City of London School RSE (Relationships and Sex Education) Policy

0. Monitoring and Review of Policy

0.1 This policy is reviewed annually, or more regularly as required, prior to approval by governors.

Policy last reviewed by:	Alice Martineau (Deputy Head (Pastoral))
Date policy last reviewed:	August 2025
Approved for the Governors:	Board of Governors
Date approved:	8 October 2025

1. Introduction

1.1 This policy gives details of the School's policies, procedures and teaching regarding Relationships and Sex Education (RSE), This policy is available on the School website and at the request of parents / carers.

1.2 This policy has been written in accordance with statutory guidance from the DfE issued under Section 80A of the Education Act 2001 and section 403 of the Education Act 1996. It is written in accordance with guidance laid out in *Keeping Children Safe in Education* (September 2024), *Relationships Education, Relationships and Sex Education and Health Education* (July 2020).

This policy is updated annually by the Deputy Head (Pastoral) and is developed with the consultation of parents.

1.3 This policy should be read in conjunction with:

- Personal, Social, Health and Economic Education (PSHEE) and Spiritual, Moral, Social and Cultural development (SMSC) Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Mental Health Provision Guidance
- Digital Safety Policy

1.4 This policy has regard to Part 1 (Quality of education provided), Paragraph 2 (Curriculum) and Part 2 (Spiritual, moral, social and cultural development of pupils), Paragraph 5 (SMSC) of the Independent School Standards Regulations.

2. The scope of the policy

2.1 In line with the School's aims and objectives, the RSE curriculum is designed to help pupils' personal, moral and social development, which incorporates the concept of citizenship.

2.2 The School understands that pupils need knowledge that will enable them to make informed decisions about their relationships and sexual behaviour and to better understand one another. Pupils will learn about respect for themselves and others when forming relationships, and will leave the School with a strong understanding of consent and the conversations around it.

2.3 The Relationships Education, Relationships and Sex Education and Health Education regulations 2020, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships and sex education (RSE) compulsory for all pupils receiving secondary education.

RSE also supports the delivery of the requirement of Section 1 of the Education Reform Act (1988) that the school curriculum should be one which:

'promotes moral, cultural, mental and physical development of the pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life'

The importance of teaching young people about consent is central to learning about healthy, equal and safe relationships and choices. In November 2013, the Office of the Children's Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it. The OCC inquiry showed that young people do not always recognise non-consensual sexual situations including rape. The inquiry confirmed the importance of good quality RSE, which addresses gender-based and power inequalities, how these can lead to coercion and sexual violence, and the need for this to be taught in all schools as part of universal prevention.

2.4 The School is aware that for many young people the distinction between the online and other aspects of life is less marked that for some adults. Young people operate very freely in the online world and by secondary school age some are likely to be living a substantial proportion of their life online. Effective education in RSE extends into the online and digital world and this is addressed through the RSE curriculum.

2.5 The school actively promotes the Fundamental British Values. Discriminatory or extremist opinions are challenged as a matter of routine.

2.6 The School encourages respect for all people, paying particular regard to the Equality Act 2010. The School is aware of its responsibilities with regard to protected characteristics and actively champions diversity and promotes inclusion.

2.7 The School recognises its responsibility to make RSE accessible and differentiated for SEND pupils.

2.8 The School draws pupils from a wide variety of religious and cultural backgrounds. It is important, therefore, that we acknowledge, and are sensitive to, differing attitudes.

Right to be excused from sex education (commonly referred to as 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 PSHEE.

Upon receipt of a request to withdraw the Head will discuss with parents, and if appropriate, the pupil, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. As a matter of good practice, the Head is likely to discuss the benefits of the child receiving RSE with the parents. Once this discussion has taken place, except in exceptional circumstances, the School will respect the parents' request to withdraw the child, up to and until three terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the pupil with sex education. Up until the age of 16, the pupil will be excused until the request is withdrawn.

This process is the same for pupils with SEND, however, there may be exceptional circumstances where the Head may want to take a pupil's specific needs arising from their SEND into account when making this decision.

For pupils in OG, the Head will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the Science curriculum.

There is no right to withdraw a pupil of any age from Relationships Education or Health Education.

The School maintains that it is beneficial for all pupils to receive Relationships and Sex education.

Subject Content

Sex and Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It aims to enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It covers contraception, developing intimate relationships and the tools to decide on the appropriate time to have 'first sex' and not applying pressure. It aims to teach what is acceptable and unacceptable behaviour in relationships, which will enable pupils to understand the positive effects that good relationships have on their mental wellbeing and to identify when relationships are not right and understand how to manage such situations.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and respect themselves and others.

The curriculum (see Appendix 1) teaches the facts and the law about sex, sexuality, sexual health and gender identity in an age appropriate and inclusive way.

The mechanics of puberty and reproduction are covered in the Biology Curriculum in the First Form and in more detail (including pregnancy and birth) in the Fifth Form.

Delivery

RSE is delivered by subject teachers and Form teachers as part of the dedicated PSHEE curriculum, as well as through assemblies, Form time and visiting speakers. Inevitably, discussions are likely to arise during Clubs and Societies and the academic curriculum. Teachers who deliver the curriculum are experienced in managing difficult questions, dealing with pupil embarrassment and unease, safeguarding and supporting pupils with SEND and protected characteristics and handling complex conversations. Teachers who are timetabled to teach RSE are given dedicated training. The School understands that there will be a range of opinions regarding RSE. When teaching, the starting point is always the applicable law and presenting it in a factual way so that pupils are clear on their rights and responsibilities as citizens. The School aims to inform the pupils about the full range of perspectives so that, within the law, they are well-equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Sex Education is delivered by experienced teaching professionals during the Fourth Form, including the Deputy Head (Pastoral). These staff are trained in the delivery of Sex Education.

The delivery is monitored and evaluated by regular governor reviews, observation by the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads and the Head of PSHEE.

Safeguarding

Ground rules for discussions during PSHEE lessons are set by the teacher and class at the beginning of every PSHEE topic (e.g. pupils encouraged not to give specific examples or target individuals, but to keep discussions general). Teachers and other professionals will be required to exercise professional judgement if pupils raise explicit issues that are not appropriate to the level of the maturity of the rest of the class. In such cases, they should not discuss these issues with the whole class. Where the parents wish them to do so, it may be appropriate to respond individually to the pupil's question outside the class. Teachers also recommend suitable websites which pupils can look at for further information.

While helping pupils who want advice about personal problems has always been part of a school's role, it is essential to understand the distinction between teaching about controversial issues such as contraception and abortion and advising pupils on such matters. Teachers are not health professionals and pupils should be encouraged to seek advice from their parents or appropriate member of the medical profession.

Teachers should not promise confidentiality but can tell pupils where to seek confidential advice and treatment (e.g. from a G.P.) sexual health or young people's advisory clinic.

The School acknowledges its duty to promote the safety and wellbeing of our pupils. In cases where the teacher has reason to believe that a pupil is in distress or in danger the teacher should, in the first instance, consult the Designated Safeguarding Lead (DSL) in accordance with the School's Safeguarding and Child Protection Policy.

Parents

In development of its schemes of work and resources, the School undertook a consultation with parents (during academic year 2024-2025) and will continue to consult with parents on an alternate yearly basis in order to keep the content of sex education under review and to maintain input from parents on content and delivery. This School presents on an annual basis (from 2022) an RSE Forum to showcase materials and topics. This also provides an opportunity to address concerns and help parents to manage conversations with their children.

Parents receive a communication from the Head of PSHEE at the beginning of each half term detailing what will be covered in the PSHEE and RSE curricula, including details of any speakers.

RSE resources are available from the Head of PSHEE on request.

Appendix 1: The RSE Curriculum

R codes below correspond directly to those listed by the PSHEE Association. The CLS scheme of work for each year group indicates which lessons and resources correspond to which R code within the RSE framework. All RSE resources are published to parents.

By the end of OG (Y6)

RSE in OG is delivered in one 35 minute timetabled period each week by the Form Tutor.

Families and close positive relationships	Our curriculum covers: R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Friendships	Our curriculum covers: R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

	R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
Managing hurtful behaviour and bulling	Our curriculum covers: R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it
Safe relationships	Our curriculum covers: R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
Respecting self and others	Our curriculum covers: R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

By the end of the First Form (Y7)

RSE in the First Form is delivered in one 35 minute timetabled period each week by the Form Tutor. Each teacher receives training in the delivery of sex education annually.

Positive relationships	Our curriculum covers: R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

	R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
Relationship values	Our curriculum covers: R9. to clarify and develop personal values in friendships, love and sexual relationships R10. the importance of trust in relationships and the behaviours that can undermine or build trust R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
Forming and maintaining respectful relationships	Our curriculum covers: R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R19. to develop conflict management skills and strategies to reconcile after disagreements
Consent	Our curriculum covers: R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected R28. to gauge readiness for sexual intimacy R31. that intimate relationships should be pleasurable
Contraception and parenthood	Our curriculum covers: 32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R33. the risks related to unprotected sex R34. the consequences of unintended pregnancy, sources of support and the options available R35. the roles and responsibilities of parents, carers and children in families R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
Bullying, abuse and discrimination	Our curriculum covers: R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to

	recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
Social influences	Our curriculum covers: R42. to recognise peer influence (including the impact of pornography) and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

By the end of the Second Form (Y8)

RSE in the Second Form is delivered in one 35 minute timetabled period each week by the Form Tutor. Each teacher receives training in the delivery of sex education annually.

Positive relationships	Our curriculum covers: R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R4. the difference between biological sex, gender identity and sexual orientation R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
Relationship values	Our curriculum covers: R9. to clarify and develop personal values in friendships, love and sexual relationships R10. the importance of trust in relationships and the behaviours that can undermine or build trust R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

Forming and maintaining respectful relationships	Our curriculum covers: R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help R18. to manage the strong feelings that relationships can cause (including sexual attraction) R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them
Consent	Our curriculum covers: R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected R28. to gauge readiness for sexual intimacy R31. that intimate relationships should be pleasurable
Contraception and parenthood	Our curriculum covers: R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R33. the risks related to unprotected sex R34. the consequences of unintended pregnancy, sources of support and the options available R35. the roles and responsibilities of parents, carers and children in families R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
Bullying, abuse and discrimination	Our curriculum covers: R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
Social influences	Our curriculum covers: R42. to recognise peer influence and to develop strategies for managing it, including online

	R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

By the end of the Third Form (Y9)

RSE in the Third Form is delivered in one tutor period each week by the Form Tutor and a dedicated double period (70 minutes) every three weeks by a specialist teacher. Each teacher receives training in the delivery of sex education annually.

Forming and maintaining respectful relationships	Our curriculum covers: R16. to further develop the skills of active listening, clear communication, negotiation and compromise R19. to develop conflict management skills and strategies to reconcile after disagreements
Consent	Our curriculum covers: R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help
Bullying, abuse and discrimination	Our curriculum covers: R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
Social influences	Our curriculum covers: R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

By the end of the Fourth Form (Y10)

RSE in the Fourth Form is delivered in one 35 minute period each week by a dedicated teacher. Each teacher receives training in the delivery of sex education annually.

Positive relationships	Our curriculum covers: R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
Relationship values	Our curriculum covers: R11. strategies to manage the strong emotions associated with the different stages of relationships R12. to safely and responsibly manage changes in personal relationships including the ending of relationships
Forming and maintaining respectful relationships	Our curriculum covers: R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
Consent	Our curriculum covers: R19. to develop conflict management skills and strategies to reconcile after disagreements R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them
Contraception and parenthood	Our curriculum covers: R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R30. how to manage any request or pressure to share an image of themselves or others, and how to get help
Bullying and discrimination	Our curriculum covers: R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them R34. strategies to challenge all forms of prejudice and discrimination
Social influences	Our curriculum covers: R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs R36. skills to support younger peers when in positions of influence

By the end of the Fifth Form (Y11)

RSE in the Fifth Form is delivered in one 35 minute period each week by a dedicated teacher. Each teacher receives training in the delivery of sex education annually.

Positive relationships	Our curriculum covers:

	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R2. the role of pleasure in intimate relationships, including orgasms R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships R5. the legal rights, responsibilities and protections provided by the Equality Act 2010 R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
Relationship values	Our curriculum covers: R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
Consent	Our curriculum covers: R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support
Bullying and discrimination	Our curriculum covers: R28. to recognise when others are using manipulation, persuasion or coercion and how to respond