



# PLYMOUTH COLLEGE

# RELATIONSHIP & SEX EDUCATION POLICY

Including Early Years Foundation Stage

Last reviewed:	<b>April 2025</b>
Next review date:	<b>August 2026</b>
Responsibility:	<b>Assistant Head (Pupil Welfare)</b>

## Definition, rationale and ethos

Plymouth College believes that the education our pupils receive should prepare them for all the challenges and opportunities that adult life affords and ensure that every individual has the knowledge, tools and skills to be successful, productive and happy members of society. Pupils need to be equipped to make informed decisions about their well being, health and relationships, to exercise resilience in the face of adversity and to access reliable support and information.

Our Relationship and Sex Education (RSE) curriculum is underpinned by this ethos, and it is structured in such a way as to develop the necessary knowledge and skills in an age-appropriate way over time. We aim for the curriculum to be inclusive, respectful to different people's beliefs and perspectives, to advocate for respect and tolerance, and to be appropriate to different ages and abilities across the School.

This policy pays due respect to the statutory guidance issued by the DfE in the following –<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

RSE is delivered by form tutors to tutor groups and closely links with our PSHE curriculum. The [PPD policy](#) details this further.

### *Relationship Education (RE) in the Prep School*

The focus of RE is to equip pupils to recognise and build positive relationships with other children, their family members and with other adults.

The themes covered include respect, boundaries, families, friendships, recognising the difference between healthy and unhealthy relationships (including online), and staying safe.

Given how fundamental these skills are throughout life and how positive relationships contribute to overall well being, there is no right to withdraw from RE.

## *Relationship and Sex Education (RSE) in the Senior School*

The focus of RSE is to equip young people with the information they need to develop and sustain healthy, nurturing relationships of all kinds, including intimate ones.

The themes covered include families, respectful relationships (including friendships), online and media, being safe and intimate and sexual relationships (including sexual health).

All pupils are required to receive relationship education, but parents do have the right to request their child be withdrawn from sex education, details of which can be found below.

### **Roles and Responsibilities**

Management board	Reviews and approves the RSE policy.
Head	Ensures the policy is implemented and that RSE is delivered effectively. Consults with parents who wish to withdraw their child(ren) from sex education in the Senior School.
PSHE/RSE co-ordinator	Oversees curriculum planning and schemes of work. Delivers staff training. Monitors the effectiveness of RSE lessons. Collates feedback from pupils, parents and staff about the RSE curriculum.
Heads of Year in the Senior School and Head of Prep	Ensures suitable learning resources are available for RSE lessons.
Form tutors	Deliver RSE in line with the policy and school values.

### **RE and RSE curriculum content and delivery**

*EYFS (Ages 3-5)*

PSED is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for PSED these are:

Self confidence and self awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
Managing feelings and behaviour	Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Making relationships	Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### Key Stage 1 (Ages 5-7)

RE at KS1 comprises of 5 strands as follows:

Families and close positive relationships.	Children learn about the roles of different people in their lives, including those who love and care for them. They learn about different types of family and what they have in common. They are encouraged to talk to someone (e.g. a teacher) if there is an aspect of their family life that concerns them.
Friendships	Children explore what friendship is and the features of a positive friendship. They consider what to do if someone appears to be lonely, and also how to resolve conflict with friends. They learn about what to do if a friendship is making them unhappy.
Managing hurtful behaviour and bullying	Children consider the impact that hurtful language and actions (both online and offline) can have on a person. They learn about bullying and how to report it.
Safe relationships	Children learn about the importance of privacy, including around our body parts, and how to respect each other's privacy. They explore what to do if an adult is making them feel uncomfortable and the importance of not keeping secrets, and how to report their concerns to a safe adult.
Respecting self and others	Children look at kind and unkind behaviours. They learn about self-respect and respecting others, and celebrate their similarities and differences.

### Key Stage 2 (Ages 7-11)

RE at KS2 comprises of 5 strands as follows:

<p>Families and close positive relationships.</p>	<p>Children learn more about different types of relationships. They start to explore different types of attraction, sexuality and gender identity. They learn about marriage and civil partnership, and that forced marriage is illegal. They look at the positive features of loving, life long relationships and how that can benefit family life. They explore how to recognise if family relationships are harmful or unsafe and how to seek help or advice.</p>
<p>Friendships</p>	<p>Children learn about the importance of positive friendships and how to build and sustain them. They are taught that people may behave differently online to offline, but that the principles of friendship should remain the same. They are taught about the risks of speaking to people online that they don't know. They are helped to identify the impact that loneliness might have on someone, and think about ways to make sure people are included. They explore how friendships can change over time and how conflict can be resolved.</p>
<p>Managing hurtful behaviour and bullying</p>	<p>Children are given tools for recognising and responding to bullying, both online and offline. They are taught about discrimination and how to challenge it.</p>
<p>Safe relationships</p>	<p>Children are taught about privacy and personal boundaries, both online and offline. They discuss what physical contact with others is and isn't acceptable. They consider how to respond to adults they may meet who they don't know, both online and offline. The issue of consent is introduced in different contexts. They consider when agreeing to keep secrets is and isn't OK. They look at resisting pressure from others, and what to do if they're ever concerned about an unsafe relationship.</p>
<p>Respecting self and others</p>	<p>Children are encouraged to evaluate how their behaviour impacts others, both online and offline. They are taught about respect and the need to listen to others who are different from themselves. The skills of healthy debate are introduced.</p>

*Key Stage 3 (Ages 11-14)*

RSE at KS3 comprises of 3 strands:

Online safety	Staying safe online Interpreting information online Sex and consent online
Sexual health, sexuality and gender	Growing up: physical and mental changes Understanding menstruation Sexuality and gender identity Consent Sex, relationships and the media Practising safe sex
Relationships, family and friends	Healthy and unhealthy relationships Coping with change, bereavement, divorce and separation Marriage and civil partnerships Overcoming conflict and finding forgiveness Spotting abusive relationships Family life: parenthood and caring Tackling peer pressure Communication

*Key Stage 4 (Ages 14-16)*

RSE at KS4 comprises of 2 strands:

Sexual health, sexuality and gender	Sexuality and gender identity: coming out Understanding pregnancy Choosing and accessing contraception Understanding pornography Understanding consent and intimacy, online and offline Preventing and treating STIs
Relationships, family and friends	Navigating social influence and peer pressure Changing relationships: managing your feelings The impact of relationships Navigating conflict in relationships Rights and responsibilities: marriage and civil partnerships Taking others' perspectives

## Key Stage 5 (Ages 16-18)

RSE at KS5 comprises of 2 strands:

Online safety	Setting boundaries online
Sexual health, sexuality and gender	Making choices about pregnancy and parenthood Making choices about sexual health Consent
Relationships, family and friends	Respectful relationships: trust and intimacy Ending relationships respectfully Meeting new people Values and differences in relationships Understanding forced marriage

RSE is delivered through PSHE (Personal, Social, Health and Economic education), science, and PPD sessions by either Form Tutors, subject specialists (e.g. Biology teachers) or visiting speakers.

Lessons are age-appropriate, inclusive, and sensitive to the cultural and religious backgrounds of our school community.

We use up-to-date and evidence-based resources that support respectful, balanced, and fact-based discussions.

### Monitoring and Evaluation

The RSE policy is reviewed annually in collaboration with SLT, Heads of Year and Form Tutors. Pupil, parent and staff feedback will be considered in refining and developing our provision.

### Parental involvement

Parents and carers are the prime educators for children on many of these matters and our role at School is to reinforce and complement the education they've already received at home. It is therefore very important to us that we work in partnership with parents and carers.

Parents of pupils up to Year 11 have the right to request that their child be withdrawn from the sex education aspects of RSE (other than those within the National Curriculum science). The Head will discuss any such request with parents to understand concerns and explain the benefits of the curriculum. The Head will also discuss with parents the benefits of this education and the potential disadvantages of withdrawal, including the social and emotional impact of being excluded and the likelihood that the child hears a peer version rather than the teacher's explanation.

After these discussions, except in exceptional circumstances, the school will respect a parental request to withdraw a child up to and until three terms before the child turns 16. After that point, if

the child wishes to receive sex education, the school will arrange for them to do so during one of those terms.

### **Safeguarding**

RE and RSE can cover sensitive content. All staff are trained to identify signs of concern and how to handle disclosures in line with our Safeguarding and Child Protection policy.

Pupils are also educated on the importance of confidentiality and anonymity when contributing to discussion during these lessons, and also receive information on where to seek help if any of the content has troubled them.