



# **RELATIONSHIPS AND SEX EDUCATION POLICY**

November 2025

# The Serendipity School

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## Version History

Version Information Version No.	Updated By	Updated On	Description of Changes
1	Head Teacher	November 2020	Update to DfE guidance
2	Head Teacher	November 2021	Reviewed
3	Head Teacher	November 2022	Reviewed
4	Head Teacher	November 2023	Reviewed
5	Head Teacher	November 2024	Reviewed
6	Head Teacher	November 2025	Reviewed and updated to DfE guidance

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## 1 Monitoring and review

- 1.1 In order to ensure that it reflects current best practice, this policy will be reviewed every year by the Head Teacher who will assess the progress of the policy and will decide on any changes in conjunction with the appropriate staff.
- 1.2 The formal review will determine the efficiency with which the related duties have been discharged, by no later than the review date, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

## 2 Scope

- 2.1 This document contains The Serendipity Centre Ltd's (TSCL) policy on Relationships and Sex Education at The Serendipity School.
- 2.2 As a secondary independent school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.
- 2.3 This policy sets out the principles under which TSCL will operate to meet these aims and complies with the requirements and recommendations of the DfE [RD1].

## 3 Reference Documents

- [RD1] Keeping Children Safe in Education  
DfE (2022)
- [RD2] The Equality Act
- [RD3] Promoting Disability Equality in Schools  
DfES (2007). DfES, Annesley
- [RD4] Education Safeguarding Policy  
The Serendipity School
- [RD5] Children and Social Work Act (DWF 2017)
- [RD6] Education Act (DfE 1996)
- [RD7] Relationships Education, Relationships and Sex education (RSE) and Health education (up to 31.08.2026) DfE

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## 4 Introduction

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information, and exploring issues and values.
- 4.3 RSE is about encouraging students to be able to make informed choices.
- 4.4 RSE is not about the promotion of sexual activity.
- 4.5 Through our whole school PSHE Curriculum we aim to teach:
  - the skills needed for successful relationships.
  - a moral framework that will guide their decisions and behaviours.
  - an understanding of their own bodies.
  - the confidence and know-how to seek help and advice.
  - raise pupils' self-esteem, self-awareness and confidence.
  - an awareness of the right they have over their own body;
  - the ability to respect the rights of others to hold opinions that differ from their own as long as these views do not impact on the rights of anyone else.
  - the ability to take responsibility for, and accept the consequences of, their own actions.
  - the knowledge to reduce the risks to their own health and the health of others.
- 4.6 Relationships education compulsory for all pupils receiving primary education, and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.
- 4.7 Until 31st August 2026, this policy will be underpinned and informed by the current 2025 guidance.
- 4.8 Our policy also follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

## 5. Curriculum

- 5.1 We have developed the curriculum taking into account the age, needs and feelings of students.
- 5.2 If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online without guidance.

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- 5.3 The aims of RSE at The Serendipity School are to provide a framework in which sensitive discussions can take place.
- 5.4 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- 5.5 Help students develop feelings of self-respect, confidence and empathy.
- 5.6 Create a positive culture around sexuality and relationships.
- 5.7 Teach students the correct vocabulary to describe themselves and their bodies.
- 5.8 Help students understand that healthy relationships are an important part of wellbeing.
- 5.9 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

## 6. Delivery of RSE

- 6.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum.
- 6.2 Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Humanities lessons in Year 7 -9.
- 6.3 Where the opportunity arises, students also receive stand-alone sex education sessions delivered by a trained health professional.
- 6.4 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: Families Respectful relationships, including friendships Online and media Being safe Intimate and sexual relationships, including sexual health.
- 6.5 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- 6.6 The school will carefully sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- 6.7 The school will maintain a relevant and responsive curriculum to ensure that any particular or new issues that are affecting the pupils in the school (or nationally) are addressed in a timely manner so that the children are kept as safe as possible on/offline.
- 6.8 Where appropriate, the school will work with local partners and other bodies to understand specific local issues/risks.
- 6.9 The school inform parents in advance of any deviation from our Relationships and Sex Education (RSE) Policy, including the reasons why they are covering this content, and will share any relevant materials with them on request in advance of the planned sessions.

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- 6.10 All teaching will be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.
- 6.11 The school will also adhere to any statutory guidance on teaching topics where there is significant debate, such as gender questioning/reassignment: we will be mindful that beyond the facts and the laws lie varying viewpoints. As such, the school will not endorse any particular view or teach it as fact that all people have a gender identity. The school will avoid language and activities which repeat or enforce gender stereotypes and will be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

## 7. Roles and responsibilities

- 7.1 The Managing Director/Proprietor and Head of Operations at TSCL will both approve this policy and hold the Head of School to account for the implementation of this policy.
- 7.2 The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the non-statutory/non-science components of RSE.
- 7.3 Staff are responsible for:
  - Delivering RSE in a sensitive way
  - Modelling positive attitudes to RSE Monitoring progress
  - Responding to the needs of individual students
  - Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
  - Staff do not have the right to opt out of teaching RSE.
  - Staff who have concerns about teaching RSE are encouraged to discuss this with Head Teacher.
- 7.4 Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Parents'/Carers' right to withdraw

- 8.1 Parents/Carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- 8.2 Requests for withdrawal should be put in writing and addressed to the Head Teacher.
- 8.3 A copy of withdrawal requests will be placed in the student's educational record. The Head of school will discuss the request with parents/carers and take appropriate action.
- 8.4 Alternative work will be given to students who are withdrawn from sex education.

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## 9. Training

- 9.1 Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.
- 9.2 The Serendipity School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

- 10.1 The delivery of RSE is monitored by the Teacher with Responsibility for PHSCE/RSE and Well-being.
- 10.2 Learning walks are carried out throughout the academic year to assess the teaching of RSE in all areas.
- 10.3 Students' development in RSE is monitored by subject teacher and LSAs as part of our internal assessment systems.