that will allow our pupils to think about the world around them and prepare them for adulthood. We will achieve this by exploring key concepts through the PDL curriculum. These key concepts can be broken down into; Relationships, Healthy Living, Safety, The Wider World – incorporates careers, finance, roles and responsibilities.

NB: The RS and Tutor programmes are currently under review and will be added to the appendices once complete.





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Wellbeing Curriculum

Autumn Term

	Lesson	Year 7	Year 8	Year 9	Year 10	Year 11
Relationships	1	Starting at Secondary School	My Positive Start	A New School Year	My Education Ambitions	My Study Plan
	2	Friendship	Am I ready for a boyfriend/girlfriend	Positive Relationships - Including consent	What is a healthy relationship	Impact of separation and loss in relationships
	3	Managing Changes in Friendships	Perceptions and Expectations in a romantic relationship	Positive Relationships - Including consent	Stages in a romantic relationship	Why do people choose to have a sexual relationship?
	4	Peer Influence	Positive romantic relationships	Communication Skills in relationships	Negotiation and Communication in Intimate Relationships	Types of intimate relationships
	5	Families	Healthy ways to manage relationship feelings	Family disputes	Family	What is gender?
	6	Differences and Diversity in the community	Positive and respectful relationships	Family Diversity	Parents and Teenager relationships	
	7		Relationships and the media			





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Living in the Wider World - Values, Rights, Responsibilities	8	British Values Introduction	Rule of Law	My Rights and Responsibilities	Powers of Government	Faith, Culture, Values and Relationships
	9	Anti Bullying Week - Power for Good/ Empowerment	Anti Bullying Week - Power for Good/ Empowerment	Anti Bullying Week - Power for Good/ Empowerment	Anti Bullying Week - Power for Good/ Empowerment	Anti Bullying Week - Power for Good/ Empowerment
	10	UK Parliament Week	How the government works	Human Rights	Being a role model for younger people	Hate Crime
	11	A Welcoming and Inclusive school	Promoting inclusion in my community	Championing diversity	What sort of influence am I?	Marriage, Partnership and Rights
	12	Impact of prejudice and discrimination	Difference and Diversity in the community	Working Part time - Rights and Responsibilities	Freedom of expression	The Law, Rights and responsibilities
	13	Challenging Stereotypes	Extremism	Illegal Employment	Where do my values come from?	
	14	Staying Safe over Xmas	Staying Safe over Xmas	Staying Safe over Xmas	Staying Safe over Xmas	Staying Safe over Xmas





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Spring Term

		Year 7	Year 8	Year 9	Year 10	Year 11
Health and Wellbeing - Emotional and Mental Health	1	Body Image	Positive Self Talk	Managing Peer Approval	Developing Self Esteem and Confidence	Preparing for Change
	2	Being Unique, Self Esteem and Health	Anxiety and Depression	Support for Mental Health	Stress, Anxiety and Depression: How to manage them	Little Things big impacts
	3	Feeling Low	Mental Health Stigma	What Affects Mental Health	Helping Friends or relatives struggling to cope	Unhealthy Coping, Warning Signs and Triggers
	4	Boosting Your Mood	Unhealthy Comparisons	Connection, Loneliness and Mental Health	STIs	Safe Sex
	5	Emotional and Social Changes	Managing Disappointment	Mental Benefits of physical activity	Contraception	Women's health
	6	Learning from Mistakes	Connecting with Others	Sleep and Relaxation	Sleep, Rest and Study	Finding and using Health Services
Money and Future Choices/Careers	7	Managing Money	Debt	Being in Financial Debt	Budgeting Skills	Budgeting and money management
	8	Saving	Gambling	Managing money worries	Applying for work and training: How to stand out in a good way	Where do my values come from?
	9	Skill Development - Confidence building for working with people	Skill development and what employers are looking for.	Being a Young Entrepreneur	The Changing job market	MY work and other choices
	10	Teamwork	Managing Criticism	What Careers are available to you?	Self Employment options	Job Stereotypes
	11	Managing Conflict in teams	Managing Misunderstandings	Problem Solving	Developing Resilience	Giving and Receiving Feedback





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Summer Term

	Lessons	Year 7	Year 8	Year 9	Year 10	Year 11
Keeping Safe	1	Attitude toward alcohol	Alcohol	Recreational Drug Use	Substance Misuse	Substances in risky sexual behaviour
	2	Tobacco, vaping and cannabis	Attitude towards substance misuse	Substances and emergency situations	The Impact of substance misuse on family and community	Substances, reputation and life choices
	3		Substances and the media	Impact of Drugs on the community	Illegal drugs and the law.	Addiction
	4	Emergency First Aid	Emergency First Aid	Medicine Safety	First Aid	First Aid
	5	FGM	Smoking and Vaping - What do you know?			Safety and body enhancement
	6		Exploitation			
Keeping Safe and the Future	7	Grooming	Gangs and knives	Gang and knife culture	Why do some young people choose crime?	
	8	Online Personality	What does the internet know about me?	Sexting	Radicalisation and Extremism	
	9	Online Privacy	Media Influence	Different online behaviours	Dark Web, Harmful content	
	10	Social Media as a positive Influence		Positive use of social media	Managing unwanted attention	
	11	Travel Safety	Travel Safety	Travel Safety	Safety in the workplace	
	12					





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Appendix B: Updated RSHE guideline from September 2020/21

By the end of Secondary School pupils should know:

Families	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.





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	<ul style="list-style-type: none">• 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 normalise 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.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none">• 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	<p>Pupils should know</p>





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	<ul style="list-style-type: none">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).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none">how to recognise 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 and menopause.that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising 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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Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.• that happiness is linked to being connected to others.• how to recognise the early signs of mental wellbeing concerns.• common types of mental ill health (e.g. anxiety and depression).• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and





	<p>information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none">• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none">• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.• about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none">• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none">• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.• the law relating to the supply and possession of illegal substances.• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.• the physical and psychological consequences of addiction, including alcohol dependency.• awareness of the dangers of drugs which are prescribed but still present serious health risks.• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none">• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.• (late secondary) the benefits of regular self-examination and screening.





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	<ul style="list-style-type: none">• the facts and science relating to immunisation and vaccination.• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none">• basic treatment for common injuries.• life-saving skills, including how to administer CPR.¹⁵• the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none">• key facts about puberty, the changing adolescent body and menstrual wellbeing.• the main changes which take place in males and females, and the implications for emotional and physical health.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)





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Appendix C : Parent form – withdrawal from sex education within RSE

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.

Requests for withdrawal should be put in writing using the form found in Appendix C of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher/Senior Leader will discuss the request with parents and take appropriate action.

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





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Appendix C

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 school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.		

