

Anglo European School

Relationships and Sex Education (RSE) Policy



Last reviewed 8/9/2026

This policy is regularly reviewed following recommended guidelines

1. Aims

This policy reflects the updated statutory RSHE guidance (DfE, July 2025) and safeguarding expectations. The aims of RSHE at this school are to:

- Provide a safe, inclusive framework for sensitive discussion
- Equip students with knowledge to develop healthy, respectful relationships
- Support understanding of sexual development, health and wellbeing
- Promote respect, confidence, consent and empathy
- Foster a positive, inclusive culture free from discrimination
- Actively challenge misogyny, disrespectful and harmful attitudes and actions
- Ensure students understand rights and responsibilities
- Ensure students understand the law and how to seek support for themselves and others

2. Statutory Framework

This policy complies with and should be read alongside the latest statutory guidance:

- Children and Social Work Act 2017
- Relationships, Sex and Health Education Statutory Guidance (DfE, updated July 2025; implementation September 2026)
- Keeping Children Safe in Education (KCSIE 2025)
- Equality Act 2010 and Public Sector Equality Duty
- Education Act 1996 (sections 403, 406, 407)
- Human Rights Act 1998
- Online Safety Act 2023

3. Safeguarding Integration

RSHE is a central part of the school's safeguarding provision.

Teaching explicitly addresses:

- Child-on-child abuse, sexual violence and sexual harassment
- Misogyny, harmful gender norms and violence against women and girls (VAWG)
- Grooming, exploitation and coercion
- Harmful sexual behaviour
- Online harms, including exposure to inappropriate or harmful content

The curriculum reflects emerging safeguarding risks, including:

- Toxic online influencers and harmful subcultures
- AI-generated content (e.g. deepfakes)
- Financial exploitation and scams

Students are taught how to:

- Recognise unsafe situations
- Report concerns confidently
- Access trusted support

All staff delivering RSHE receive safeguarding-aligned training and follow school safeguarding procedures.

4. Curriculum Principles

The RSHE curriculum is:

- Age-appropriate, evidence-based and inclusive
- Carefully sequenced to build knowledge over time
- Reflective of current safeguarding risks and societal issues
- Adapted to meet SEND needs

The curriculum explicitly includes:

- Consent, boundaries and respectful behaviour
- Misogyny, discrimination and harmful stereotypes
- Healthy relationships and equality
- Digital resilience and critical thinking

5. Statutory Curriculum Areas

- Relationships and families
- Respectful relationships and friendships
- Online safety and media literacy
- Being safe (including consent, abuse and exploitation)
- Intimate and sexual relationships and health
- Personal safety (e.g. road, rail, water and public space safety)
- Misogyny and violence against women and girls
- Mental health, including grief, loss and loneliness
- Online risks including:
 - Financial scams and exploitation
 - Gaming harms and monetisation
 - AI/manipulated media
 - Harmful online communities

6. Curriculum delivery

RSHE is delivered through:

- Citizenship/PSHE programme
- Science curriculum (biological aspects)
- Cross-curricular contributions (e.g. Computing, RS, PE, Food Tech and English)

Teaching will:

- Take place in a safe, inclusive and respectful environment
- Be age-appropriate and responsive to student needs
- Be delivered by trained staff
- Use high-quality, evidence-based resources
- Be trauma-informed and sensitive

Teachers will establish clear ground rules and manage sensitive discussions appropriately.

7. Equality, Diversity and Inclusion

The school ensures RSHE:

- Is inclusive of all students, including LGBTQ+ students and those with protected characteristics
- Reflects diverse family structures
- Promotes equality and challenges discrimination
- Avoids stereotyping and bias

Teaching complies fully with the Equality Act 2010 and supports all protected characteristics.

8. External Agencies

Where external providers are used:

- The school retains full responsibility for content
- Materials are reviewed in advance
- Providers must align with statutory guidance and safeguarding expectations
- Sessions are supervised by school staff

9. Roles and Responsibilities

Governing Body	• Approves policy and ensures statutory compliance
Headteacher & Deputy Headteachers (Pastoral & Curriculum)	• Oversees implementation and curriculum quality • Manages withdrawal requests
Designated Safeguarding Lead (DSL)	• Ensures RSHE content reflects safeguarding priorities
Assistant Headteacher (Teaching & Learning)	• Oversees quality of teaching and quality assures monitoring
Staff	• Deliver RSHE sensitively and accurately • Follow safeguarding procedures for disclosures • Adhere to expectations as outlined in our Anglo Teacher Standards • Engage in necessary training to ensure necessary levels of expertise

Students	• Engage respectfully and follow agreed ground rules • Show sensitivity and empathy to those who may be affected by topics covered in lessons and discussions • Engage in learning to the best of their ability
-----------------	---

10. Parental Engagement and Right to Withdraw

Parents have the right to withdraw their child from non-statutory sex education (outside Science) up to three terms before age 16.

The school will:

- Provide an opportunity for parental consultation on our RSHE provision
- Provide transparency and access to curriculum materials
- Engage in open dialogue with parents and carers

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher. Such requests will lead to a meeting with a Headteacher, where the following will be considered;

- a. The reasons for withdrawal.
- b. Any reasonable adjustments the school could make, short of withdrawal that would reassure the parents and/or the student.
- c. Whether the reasons for withdrawal raise any other concerns (e.g. safeguarding).
- d. Arrangements for completion of alternative work.
- e. The expectations the school has of any student who is withdrawn.
- f. Arrangements made by the parents to ensure their child's understanding of relationships and sex continues to develop.

A copy of withdrawal requests will be placed in the student's educational record.

11. Monitoring, Review and Quality Assurance

The school will ensure RSHE quality through:

- Curriculum mapping and sequencing reviews
- Lesson observations and learning walks
- Student voice and feedback
- Safeguarding audits

Impact will be evaluated through:

- Student understanding and assessment
- Behaviour and attitudes monitoring
- Safeguarding outcomes

The policy will be reviewed annually or sooner following:

- Updates to statutory guidance
- Changes in safeguarding requirements
- Changes to Ofsted evaluation criteria

12. Compliance Statement

This policy is fully aligned with the DfE updated RSHE statutory guidance 2026 and is ready for implementation by September 2026.

It reflects strengthened expectations in relation to:

- Safeguarding and emerging risks
- Misogyny and harmful behaviours
- Online safety and digital environments
- Personal safety and wellbeing
- Mental health education

APPENDIX 1: Parent Form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of student		Tutor Group	
Name of parent/ carer		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education (RSE). Please note there is no statutory right to withdraw from any aspect of Relationships Education.			
Please include arrangements you intend to make for alternative study			
Any other information you would like the school to consider			
Parent's/Carer's signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion between Headteacher and parent/carers			

TO BE COMPLETED BY PARENTS

Date implemented:	
Monitored by:	
Date of Review:	

APPENDIX 2: RSHE Curriculum Progression Map

This appendix is designed to show **sequencing, progression and curriculum intent** clearly. It demonstrates how knowledge is built over time, why each topic is taught when it is, and how the curriculum links to safeguarding, personal development and statutory RSHE requirements. The RSHE curriculum is intentionally sequenced so that pupils first learn the language of respect, safety and belonging; then develop resilience, critical thinking and awareness of risk; and finally apply that knowledge to more complex topics such as consent, abuse, sexual health, equality, law and adult responsibility. This sequencing reflects pupils' developmental stages, safeguarding needs and the statutory requirements of the DfE guidance.

How to read this appendix

For each key stage/year group, the curriculum is set out under four headings:

- **Core knowledge** – what pupils should know
- **Skills and dispositions** – what pupils should be able to do or show
- **Why this is taught here** – the rationale for sequencing
- **Evidence of progression** – how learning builds from prior years and prepares for later learning

YEAR GROUP	CORE KNOWLEDGE	SKILLS & DISPOSITIONS	WHY THIS IS TAUGHT HERE	EVIDENCE OF PROGRESSION
YEAR 7: Foundations of Respect, Identity and Safety	• What respectful friendships look like • Boundaries, kindness, trust and privacy • Puberty and body changes • Different families and relationships • Introduction to online safety and digital footprints • Bullying, bystander responsibility and reporting routes • Age-appropriate learning around FGM and honour-based abuse •	• Use respectful language and challenge unkind behaviour • Identify trusted adults and support routes • Recognise basic signs of unhealthy behaviour • Understand that everyone deserves respect	Year 7 establishes the foundations for the whole RSHE curriculum. Pupils are new to secondary school and need explicit teaching about belonging, personal safety, friendships and identity before more complex content is introduced	This prepares pupils for Year 8 content on peer pressure, diversity and online risk, and later for more complex teaching on consent, abuse and sexual health
YEAR 8: Influence, Diversity and Risk	• Peer pressure, influence and assertiveness • Stereotypes, prejudice and discrimination • Diversity in families, beliefs and identities • Online risk, grooming indicators and exploitation • Extremism, radicalisation and manipulative influence • Respectful responses to difference	• Resist unsafe pressure • Evaluate influences from peers, media and online spaces • Recognise stereotyping and challenge prejudice • Report concerns about grooming, exploitation or harmful content	Year 8 pupils are increasingly exposed to social and online pressure. This stage develops critical thinking and resilience before pupils meet more explicit content about relationships, consent, sexual health and media influence in Year 9	Year 8 builds on Year 7 friendship and safety content and prepares pupils for Year 9 work on sexual ethics, consent, coercion, healthy relationships and the law
YEAR 9: Relationships, Consent, Health and Media Influence	• Healthy and unhealthy relationships • Consent, boundaries and coercion • Relationship abuse and help-seeking • Sexual health, puberty recap and reproductive knowledge • Media influence, pornography and distorted expectations	• Recognise positive and harmful relationship behaviours • Understand that consent must be freely given, informed and can be withdrawn • Make safe decisions and seek help early • Critically evaluate media messages about sex, bodies and relationships	Year 9 is the key transition point between early adolescent learning and more mature RSHE content. It is the stage at which pupils need clear, accurate and factual teaching to support safeguarding, healthy decision-making and preparation for KS4	This year group consolidates earlier learning around respect and safety and introduces more explicit statutory content on intimate relationships, sexual health and the law

	• Online image sharing, pressure and legal consequences • Pregnancy, contraception and STI prevention (age-appropriate and statutory)			
--	---	--	--	--

YEAR GROUP	CORE KNOWLEDGE	SKILLS & DISPOSITIONS	WHY THIS IS TAUGHT HERE	EVIDENCE OF PROGRESSION
KEY STAGE 4: Responsibility, Law, Health and Future Choices	• Consent, coercion, exploitation and the law • Healthy and unhealthy intimate relationships • Abusive relationships, forced marriage, FGM and honour-based abuse • Sexual health, contraception, STIs and fertility • Pregnancy choices and support routes • Equality, protected characteristics and identity • Workplace relationships, harassment and professional boundaries • Safe decision-making in social, public and online contexts	• Apply knowledge to real-life scenarios • Identify support routes and legal protections • Make informed and responsible choices • Evaluate risk in social, online and future workplace situations	KS4 pupils are approaching adulthood and need knowledge that prepares them for independent decision-making, safeguarding, health and respectful conduct in wider society. This is also the phase where learning must be explicitly linked to law, rights and responsibilities	KS4 deepens and applies the knowledge from Years 7–9. Pupils move from recognising healthy relationships to analysing complex situations, legal frameworks and long-term consequences
SIXTH FORM: Adult Relationships, Rights, Safety and Leadership	• Healthy adult relationships and workplace boundaries • Consent, respect, power and professional conduct • Online safety, privacy, data protection and digital reputation • Risk in social settings, clubs, festivals and travel contexts • Relationship choices, responsibility and communication • Supporting others and acting as positive role models	• Apply safeguarding and relationship knowledge independently • Lead by example in peer contexts • Make informed decisions in higher-risk adult contexts • Recognise and challenge unsafe norms in wider society	Sixth form RSHE prepares students for adulthood, higher education, employment and independent life. It supports transition to adult responsibilities and reinforces statutory learning in a context of greater autonomy and social complexity	This stage revisits earlier learning but applies it to adult contexts: workplace conduct, consent, online presence, digital safety and long-term relationships

PROGRESSION MAP
Key Curriculum Threads Across Years

YEAR GROUP	RESPECT & RELATIONSHIPS	SAFETY & SAFEGUARDING	ONLINE LIFE & MEDIA LITERACY	EQUALITY, IDENTITY & INCLUSION
YEAR 7	Friendship, kindness, trust, boundaries	Basic safety, trusted adults, bullying and reporting	Digital footprints and online behaviour	Different family structures and respect for others
YEAR 8	Peer influence, prejudice, diversity	Online grooming, exploitation, manipulation	Pressure, misinformation and risk online	Stereotypes, prejudice and discrimination
YEAR 9	Healthy/unhealthy relationships, coercion, abuse	Coercion, image-sharing, relationship abuse	Pornography, image-sharing, social media pressure	Relationships, identity and media messaging
KS4	Law, intimate relationships, professional conduct	Forced marriage, FGM, honour-based abuse, legal rights	Digital reputation, harassment, law and consent online	Protected characteristics, equality law and social responsibility
SIXTH FORM	Adult relationships, workplace boundaries, role modelling	Risk management, safeguarding in adult contexts	Privacy, data, professional digital identity	Inclusive leadership and respectful adult citizenship