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December 2025		Head of Horizons and Deputy Head (Academic)

Section 3.5 Relationship and Sex Education Policy (RSE)

This policy and delivery of RSE in Frensham Heights follows the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

The document has been reviewed in the context of the publication of the Ofsted Review of sexual abuse in schools and colleges, providing consideration of note 100 in the ISI Commentary on the Regulatory Requirements (CRR) and ISI update to schools September 2021.

School Aims

Frensham Heights is a progressive co-educational day and boarding school educating and inspiring children from Nursery to Year 13. The School provides full-time education for students of compulsory school age (constructed in accordance with section 8 of the Education Act 1996). Frensham Heights wants every student to find future success and thus prepares them for their future and life beyond school. Providing the highest standard of academic education and high-quality pastoral care enables both boarders and day students to flourish within a happy school environment.

Frensham students are prepared for the ever-increasing challenges of the outside world. Through the progressive approach, they develop the confidence to understand who they are - physically, mentally and spiritually - and how they can make a difference now and in the future.

Frensham's values are:

1. **Originality of thought (Frensham embraces creativity):** We encourage everyone to foster their boldness and innovation, seeing opportunities locally and globally to discover and bring fresh thinking to our community
2. **Spirit of togetherness (Frensham nurtures community spirit):** Relationships are the foundation of our school and our success, built on genuine mutual respect, compassion and kindness. We embrace freedom with a firm understanding of our responsibility towards our community.
3. **Respect of individuality (Frensham celebrates authenticity):** This is a place where you can be the 'true you'; we pride ourselves on that. We support all to have the confidence to stand for something and be the person you truly want to be.
4. **Courage to try (Frensham fuels personal dedication):** We aspire to be the very best we can be, fully committing to our learning, proactively seeking improvement and working collaboratively for the benefit of the whole community.

These values are promoted through:

- Flexible high-quality teaching based on the individual needs and abilities of all students;
- Ensuring creativity of thought is utilised in all areas of the curriculum and wider school life;
- Guiding students to find their voice and their conscience through deep intellectual development;

- Emphasising emotional and mental wellbeing in all members of the Frensham community;
- Stimulating extracurricular, scholarship and enrichment opportunities.

These values are embedded in the Horizons programme and underpin the delivery of RSE & Health Education in the school.

What is Relationship and Sex Education?

Relationship and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is up to the school to make sure that the needs of all students are met in the programme. Young people, whatever their developing sexuality and gender identity, need to feel that RSE is relevant to them and sensitive to their needs. RSE at Frensham incorporates all the elements of statutory guidance whilst pioneering an innovative curriculum fit for the world, both physical and digital, that our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

It has three main elements:

- Attitudes and values
 - learning the importance of values and individual conscience and moral considerations
 - learning the value of family life, marriage, and stable and loving relationships
 - learning the value of respect, love and care
 - exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making
 - Understanding the power of images/gender stereotypes in the media and on the internet
- Personal and social skills
 - learning to manage emotions and relationships confidently and sensitively
 - developing self-respect and empathy for others
 - learning to make choices based on an understanding of difference and with an absence of prejudice
 - developing an appreciation of the consequences of choices made
 - managing conflict; and learning how to recognise and avoid exploitation and abuse
 - Learning how to deal with failure and setbacks with resilience.
- Knowledge and understanding
 - learning and understanding physical development at appropriate stages for both boys and girls
 - understanding human sexuality, reproduction, sexual health, emotions and relationships

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up-to-date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a Relationships and Sex education programme tailored to the age and physical and emotional maturity of the children.

At Frensham Heights we want to provide a safe and reliable environment for our students to confidently discuss and learn about relationships and sex. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and

informed relationship choices as young people and in the future as adults. RSE at Frensham incorporates all the elements of statutory guidance whilst pioneering an innovative curriculum fit for the world, both physical and digital, that our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Frensham we are committed to the important role that RSE plays students' holistic education; the personal skills of self-confidence, assertiveness, communication and respect that are carefully nurtured through Frensham's ethos, Horizons (PSHE) programme, academic teaching and extensive extra-curricular opportunities, combined with our extensive, age appropriate and current RSE education, give our students the best foundation for successful relationships.

Objectives

At Frensham Heights our Relationships and Sex Education Programme seeks to:

1. Be age appropriate and accessible to all students
2. Present information in an objective, balanced and sensitive manner
3. Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
4. Be fully **inclusive of all genders, ethnicities, sexual orientations and all types of families (LGBTQ+ inclusive)**
5. Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
6. Reinforce the importance of **loving relationships**, rooted in **mutual respect**
7. Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
8. To represent all types of families and to explore the different methods for starting a family
9. To ensure that BAME, LGBTQ+ and people with disabilities are positively represented in our curriculum
10. Ensure students can identify the qualities of **healthy and unhealthy relationships**
11. Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
12. Make students aware how and where to **seek help** if they are in an unhealthy or abusive relationship
13. Prepare students for the journey from **adolescence to adulthood**
14. Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBTQ+ misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
15. Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
16. Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
17. Place paramount importance on **online safety** and the risks of using social media and the internet for sexual purposes
18. Develop students' understanding of the dangers of pornographic material

Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

The statutory guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers,**

principals, senior leadership teams, teachers' clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Frensham Heights follows this guidance in its delivery of RSE (as well as Health education) in the Horizons programme. The Horizons Department Handbook gives details as to when this is planned to happen throughout the year. At times the planned timetable may be adapted due to specific local or national needs or the needs of our students, but Frensham Heights ensures that all required content is covered throughout the year. The Horizons Department Handbook can be found [here](#).

Frensham Heights' RSE policy has been reviewed in the context of the publication of the Ofsted Review of sexual abuse in schools and colleges, providing consideration of note 100 in the ISI Commentary on the Regulatory Requirements (CRR) and ISI update to schools September 2021. As an example, Frensham Heights provides, as suggested, "a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online." As recommended, we provide "time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'".

Course Content

Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.***

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

In Years 2-13 students learn to:

- express their opinions about relationships and bullying
- listen to and support others, including respecting other people's viewpoints and beliefs
- recognise their own worth and identify positive things about themselves
- try to balance the stresses in life in order to promote their own mental health and the wellbeing of others
- Family
- Online and media influences
- Being safe
- Intimate and sexual relationships, including sexual health (for Year 7 and above)

From Nursery to Year 6

Please see Appendix 1 for further details on the topics covered in the Horizons (PSHE) (including RSE) lessons in the Junior School

From Year 7-13

Please see [Horizons Department Handbook](#) for further details on the topics covered in the Horizons (PSHE) (including RSE) lessons in the Senior School and Sixth Form

Safeguarding

The school has a separate Safeguarding Policy. Effective RSE may bring about disclosures of safeguarding issues and staff are aware of the procedures for reporting their concerns through regular Safeguarding training.

RSE curriculum for SEN students

Where possible all students will remain with their class for RSE lessons. Students with SEN or students who have been identified as likely to need SEMH support with RSE will either receive appropriate support during their RSE lessons, or arrangements will be made for specific students to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the RSE programme delivered within the Learning Support Department. The SENCO and Horizons (PSHE) Co-ordinator will make the relevant plans at the start of each academic year, in consultation with parents.

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its students. Our programme aims to respond to the diversity of children's cultures, faiths, family backgrounds, disabilities, genders and sexual orientation. Equal time and provision will be allocated for all groups but there may be occasions where students with Special Educational Needs are given extra support from the Support for Learning Department. Frensham ensures that the RSE curriculum is differentiated to meet the needs of all students so that they can access the curriculum, including those with mental health issues.

Sensitive or Controversial Topics

Staff are aware that personal views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have different opinions.

- During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
- If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
- Teachers should establish a set of ground rules so that young people are aware of parameters.
- Students should never be asked to disclose their sexual orientation or personal information about themselves or others
- Teachers and students will show respect for all genders, sexualities and different types of families
- Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
- Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
- Teachers should also be aware of potential "trigger" topics and make sure students are aware of content in advance of the lesson to allow opportunities for conversations and support

- Students are invited to ask questions via private message through Microsoft Teams. Or using an anonymous “any questions” exercise at the end of lesson. All students also have access to an “imworred@frensham.org email address, a confidential Health Centre staffed by RGN nurses, who are approachable and offer confidential advice (following our usual safeguarding rules on confidentiality)

Sexual Identity and Sexual Orientation

Frensham Heights believes that RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively (see Anti-Bullying Policy). The school liaises with parents on this issue to reassure them of the content and context. Should any child be unduly concerned as they begin to explore their sexuality, the school counsellors are available to support.

Organisation and Delivery

The RSE elements of the school curriculum in Science are mandatory for all students within the school. These cover anatomy, puberty, biological aspects of sexual reproduction, and the use of hormones to control and promote fertility. Other elements of Personal, Social and Health Education (PSHE) – including RSE – became statutory from September 2020, but it is the decision of the school as to its appropriate age for this to be included into the programme to meet the needs of our students. RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Horizons (PSHE) and PRE. At Frensham Heights the main content is delivered in Horizons (PSHE) lessons. RSE is delivered by specialist Horizons teachers, and the Junior School Head in the Junior School with the support of the Health Centre in both mixed and gender-specific groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

- Relationships & Sex Education is taught in Y7-9 through timetabled specialist Horizons lessons, and in Y10 and 11 through drop-down days that cover the recommended RSE content as well as some specialist topics.
- All students within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
- Identified SEN students will receive a differentiated RSE programme as required
- Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy
- We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice and staff have received external (or internal) training as required to ensure they are comfortable with the topics being covered
- Regular feedback is provided on students’ progress through half termly Grade Cards for Horizons (which includes RSE). Teaching is assessed through celebration walks, as well as listening, and responding to, student feedback. Online quizzes and written booklets are used to assess student progress in KS4 & 5. In KS3 students create Skills Records to assess their progress in Horizons, which includes RSE. These are all used to identify where students need extra support or intervention who are then given additional support and resources to access the curriculum and keep themselves safe.

Working with Parents

- Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters.

- Our RSE programme is available to all parents via the website and parents are welcome to request to view resources used.
- Frensham Heights consults parents of registered students at the school before making or revising a statement under sub-paragraph (e). See, for example, the parent consultation letter in 2021 available [here](#)

In Primary Schools:

- The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all Primary schools
- The statutory guidance states that Primary aged schools should be taught about relationships and health, including puberty
- Parents cannot withdraw their children from the Science curriculum, and this will include teaching about the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals
- At Frensham we will be following a sex education programme that is tailored to the age and the physical and emotional maturity of our students, this is to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science - how a baby is conceived and born. Parents can withdraw their children from this part of the curriculum (following discussion with the school)
- Teaching will take into account of the developmental differences of each group of children so that each cohort’s curriculum may vary slightly from the content of the previous year as much of our discussions are around discussions and questions from the children

In secondary education from September 2020:

- Parents are not able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents are able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that ‘if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.’
- Where students are withdrawn from sex education, schools should document the process and will have to ‘ensure that the student receives appropriate, purposeful education during the period of withdrawal.’

Confidentiality

- Students are made aware that staff are not able to promise confidentiality in cases where they are concerned for the safety or wellbeing of a student. They should understand that staff have a duty of care and will report concerns in order to help students. They should know that ensuring safety of students is priority even in situations where the law may have been broken.
- When a member of staff must refer to the Designated Safeguarding Lead if they believe:
 - an under 16-year-old is having, or is contemplating having sexual intercourse
 - a sixteen-year-old student is contemplating having sexual intercourse with a student below the age of 16
- The law allows health professionals to see and, in some circumstances, treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.

The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors in the first instance and reviewed annual by SLT annually thereafter.

Dissemination

The RSE policy is shared with all staff and is available from the Horizons (PSHE) coordinator, Designated Safeguarding Lead or Head of Junior School on request

Linked Policies

- Child Protection and Safeguarding Policy
- Online safety Policy /Use of Technology in School
- Anti-Bullying Policy
- PSHE Policy
- SMSC Policy
- Curriculum Policy

Home Learning and COVID 19

The PSHE Association advises that many topics are unsuitable for home learning as we cannot ensure the appropriate level of support. It is therefore our intention to deliver RSE only during on-site lessons and they are therefore prioritised in the Horizons (PSHE) curriculum for the academic year 2020/21

In the Autumn term 2020 amendments to the planned Schemes of Work were made to incorporate missed learning in Year 6 and 9.

Appendix1: Junior School - Topic overview

Junior School Relationships (RSE)

Nursery and Reception

- Valuing difference and diversity
- Kind and unkind behaviour
- Anti-bullying
- Conflict resolution
- Asking for help and telling
- Safety Circle
- Supporting others
- Being Healthy (including teeth hygiene)
- Speak out and stay safe and The Pants rule (NSPCC)

Year 1 and 2

- Friendships
- Truthfulness
- My family
- Special people
- Problem solving in relationships
- Different points of view
- Personal space Networks of support
- External names for parts of the body
- Germs (Hand washing)
- Growing up
- Caring families (Family variety)
- Being Healthy
- Speak out and stay safe and The Pants rule (NSPCC)

Year 3 and 4

- On and offline friendships
- Emotions in relationships
- Special people and networks
- Compromise and Empathy
- Conflict resolution
- Personal boundaries
- Self-respect and Mental wellbeing
- Stages of human life cycle (baby, infant, child, teenager, adult etc.)
- Seed + egg (where does life begin for all animals but not full reproduction)
- Male and female bodies
- Responsibilities for hygiene (Preventing spread of illnesses)

Year 5 and 6

- Mental health

- Self-respect & identity
- Feelings, thoughts, behaviour
- Networks of support
- Healthy friendships
- Consent
- Influences and pressures
- Online communities (Gaming/social media age restrictions)
- Healthy lifestyles
- Portion sizes
- Meal planning
- Sleep hygiene
- Dental health
- Risks & benefits of lifestyle choices
- Physical illness
- Defining bullying
- Bullying relating to race/ religion/culture
- Homophobic, biphobic & transphobic bullying
- Cyberbullying
- Equality Act

Year 5

- Names of sexual parts
- Puberty (Physical and emotional change)
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

Year 6

- Human lifecycle
- Sexual reproduction
- Changing emotions and relationships
- Marriage & civil partnership
- Families