



RELATIONSHIPS AND SEX EDUCATION POLICY

2026

Statutory Policy	Yes
Wilts HR Model Policy	No
Review Frequency	Annual
Approving Authority	FGB
Published On School Website	YES

ACTION	DATE	COMMENT
Last Approved	Jul 2026	
Due Review	Jun 2027	

This policy has undergone a comprehensive review to ensure compliance with the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance (July 2025). The review included consultation with staff, pupils, parents and governors, a full audit of curriculum provision against statutory requirements, and revisions to ensure that Relationships and Sex Education continues to meet the needs of pupils while supporting the school's safeguarding responsibilities

1. Amendment record

Version	Changes	Date
2024v2	Inserted Section 2 3rd paragraph; Section 6 last paragraph; Section 6.1; Section 6.2	21 Nov 2024
2025	No changes	04 Dec 2025
2026	Comprehensive review and revision undertaken following publication of the Department for Education's <i>Relationships Education, Relationships and Sex Education (RSE) and Health Education</i> statutory guidance (July 2025). The policy has been extensively updated following a full curriculum audit and mapping exercise to ensure alignment with revised statutory requirements and current safeguarding expectations.	02 July 2026

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1. Aims

The aims of Relationships and Sex Education (RSE) at The Stonehenge School are to:

- Provide a safe, inclusive and respectful environment in which sensitive issues can be discussed openly and appropriately.
- Equip pupils with the knowledge, understanding and skills needed to develop healthy, respectful and fulfilling relationships throughout their lives.
- Support pupils to understand physical, emotional and sexual development, including puberty, sexual health and personal hygiene.
- Develop pupils' confidence, self-respect, resilience, empathy and emotional literacy, enabling them to make informed and responsible decisions.
- Promote positive attitudes towards relationships, sexuality, equality and diversity, fostering respect for others and an appreciation of different experiences and backgrounds.
- Help pupils understand the importance of consent, personal boundaries, mutual respect and effective communication in all relationships.
- Enable pupils to recognise unhealthy, exploitative or abusive behaviours, including online harms, and know how and where to seek support.
- Develop pupils' understanding of online safety, digital relationships and emerging risks associated with social media, artificial intelligence and other technologies.
- Provide accurate, age-appropriate and evidence-based information that enables pupils to make informed choices about their health, wellbeing and future relationships.
- Teach pupils the correct vocabulary to describe their bodies, relationships and health confidently and appropriately.

Furthermore, RSE directly contributes to The Stonehenge School's vision and ethos:

"Our mission at The Stonehenge School is to provide the environment, tools and support to empower pupils to think big, regardless of self-perceptions, and remove any barriers to achievement. Pupils are provided with diverse opportunities to achieve a good depth and breadth of knowledge and skills. We create good citizens who thrive and flourish in the 21st Century, ready to contribute to global society."

Through the development of confidence, self-respect, empathy, resilience, responsibility and respect for others, RSE supports pupils to become well-rounded individuals who are equipped to thrive in modern society, build positive relationships, make safe and informed choices, and contribute positively to their communities.

2. Statutory requirements

As a maintained secondary school, The Stonehenge School is required to provide Relationships and Sex Education (RSE) to all pupils under the Children and Social Work Act 2017.

In delivering RSE, the school will have regard to the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025), issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

RSE forms part of the school's wider Personal Development curriculum and contributes to pupils' spiritual, moral, social and cultural development, preparing them for the opportunities, responsibilities and experiences of adult life.

The school will ensure that its RSE provision is age-appropriate, evidence-based, inclusive and accessible to all pupils, including those with special educational needs and disabilities (SEND), and will be delivered in accordance with statutory safeguarding responsibilities.

In developing and delivering RSE, the school will have regard to its duties under:

- The Children and Social Work Act 2017
- The Education Act 1996, including Sections 403, 406 and 407
- The Education Act 2002
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Equality Act 2010, including Part 6, Chapter 1
- The Public Sector Equality Duty (Section 149 of the Equality Act 2010), requiring public bodies to eliminate discrimination, advance equality of opportunity and foster good relations between different groups
- Keeping Children Safe in Education (KCSIE)
- Relevant safeguarding legislation and statutory guidance

The school recognises that effective RSE plays an important role in safeguarding pupils by helping them to recognise healthy and unhealthy relationships, understand personal boundaries, recognise risks both online and offline, and know how and where to seek support when needed.

3. Policy Development

This policy has been developed through consultation with staff, pupils, parents and governors. The school recognises the importance of engaging stakeholders in the development and review of Relationships and Sex Education (RSE) to ensure that the curriculum is relevant, responsive and reflects the needs of the school community.

The consultation and policy development process involved the following stages:

3.1 Review

A working group conducted a review of existing provision and an audit of curriculum content to ensure coverage of statutory requirements. This included consideration of the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance (July 2025), as well as relevant national and local guidance, safeguarding priorities and the needs of our pupils.

3.2 Staff Consultation

All staff were given the opportunity to review the draft policy and provide feedback and recommendations. This helped ensure that the policy reflects current practice and can be implemented effectively across the school.

3.3 Parent and Stakeholder Consultation

Parents and other interested stakeholders were invited to attend a consultation meeting regarding the proposed policy. This meeting took place on 4 June 2026.

Following this consultation, the draft policy was circulated to all parents and carers for a two-week consultation period. Feedback received was reviewed and considered during the final development of the policy.

3.4 Pupil Consultation

Pupil voice was gathered through a Microsoft Forms questionnaire that was made available to all students. This consultation explored pupils' views on RSE, the topics they felt were important and areas where they would like further support and information.

The completed policy was subsequently presented to the Student Parliament to provide a further opportunity for discussion and feedback.

3.5 Approval

Following consultation and amendment, the policy was presented to the Governing Board for approval.

The policy will be reviewed annually, or sooner if statutory guidance changes or local circumstances indicate that revisions are required.

4. Definition and Purpose of RSE

Relationships and Sex Education (RSE) is lifelong learning about relationships, health, wellbeing, sexuality and personal identity. It equips young people with the knowledge, understanding and skills they need to develop safe, healthy and respectful relationships and to make informed decisions about their health and wellbeing.

At The Stonehenge School, RSE is an integral part of our Personal Development curriculum and is supported by learning across the wider curriculum. This approach contributes to our wider safeguarding responsibilities and supports pupils to understand:

- The characteristics of healthy, respectful and positive relationships
- The importance of consent, communication, boundaries and mutual respect
- Physical, emotional and sexual development
- Sexual and reproductive health
- Equality, diversity and inclusion
- Online relationships, digital citizenship and emerging online risks
- How to recognise unhealthy, exploitative or abusive behaviours and how to seek support

RSE combines the sharing of accurate, age-appropriate and evidence-based information with opportunities for discussion, reflection and the development of personal skills and values.

RSE is not intended to encourage sexual activity. Rather, it aims to support pupils to make informed, responsible and safe choices, both now and in the future, while promoting respect for themselves and others.

5. Curriculum Sequencing

Our curriculum is set out as per Appendix 1 but we may need to adapt it, as and when necessary, in order to address specific needs as they arise.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

The curriculum is carefully sequenced across Key Stage 3 and Key Stage 4 to ensure pupils develop knowledge and skills before they encounter relevant situations in their lives.

In line with statutory guidance, pupils will develop an understanding of:

- consent, boundaries and respectful communication
- online safety and digital citizenship
- emerging technologies, including artificial intelligence (AI), deepfakes and online manipulation
- online harms including sextortion, exploitation and the sharing of sexual images
- sexual harassment, sexual violence and violence against women and girls
- healthy and unhealthy relationship behaviours, including coercive and controlling behaviour
- the impact of harmful stereotypes, misogyny and prejudice
- the influence of pornography and harmful online content on attitudes, behaviours and relationships
- how and where to access support, advice and safeguarding services when needed

The school is committed to working openly and transparently with parents and carers regarding the content of RSE. Curriculum overviews are available on the school website and parents may request to view curriculum materials used in lessons.

Where appropriate, upcoming RSE topics will be highlighted, through school communications, including newsletters, to enable parents and carers to engage with the content being taught and to discuss these topics at home if they wish.

6. Delivery of RSE

At The Stonehenge School, Relationships and Sex Education (RSE) is an integral part of our Personal Development curriculum and is supported through learning across the wider curriculum.

The majority of the RSE curriculum is delivered through timetabled PSHE lessons, which are allocated dedicated curriculum time and are taught by a team of subject specialists. This ensures that pupils receive a coherent, carefully sequenced programme of study that is age-appropriate, evidence-based and responsive to their needs.

Elements of RSE are also delivered through other curriculum areas where appropriate. For example, online safety and digital citizenship are explored through Computing and IT, while aspects of relationships, ethics and personal responsibility may be addressed through Culture and Issues, Science and other curriculum subjects.

The curriculum is further enhanced through assemblies, tutor time, themed events and external speakers, enabling pupils to explore topics in greater depth and within relevant real-life contexts.

Where external agencies or visitors are used to support delivery sessions will be planned and quality assured by school staff and delivered in line with this policy.

RSE focuses on providing young people with the knowledge, understanding and skills they need to develop healthy, respectful and fulfilling relationships and to make informed decisions about their health, wellbeing and future lives.

Teaching is delivered in a safe and supportive environment that encourages discussion, reflection and the development of personal skills, values and character.

6.1 Inclusivity

The Stonehenge School is committed to ensuring that RSE is accessible, inclusive and relevant to all pupils.

Teaching will:

- Consider how a diverse range of pupils may relate to the content being taught
- Be sensitive to the experiences, backgrounds and needs of all pupils
- Promote respect, equality and inclusion
- Create an environment in which pupils feel safe, supported and able to engage with key learning

To support effective learning, RSE may be delivered through a variety of approaches, including:

- Whole-class teaching
- Small group or targeted sessions
- Individual discussions where appropriate
- Digital and online learning resources

Teachers will carefully consider the needs of pupils, including those with special educational needs and disabilities (SEND), and will adapt teaching, resources and approaches as necessary to ensure all pupils can access the curriculum.

6.2 Use of Resources

The school will ensure that all resources used in RSE:

- Are aligned with statutory guidance and curriculum requirements
- Support pupils in applying their knowledge in a range of contexts and settings
- Are age-appropriate, taking account of pupils' age, stage of development and background
- Are evidence-based and factually accurate

- Are sourced from reputable and credible organisations
- Support effective teaching and learning
- Are sensitive to pupils' experiences and do not cause unnecessary distress
- Promote respect, equality and inclusion

In line with statutory guidance, parents and carers may request to view curriculum materials used in RSE.

The school is committed to working openly and transparently with parents and carers regarding the content and delivery of RSE.

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSE policy, monitor its implementation and hold the Headteacher to account for ensuring that RSE is delivered in accordance with statutory guidance.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, that appropriate resources are used, that parents and carers are appropriately informed about the curriculum, and for managing requests to withdraw pupils from non-statutory sex education components of RSE (section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive, age-appropriate and inclusive manner
- Modelling positive attitudes towards relationships, equality and respect
- Creating a safe learning environment that encourages discussion and reflection
- Monitoring pupil progress and engagement
- Responding to the needs of individual pupils, including those with SEND
- Following safeguarding procedures where concerns or disclosures arise
- Responding appropriately to pupils whose parents have requested withdrawal from the non-statutory elements of sex education

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss these with the Headteacher.

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' right to withdraw

Parents have the right to request that their child be withdrawn from the non-statutory components of sex education delivered as part of Relationships and Sex Education (RSE) up to and until three terms before the child turns 16.

After this point, if the pupil wishes to receive sex education rather than remain withdrawn, the school will make arrangements for this to take place.

Parents do not have the right to withdraw their child from Relationships Education, Health Education or the biological aspects of human reproduction covered within the Science curriculum.

Requests for withdrawal should be made in writing using the form included in Appendix 3 of this policy and addressed to the Headteacher.

A copy of any withdrawal request will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and, where appropriate, the pupil, before confirming arrangements.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the period of withdrawal.

Teachers may answer factual questions relating to statutory curriculum content, even where a pupil has been withdrawn from the non-statutory elements of sex education.

9. Training

Staff are offered ongoing professional development to aid in the delivery of RSE. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

Delivery will be monitored by the Curriculum Lead for Personal Development through: Work Scrutiny, Lesson observations, Line Management, Student Voice and departmental reviews.

Findings from monitoring activities will inform curriculum development, staff training and quality assurance and will be reviewed through regular line management meetings with the Deputy Headteacher responsible for Personal Development.

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

This policy will be reviewed by the Deputy Head responsible for RSE annually. At every review, the policy will be approved by the governing board.

Relationships and Sex Education Curriculum Overview

Year Group	Key Themes
Year 7	Transition and safety, diversity and inclusion, healthy friendships, puberty and personal wellbeing
Year 8	Substance misuse, identity and relationships, online safety, consent, emotional wellbeing and discrimination
Year 9	Healthy and unhealthy relationships, family life, democracy and citizenship, gangs and exploitation, contraception, consent and sexual health
Year 10	Pregnancy choices, fertility, violence against women and girls, mental health, pornography, healthy relationships and future pathways
Year 11	STI prevention, sexual health services, screening and self-examination, healthy lifestyles, extremism, finance and preparation for adulthood

The curriculum is sequenced to ensure pupils revisit and deepen their understanding of relationships, health and wellbeing as they progress through the school. Topics are revisited at increasing levels of complexity to support pupils' development and reflect statutory guidance.

RSHE is primarily delivered through PSHE and complemented through work completed across the wider curriculum. To see the PSHE learning journey please [click here](#).

The Stonehenge School maintains a detailed curriculum mapping and statutory coverage audit which demonstrates how Relationships and Sex Education is sequenced across Key Stage 3 and Key Stage 4 and how the curriculum meets the requirements of the Department for Education's statutory guidance.

This document is reviewed annually as part of the school's curriculum review process and is available to parents, governors and other stakeholders on request.

Appendix 2: By the end of secondary school, pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable and healthy relationships and the characteristics of each. • How positive family relationships contribute to wellbeing, human happiness and the successful upbringing of children. • The characteristics and legal status of marriage and civil partnerships, including the legal rights, protections and responsibilities they provide. • That "common-law marriage" is a myth and that living together does not give couples the same legal rights as marriage or civil partnership. • Why marriage and civil partnership are important relationship choices for many people and that these relationships must always be entered into freely. • That forced marriage and marriage under the age of 18 are illegal in England and Wales. • How families and relationships may change over time through events such as birth, adoption, fostering, separation, divorce, bereavement and new relationships. • The roles and responsibilities of parents and carers, including the importance of early childhood experiences in supporting healthy development. • How to recognise when family or other relationships are unsafe and how to seek advice or support for themselves or others

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• The characteristics of healthy, positive and respectful relationships in all contexts, including friendships, family relationships, online relationships and intimate relationships. These include trust, honesty, kindness, generosity, empathy, loyalty, respect, privacy, communication, consent and the ability to manage conflict and end relationships appropriately. • The practical steps they can take to build and maintain respectful relationships, communicate effectively, resolve conflict and recognise when relationships have become unhealthy. • The importance of self-respect, self-esteem and emotional resilience in developing healthy relationships and making positive choices. • That everyone has the right to be treated with dignity and respect, regardless of age, sex, gender reassignment, race, religion or belief, disability or sexual orientation, and that everyone has a responsibility to show respect for others. • The different forms of bullying, including online bullying, prejudice-based bullying and sexual harassment, the impact these behaviours have on individuals and communities, the responsibility of bystanders to act safely, and how and where to seek help. • How stereotypes and prejudice can influence attitudes and behaviours, including misogyny, sexism, racism, homophobia, biphobia, transphobia, disability discrimination and other forms of discrimination. • How harmful attitudes, stereotypes and unequal power can affect relationships, including how misogyny and prejudice can normalise abusive or controlling behaviour.

	• The importance of consent, mutual respect, kindness and care in all relationships. Pupils should understand that ethical behaviour goes beyond simply obtaining consent and includes recognising the needs, feelings and vulnerabilities of others. • How inequalities of power may influence behaviour within relationships and how to recognise manipulation, coercion and controlling behaviour. • That some behaviours within relationships are criminal, including coercive and controlling behaviour, stalking, sexual harassment, sexual violence and other forms of abuse. • How pornography and other sexually explicit material can present unrealistic and harmful portrayals of relationships, reinforce harmful stereotypes and influence expectations about sex, consent and body image. • How online influencers, social media and online communities can influence attitudes towards relationships and gender, including recognising harmful or extremist content such as misogynistic online communities, and how to think critically about information encountered online. • How to recognise when they or others may need support in a relationship and how to access appropriate help both within school and from external agencies
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TOPIC	PUPILS SHOULD KNOW
Online and media	• 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 once it has been shared. • Not to provide material to others that they would not want shared further and not to share personal material that has been sent to them. • What to do and where to seek support to report harmful content or manage concerns online. • The impact of viewing harmful online content, including sexually explicit material. • That pornography presents a distorted picture of sexual behaviours and relationships and can negatively affect attitudes towards consent, body image and healthy relationships. • That sharing or possessing indecent images of children (including images created by children themselves) is a criminal offence which carries serious legal consequences. • That sharing or possessing AI-generated indecent images of a person under the age of 18 is also a criminal offence. • How information and personal data is generated, collected, shared and used online. • The importance of protecting personal information online through appropriate privacy and location settings and understanding the difference between public and private online spaces. • The risks associated with artificial intelligence (AI), including AI-generated content, deepfakes and manipulated images or videos, and how these may be used to spread misinformation, exploit others or facilitate abuse. • The prevalence of deepfake technology and how to critically evaluate online images, videos and other digital content. • The risks associated with AI chatbots and other emerging technologies, including the creation of false intimacy, manipulation and the sharing of inaccurate or harmful advice.

	• The risks of sextortion, online sexual exploitation and scams involving sexual images or relationships, including how to recognise these risks and seek support. • That online content may promote misogyny, violence, harmful stereotypes or other forms of prejudice, and how to critically evaluate information shared by influencers, online communities and social media platforms. • How technology may be used to facilitate bullying, harassment, coercive or controlling behaviour, stalking and other forms of abuse. • That websites, apps and social media platforms may collect and use personal information for commercial purposes, including targeted advertising, and why it is important to understand how personal data is used online. • How to recognise misinformation, disinformation and manipulated digital content, and how to access reliable sources of information.
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TOPIC	PUPILS SHOULD KNOW
Being Safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation (FGM), and how these can affect current and future relationships. • How people can actively communicate, recognise and respect consent from others, including sexual consent, and understand that consent can be withdrawn at any time and in all contexts, including online. • That consent is only one part of healthy relationships and that kindness, respect, care and consideration for others should underpin all interactions and relationships. • How to recognise, resist and seek support if they experience pressure, coercion or manipulation within relationships, including sexual pressure and pressure from peers. • That sexual harassment, sexual violence and public sexual harassment are unacceptable, are never the fault of the person experiencing them and should always be reported. • That behaviours such as stalking, coercive and controlling behaviour, emotional abuse and economic abuse are forms of domestic abuse and are criminal offences. • The concepts and laws relating to harmful sexual behaviour between children and young people, including recognising concerning behaviours and knowing how to seek support. • The risks associated with criminal and sexual exploitation, including online exploitation, and how perpetrators may manipulate or groom young people. • The physical and emotional harms caused by female genital mutilation (FGM), virginity testing and hymenoplasty, together with the laws protecting children and young people from these practices. • That strangulation and suffocation are criminal offences and that any activity involving pressure to the neck or covering the mouth or nose can cause serious injury or death, regardless of whether injury is immediately visible

	• That pornography and other harmful sexual content may normalise abusive or dangerous behaviours that should never be considered acceptable in healthy relationships. • How to increase their personal safety in different situations, including online, in public spaces, when travelling independently and when socialising with others. • That strategies to improve personal safety are intended to reduce risk and never imply responsibility or blame if someone experiences abuse or harm. • How and where to seek help for themselves or others if they are worried about abuse, exploitation, violence or harmful behaviour, including accessing trusted adults, school staff and external support services
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TOPIC	PUPILS SHOULD KNOW
Intimate and Sexual Relationships, including Sexual Health	• How to recognise the characteristics of healthy, respectful and consensual intimate and sexual relationships, including the importance of mutual respect, trust, honesty, communication and consent. • That all sexual activity should be consensual and that consent can be withdrawn at any time. • That healthy intimate relationships are based not only on consent but also on kindness, respect, care, equality and shared responsibility • The concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape and sexual assault. • How to identify and seek support if they experience pressure, coercion or abuse within intimate relationships. • The facts about reproductive health, including fertility, pregnancy and childbirth. • The range of methods of contraception available, how they work, where to access them and how to make informed choices about contraception. • The effectiveness of different methods of contraception in preventing pregnancy and sexually transmitted infections (STIs), including the importance of dual protection where appropriate.

Appendix 3 to The Stonehenge School Relationships And Sex Education Policy 2026

Parent form: withdrawal from non-statutory sex education components within RSE

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	