



Relationships and Sex Education (RSE) Policy

This policy has been written following statutory guidance having been issued by the Department for Education. From September 2020, Relationships Education is compulsory for all primary-aged children (VIs to IIIs) and Relationships and Sex Education is compulsory for all secondary aged children (IIs and Is at Ludgrove, and beyond). This policy has been drawn up to take account of the guidance in the context of Ludgrove and its pupils and is age appropriate in its delivery. It should be read in the context of the PSHEE programme and Safeguarding Policy. This policy will be reviewed at least annually (next review June 2026) to ensure it meets the needs of our pupils.

This policy has been prepared to meet the School's responsibilities under:

- Education (Independent School Standards) Regulations 2014;
- *Boarding schools: national minimum standards* (Department for Education (DfE), 2022);
- Education and Skills Act 2008;
- Education Act 2002;
- Children Act 1989;
- Equality Act 2010;
- Children and Families Act 2014;
- Children and Social Work Act 2017;
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

This policy has regard to the following guidance and advice:

- Statutory guidance from the DfE Relationships education, relationships and sex education and health education (DfE, June 2019, updated September 2021)-July 2025 update for information only, academic year 2025-2026;
- Keeping children safe in education (DfE, September 2025) (KCSIE);
- Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018, updated December 2023);
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016);
- Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018, withdrawn to KCSIE);
- The Prevent Duty, updated December 2023
- Sharing nudes and semi-nudes: advice for education settings (Updated March 2024)
- Searching, screening and confiscation: advice for schools (DfE, 2022);
- Relationships education, relationships and sex education and health education FAQs (DfE, May 2018), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*;

- Creating an LGBT-inclusive curriculum.

AIMS OF THE POLICY

The Department for Education define RSE as:

“lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.”

The aim of Ludgrove RSE is to therefore teach pupils the fundamental characteristics and components of positive relationships, including friendships, family relationships, relationships with other children and with adults. The school aims to provide pupils with age-appropriate information, to explore attitudes and values that affect relationships and to develop skills that empower them to make positive and appropriate decisions.

As a boarding school, Ludgrove recognizes that it has a key part in helping children cope with the emotional and physical aspects of growing up and developing healthy and appropriate relationships, preparing them for the challenges and responsibilities of adulthood.

Ludgrove is committed to the provision of RSE for all pupils. We aim to respond to the diversity of cultures, faiths, family background in compliance of the Equality Act 2010. We take account of our SEND policy when delivering RSE; resources and teaching will be adapted wherever possible.

The content of the RSE programme at Ludgrove will be monitored and evaluated by the Head of PSHEE, the DSL and the SMT.

Pupils should be taught to:

- Value themselves, and build self-confidence and resilience.
- Value and respect others.
- Value healthy, stable and caring relationships based on mutual respect.
- Value and respect differences in religion, culture, physical and mental ability, sexual orientation and social background.
- Value and respect their rights and the rights of others.
- Value discussion to enable the building of confidence in talking about relationships, health and overall wellbeing.

DELIVERY OF RSE

1. RSE is coordinated by the Head of PSHEE and will be delivered through a number of channels, including PSHEE lessons, the school’s wider policies and documentation, tutorials, school committees, sport, musical and artistic opportunities, assemblies, the science curriculum, through TPR & RS, and wherever possible, supplemented by external speakers chosen carefully by the school.
2. The sex education element of the RSE programme will be delivered in the same term as the whole year-group lecture delivered by an external speaker.

3. RSE is closely linked with PSHEE, science and TPR. Pupils need to be given accurate information to help them develop skills to respect themselves, understand differences, to remove and prevent prejudice, and to develop physical and mental wellbeing.
4. Although Sex Education is not compulsory for primary-aged children, the government recommends that schools teach it in order to support ongoing emotional and physical development. In year 6, pupils are taught about puberty and changes that adolescence brings, so that they are prepared for the next stage of their development, as part of their health education.
5. It is possible that primary-aged children will ask questions as a consequence of matters discussed in Relationships Education. This natural curiosity will be addressed and will often direct the nature of discussion. As long as discussion takes place within the context of the subject, it will not be considered part of the RSE programme and not subject to any parental right of withdrawal.
6. The focus of health education is on the characteristics of good physical health and mental wellbeing, including the importance of exercise, balanced diet and sufficient sleep. The school routine allows ample time for sport and exercise. We aim to provide our pupils with the information and language to identify and understand the emotions they feel and whether their feelings are appropriate and proportionate. Health education also includes simple self-care techniques, personal hygiene, prevention of problems and basic first-aid.

ASSESSMENT

1. Ludgrove has the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.
2. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention.
3. Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. Tests, written assignments, surveys, and self-assessments will be used to capture progress. Where the subject-content overlaps that of the TPR syllabus, learning will be additionally assessed through the use of evaluation essays and other understanding-based questions.

SUBJECT CONTENT

A summary of the subject content of the PSHEE syllabus is made available to parents via the year-group handbook, which will enable parents to keep track of what is being taught and when. The school will endeavor to publish when external speakers are addressing the boys.

Year 4 RSE summary:

- Being positive about ourselves. My relationship with myself.
- I am unique-we are all different!
- What is respect? Who should I respect?
- Worry-what do I worry about?
- What makes a good friend?
- How can I be a good friend?
- What is bullying?
- Managing friendships.
- Identifying my feelings. What makes me feel good or bad? Do these change as I get older?
- Managing my feelings.
- The feelings of others.
- Peer pressure.
- Body changes since I was a baby. Do we all change at the same time?
- Private body parts.
- Personal space. Appropriate/inappropriate touching.
- What does consent mean? Respecting belongings and boundaries.
- Privacy.
- Family relationships-different relationships, such as parent/child in a family.
- Does everyone see the world like me?
- Online safety-the basics. What should I do if I see something online I am uncomfortable about. The 4 Cs-Content, contact, conduct, commerce

Year 5 RSE summary

- Consolidating respect for others and the basic courtesies.
- More on consent in friendships and at school-is consent open ended?
- Unkindness and bullying. Different types of bullying.
- Experiencing unkindness and bullying.
- What to do if I am worried, scared, confused or angry-managing feelings.
- Rights and responsibilities-how this should reflect the treatment of others.
- Levels of friendship.
- Managing anger and conflict.

- What is love? How do we show love? How do those who love me show love?
- Are there different types of love?
- What different relationships do I have?
- What is a harmful relationship?
- Stereotyping.
- Importance of family. Different types of family. Difficulties in family relationships.
- What do the terms 'lesbian and gay' mean? Does using them constitute bullying?
- What makes you feel embarrassed?
- Irrational beliefs. What does the term extremist mean?
- ICT Filtering and Monitoring at school. How this is potentially different to being online at home.
- More on behaviour and relationships online-how does my behaviour online affect others? Why is sending an unkind message online bullying?
- The 4 Cs; content, contact, conduct, commerce-a reminder.
- Being online-knowing who you're dealing with.
- Protecting your identity online.
- Protecting your data online-keeping your accounts safe.
- Reporting a problem online.
- Who are those in need? How can I help?

Year 6 RSE summary

- Looking after my mental health-dealing with worry and pressure.
- Are all sources about growing up 100% reliable?
- Filtering and monitoring-a reminder.
- Is the internet a good place to learn about growing up? Finding reliable websites.
- What is fake news? What are misinformation and disinformation?
- Body image-are people honest about themselves online.
- What are online scams and phishing?
- What is online reputation?
- Hacking and identity theft,
- Behaviour and relationships online-managing my time.
- Reporting-a reminder.
- Consent. Consolidation with reference to personal space & property.
- Me-my relationship with myself. Being unique and different.
- Puberty. What will happen? What is normal?
- What happens to girls during puberty?
- What kind of feelings come with puberty?
- What is body language. Can we read body language.
- Changes to relationships during adolescence.
- Maintaining friendships.
- Individual liberty.
- Bullying. Being a bystander.

- What is harassment?
- What is sex?
- Conception-how are babies made and develop.
- The menstrual cycle
- The menopause.
- What is HIV?
- The difference between sexual attraction and love.
- Disability. Hidden disability. Respect.
- What is extremism? What is an irrational belief?
- What is misogyny?

Year 7 RSE summary

- Mental health. Helping myself and others.
- Talking about and describing feelings.
- More on compliance and coercion-how it differs from consent.
- Moving on after falling out.
- Cyber-bullying/healthy online relationships. Online grooming.
- Why do people set up fake accounts?
- Copyright online.
- What is sexting? The law on sharing images.
- Sex and the law.
- Are people honest about sex?
- Identifying and tackling prejudice, stereotyping and discrimination.
- Consolidation of changes and feelings associated with puberty.
- Religious attitudes to sex and relationships.
- Commitment in relationships. Marriage, civil partnerships.
- Gender and sexuality. Explanation of terms lesbian, gay, bisexual, transgender.
- Gender stereotypes.
- What makes a good relationship? A reminder of what makes a healthy/unhealthy relationship.
- What is sexual harassment?
- Is violence ever acceptable?
- What is the difference between an arranged marriage and a forced marriage?
- Relationships-personal safety. Keeping safe away from home and school.
- My body - am I normal? Media manipulation.
- How addiction affects relationships.
- Equality Act 2010.
- What are protected characteristics?

Year 8 RSE summary

- Managing my feelings. Managing my mental health.
- More on stereotyping, prejudice and discrimination; how this affects society and the individual.
- Crime and the consequences of crime.
- Gang culture.
- Extremism. Current trends, including extreme right-wing beliefs.
- Body image and expectations/reality.
- Sex, conception and pregnancy.
- Contraception and who is responsible?
- Is everyone active? Are people honest? Resisting pressure or coercion. Regret.
- Safety online-potential consequences of sexting.
- The problems with pornography.
- Consolidation of difference between sexual attraction and love.
- Consequences of sexual activity.
- Abortion.
- What is sexual health?
- Teenage parenthood.
- The effects of alcohol and drugs on judgement, behaviour and relationships.

EQUALITY

Ludgrove is aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils, including those with protected characteristics. It will ensure that it considers the makeup of the student body, including the age range of the pupils and take this into account in the design and teaching of relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

The School will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.

Students with special educational needs and disabilities (SEND): relationships education and relationships and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

Lesbian, Gay, Bisexual and Transgender (LGBT): The School will ensure that the teaching of relationships education and relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupil about LGBT. This content will be

fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the schools to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:

- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility or service; or
- subjecting them to any other detriment.

PUPIL QUESTIONS

Teachers will reply to, and answer questions, sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths, views and avoid negative impressions.

Ludgrove will:

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually, taking into account Safeguarding Policy.
- Encourage learners to ask their parents/carers/guardians any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information. INSET and other training will seek to include information on how teachers can respond.

Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. Pupils will also have the opportunity to raise questions anonymously.

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

Pupils should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive.
- Staff will use their judgement in discussion depending on understanding and maturity level of learners.

WORKING WITH PARENTS/CARERS

The school sees the role of parents as vital to develop their children's understanding about relationships. The school will work with parents, and wherever possible, will provide workshops to complement those of the boys. A hard copy of this policy will be available to parents upon request and a copy of this policy is available on the school's website. A copy of the PSHEE syllabus is available upon request.

RIGHT TO WITHDRAW

1. As Relationships and Health Education are compulsory by law, there is no right to withdraw.
2. Parents have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of the statutory programme, except for those parts included in the science syllabus. Parents who wish to make such a request should state their request in writing to the Headmaster. Parents will then be invited to a meeting in school to discuss their request, so their wishes are fully understood. It will also act as an opportunity for the school to clarify the nature and purpose of the curriculum and the benefits of such an education and any detrimental effects of not taking part.
3. Parents should make a request to withdraw annually for consideration.

Reviewed by Paul Bellingham, July 2025

Ratified by the Governing Body