

Sex Relationship & Health Education Policy

Documentation Information

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Please read this policy in conjunction with:

- Equality Policy
- Safeguarding Policy
- E-Safety Policy
- Curriculum Policy
- Positive mental health Policy

1. Statement of intent

At Ivanhoe, we understand the importance of educating pupils about sex, relationships and health in order that they are able to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

Legal obligations

Maintained secondary schools in England and Wales have a legal responsibility to provide a 'relationship and sex education' and 'health education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

Parents have the right to express their wish that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any such request we would discuss the queries parents and carers have around the curriculum and this may involve a discussion the headteacher and/or relevant staff. We would want to engage with parents and carers with a view to resolving any concerns raised so that the student can fully participate in the curriculum. We would not usually permit students to be withdrawn from sex education as it is imperative that students receive guidance and information on this subject matter from appropriate and non-biased sources. Sex education has been included within the statutory guidance for schools from the Department of Education in response to students not always getting information from appropriate and reliable sources and this can place them at risk or harm. We recognise that parents and carers may have queries about this part of the curriculum and would always look to resolve those and put appropriate support in place for the student to take part in the sex education part of the curriculum as opposed to withdrawing them from it. Withdrawal would only be permitted in exceptional circumstances and as a last resort after all other possibilities had been exhausted. This process is the same for students with SEND needs.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2021) 'Keeping children safe in education'
- DfE (2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

The following information is the guidance provided from the DfE. It applies to all secondary schools. We ensure that content is sequenced through the age range of students and taught at an age appropriate level.

2. Organisation of the RSE and health education curriculum

1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
2. For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
3. For the purpose of this policy, "health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
4. The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
5. We will gather the views of teachers, pupils and parents in the following ways:
6. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

7. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
8. The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
9. The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

3. RSE subject overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

4. Families

By the end of secondary school, pupils will know:

- 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 children, including the characteristics of successful parenting.
- Pupils will also know 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 recognise this in
 - How to seek help or advice if needed, including reporting concerns about others.
- They should understand that misogyny is a form of prejudice and discrimination against women and girls, and recognise its harmful impact on individuals and society, so they can actively challenge it and promote equality.

5. Respectful relationships, including friendships

By the end of secondary school, pupils will know:

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.

- That in school and 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 bullying through technology), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.
- They should understand that respectful relationships are built on equality, consent and mutual respect, and that misogyny – through language, behaviour or attitudes – undermines these values and must be recognised and challenged.

6. Online and media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.
- They should know that misogyny can be spread and reinforced through online platforms and media and they should be able to critically identify harmful stereotypes, challenge sexist content and understand the importance of respectful digital behaviour.

7. Being safe

By the end of secondary school, pupils will know:

- 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 – this includes online.
- How to recognise misogynistic behaviour both online and offline, understand their rights, no how to seek help if they feel unsafe and feel confident in speaking out or supporting others affected by misogyny

8. Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils will know:

- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

9. RSE programmes of study

The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 4 of this policy.

See appendix 1 for curriculum map of relationship and sex education at Ivanhoe.

10. Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

11. Mental wellbeing

By the end of secondary school, pupils will know:

- 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.

12. Internet safety and harms

By the end of secondary school, pupils will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- 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.

13. Physical health and fitness

By the end of secondary school, pupils will know:

- 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.
- About the science relating to blood, organ and stem cell donation.

14. Healthy eating

By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

15. Drugs, alcohol and tobacco

By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and 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, the benefits of quitting and how to access the support to do so.

16. Health and prevention

By the end of secondary school, pupils will know:

- 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.
- 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.

17. Basic first aid

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

18. Changing adolescent body

By the end of secondary school, pupils will know:

- 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. See appendix 1 for curriculum map of health education at Ivanhoe.

19. Curriculum links

- The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- RSE and health education will be linked to the following subjects:

Citizenship (delivered through lifeskills) – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.

Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.

ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.

PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

PSHE (delivered through lifeskills) – pupils learn about respect and difference, values and characteristics of individuals.

20. Working with parents

- Ivanhoe School understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- Parents/carers will be informed of the content and delivery of the sex and relationship programme via the school website and are invited to give feedback to the school at any time.
- Ivanhoe School respects the legal right of parents/carers to request to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum. See appendix 2 – Letter to parents/carers
- A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 3– Science National Curriculum.

21. Confidentiality

- Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- Teachers must, however, alert the Head Teacher about any suspicions of inappropriate behaviour or potential abuse as per the Safeguarding and Child Protection Policy.

22. Monitoring and review

- This policy will be reviewed by the Governors Curriculum and Learning Committee as appropriate.
- Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

Appendix 1

Relationship and sex education at Ivanhoe School curriculum map - Feb 2020 (LifeSkills, Science, Computing & PE)

	Year 7	Year 8	Year 9
Families Respectful relationships including friendships	LS - Personal safety Friendships and conflicts Discrimination PE – social development & self-esteem through physical activity	LS - Positive relationships – family, school, authority PE – social development & self-esteem through physical activity	LS - Healthy relationships – romantic, Equality and respect, media impact Consent PE – social development & self-esteem through physical activity
Online and media	LS - Anti bullying Healthy and responsible use of social media Comp – rights, responsibilities, risks & support		LS - Harmful content and the impact of it. Comp – Dealing with and reports issues online. Data generation & use
Sexual relationships and sexual health	Sci - Reproduction	LS - Peer pressure Sci – Health risks	LS - Contraception and sexual health Sci – Personal relationships

Health education at Ivanhoe School curriculum map - Feb 2020 (LifeSkills, Science, Computing, PE & Food Tech)

	Year 7	Year 8	Year 9
Mental wellbeing	LS - Healthy mind and body PE – Emotional wellbeing through physical activity	LS - Staying healthy What is mental health – keeping a healthy mind PE – Emotional wellbeing through physical activity	LS - Mental health – looking after yourself and others. Recognising early signs of concern Different types of mental ill health PE – Emotional wellbeing through physical activity
Internet safety and harms	LS - Personal safety Anti-bullying Comp – Online v physical world.		Comp – Online v physical world. Harassment, abuse & support

	Harassment, abuse & support		Targeted information & using information well.
Physical health and fitness	LS - Healthy mind and body PE – fit for life	LS - Staying healthy and taking responsibility Sci – Health PE – fit for life	PE – fit for life
Healthy eating	LS - Healthy mind and body Food tech – basic nutrition	LS - Staying healthy - fad diets Food tech – balanced diet Sci – balanced diet	Food tech - food choice/study of nutrients.
Drugs alcohol and tobacco		LS - Impact of alcohol and drugs Sci - Health	LS - Addiction
Health and prevention	LS - Healthy mind and body – hygiene, sleep		
Basic first aid			LS - Saving lives
Changing adolescent body	LS - Physical changes, identity and hygiene Sci - reproduction		

Letter to parents

Dear Parent/carer,

RE: Relationship and sex education at Ivanhoe School

Government guidelines outline that, from the age of 11 it is compulsory for all schools to provide a relationship and sex education programme.

At Ivanhoe School we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the Relationship and Sex Education Policy, which can be accessed on our school website or in hard copy via our main reception.

The full statutory guidance on Relationships and Sex Education and Health Education from the Department for Education can be found [HERE](#)

The statutory guidance which came in to effect in September 2021 makes it clear that the expectation is that all students will participate in these lessons though we recognise parents and carers may wish to discuss the content of these lessons prior to them being delivered to students.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or Claire Gee (Subject Leader for Lifeskills) to discuss these.

Yours sincerely,

Alison Allford

Head Teacher

Appendix 2 – Science National Curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2021, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<p>That animals, including humans, move, feed, grow, use their senses and reproduce.</p> <p>To recognise and compare the main external parts of the bodies of humans.</p> <p>That humans and animals can produce offspring, and they grow into adults.</p> <p>To recognise similarities and differences between themselves and others.</p> <p>To treat others with sensitivity.</p>
Key stage 2	<p>That nutrition, growth and reproduction are common life processes for humans and other animals.</p> <p>About the main stages of the human life cycle.</p>
Key stage 3	<p>That fertilisation in humans is the fusion between the egg and sperm.</p> <p>About the physical and emotional changes that take place during adolescence.</p> <p>How the foetus grows and develops.</p> <p>How the growth and reproduction of bacteria and viruses can affect health.</p>
Key stage 4	<p>The way in which hormonal control occurs, including the effects of sex hormones.</p> <p>The medical uses of some hormones, including the control of fertility.</p> <p>The defence mechanisms of the body.</p> <p>How sex is determined in humans.</p>