



## Relationships and Sex Education Policy

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Owner	Deputy Headteacher – Student Wellbeing
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Ratified by	Trust Board
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## 1 Aims

- 1.1 This is the Relationships and Sex Education (RSE) Policy for pupils of St. Martin's School (**SMS**).
- 1.2 SMS is part of Discovery Educational Trust (**DET**).
- 1.3 The aim of the RSE programme at SMS is to:
  - 1.3.1 teach pupils the skills and knowledge that form the building blocks of all positive relationships and understand the importance of equality and respect;
  - 1.3.2 support pupils from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe;
  - 1.3.3 equip pupils to keep themselves and others safe, and to recognise and report risks and abuse, including online.
- 1.4 RSE will be delivered as part of a whole-School approach to wellbeing and positive relationships, supported by other DET and SMS policies, including the DET Safeguarding and Child Protection Policy and the HPS Behaviour Policy.
- 1.5 SMS understands that there will be a range of opinions regarding some topics within RSE. The guiding principle will be that the subject will be taught in a factual way, which reflects the law in order that pupils are clear about their rights and responsibilities as citizens.

## 2 Application

- 2.1 This Policy applies to SMS pupils in Year Groups 7 to 11.

## 3 Definitions

- 3.1 Where the following words or phrases are used in this Policy:
  - 3.1.1 the Relationships and Sex Education Policy is referred to as **this Policy**;
  - 3.1.2 references to DET means the Trust Board (TB) of DET;
  - 3.1.3 **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person, who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer/legal guardian);
  - 3.1.4 **School days** mean Monday to Friday, when SMS is open during term time. The dates of term are published on the SMS website.

## 4 Responsibility Statement

- 4.1 DET has overall responsibility for all matters which are the subject of this Policy.
- 4.2 DET will be responsible for providing suitable training to all staff, who are responsible for teaching topics relevant to the RSE programme.
- 4.3 The level and frequency of training depends on the role of the individual member of staff. SMS maintains written records of all staff training.
- 4.4 SMS has appointed an appropriate senior leader with dedicated time to lead specialist provision, e.g. a Personal, Social, Health and Economic (**PSHE**) education coordinator, with responsibility for the curriculum area. The Subject Leader will hold, at least, termly meetings

with the pupil body, the Senior Leadership Team (SLT) and other members of staff with pastoral responsibilities to ensure that the subjects will sit within the context of the SMS broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

- 4.5 Where external organisations are used to deliver some aspects of the curriculum, DET will always remain responsible for the content and the way in which children are taught. Any external resources will be reviewed to check that they are accurate, age- and stage-appropriate and unbiased.
- 4.6 In order to achieve full and effective implementation of this Policy, DET has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Keeping the Policy up to date and compliant with the law and best practice	Deputy Headteacher (DHT) – Student Wellbeing	As required, and, at least, termly
Monitoring the implementation of the Policy	DHT – Student Wellbeing and Subject Leader – PSHE	As required, and, at least, termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the SMS processes under the Policy	DHT – Student Wellbeing and Subject Leader – PSHE	As required, ideally termly
Maintaining up to date records of all information created in relation to the Policy and its implementation as required by the UK GDPR	DHT – Student Wellbeing and the GDPR Lead	As required, and, at least, termly
Formal annual review	DET	Annually
Consultation on the Policy	DHT – Student Wellbeing	Annually
Overall responsibility for content and implementation	DET	As a minimum annually

## 5 Consultation with Parents

- 5.1 SMS will proactively engage and consult Parents when it develops and reviews this Policy, ensuring that Parents understand that effective RSE is important for promoting and protecting the wellbeing of all children.
- 5.2 SMS recognises the vital role that Parents play in supporting their children’s understanding of relationships, and values Parents’ views in shaping the curriculum. Parents will be given regular opportunities to learn about and ask questions regarding the SMS approach to RSE.
- 5.3 SMS will consult closely with Parents and consider their feedback. Parents’ views will help inform curriculum decisions, but final decisions rest with the School. Parents will always have

access to curriculum materials, and SMS will not work with external providers, who restrict this access.

5.4 Parents will be provided with clear information about:

5.4.1 The differentiation between the relationships education content of the curriculum and the sex education content;

5.4.2 how the curriculum is delivered, including what is taught in each Year Group;

5.4.3 the resources used to support teaching;

5.4.4 their legal right to request that their child is withdrawn from sex education.

## 6 Curriculum Content

6.1 **Relationships education** may be taught in stand-alone lessons or reinforced in other curriculum subjects, e.g. PSHE, citizenship, science, computing.

6.2 Focus will be placed on:

6.2.1 providing pupils with the information that they need to develop healthy, safe and nurturing relationships of all kinds; including the knowledge that they need in later life and to keep themselves and others safe;

6.2.2 supporting pupils' confidence and self-esteem to enable them to make their own choices about whether, or when, to develop safe, fulfilling and healthy relationships;

6.2.3 teaching pupils how to stay safe, including online, and how to identify when technology can lead to forms of abusive and/or illegal behaviour, and how to seek support about concerns;

6.2.4 what tolerance requires, including the importance of tolerance of other people's beliefs.

6.3 Protective and preventative teaching should be age- and stage-appropriate and accessible to pupils.

6.4 **Sex education** content will cover intimate and sexual relationships, including sexual health. Refer Appendix 1 for more details.

6.5 Parents will have a right to request that their child is withdrawn from some or all of the sex education curriculum. SMS will ensure that Parents are aware of sex education content within lessons in advance. Refer to **Appendix 3** for a template request letter to withdraw a pupil from sex education.

6.6 The DHT – Student Wellbeing will discuss requests with Parents, and pupils (if appropriate), to understand the request and clarify the nature and purpose of the curriculum, including the benefits of sex education and any detrimental effects of the withdrawal. SMS will document this process to ensure a record is kept.

6.7 Pupils can opt back in to sex education from three terms before they turn 16, regardless of the views of their Parents in relation to sex education.

6.8 SMS may discuss faith perspectives where relevant and will clearly identify when content reflects religious beliefs. As a non-faith school, SMS does not promote any faith viewpoint.

6.9 Further details about curriculum content can be found in Appendix 1.

6.10 **Health education** – SMS is also required to teach health education as part of the requirement to teach PSHE. As health education topics are related to the requirement to teach RSE, SMS has included further details about curriculum content in Appendix 1.

## 7 Curriculum Delivery

7.1 SMS ensures that sufficient and regular time is allocated within the curriculum to deliver the RSE curriculum effectively, and in a manner designed to facilitate meaningful discussion.

7.2 Curriculum content and curriculum delivery are underpinned by the SMS Behaviour Policy and pastoral support system, as well as by a planned programme of evidence-based RSE, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

7.3 The majority of RSE is delivered through the three curriculum areas of Religious Education (RE), PSHE and science. It is carefully sequenced with sufficient time allocated for topics that pupils find difficult, e.g. consent and sharing explicit images. Refer to the Programme Overviews for RSE and Science in Appendices 1 and 2 respectively.

SMS also uses the following means of delivering the RSE programme:

- In assemblies – an example of a delivery outline for one term is detailed below:

Week Beginning	Topic
05/01/26	Welcome Back
12/01/26	Head of Year Focus
19/01/26	Holocaust Memorial Day
26/01/26	Brentwood Schools Christian Workers Trust
02/02/26	LGBTQ+ History Month (RSE)
09/02/26	Safer Internet Day
16/02/26	Half Term
23/02/26	Director of Key Stage Assembly
02/03/26	International Women's Day (RSE)
09/03/26	Anti-bullying Ambassadors
16/03/26	Eid ul-Fitr
23/03/26	World Autism Awareness Day
30/03/26	Honours assemblies this week

- In workshops (facilitated by outside providers), such as the Prince Charming Workshops on domestic abuse, Road Safety workshops and Bullet Proof workshops, exploring child-on-child abuse and gang related dangers.

7.4 As above, SMS may invite external speakers to help deliver part of the curriculum content. When doing so, SMS will ensure that the arrangements for all visiting speakers, including any resources they use, are suitably assessed before the visit takes place and that clear protocols are followed to ensure that those visiting speakers and any resources used are suitable, compatible with the SMS duties, age-appropriate and aligned to the developmental stage of the pupils being taught.

## **8 Equality**

- 8.1 The SMS RSE programme will reflect the needs of all pupils, taking into account age, gender, disability, race, religion or belief, and diverse backgrounds. Extra support will be provided, where needed, especially for pupils with particular needs or characteristics, and reasonable adjustments will be made in accordance with the DET Equality Policy and the DET SEND Policy.
- 8.2 SMS will not tolerate sexual harassment, sexual violence, sexism, homophobia, transphobia, harmful stereotypes or any discrimination. These behaviours are never “banter” or “just part of growing up.” SMS is committed to a zero-tolerance approach to create a safe and respectful environment for all.
- 8.3 Pupils will be encouraged to build healthy, respectful relationships and to challenge unfair limits, discrimination or stereotypes.
- 8.4 SMS will listen to pupil views on these issues through meetings and discussions, ensuring that their voices help shape the curriculum and School culture.
- 8.5 RSE will be accessible to all pupils, including those with special educational needs and disabilities (SEND), and lessons will be adapted, where needed. SMS recognises that some pupils may be more vulnerable, and will provide extra support to keep them safe.

## **9 Assessment and Pupil Progress**

- 9.1 SMS will build knowledge and skills sequentially, with regular feedback provided on pupil progress. Lessons will ensure that all pupils are challenged, and SMS will regularly assess pupil progress to identify where pupils need extra support or intervention.

## **10 Pupil Questions**

- 10.1 SMS appreciates that pupils may ask their teachers or other adults questions, which go beyond the School’s curriculum. The SMS approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children, whose questions go unanswered, may turn to inappropriate sources of information, and that such questions may indicate that a safeguarding response may be appropriate.

## **11 Safeguarding**

- 11.1 Pupils will be given a safe space to ask questions about sensitive topics and will understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report of abuse about themselves and a peer.
- 11.2 Pupils will also be taught to understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to staff.
- 11.3 If staff have a concern about a risk of pupils experiencing or perpetrating harms, they must follow the DET Safeguarding and Child Protection Policy and speak to the SMS Designated Safeguarding Lead (DSL) (or a Deputy DSL in the DSL’s absence).

## **12 Record Keeping**

- 12.1 The information created in connection with this Policy may contain personal data. The School’s use of this personal data will be in accordance with Data Protection law. DET has published Privacy Notices on its website, which apply to SMS and which explain how DET/its Schools will use personal data.

12.2 All records created in accordance with this Policy are managed in accordance with the DET Retention Schedules.

### **13 Publication, Availability and Feedback**

13.1 This Policy is published on the SMS website.

13.2 This Policy is available in hard copy on request, including in accessible formats.

13.3 A copy of the Policy is available for inspection from the SMS Main Reception during the School day.

13.4 SMS welcomes feedback on how it can continue to improve this Policy, and this can be sent to [enquiries@st-martins.essex.sch.uk](mailto:enquiries@st-martins.essex.sch.uk), marking the subject line "Feedback on the SMS RSE Policy."

**Appendix 1 Relationships and Sex Education (RSE) Programme Overview**

RSE Programme for SMS 2025/26 with links to RSE Statutory Requirements

**All lessons for all Year Groups begin with preparing the pupils for discussing sensitive issues by agreement of ground rules. These topics are subject to change due to current trends that may emerge.**

<u>Year 7</u>	<u>Key Themes</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4 (Extra)</u>
<b>Autumn 2</b>	<b>Engaging in Healthy Friendships and Managing Challenges in Friendships</b>	Healthy and Unhealthy Friendships – different types of friendships and the types of behaviour to look out for – both positive and negative.	Making and Managing Friendships (including managing conflict effectively and appropriately) – developing friendships and the challenges that come with them.	Dealing with Peer Pressure, Bullying and Emotional Changes – identifying and combating different societal pressures and learning how to manage these effectively.	Digital Resilience – exploring the impact that our online presence can have on our own mental health but also on others and working on strategies to improve digital resilience.
<u>Year 7</u>	<u>Key Themes</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4 (Extra)</u>

<p><b>Summer 1</b></p>	<p><b>Puberty, Menstruation and an Introduction to Consent</b></p>	<p>Puberty and Emotional Changes – looking at the changing of the body through puberty and how it can also affect us emotionally.</p>	<p>Menstrual Wellbeing – understanding the process of menstruation and the science behind it as well as how we can support ourselves and others during this time.</p>	<p>Introduction to Consent – an introduction to consent and what consent means and can look like. This also links to child-on-child abuse, which pupils have engaged with during a Year Group assembly.</p>	<p>Boundaries – respecting emotional and physical boundaries in friendships and relationships and what this can look like.</p>
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<p><u>Year 8</u></p>	<p><u>Key Themes</u></p>	<p><u>Lesson 1</u></p>	<p><u>Lesson 2</u></p>	<p><u>Lesson 3</u></p>	<p><u>Lesson 4 (Extra)</u></p>
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<p><b>Autumn 1</b></p>	<p><b>Consent and Keeping Ourselves Safe</b></p>	<p>Relationship Values – developing realistic and healthy relationship values and expectations and identifying healthy relationship behaviours.</p>	<p>Online Responsibilities and Sexting – exploring the social pressures young people face when it comes to online behaviours (including sexting) and their consequences and how best to avoid those situations.</p>	<p>Introduction to Contraception – understanding how and why different contraceptives are used.</p>	<p>Influences on Relationship Expectations – how to challenge unrealistic relationship expectations with a link to ‘sexting’ and online safety.</p>
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<p><b>Spring 2</b></p>	<p><b>Identity, Culture and Avoiding Assumptions</b></p>	<p>Sexual Orientation and Gender Identity – an exploration into the different types of relationships held in the modern world and understanding the appropriate terminology.</p>	<p>Avoiding Assumptions – focusing on challenging relationship stereotypes and comments around intimacy and consent.</p>	<p>Relationships in Different Cultures – exploring the different relationships people have in a variety of cultures as well as other traditions that pupils need to be aware of such as Forced Marriages and Female Genital Mutilation.</p>	<p>An Introduction to Sexual Health and Puberty Refresher – a refresher on puberty and how it can change the body physically and emotionally as we continue to develop and also how this can link to our own health and sexual health.</p>
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<b><u>Year 9</u></b>	<b><u>Key Themes</u></b>	<b><u>Lesson 1</u></b>	<b><u>Lesson 2</u></b>	<b><u>Lesson 3</u></b>	<b><u>Lesson 4 (Extra)</u></b>
<b>Autumn 1</b>	<b>Relationships and Keeping Safe</b>	Respectful Relationship Behaviours – identifying healthy and safe behaviours in relationships and managing challenging situations.	Sexual Health – understanding sexual health and the potential consequences of sex and ways to reduce risk.	Contraception – understanding different types of contraception and how they work.	Freedom and Capacity to Consent – understanding the concept of consent and what ‘freedom’ and ‘capacity to consent’ can mean in different contexts. This links to the assembly pupils had.
<b>Spring 2</b>	<b>Challenges in Relationships</b>	Managing the Ending of Relationships – exploring how to manage the end of an intimate relationship safely.	Gender Roles and Stereotypes – identifying and challenging gender stereotypes and roles within relationships and families in order to build secure relationships.	Online Dating – exploring the potential risks that come with online dating such as grooming and how to safely navigate the online dating world.	Social Influence and Peer Pressure – identifying how societal views can impact our relationships and choices.

<b><u>Year 10</u></b>	<b><u>Key Themes</u></b>	<b><u>Lesson 1</u></b>	<b><u>Lesson 2</u></b>	<b><u>Lesson 3</u></b>	<b><u>Lesson 4 (Extra)</u></b>
<b>Autumn 1</b>	<b>Relationship Conflict and Challenges</b>	Managing Relationship Conflict and Breakups – identifying healthy and unhealthy conflict strategies and utilising these effectively.	Pressure, Persuasion and Coercion – understanding dangerous relationship behaviour in relation to consent (link to lead assembly).	Addressing Relationship Abuse – identifying different types of abuse and how to end and get support.	The Impact of Pornography – understanding about pornography and the impact it can have on understanding consent and relationship expectations.
<b>Summer 1</b>	<b>Social Challenges</b>	Discrimination in Different Forms – Identifying different forms of discrimination in relationships, friendships and society, and how to find support when experiencing or witnessing it.	Challenging Extremism – identifying how violent extremism can differ from legitimate protest and how some people can become involved through manipulative techniques and online forums.	Societal Pressures – exploring the different pressures young people may face through adolescence including sexual pressures, crime and violence.	Contraception and Sexual Health Refresher – identifying and understanding how to keep ourselves safe in relationship and during intimacy linking to sexual health and contraception.

<b><u>Year 11</u></b>	<b><u>Key Themes</u></b>	<b><u>Lesson 1</u></b>	<b><u>Lesson 2</u></b>	<b><u>Lesson 3</u></b>	<b><u>Lesson 4 (Extra)</u></b>
<b>Autumn 2</b>	<b>Conflict, Consent and Relationship Issues</b>	Family Conflict – managing conflict with appropriate and healthy behaviours in a range of relationship and family scenarios.	The Role of Intimacy and Pleasure – understanding the role of intimacy in a relationship and knowing how to assess our own readiness and boundaries in consenting relationships. Also, to look for potential dangers when it comes to consent, including not authentic consent.	Contraception and Sexual Health – Identifying different forms of contraception and how these can be used and obtained including a practical demonstration (condom). Also, how we can look after our own sexual health.	Long Term Commitments – identifying different types of commitment and why many people value commitment in relationships.
<b>Spring 2</b>	<b>Pregnancy and Parenthood</b>	Sexual Health, Fertility and Routes to Parenthood – understanding how to promote sexual health and how to prevent unplanned pregnancies. Also, how fertility changes over time and the different routes to becoming a parent.	Pregnancy Outcomes – identifying the possible outcomes in the event of an unplanned pregnancy and the different agencies available to support.	Pregnancy Choices: Abortion – understanding the laws related to abortion and the support available.	Changing Relationships – understanding how relationships can change at different milestones in our lives.

## Appendix 2 Science Programme Overview

Science Programme Overview			
Key Stage 3 Programme			
Year 7			
Session	Title	Focus of the Session	Key Themes: Issues Included
7B 1	Types of reproduction	Comparison between internal and external fertilisation.	Gametes (sex cells): sperm and ovum
7B 3	The male reproductive system	Structure and function of the male reproductive system.	Testes, scrotal sac, sperm duct, semen, urethra, penis.
7B 3	The female reproductive system	Structure and function of the female reproductive system.	Vagina, cervix, uterus, oviduct, ovary, ovulation, infertility.
7B 4	Fertilisation	The process by which fertilisation takes place.	Testes, scrotal sac, sperm duct, semen, urethra, penis, erection, vagina, cervix, uterus, oviduct, ovary, sperm cell, ovum and intercourse.
7B 7	How a foetus develops	The process of growth. Factors affecting the development of the foetus.	Embryo, foetus, placenta, umbilical cord.

7B.5	Changes in puberty	Changes in male and female bodies during puberty.	Puberty, menstruation, period.
<b>Year 9</b>			
Session	Title	Focus of the Session	Key Themes: Issues Included
B1.4	Specialisation in animal cells	Structure of the sperm and egg.	Sperm, egg, testes, ovaries.
<b>Key Stage 4 and 5 Programme</b>			
<b>Year 10</b>			
Session	Title	Focus of the Session	Key Themes: Issues Included
B5.6	Viral Diseases	HIV/AIDS - Transmission, prevention, treatment and symptoms.	HIV, AIDS, condoms as a barrier method, antiretroviral drugs.
B5.7	Bacterial Diseases	Gonorrhoea- Transmission, prevention, treatment and symptoms.	Gonorrhoea, condoms as a barrier method, antibiotics, discharge, pain on urination.
<b>Year 11/12/13</b>			
Session	Title	Focus of the Session	Key Themes: Issues Included
B11.5	Human Reproduction	Puberty and the role of hormones in the development of secondary characteristics.	Puberty, FSH, LH.

B11.6	Hormones and the menstrual cycle	The interactions of four hormones on the menstrual cycle.	Oestrogen, FSH, LH, progesterone, menstruation.
B11.7	Artificial control of fertility	The control of fertility through hormonal and non-hormonal methods such as diaphragms, condoms, spermicides, surgical sterilisation, abstinence and intrauterine devices.	The contraceptive pill, diaphragms, condoms, spermicides, surgical sterilisation, abstinence and intrauterine devices.
B11.8	Infertility Treatments	The process and risks of IVF.	IVF, often unsuccessful or risky multiple births.

### Appendix 3 Parent Form: Request to Withdraw from Sex Education

To be completed by parent/carer and emailed to [enquiries@st-martins.essex.sch.uk](mailto:enquiries@st-martins.essex.sch.uk) or handed in paper form to the SMS Main Reception, marked for the attention of the Deputy Headteacher – Student Wellbeing.

Copies of the paper form can be obtained from the SMS Main Reception on request.

Name of child			
Year Group			
Name of parent/carer			
Reasons for withdrawing from sex education			
Date of lesson/s to withdraw child from			
Parent/carer signature		Date	

## Appendix 4 Parents' Consultation and Review Process

### Timetable for Consultation Process

Action	Timeframe guidelines to complete draft policy, parent consultation and final policy
Draft SMS RSE Policy.  (Staff and pupils may be consulted before this draft is produced).	October 2025
Whole-School communication publicising Parent consultation on RSE.  The SMS Local School Committee (LSC) may also be included in this communication.	November 2025
Arrange Parent Forum to present draft policy key points; including curriculum map for Year Group coverage and to explain Parents' right to withdraw, and to seek Parents' input on the issues.  The SMS staff panel, typically, comprises: <ul style="list-style-type: none"> <li>• the DHT – Student Wellbeing;</li> <li>• the Subject Lead – PSHE;</li> <li>• the Head of Science Faculty.</li> </ul>	November 2025/December 2025
Parental drop-in session.	Tuesday 2 December 2025
Consideration of Parental comments and questions.  Consideration of LSC feedback.	Two weeks
Communication to Parents of comments/concerns and questions raised and responses of how these could be addressed.  The SMS LSC (or DET TB) should also be made aware.	Following the end of the consideration window
Open door policy to discuss specific concerns regarding RSE.	Ongoing
Reconsideration of draft policy and curriculum provision in light of Parent comments, with particular reference to changes that have been made as a result of consultation.	Complete by the end of December 2025

<p>Distribution to Parents of the SMS RSE Policy, the teaching units to be delivered and when, together with example resources e.g. lesson plans / books.</p> <p>Explanation to parents of the right to withdraw, in what circumstances and how.</p> <p>Parents to be informed in writing of the teaching units proposed to be covered for their child's Year Group and an explanation to be given to their right to withdraw from relevant areas of the curriculum in sufficient time ahead of curriculum delivery.</p> <p>(Staff training to take place after the Policy and scheme of work/curriculum map has been decided).</p>	Complete by the end of December 2025
SMS RSE Policy approved by DET TB.	5 February 2026
Communication to Parents of the end of the process of consultation and publication of final version of the RSE Policy on the SMS website.	Week commencing 9 February 2026
New RSE curriculum delivered.	Ongoing
Plan to review Policy with Parents.	Annually

## Appendix 5 Regulatory Framework

### 1 Regulatory framework

- 1.1 This Policy has been prepared to meet the DET and SMS responsibilities under:
- 1.1.1 Education (Independent School Standards) Regulations 2014;
  - 1.1.2 Education and Skills Act 2008;
  - 1.1.3 Children Act 1989;
  - 1.1.4 Equality Act 2010
  - 1.1.5 Children and Families Act 2014;
  - 1.1.6 Children and Social Work Act 2017;
  - 1.1.7 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 1.2 This Policy has regard to the following guidance and advice:
- 1.2.1 Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE September 2021, effective until 31 August 2026);
  - 1.2.2 Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE July 2025, effective from 1 September 2026);
  - 1.2.3 Keeping children safe in education (DfE, September 2025) (**KCSIE**);
  - 1.2.4 Working together to safeguard children (DfE, December 2023, updated June 2025) (**WTSC**);
  - 1.2.5 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);
  - 1.2.6 Searching, screening and confiscation: advice for schools (DfE, updated July 2023);
  - 1.2.7 Behaviour in schools' guidance (DfE, February 2024);
  - 1.2.8 Technical guidance for schools in England (Equality and Human Rights Commission (EHRC), updated July 2024);
  - 1.2.9 SEND code of practice: 0 to 25 years (DfE and DHSC, updated September 2024);
  - 1.2.10 Mental health and behaviour in schools (DfE, updated November 2018);
  - 1.2.11 Promoting children and young people's mental health and wellbeing (DfE, updated November 2023);
  - 1.2.12 Respectful school communities: self-review and signposting tool (DfE);
  - 1.2.13 Plan your relationships sex and health curriculum (DfE, February 2022);
  - 1.2.14 Teaching about relationships, sex-and health (DfE, March 2021);

- 1.2.15 [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021);
- 1.2.16 [Domestic Abuse Statutory Guidance](#) (Home Office, July 2022);
- 1.2.17 [Political impartiality in schools](#) (DfE, March 2025);
- 1.2.18 [Teaching online safety in schools](#) (DfE, January 2023).

## **Appendix 6 Other Relevant Policies**

- 1 The following DET and SMS policies, procedures and resource materials are relevant to this Policy:
  - 1.1 DET Safeguarding and Child Protection Policy and local School safeguarding and child protection procedures;
  - 1.2 SMS Behaviour Policy;
  - 1.3 DET Risk Assessment Policy for Pupil Welfare;
  - 1.4 SMS Anti-Bullying Policy;
  - 1.5 DET SEND Policy;
  - 1.6 DET Equality Policy;
  - 1.7 DET Online Safety Policy;
  - 1.8 SMS Acceptable Use Policy for Pupils;
- 2 All DET policies are accessible [here](#). All SMS policies are accessible [here](#). All policies are available in hard copy on request.