



## **Beths Grammar School**

### **Relationships and Sex Education Policy**

As a secondary academy school we must provide RSE to all pupils as per section 34 and 35 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996, and to be compliant with section 69 of the Children and Families Act. This policy is fully in line with the DfE RSE statutory guidance for teaching from 01 September 2026. Government guidance on statutory RSE can be found here [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

At Beths Grammar School we teach RSE as set out in this policy.

#### **Introduction**

1. Sex and Relationships Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable family life and loving relationships; respect, love and care. It involves acquiring information, and forming positive beliefs, values and attitudes. It is also about teaching in relation to sex, sexuality and sexual health.
2. The aim of the programme of sex and relationships education is to present facts in an objective and balanced manner to enable students to comprehend the range of sexual attitudes and behaviour in present day society; to know what is and is not legal; to consider their own attitudes; and to make informed, reasoned and responsible decisions about the attitudes they will adopt, both while they are at school and in adulthood. Teaching about the physical aspects of sexual behaviour will be set within a clear moral framework in which students are encouraged to consider the importance of self-restraint, dignity and respect for themselves and others; and are helped to recognise the physical and moral risks of casual and promiscuous sexual behaviour. We are also committed to teaching about the dangers caused by online pornography. Teaching about consent and abusive relationships is important.

#### **3. Intent and Ethos**

It is intended that:

- Sex and Relationships education will form part of the whole curriculum for the school.
  - Sex and Relationships education will not feature as a discreet subject on the timetable but will form part of a broader programme of Personal, Social, Health, Citizenship and Economics Education (PSHCE). Elements of Sex Education are also delivered in units of science work.
  - The teaching offered by this school aims to be complementary and supportive to the role of the parents/carers.
  - Education about sexually transmitted disease is an important element in the teaching programme offered to the students in later years of compulsory schooling at the school.
4. The school will aim to ensure that all classroom aspects of the Sex Education programme are handled sensitively, professionally and responsibly by teaching staff who acknowledge the importance of the school's values. Students will be encouraged to treat all sexual issues with thoughtfulness and with a due regard to individual responsibility.

## Implementation

1. Sex and Relationships Education will be delivered in such a manner as to encourage students to have due regard to moral consideration and the value of family life. The Trustees support the use of outside specialist speakers on particular topics whose contribution will need to be consistent, both with the Governors' overall policy for Sex and Relationships Education, and with current statutory requirements.
2. This syllabus has been put together over by the PSHCE lead, with support from pastoral leaders, the religious studies department, the SEND department, the wellbeing lead, school counsellor and the safeguarding team (all level 3 trained). It should also be understood in relation to the following policies:
  - Sex and Relationships Education
  - Safeguarding and Child Protection
  - Prevent
  - SEND and Disability policy
  - Online Safety
  - Equalities including Protected Characteristics
  - Emotional Wellbeing and Mental Health

Beths Grammar School makes the necessary adaptations for students with special educational needs (SEND). The programme is inclusive to all as set out by the SEND code of practice. It is also written in compliance with the Department for Education's guidance *Personal, social, health and economic (PSHE) education September 2021*. All parents were/ and will continue to be consulted about content during the initial stages of the development of this syllabus which has been written precisely for the students of Beths Grammar School and their child developmental needs. We ensure that teaching is sensitive, age and developmentally appropriate and deliver it with reference to the law.

It is the responsibility of the PSHCE Lead to oversee, monitor and evaluate the delivery of Sex and Relationships Education in the context of its delivery through PSHCE, and of the Head of Science in the context of the science curriculum. This will be done as part of the school's programme of self-evaluation.

They will likely focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online and on social media; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

3. There is an emphasis throughout these years on developing each student's self-esteem and respect for others, and on the importance of making unforced informed personal moral choices about sexual behaviour within an ethical framework informed by the law.
4. Beths Grammar School takes a thematic approach to PSHCE. Students benefit from an age appropriate, spiral curriculum that explores three main areas: health and wellbeing, living in the wider world and relationships. The Sex and Relationships Education programme aims to ensure that students "revisit" the issues covered at different stages and with growing moral maturity. The Trustees Students Committee is responsible for overseeing, reviewing and revising the Sex and Relationship Education Policy.
5. The Board of Trustees has delegated the approval of this policy to the headteacher.
6. Staff assigned to teach PSHCE are responsible for:
  - Delivering PSHCE and RSE in a sensitive way
  - Modelling positive attitudes to PSHCE and RSE
  - Accessing CPD to support their knowledge and delivery of PSHCE and RSE
  - Monitoring progress
  - Responding to the needs of individual pupils
7. 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 PSHCE Lead initially and if this fails to resolve the issue with the Headteacher.

## **Impact**

(a) The intended impact of our curriculum is to develop socially confident individuals who are emotionally resilient as well as financially and digitally literate. Furthermore, the RSHE and PSHE curriculum supports in preparing our students to positively contribute to the multicultural and diverse communities they live in and have a wider presence in. Students are also given the opportunity to develop their empathy and social skills by discussing topical and sensitive issues with their peers. In addition, we ensure our students stay updated on what is happening in the wider world so that they can make informed decisions in life.

(b) Students will leave Beths Grammar School with:

- Formal guidance on personal, social and moral issues, including statutory sex and relationships education.
- To educate about important social values including those termed British values.
- Health education including and mental health.
- A concept of active citizenship both on a local, national and international level.
- Excellent careers guidance, enterprise education and financial literacy.
- Informed how to protect themselves against dangers in life which can cause harm, including extremism.
- Basic economic literacy and develop enterprise.

- Excellent communication skills, both oral and written.
- Empowered to be confident, happy and successful.
- A deep understanding of the religious and cultural beliefs of others.

Overall, the curriculum teaches our students to be mature, sociable and compassionate individuals which, in turn, will improve their future employability skills and lead healthier and happier lives.

### **Right of Withdrawal of Students from Sex and Relationships Education**

8. Parents have the right to withdraw their children from the 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 2 of this policy and addressed to the Headteacher.
9. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.
10. Alternative work will be given to students who are withdrawn from sex education.
11. In teaching Relationship Education and RSE, we should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. We ensure that we comply with the relevant provisions of the Equality Act 2020, under which LGBTQ+IA, including sexual orientation and gender reassignment are amongst the protected characteristics.

### **Personal Advice and Counselling**

12. Occasionally students may wish to talk with teaching staff about their personal sexual concerns. In such cases, all teaching staff should refer to the student's Head of Year (HOY) who might further refer to their Key Stage Manager (KSM). They will offer support or a referral as appropriate.
13. In cases where there is thought to be a possibility of unlawful or abusive sexual behaviour, the HOY and/or KSM will refer to the Headteacher and to the designated Safeguarding Lead/Child Protection Officer.
14. Where a student is seeking further advice on matters such as sexuality, contraception, sexual behaviour or relationships, the school's policy will be to encourage the student to discuss these matters with their parent(s), their GP, or, in some cases, with an appropriate counselling service. When the School Counsellor provides consultations for students the same procedures will apply.
15. All staff are also instructed that they may not promise confidentiality to any student but should make it clear to the student that they are referring the matter to the appropriate member of staff. The school advises extreme caution to staff in offering any direct advice in matters concerned with sex or sexuality.

### **Issues of Confidentiality**

16. In a case where a teacher learns from a student under the age of 16 years that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to their parent/carer and if necessary to seek medical advice.
  - safeguarding and child protection issues will be considered and referred if necessary to the teacher responsible for safeguarding and child protection under the school's procedures.
  - the young person will be properly counselled about contraception and safer sex, including precise information about where young people can access contraception and advice services.
17. In any case where safeguarding issues arise, staff must follow the usual procedures (see the school's Safeguarding & Child Protection Policy).

### **Sexuality**

18. Some of our students may well define themselves as lesbian, gay, bisexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people.
19. Our approach to sex and relationship education will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of LGBT students. We shall also actively tackle homophobic behaviour.

### **Content of our Relationships and Sex Education**

20. The content for relationships and sex education is covered as part of the wider PSHCE syllabus. The syllabus for PSHCE is available on the school website. [Curriculum Maps - Beths Grammar School](#)
21. We are committed to ensuring that relationship and sex education is compliant with the Equality Act 2010. This means that students with protected characteristics are educated and supported within the school.

### **Support for Parents and Carers**

22. For parents and carers who would like to continue conversations about PSHCE and RSE at home with their young people, we have collated a range of helpful resources on the Parent page of our website. A link is included here. [Parent-carer-guidance.pdf](#)

*Reviewed: Summer 2026*

*Next scheduled review date: Summer 2027*

Appendix: Parent form: withdrawal from sex education 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 |  |
|                                             |  |