



STAMFORD SCHOOL RELATIONSHIPS & SEX EDUCATION POLICY

INTRODUCTION

At Stamford School we believe that high-quality Relationships and Sex Education (RSE) is an essential part of preparing young people for life in modern Britain and beyond.

Relationships and Sex Education support students in developing the knowledge, understanding, skills and values necessary to build positive relationships, make informed decisions, maintain their wellbeing and keep themselves and others safe.

RSE forms an integral part of the wider Personal, Social, Health and Economic (PSHE) curriculum and contributes significantly to safeguarding, personal development and preparation for adult life.

The school is committed to delivering an inclusive, evidence-informed and age-appropriate programme that reflects statutory requirements, promotes respect and dignity, and prepares students for the opportunities and responsibilities of adulthood.

STATUTORY AND REGULATORY FRAMEWORK

This policy has been developed with reference to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, July 2025)
- Children and Social Work Act 2017
- Education Act 2002
- Equality Act 2010
- Independent School Standards Regulations
- Keeping Children Safe in Education (current edition)

- SEND Code of Practice
- Working Together to Safeguard Children
- PSHE Association Programme of Study (2026)
- PSHE Association Guidance on Writing and Reviewing an RSE Policy

This policy should be read alongside:

- PSHE Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality, Diversity and Inclusion policies and procedures;
- SEND Policy
- Staff Code of Conduct
- Boarding Policies

DEFINITION OF RSE

Relationships and Sex Education (RSE) is learning about relationships, emotional and physical development, human sexuality, sexual health, and personal safety. It enables students to develop the knowledge, skills and understanding needed to build healthy relationships, make informed decisions, respect themselves and others, and stay safe both online and offline. RSE prepares students for the opportunities, responsibilities, and experiences of adult life.

AIMS OF RSE

The aims of RSE at Stamford School are to enable students to develop healthy, respectful, and inclusive relationships, understand consent, communication, and personal responsibility, and make informed decisions about their wellbeing. Through the curriculum, students develop confidence, self-esteem, and relationship skills, while learning how to maintain positive physical and emotional health, recognise risk and exploitation, stay safe online and offline, access support when needed, and prepare for the responsibilities and opportunities of adult life.

GUIDING PRINCIPLES

The School's RSE curriculum is underpinned by the seven guiding principles identified within the 2025 statutory guidance.

Engagement with Students

Students play an active role in shaping the RSE curriculum. Their views, experiences and feedback are gathered through surveys, focus groups, student voice activities, and informal feedback to ensure the curriculum remains relevant, responsive, and reflective of their needs.

Engagement and Transparency with Parents

The school values parents as partners in education. Parents are consulted during policy review via School Post, as well as in person parent information evenings. Parents may request access to view curriculum materials.

Positivity

RSE education promotes positive wellbeing, healthy relationships, and responsible decision-making. Teaching focuses on developing students' strengths, resilience, confidence, and aspirations, helping them to recognise opportunities, make informed choices, and build positive relationships with themselves and others.

Careful Sequencing

Learning is delivered through a spiral curriculum that revisits and develops concepts over time. Topics are introduced before students are likely to encounter associated risks or experiences, in an age-appropriate way, using the PSHE Association scheme of work to guide planning and resources.

Relevant and Responsive

The RSE curriculum is regularly reviewed to ensure it reflects the needs and experiences of students, as well as local, national, and global issues. Curriculum content is informed by student voice, safeguarding trends, emerging risks, emerging technology, and statutory guidance to ensure learning remains timely, meaningful and age appropriate.

Skilled Participative Delivery

RSE is delivered by appropriately trained staff who create a safe, inclusive, and supportive learning environment. Teaching is evidence-informed, age-appropriate, and responsive to students' needs, enabling students to engage confidently with sensitive topics and develop the knowledge, skills and understanding required to make informed decisions. The school holds PSHE Association School Plus membership to ensure that up to date training is available to all teaching staff in school.

Whole School Approach

RSE is embedded within the wider life of the school and is supported by pastoral systems, safeguarding, assemblies, tutor programmes, staff role modelling, and engagement with parents to promote positive relationships, wellbeing, and personal safety.

WHOLE SCHOOL APPROACH

RSE is most effective when delivered as part of a wider culture that promotes wellbeing, respect and safeguarding.

RSE is embedded throughout Stamford School and reinforced through PSHE lessons, the pastoral curriculum, enrichment lectures, assemblies, pastoral care, safeguarding education, Equality, Diversity, Inclusion initiatives, behaviour expectations, anti-bullying initiatives, and partnerships with parents. This ensures that students receive consistent messages about respect, wellbeing, healthy relationships, and personal safety across all aspects of school life.

All staff contribute to creating a culture where positive relationships are modelled and promoted.

CURRICULUM DESIGN

The RSE curriculum follows the PSHE Association Programme of Study and is delivered through a spiral curriculum model, enabling students to revisit and build upon key knowledge and skills over time.

CURRICULUM CONTENT

The RSE curriculum at Stamford School is delivered through the wider PSHE programme and is designed to provide a progressive and age-appropriate learning journey from Year 7 to Year 13.

The attached Appendix 1 shows the long-term overview of topics covered in each year group 7-13.

The RSE curriculum is carefully sequenced to ensure that learning is age-appropriate, progressive, and responsive to students' developmental needs.

Key Stage 3 (Years 7–9) focuses on developing the foundations of healthy relationships, emotional wellbeing, personal safety, and respect for others.

Key Stage 4 (Years 10–11) revisits these themes in greater depth, supporting students to understand consent, intimate relationships, sexual health, online safety, and safeguarding as they develop greater independence.

Key Stage 5 (Years 12–13) builds upon prior learning with a greater focus on adult relationships, sexual health, consent, sexual ethics, personal responsibility and preparing for independent adult life. Students are supported to develop the knowledge, skills and confidence needed to navigate relationships, make informed decisions, access support services, manage risk and maintain healthy and respectful relationships beyond school.

NEW STATUTORY CONTENT FROM SEPTEMBER 2026

The school's curriculum reflects the new statutory requirements introduced through the July 2025 guidance. The RSE curriculum has been updated to reflect emerging risks and contemporary issues affecting young people. Students will receive age-appropriate education on healthy relationships, sexual ethics, consent, sexual health, harmful gender stereotypes, online harm, artificial intelligence and digital safety, exploitation, safeguarding, and harmful practices.

TEACHING AND LEARNING

Teaching will promote respect, inclusion, critical thinking, and informed decision-making, while equipping students with the knowledge and skills needed to stay safe and develop healthy, respectful relationships.

RSE is delivered through the PSHE curriculum. RSE content will be delivered in an integrated way, with single topics covering both Relationship and Sex Education.

Students in Years 7 and 8 receive a 40-minute lesson each week, while students in Years 9–11 receive a 60-minute lesson each week. In the Sixth Form, students receive a 30-minute tutor-led lesson during extended tutor time, supplemented by a 40-minute weekly enrichment lecture.

This allows the curriculum to be delivered in an age-appropriate and progressive manner, reflecting the increasing complexity of topics as students mature.

Students are encouraged to ask questions and seek clarification. Teachers will provide accurate, age-appropriate information and maintain professional boundaries. Where questions fall beyond the scope of the curriculum, students will be signposted to appropriate sources of support and information.

EXTERNAL SPEAKERS

External visitors may contribute to the RSE curriculum by providing specialist knowledge and expertise. Visitors may include healthcare professionals, charities, safeguarding organisations and other relevant agencies.

All external speakers are appropriately vetted, receive relevant safeguarding information and are supervised by School staff. The content of external presentations is reviewed where appropriate to ensure it is age-appropriate and supports the aims of the school's curriculum.

Responsibility for the planning, delivery and quality assurance of RSE remains with Stamford School.

WORKING WITH PARENTS

Stamford School values parents and carers as key partners in supporting students' relationships, health and wellbeing education. The school is committed to maintaining open and transparent communication about the RSE curriculum.

Parents may access this policy, request information about curriculum content and discuss provision with Elizabeth Thompson, Head of PSHE – Ethompson@ses.lincs.sch.uk. Curriculum materials will be made available to parents upon request in accordance with statutory guidance.

The school will consult with parents during curriculum review at parent information evenings and policy development to ensure that provision remains relevant, effective and responsive to the needs of the school community.

RIGHT TO WITHDRAW

Parents have the right to request that their child is withdrawn from some or all the sex education elements of Relationships and Sex Education (RSE), in accordance with statutory guidance. Parents do not have the right to withdraw their child from Relationships Education; Health Education or any content covered through the National Curriculum for Science.

Requests for withdrawal should be made in writing to the Head of Senior School. The school will discuss the request with parents, consider any concerns raised and explain the educational benefits of participation. Appropriate alternative educational provision will be provided for students who are withdrawn from lessons.

In accordance with statutory guidance, students may choose to opt into sex education from three terms before their sixteenth birthday if they wish to receive this education.

EQUALITY, DIVERSITY and INCLUSION

Stamford School is committed to fostering a culture in which all students feel safe, respected, valued and included. The RSE curriculum promotes equality, diversity, inclusion and belonging, and reflects the school's commitment to respecting and valuing all individuals.

Teaching is delivered in accordance with the Equality Act 2010 and is inclusive of the diverse backgrounds, experiences and identities represented within the school and wider society. The curriculum promotes mutual respect, empathy, kindness, dignity and equality of opportunity, while encouraging students to challenge prejudice, discrimination and harmful stereotypes.

Students are supported to develop an understanding and appreciation of diversity and to build positive, respectful relationships with others. Through the curriculum and wider School initiatives, students are encouraged to contribute to a culture of inclusion, respect and belonging within the Stamford School community.

The Head of PSHE works closely with the Head of Pastoral, Assistant Head Pastoral and Assistant Head of Safeguarding, to ensure that the curriculum reflects the needs of the school community, promotes inclusion and belonging, and responds appropriately to emerging safeguarding issues, student voice and pastoral trends.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Stamford School is committed to ensuring that Relationships and Sex Education is inclusive, accessible and appropriately adapted to meet the needs of all students.

The school recognises that students with SEND may require additional support to understand relationships, personal boundaries, consent, risk, independence and how to access support services. Some students may also be more vulnerable to abuse, exploitation, coercion, grooming, unhealthy relationships and online harms.

Teaching is adapted where appropriate through a range of strategies, including differentiated resources, adapted language, visual supports, scaffolded learning and additional adult support, enabling all students to access the curriculum and achieve positive outcomes.

The Head of PSHE works closely with the Learning Development Department, Assistant Head Safeguarding, pastoral teams and teaching staff to ensure that the curriculum is inclusive, responsive and meets the needs of individual students. Reasonable adjustments are made where necessary to support participation, progress and preparation for safe, healthy and independent adult lives.

SAFEGUARDING

Safeguarding is at the heart of Relationships and Sex Education and underpins all aspects of the curriculum. Through RSE, students develop the knowledge, understanding and skills needed to build healthy relationships, recognise risk, maintain personal safety and seek support when needed.

The curriculum supports the school's safeguarding responsibilities by educating students about healthy and unhealthy relationships, consent, abuse, exploitation, grooming, child-on-child abuse, sexual harassment and violence, coercive and controlling behaviour, county lines, radicalisation, online harms and image-based abuse.

Students are taught how to recognise concerns, stay safe, access support and report worry about themselves or others.

The Head of PSHE works closely with the Assistant Head Safeguarding to ensure that the curriculum reflects current safeguarding priorities, emerging risks and the needs of the school community. Safeguarding data, pastoral trends and student voice are used to inform curriculum planning and development.

Staff delivering RSE receive appropriate safeguarding training and always follow the school's safeguarding procedures. They understand that discussions may lead to safeguarding disclosures and are trained to respond appropriately.

MONITORING, EVALUATION AND QUALITY ASSURANCE

Stamford School is committed to continually reviewing and improving the quality and effectiveness of its RSE provision.

The RSE curriculum is monitored and evaluated through a range of quality assurance processes, including lesson observations, learning walks, student voice activities, parent and staff feedback, and regular curriculum reviews. Monitoring also takes account of safeguarding data, pastoral trends, behaviour concerns and emerging risks to ensure that the curriculum remains relevant, responsive and effective.

The curriculum is reviewed annually against statutory requirements, PSHE Association guidance, safeguarding priorities and local and national developments. Findings from monitoring and evaluation activities are used to inform curriculum planning, staff training and policy development.

The Head of PSHE is responsible for the ongoing monitoring and evaluation of RSE provision and reports regularly to senior leaders on curriculum effectiveness and emerging needs. The Deputy Head Academic oversees the quality of teaching and learning, supporting quality assurance processes and ensuring that RSE is delivered to a high standard across the school.

ROLES AND RESPONSIBILITIES

Governing Body

The Governing Body is responsible for approving this policy, monitoring its implementation and ensuring that the school meets its statutory obligations.

The Head

The Head has overall responsibility for ensuring the effective implementation of this policy and for providing appropriate staffing, training and resources.

Deputy Head Pastoral

The Deputy Head Pastoral provides strategic oversight of RSE provision, ensuring that it supports the school's pastoral, wellbeing and safeguarding priorities.

Deputy Head Academic

The Deputy Head Academic is responsible for overseeing the quality of teaching and learning across the school. In relation to RSE, this includes supporting quality assurance processes, promoting high standards of teaching, monitoring curriculum delivery and ensuring that RSE is delivered effectively and in line with the school's educational aims and expectations.

Head of PSHE

The Head of PSHE is responsible for the development, delivery, monitoring and evaluation of the RSE curriculum, staff training, resource development and policy review.

Teaching Staff

Teaching staff are responsible for delivering RSE in accordance with this policy, maintaining a safe and inclusive learning environment, and following the school's safeguarding procedures.

Tutors

Tutors support the aims of RSE through the tutor programme, pastoral guidance and the promotion of student wellbeing.

Students

Students are expected to participate respectfully, contribute appropriately to discussion, respect the views of others, follow classroom expectations and seek support when needed.

POLICY DEVELOPMENT AND REVIEW

This policy has been developed in consultation with staff, students, parents, and governors. It will be reviewed annually, or sooner where required, to reflect changes in legislation, statutory guidance, inspection recommendations or identified school needs. The review process will include consultation with relevant stakeholders to ensure the policy remains effective, compliant and responsive to the needs of the school community.

Author/Reviewer	Elizabeth Thompson Head of PHSE)/ Katie Dexter (Deputy Head Pastoral)	Date of Last Review	Summer 2026
Applicable to	Stamford School (Senior School)	Date of Next Review	Summer 2027

APPENDIX 1 – CURRICULUM OVERVIEW

Stamford School Relationships and Sex Education Curriculum Overview for Years 7–11, embedded in PSHE Curriculum Model.

PSHE education | Long-term overview

Stamford School Academic Year 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional Wellbeing & Managing Change & Transition	Financial Decisions / Friendships & Bullying	Families and Changing Relationships / Careers	Puberty & Keeping Safe	Careers / Influences on Relationships	Personal Safety
Year 8	Health & Wellbeing	Personal Safety & Managing Risk & Futures Planning	Belonging & Community	The Online World	Healthy and Unhealthy Relationships	Managing Money & Careers
Year 9	Mental Health & Wellbeing	Careers & Navigating Online Harms	Drug Education	Managing Risk in Relation to the Law	Intimate Sexual Relationships & Online Harms Misogyny	Navigating Online Harms
Year 10	Navigating the Online World	Study/Work & Careers & Exploring Consent	Friendships, Diversity and Challenging Extremism & <u>Recognising Abuse</u>	Managing influence/ Financial & Careers Education	Managing Influence continued / Reognising Abuse & Health Choices.	Independence, Health Choices & Wellbeing. Study, Work & Careers.
Year 11	Life-long Wellbeing & Managing and Maintaining health	Work & Careers & Safer Relationships	Work & Careers & Online Financial Harms	Families, Fertility, Pregnancy & Sexual Health	Work & Careers - Drugs & Personal Safety	Study Leave

APPENDIX 2 – SIXTH FORM PSHE

The two-year Sixth Form programme continues the three overarching strands developed in Years 7–11. Sixth Form curriculum content is reviewed to incorporate relevant developments within national RSHE guidance and emerging issues affecting young adults.

Health and Wellbeing

- mental health and emotional wellbeing;
- managing stress and change;
- maintaining physical and mental health;
- healthy choices;
- risk management;
- personal safety;
- accessing healthcare and support;
- independent living; and
- preparation for greater personal responsibility.

Relationships

- diversity and inclusion;
- respectful relationships;
- consent;
- intimate relationships;
- sexual health;
- relationship behaviours;
- maintaining relationships;
- personal boundaries;
- recognising unhealthy or abusive behaviour; and
- accessing support.

Living in the Wider World

- readiness for work;
- future pathways;

- employability;
- financial choices;
- independent financial decision-making;
- preparation for further education, university, training or employment; and
- responsibilities associated with independent adult life.