



Kings Langley School

Unlocking Potential for Life

Relationships and Sex Education (RSE) Policy

Date Agreed – September 2025

Review Date – September 2026



	Page
Relationships and Sex Education	3
Intent	3
Implementation	4
Subject Content for RSE (Secondary)	5

Appendix

	Page
I Frequently asked questions	6
II Calendar of RSE Teaching in all Subjects	8



Relationships and sex education (RSE) is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Intent

The DfE guidance states:

'These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.'

Our key aim of this policy is to;

- Ensure that our students receive Relationships and Sex Education (RSE) in a range of contexts, which reflect the school's aims to ensure that students are happy, healthy and flourishing individuals whilst also being reflective and contributing members of the Kings Langley family and the rest of society.
- Help students develop knowledge at an age-appropriate level and understanding of their own physical and emotional development.
- We seek to work with parents and other supporting agencies to ensure that the teaching of RSE reflects the Department of Education (DfE) Guidance (July 2025) and complements teaching at home.
- Provide a framework to promote a climate which enables all students, regardless of ability, gender or sexual orientation, special needs, to develop the ability to make safe and reasoned choices supporting our desired outcomes of developing "strong character".
- Help students reflect on possible options and making reasoned choices (phronesis) allowing them to consider their own values and attitudes towards sex and relationships, as well as explore the conflicting range of values and attitudes they encounter now and will do in the future.

The cultural, ethnic, gender identity, religious backgrounds and maturity of our students are taken in consideration to ensure that our teaching of RSE is inclusive and sensitive. The school aims to ensure students:

- Receive their RSE in the wide context of relationships and personal development. RSE needs to be part of an integrated cross-curricular programme helping students to develop their skills and shape their values and attitudes.
- Learn and understand about physical development at appropriate stages and deal with issues of gender, sexual orientation and other stereotyping.
- Gain knowledge of sexual reproduction, sexual health, emotions and relationships.
- Receive clear information relating to local and national services including sexual health advice, sexuality, contraception, unplanned pregnancy and how to access these services.
- Learn about and receive information regarding safe practises when using social media, and other communication devices and be able to appreciate links with other issues such as peer pressure and risk taking behaviour.



On an annual basis, the Learning Area Leader of PSHE and SLT line manager will:

- Update the RSE calendar and publish this on the school website as an appendix to this policy
- Ensure that the programme of study surrounding and including sex and relationships, is updated in line with DfE statutory guidance: Education, Relationships and Sex Education (RSE) and Health Education (July 2020)
- Ensure the RSE curriculum is well led, effectively managed and well planned.
- Ensure the curriculum is age appropriate and of high quality.
- Ensure that there is a parent and governor consultation regarding the RSE policy and programme of study.
- Seek Governor approval of the RSE policy following the parent and Governor consultation.
- Report to the Governors' Curriculum Committee. These reports should include information on national and local statutory arrangements, a record of parental and student complaints, the number of students withdrawn from lessons and the number of teachers involved in the delivery of RSE.

They will also:

- Ensure that teachers will be provided with opportunities to gain in-service training to improve subject knowledge and subject pedagogy, as well as keep their expertise up to date and current in areas such as LGBTQ, Female genital mutilation (FGM) and any changes in law.
- Monitor teaching and learning in lessons, and ensure that the delivery of these lessons fulfils the teacher expectations below.

All PSHE teaching staff will be expected to:

- Provide RSE in accordance with this policy.
- Implement the agreed programme of study, and use the materials provided. Teachers should not be adapting materials, though where it might be necessary, it must be with the permission from the LAL.
- Review materials prior to delivering them to the students.
- Refer parents to the LAL regarding parents who do not want their child to study sex education.* *Please see the frequently asked questions section in the appendix for further details.*
- Ensure that students know that teachers cannot offer unconditional confidentiality in accordance with safeguarding practises, and reassuring students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- Always treat students with sympathy and support.
- Use inclusive language.
- Ask for advice from SENCO about how best to identify and support students individual needs
- Ask for support when teaching topics that they find personally challenging.
- Report any safeguarding concerns or disclosures that students may make as a result of the subject content.

Students will be expected to:

- Understand that some topics are of a sensitive nature to some other students, and behave accordingly.
- Listen and be respectful of other points of view that do not reflect their own.
- Use appropriate language and not be derogatory to others.
- Be respectful of both the teacher and other students, when asking questions or expressing personal opinions.

Parents should:

- Be the first teachers of their children (as per DfE guidance).
- Follow the programme of study from our website, so they can talk to their children about their own values, experiences and perspectives.
- View the RSE calendar, an appendix to this policy, before making an informed decision whether or not to withdraw their child from all or part of the sex education aspects, except for those parts that are included in the statutory National Curriculum.)
- Offer, where possible, to be part of the annual RSE consultation



Families.

Students should know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to wellbeing, and their importance for bringing up children.
- Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
- That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
- That forced marriage and marrying before the age of 18 are illegal.
- How families and relationships change over time, including through birth, death, separation and new relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
- How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

Students should know:

- The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
- How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
- The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
- What tolerance requires, including the importance of tolerance of other people's beliefs.
- The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
- The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
- Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
- The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
- How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
- How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
- Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online Safety and Awareness.

Students should know:

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
- The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
- Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
- That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help,

either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.⁹
- About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
- How information and data is generated, collected, shared and used online.
- That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
- That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
- That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe.

Students should know:

- How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
- That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
- How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
- How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
- That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
- The concepts and laws relating to sexual violence, including rape and sexual assault.
- The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
- The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- The concepts and laws relating to forced marriage.
- The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
- That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
- That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
- How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health.

Students should know:

- That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
- The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
- Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.

- 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.
- That some sexual behaviours can be harmful.
- The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
- That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
- The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
- How and where to seek support for concerns around sexual relationships including sexual violence or harms.
- How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

**Does the Department for Education's guidance state exactly what needs to be taught?**

The guidance sets out the key learning that pupils must receive by the end of Year 11. Schools will decide exactly how they teach the curriculum and what resources they will use. Information about this should be in the school policy.

What values underpin Relationships and Sex Education?

The core values include:

- *The importance of stable, loving relationships*
- *Respect for all*
- *Rights, responsibilities and the law*
- *Equality*
- *Acceptance of diversity*
- *Kindness*
- *Generosity*
- *Honesty*

Will I be consulted before these subjects are taught?

Yes.

Kings Langley School will engage and consult with parents when developing and reviewing their policies and programmes of study for Relationships and Sex Education and Health Education.

We will listen to parents' views, but we will then make decisions as to how we will proceed. Every school must deliver the statutory curriculum content, so parent consultation does not provide a parent veto on curriculum content. Exactly how the curriculum is taught is ultimately a decision for the school.

Can I request my child is excused from Health Education?

No.

Parents will not be able to withdraw their child from Health Education in secondary school. Health Education includes teaching about the changing adolescent body in a timely way to ensure young people are prepared for changes they will experience before they happen.

Can I request my child is excused from the Sex Education curriculum?

Yes.

Parents will be able to request that their child is excused from those parts of lessons that are defined as sex education in the school policy. It is hoped that when parents have opportunities to find out more about what will be taught and how, very few parents will want to do this.

Parents should note that the science curriculum includes human reproduction. Discussion of sex within relationships education, therefore, provides opportunities to set this learning in the context of meaningful relationships, personal values, health and safety.

Parents requesting to excuse their child from sex education will be invited to discuss their concerns with a member of staff and asked to specify which particular aspects of sex education content they wish to withdraw their child from. Parents have this right until three terms before the term in which the young person becomes 16 years old. At this point young people have a right to make their own decision and to opt into sex education.

Will excusing my child from sex education mean they will not learn about sex?

No.

The school cannot guarantee that pupils will not learn about sex from other sources outside the classroom. There are many places that children and young people can get information from including: parents, peers, older siblings and the internet. The accuracy of the information they access will be variable.

The delivery of Sex Education within RSE ensures that what pupils learn is age and developmentally appropriate, addresses their real questions and is based on important values and the law.

Can I request my child is excused from the elements of sex education taught through the science curriculum?

No.

Parents do not have a right to excuse their child from any part of the science curriculum, including lessons about reproduction and human development.

Can I request my child is excused from lessons about the changing adolescent body and puberty?

No.

Parents cannot excuse their child from elements of Health Education. They can only excuse their child from what the school defines as 'sex education' in their policy.

Can I excuse my child from lessons about LGBT people and relationships?

No.

The purpose of the Relationships Education curriculum is to educate pupils, age appropriately, about relationships and diversity in the world they live in. It is important that pupils know that different families and individuals exist and are respected under the law.

LGBT-inclusive curriculum content is not new: it has been a requirement for all schools under the Equality Act 2010. The new Relationships Education curriculum reinforces this by clarifying that the lessons young people receive in school must be inclusive of diverse families and be relevant to all pupils. The teaching must promote equality and respect, present material that is accurate and balanced, and it must be underpinned by legal rights and responsibilities. Content related to LGBT people will therefore be fully integrated into the curriculum, rather than being delivered in stand-alone lessons. Parents will not be able to excuse their child from this.

Will family diversity be represented?

Yes.

Families, both in school and in the wider world, sometimes look different from a child's own family. Pupils will be taught that British society values diversity and that all families deserve respect. Families are characterised by love and care, even though this may be expressed through different traditions and values.

In schools, learning about families must be inclusive. The Relationships Education curriculum must allow every child the right to see their family represented and all pupils must be confident and safe to speak about who they live with and who cares for them.

Will schools teach about a range of relationships: marriage, civil partnerships, relationships outside of marriage and same sex relationships?

Yes.

The curriculum enables young people to understand the importance of a stable, secure and loving environment for family life and will include the range of different family types that can provide this. Teaching will therefore represent the full range of committed and mutually supportive stable relationships in our society, including religious and civil marriages, civil partnerships, and relationships outside of formal commitment. The range of families represented will include stepfamilies, same-sex parents, grandparents as parents, adoptive families, and more.



Year	Autumn	Spring	Summer
7	<p>PSHE(Resilience) Building positive relationships & conflict management; peer pressure; being safe online; social media</p> <p>PSHE Healthy relationships & why are they important; friendships, gender stereotyping</p> <p>Computer Science Internet safety and Online dangers</p>	<p>PSHE(Resilience) Who is my community?; causes of racism; peer pressure; gangs;</p>	<p>PSHE(Resilience) Building positive relationships & conflict management</p> <p>PSHE What is good mental health?; Understanding emotions; puberty</p> <p>PSHE Puberty</p> <p>Science the structure of the sperm and egg, the reproductive system, fertilisation, changes that occur during puberty, pregnancy (including effect of drugs and alcohol on the unborn baby) and birth.</p>
8	<p>PSHE Healthy and unhealthy relationships; empathy and relationships; marriage; teenage pregnancy; contraception; body image; sexting and the law; being safe online</p> <p>Computer Science Online safety</p> <p>PSHE Body image and mental health</p>	<p>PSHE migration; asylum seekers; causes of racism; challenging racism; homophobia</p>	
9	<p>PSHE Changing and stable families; forced marriage; STIs; abortion and the law; teenage parents; signs of grooming; trolling, harassment and whistleblowing; sexting and the law; pornography and the law; sex in the media</p>	<p>PSHE Types of prejudice; HBT (Homo, Bi and Trans bullying); extremism and radicalisation; racism in Modern Britain</p>	
10	<p>Food Body image and food consumption</p> <p>PSHE Different types and levels of relationships; parenting skills and family life; same sex</p>	<p>RE Abortion</p> <p>English Blood brothers</p>	<p>Food Body image and food consumption</p>

	relationships; tension between teens and parents; divorce; consent and rape; grooming and sexual exploitation; peer to peer sexual abuse; sexual health (STIs); different types of contraception; domestic violence	Food Body image ad food consumption RE Roles of men & women; marriage; civil partnerships; divorce; religious belief about sex (abstinence, celibacy), contraception, homosexuality	
11	Food Body image ad food consumption Science Puberty; sex hormones	Food Body image ad food consumption Science Sexually transmitted infections	Food Body image ad food consumption
12	PSHE fertility and IVF; adoption and fostering; LGBTQ sex relationships; consent; sex education (abstinence; commitment; pleasure of sex) English Love through the ages, sex and love	PSHE Breast/ testicular cancer- links to relationships PSHE FGM and Human rights; mental health	PSHE domestic abuse; understanding causes and prevention of cancer
13	PSHE Consent, alcohol and rape RE Sexual ethics English The Color Purple by Alice Walker: sex, sexual assault, rape and lesbian relationships	PSHE Staying safe at uni – alcohol & effects; drugs and party drugs; LGBTQ trans relationships English Feminine Gospels by Carol Anne Duffy: themes of sexual identity	