Relationships and Sex Education Policy
ALL PHASES

Approved by: Education Committee	Date: 10th February 2026
Next review date:	Spring Term 2027

Contents

1. Purpose of Policy

Bohunt Education Trust (the Trust) has introduced this Policy in order to ensure that all relationships and sex education across all phases of education and in all Schools:

- Provides a framework in which sensitive discussions can take place
- Provide students the information they need to help them to form and maintain healthy, nurturing relationships of all kinds.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- For Steyning Grammar School, to implement the provisions of the Church of England Education Office Principles and Charter: a Charter for Faith Sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) and the Section 48 Statutory Inspection of Anglican and Methodist Schools expectations.

RSE is to be delivered with consideration of our ethos of Enjoy, Respect, Achieved and this Policy ensures the Trust meets its legal duties and charitable purposes effectively.

2. Legislation and Guidance

This Policy complies with and discharges the Trust's legal duties with respect to:
- section 34 of the Children and Social work act 2017.
- guidance issued by the Department of Education under Section 80A of the Education Act 2002 and section 403 of the Education Act,;and
- for any school designated as Church of England, the provisions of the Church of England Education Office Principles and Charter: a Charter for Faith Sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) and the Section 48 Statutory Inspection of Anglican and Methodist Schools expectations.

This policy also complies with our funding agreement and articles of association.

3. Definitions

Family Life means, in this policy and our curriculum, families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

RSE means learning about the physical, emotional, sexual, moral, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. RSE is not about the promotion of sexual activity.

4. Equalities Assessment Impact Statement

The Trust is committed to treating all people equally and with respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation. We are committed to eliminating discrimination and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of our duties under the Equality Act 2010. We have reviewed the effect of this policy on those who may face additional or different barriers to securing its benefits than the population as a whole and have identified the following:

- Children and young people whose additional needs (including SEN) or experiences may require additional support or adaptation in accessing the content of the curriculum

Staff identify such children and young people through the existing school pastoral and educational systems and adaptations put in place as required, including by way of reasonable adjustments under the Equality Act 2010.

5. Roles and Responsibilities

5.1 The Trust Board and the CEO

The Trust Board have approved this policy, and hold the CEO to account for its implementation across all Schools in the Trust. The CEO is responsible for ensuring that RSE is taught consistently across the Trust.

5.2 The local governing body

The local governing body will hold the Head of School to account for the implementation of this policy, including with respect to staff training and withdrawal requests, and report on its operation annually to the Trust Board's Education Committee as part of the LGB's reporting on its activities to the Trust Board. The local governing body has approved the school specific statements within this Policy.

5.3 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 9).

The Head of School will monitor such requests, and report the numbers withdrawn to the CEO, and annually to the LGB together with a summary of any reasons given for the withdrawal and any trends or patterns.

5.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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 Head of School.

Each member School will ensure that all staff responsible for teaching RSE use the School's normal safeguarding practices and procedures and that policies will apply in responding to any safeguarding disclosures that are made to staff as part of the RSE curriculum.

5.5 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. The School's Behaviour Policy governs all School behaviour including that with respect to RSE.

6. Relationships and Sex Education elements

There are three main elements:

Attitudes and values
- Recognition of the value of family life, marriage, stable and loving relationships
- For the nurture of children
- Respect for self and others
- Exploration of moral dilemmas
- Development of critical thinking

Personal and social skills
- Self-confidence, self-esteem and empathy for others
- Managing emotions and relationships confidently and sensitively
- Skills of choice to manage responsibility
- Managing conflict
- Physical health and mental wellbeing
- Managing online relationships

Knowledge and understanding
- Emotions and relationships
- Physical development
- Sexuality, reproduction, sexual health
- Information on local and national contraception and sexual health services
- Reasons for delaying sexual activity
- The avoidance of unplanned pregnancy

The Trust as a whole and each member School provides a setting in which students can be offered appropriate teaching about RSE in order to embrace the challenges of creating a happy and successful adult life. As such, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The programme is designed to support and complement the role of parents who have the prime responsibility in this sensitive area. The content is taught within the moral framework and ethos of

the Trust

7. Curriculum

The curriculum currently taught in each member School is broadly as set out in Appendix 1. However this curriculum will be amended, and updated from time to time in order to ensure that RSE across the Trust is always meeting the aims of RSE as set out above and as set out in guidance issued by the Secretary of State from time to time, within the context of the needs of the students in each member School.

Each member School has consulted on this curriculum with parents, pupils and staff, taking into account the age, needs and feelings of students. If students 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.

We work with all stakeholders to ensure they understand our curriculum's full intent, implementation and impact with a variety of techniques, which may include an annual newsletter or other annual updates.

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

8. Delivery of RSE

RSE is taught within the personal, social and health education (PSHE) curriculum.
In the context of Steyning Grammar School, these resources are written to meet both the mandatory requirements of the 2020 Department for Education guidance for RSHE, the Church of England Education Office Charter and the Section 48 Statutory Inspection of Anglican and Methodist Schools expectations.Links for Goodness and Mercy and Diocese of Chichester Guidance Relationships Education, Sex and Health Education Guidance

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families (as defined above in section 3)
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances.

We will ensure that all young people receive provision appropriate to the particular needs of all our pupils, taking specialist advice internally and externally where necessary and taking into account the particular circumstances of individual groups of students as appropriate.

9. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/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.

There is no right to withdraw from relationships education. This is in line with the DFE Statutory Guidance for RSE (sections 45-50): Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk).

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Head of School.

A copy of withdrawal requests will be placed in the student's educational record. The Head of School will discuss the request with parents and take appropriate action.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

Alternative work will be given to students who are withdrawn from sex education. A sex education resource pack for parents/carers produced by the Learning Leader for PSHE will be given to parents /carers of students withdrawn from RSHE.

10. Training for staff, volunteers, governors/Trustees
Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of School 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 and at times direct education to students.

11. Monitoring arrangements
The delivery of RSE is monitored by the designated lead for RSE in each school through usual school processes for delivery of curriculum arrangements. Additional support/oversight is available from the Trust Director of Personal Development. These may include learning walks; planning scrutiny; deep dives; RSHE audits and student voice.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. The impact of this policy will be reviewed by relevant Trust Leads and a report made to the CEO and Heads of Schools on its operation accordingly. Any amendments required to this policy before its scheduled review will be approved by the Board's Education Committee. A local governor may be asked to review RSE through discussion with the RSE designated lead.

Appendix 1: Curriculum map (split by Key Stage)

	EYFS (Just cycle 1) Y1 & Y2 (both cycles)		Y3 & Y4		Y5 & Y6	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Autumn 1	**Physical health and wellbeing** Fun times	**Physical health and wellbeing** What keeps me healthy?	**Drug, alcohol and tobacco education** Tobacco is a drug	**Identity, society and equality** Democracy	**Physical health and wellbeing** In the media	**Mental health and emotional wellbeing** Healthy minds
Autumn 2	**Keeping safe and managing risk** Feeling safe	**Mental health and emotional wellbeing** Friendship	**Keeping safe and managing risk** Bullying – see it, say it, stop it	**Drug, alcohol and tobacco education** Making choices	**Identity, society and equality** Stereotypes, discrimination and prejudice (including tackling homophobia)	**Keeping safe and managing risk** Keeping safe - out and about FGM
Spring 1	**Identity, society and equality** Me and others	**Sex and relationship education** Boys and girls, families	**Mental health and emotional wellbeing** Strengths and challenges	**Physical health and wellbeing** What is important to me?	**Keeping safe and managing risk** When things go wrong	**Drug, alcohol and tobacco education** Weighing up risk
Spring 2	**Drug, alcohol and tobacco education** What do we put into and on to bodies?	**Sex and relationship education** Boys and girls, families	**Identity, society and equality** Celebrating difference	**Keeping safe and managing risk** Playing safe	**Mental health and emotional wellbeing** Dealing with feelings	**Identity, society and equality** Human rights
Summer 1	**Mental health and emotional wellbeing** Feelings	**Keeping safe and managing risk** Indoors and outdoors	**Careers, financial capability and economic wellbeing** Saving, spending, Budgeting Lend With Care	**Sex and relationship education** Growing up and changing	**Drug, alcohol and tobacco education** Different influences	**Sex and relationship education** Healthy relationships / How a baby is made
Summer 2	**Careers, financial capability and economic wellbeing** My money Lend With Care	**Drug, alcohol and tobacco education** Medicines and me	**Physical health and wellbeing** What helps me choose?	**Sex and relationship education** Growing up and changing	**Careers, financial capability and economic wellbeing** Borrowing and earning Money Lend With Care	**Sex and relationship education** Healthy relationships / How a baby is made

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	● that there are different types of committed, stable relationships. ● how these relationships might contribute to human happiness and their importance for bringing up children. ● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● why marriage is an important relationship choice for many couples and why it must be freely entered into. ● the characteristics and legal status of other types of long-term relationships. ● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	● the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ● practical steps they can take in a range of different contexts to improve or support respectful relationships. ● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ● what constitutes sexual harassment and sexual violence and why these are always unacceptable.

	• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
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 placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
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 FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

	- that they have a choice to delay sex or to enjoy intimacy without sex. - the facts about the full range of contraceptive choices, efficacy and options available. - the facts around pregnancy including miscarriage. - that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). - how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. - how the use of alcohol and drugs can lead to risky sexual behaviour. - how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	- That there are different types of committed, stable relationships - How these relationships might contribute to human happiness and their importance for bringing up children - What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony - Why marriage is an important relationship choice for many couples and why it must be freely entered into - The characteristics and legal status of other types of long-term relationships - The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting - How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship - Practical steps they can take in a range of different contexts to improve or support respectful relationships - How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help - That some types of behaviour within relationships are criminal, including violent behaviour and coercive control - What constitutes sexual harassment and sexual violence and why these are always unacceptable

	● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
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 placed online ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
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 FGM, and how these can affect current and future relationships ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women

	• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
	• That they have a choice to delay sex or to enjoy intimacy without sex
	• The facts about the full range of contraceptive choices, efficacy and options available
	• The facts around pregnancy including miscarriage
	• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
	• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
	• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
	• How the use of alcohol and drugs can lead to risky sexual behaviour
	• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			15
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	