Relationships and Sex Education Policy

Rationale and Ethos

This policy sets out the approach to Relationships and Sex Education as will be delivered to pupils at Westfield School. Personal, Social, Health and Economic Education (PSHE) and Science/Biology lessons provide the main information for sex education. This policy is reviewed annually. This policy applies to the whole school including the Early Years Foundation Stage. It was produced by the Head of PSHE Faculty (Liza Marshall) through consultation with the SLT Lead (Kate Quinn).

We define 'relationships and sex education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

We aim to ensure our students are prepared, aware of their rights and responsibilities and able to make informed choices whilst being conscious of finding the balance between providing that education too early or late or making it too grown up or not relevant. With this in mind we find the partnership of home and school as vital in providing the context for these studies, both by continuing discussions at home but also by keeping school informed of relevant issues which may need further exploration in the classroom.

In primary education, the subject is generally known as 'Relationships Education'. At this level, Sex Education is not statutory, although the DfE recommends that certain aspects are embraced, including the changes at puberty and the understanding of how babies are conceived and born, and we include this in our schemes of work. In secondary education, the subject is known as 'Relationships and Sex Education'. For the purposes of this policy, the subject is referred to throughout as 'Relationships and Sex Education' (RSE).

Our school's overarching aim for our students is to give them the knowledge and capability to take care of themselves and receive support if problems arise. This is in addition to fostering pupil wellbeing and developing resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. We also aim to aid the development of personal attributes including kindness, integrity, generosity, and honesty in accordance with our school's ethos and values: sense of belonging, love for learning, ambition to succeed and belief in each other.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing opportunities both in and out of school to promote physical, social and emotional understanding. The school recognises that pupils with SEND may need additional support to cope with the physical and emotional aspects of growing up. Carrying out a baseline assessment activity at the beginning of each new topic also ensures that the subsequent learning starts where the pupils are and is matched to their individual needs.

RSE also fosters gender equality and LGBT+ equality by nurturing good relations across all characteristics - between people who share a protected characteristic and people who do not share it. Lessons are also sensitive to the wide variety of faiths that our students belong to.

We believe relationships and sex education is important for our students and our school because it equips children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

Roles and responsibilities

The Relationships and Sex Education and Health Education programme is delivered as part of a timetabled PSHE Education programme led by Liza Marshall (Head of PSHE Faculty), John Drake (Head of Junior House) and Hannah

Morell (Head of Sixth Form). They are supported by additional PSHE staff. At present this is Class Teachers in the Junior House and designated PSHE Education teachers and Form Tutors in the Senior House.

Relevant training is provided for staff and those teaching the PSHE curriculum are expected to complete the NSPCC 'Talk Relationships: Delivering sex and relationships education training course'.

.

The Head of PSHE Faculty is responsible for:

- Raising the profile of PSHE Education within the school.
- Monitoring the standard of teaching and learning for evaluating strengths and weaknesses.
- Attending CPD courses to further develop knowledge of teaching and learning in the subject.
- Supporting colleagues in the teaching of PSHE, RSHE, Financial Education and sharing information regarding developments in the subject.
- Regularly review and plan the curriculums for Key Stage 3 and 4.
- Supporting the Head of Junior House and the Head of Sixth Form to plan delivery of PSHE and RSHE in their respective sections of the school
- Mapping RSHE education across the school.

Legislation (Statutory regulations and guidance)

Department for Education statutory guidance states that all secondary schools must deliver Relationships and Sex education (RSE). This is statutory guidance issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Documents that inform the school's RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)
- Children's Wellbeing and Schools Act 2026
- Education Act (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Keeping children safe in education – Statutory safeguarding guidance (2026)
- Children and Social Work Act (2017)

Curriculum

Our RSE programme is an integral part of our whole school PSHE Education provision and will cover a variety of compulsory topics as outlined by the DfE in the document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education -Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk). This guidance was updated in July 2025 for implementation by September 2026.

Topics include:

- Families
- Respectful relationships (including friendships)
- Online safety and awareness
- Being safe
- Intimate and sexual relationships (including sexual health)
- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating

- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, and understanding the healthcare system
- Personal safety
- Basic first aid
- Developing bodies

Our RSE programme is taught through a range of teaching methods and interactive activities, and uses selected resources, from organisations such as the PSHE Association and Pol-Ed to support and promote understanding within a moral/values context.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in our wider school curriculum to provide pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

Pupils will be encouraged to reflect on their own learning and progress throughout the course of each academic year via PSHE lessons, structured form & tutor time and whole school & year group assemblies. Assessment in RSE takes place via pre and post learning assessments to determine what is already known and to ascertain learning that is developed.

An outline of the topics covered and the year group they are covered in can be found in ***Appendix 1***.

Safe and effective practice

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 pupils' 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 into play. At the beginning of every academic year pupils have input into the ground rules putting forward their suggestions for conduct during lessons. The ground rules are adjusted if required and are published on each class's PSHE Education Team and reminded to pupils at the beginning of each half term and as required during other times. Pupils are made aware of a post regarding further places of support for all PSHE Education topics. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside of the whole class setting. PSHE Education teaching staff are aware of the Gender Questioning Pupils Policy and what is expected in terms of language and reporting when the subject arises.

All PSHE Education teaching staff are expected to deliver material impartially and have full access to a wide range of CPD to support their teaching. The resources are compiled centrally and regularly reviewed by Liza Marshall (Head of PSHE Faculty), John Drake (Head of Junior House) and Hannah Morell (Head of Sixth Form) to ensure they are both appropriate and relevant and to ensure neutrality especially around contentious subjects. We are committed to upholding the Equality Act 2010 to ensure that students are not discriminated against for their sex, race, disability, religion or belief or sexual orientation. Concerns regarding a specific issue should be made by contacting the Designated Safeguarding Lead (Emma Isley).

In response to the Government publication of the 'Review of sexual abuse in schools and colleges' (June 2021) in association with Ofsted, we acknowledge that school should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people. We therefore follow 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. This includes topics such as consent and the sending of 'nudes'.

Safeguarding

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, he/she will talk to the Designated Safeguarding Lead (DSL) and record the

information on CPOMS as per the procedures in the Safeguarding policy. The school has a separate SAFEGUARDING POLICY and those involved in the delivery of PSHE are aware of the procedure to follow should any concerns be raised during a session due to the sensitive nature of the topics covered. We aim to ensure that pupils' best interests are prioritised and encourage pupils to talk to their parents/carers for support where appropriate. If confidentiality must be broken, pupils are informed first and then supported by the designated teacher throughout the process.

Engaging stakeholders

This policy will be available on the school website at all times. Where changes are made these will be circulated via e-mail to the relevant stakeholders. Parents, staff and governors all have a fundamental role to play in the delivery of effective RSE both in school and at home and we believe that keeping the lines of communication open is a fundamental part of this. Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils and parents will also be regularly consulted regarding the provision of RSE. Where relevant/necessary parents will also be given the opportunity to view the materials and resources.

The right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, up to and until three terms before the child turns 16. Before making the decision to withdraw we would encourage all parents to read the information below which outlines those parts of RSE that constitute sex education. **There is no right to withdraw from Relationships Education or Health Education.** As the information shows these three topics are very closely linked and students will not see boundaries between science, health, safeguarding, relationships, and sex. Children and young people are naturally curious and will ask questions that flow from any line of inquiry. It is important to accept that there is a natural overlap between subjects and as such a withdrawal request should be carefully considered. Should you wish to withdraw your child from sex education we ask in the first instance that you contact Mrs Kate Quinn by email (K.Quinn@westfield.newcastle.sch.uk). If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal however we must stress that this withdrawal effectively leaves the role of sex educator to the parents. In many cases they will also acquire information both online and from their peers which can often be incorrect or damaging. Therefore, for safeguarding reasons, it is imperative that if this material is not being received in school that it is delivered elsewhere in an age appropriate way. A record will be kept of any students who are removed from sex education.

Appendix 2 comprises a table produced by the Sex Education Forum exploring what may constitute sex education and where this content might be placed in the curriculum.

Monitoring and evaluation

Quality assurance of RSE within PSHE lessons takes place throughout an academic year in the form of:

- Learning Walks – Autumn Term
- Work Scrutiny – Spring Term 1
- Pupil Voice – Spring Term 2

Assessment of understanding of RSE takes place with PSHE Education lessons, please see the PSHE Education policy for further information.

Related Policies:

- PSHE Education
- SMSC Policy Fundamental British Values
- Safeguarding and child protection policy
- Curriculum
- Anti-bullying Policy and Strategy
- Drugs
- Online Safety
- Behaviour and rewards
- Gender Questioning Pupil

RSE Policy Review

This policy is review annually by the Head of PSHE Faculty, SLT Lead and Governors to ensure that it continues to meet the needs of pupils, staff, and parents, and that it is in line with current DfE advice and guidance.

Appendix 1

PSHE Curriculum Overview Key Stage 1 and 2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Making friends: playing and learning together** This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.	**Mental health and wellbeing** This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	**Celebrating me, you and our families** This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.	**Safety at home** This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	**Being healthy** This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	**Showing kindness to ourselves and others** This unit revisits learning about feelings, and explores the importance of kindness.
Year 2	**Mental health and wellbeing** This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	**Keeping safe online** This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	**Me, my body and staying safe** This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	**Money and work** This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	**Keeping safe outside the home** This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	**Looking back and moving on** Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.
Year 3	**Me, my friends and belonging** This unit explores themes of friendship and respect. Pupils learn about healthy friendships and ways to make others feel included.	**Mental health and wellbeing** Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	**Building healthy habits** This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	**Making choices online** This unit explores how to protect information online and make choices about online content, including understanding age ratings.	**Keeping safe out and about** This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.	**Looking out for each other** This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.
Year 4	**Mental health and wellbeing** Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	**Exploring ways to manage risk** This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	**Forming respectful relationships** This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect.	**Money matters and news literacy** This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	**Me, my body and growing up** This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.	**Families and growing together** This unit supports pupils' understanding of diverse family structures, and how families can change.
Year 5	**Friendships, stereotypes and bullying** This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	**Mental health and wellbeing** This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	**Positively engaging with our world** This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	**Respecting boundaries** This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	**Safe connections** This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.	**Embedding healthy habits and learning first aid** This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.
Year 6	**Mental health and wellbeing** This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.	**Managing money and online spending** This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	**Changes in puberty (and sex education*)** This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.	**Drug education: assessing risk and managing influences** This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	**Developing our understanding of AI** This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	**Looking to the future** This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.

Reviewed by Mrs L Marshall on 30 October 2026 and approved by the Board of Governors on **** 2026

PSHE Curriculum Overview Key Stage 3 and 4

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term
Upper 3	**Emotional wellbeing and managing change** This unit helps students transition to secondary school, set learning goals and develop social and emotional skills	**Friendship and bullying** This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents.	**Families and changing relationships** This unit covers the role of families, including caring for each other and in changing circumstances, such as divorce and separation.	**Puberty and keeping safe** Healthy routines, influences on health, puberty, unwanted contact, and FGM	**Influences on relationships** This unit revisits learning about puberty from KS2. It then focuses on specific learning about testicular and vulval health, as well as how to identify and report abuse.
Lower 4	**Health and Wellbeing** In this unit, students develop decision-making skills that support a healthy lifestyle and their wellbeing: from considerations about food, exercise and sleep, to assessing the impact of climate change on your people's wellbeing.	**Personal safety and managing risk** This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, including on the roads, around water, and in relation to alcohol and other drugs.	**Belonging and community** This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion.	**The online world** This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users.	**Healthy and unhealthy relationships** This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support.
Upper 4	**Mental health and Wellbeing** Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations.	**Drug education** This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances.	**Managing risk in relation to the law** This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law.	**Intimate sexual relationships** In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception.	**Navigating online harms** This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives.
Lower 5	**Independence, health choices and wellbeing** This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4.	**Navigating the online world** This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.	**Friendship, diversity and challenging extremism** This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism.	**Managing influence** This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour.	**Exploring consent and recognising abuse** This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse.
Upper 5	**Life-long wellbeing** This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.	**Drugs and personal safety** This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support.	**Safe relationships and sexual health** This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health.	**Families, fertility and pregnancy** This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.	**Managing and maintaining health** This unit helps students explore behaviours that support their own and others' physical health, through prevention of illness, treatment options and emergency responses.

Appendix 2

Below is a table produced by the Sex Education Forum exploring what may constitute sex education and where this content might be placed in the curriculum.

Curriculum	Notes on statutory content and placing this learning in the curriculum	Main subject location(s)	Phase to introduce
Human sexuality, sexual identity, including sexual orientation.	This is an overarching concept to support secondary sex education. Government guidance expects that LGBT content is integrated and that LGBT is covered in secondary.	Sex education, but with some natural overlap with Relationships Education.	Secondary, though concepts such as what it feels like to fancy someone can be covered at primary and must be taught inclusively.
Choices relating to sex - why people have sex - influences on having sex - sexual competencies (communication with partner, readiness, safer sex)	There are several references to understanding choices relating to sex under secondary RSE sub-section: 'intimate and sexual relationships including sexual health'.	Sex education but with some natural overlap with Relationships Education e.g.	Secondary
Definitions of sex and the law: - What is sex - What are sexual activities - Sexual consent - Sex and the law	Secondary RSE includes sexual consent under 'Being safe', both definitions: 'the concepts of, and laws relating to, sexual consent', and consent in 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)'. It is important that pupils have sufficient information to define sex and sexual activities to understand sex and the law.	Sex education but with some natural overlap with Relationships Education e.g. 'how people can actively communicate and recognise consent from others'.	Secondary, but some aspects of the law need to be covered at primary sufficient that children understand that there are laws relating to sex, and rules about our bodies – see Relationships Education 'Being Safe'.
Pornography	Secondary RSE includes under 'Online and media', pupils should know 'that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours...'	Sex education but with some natural overlap with Relationships Education.	Secondary, but at primary pupils need to know basic rules re seeking help from an adult if they encounter images or videos of people naked online.