



Holcombe Grammar School

Relationships and Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

RSHE supports our school ethos by helping students develop into confident, well-rounded young people equipped with the knowledge and skills needed to navigate modern life, including online environments and digital culture.

We build on the foundations of Relationships Education and introduce content on intimate relationships at an appropriate stage, ensuring teaching is carefully sequenced and responsive to pupils' maturity.

RSHE at Holcombe Grammar School emphasises:

- Developing critical thinking and communication skills
- Recognising and responding to online harms, including misogyny and harmful influencers
- Understanding healthy relationships in all contexts, including digital spaces
- Promoting respect, equality and inclusion

2. Statutory requirements

Holcombe Grammar School is a Grammar School admitting boys in Years 7–11 and girls into a mixed Sixth Form. From September 2026, we will admit girls and boys into Year 7, as the school transitions to full co-educational status.

As a secondary school, we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017.

In teaching RSHE, we are required to follow the DfE Statutory Guidance (July 2025), which becomes compulsory from 1 September 2026.

At Holcombe Grammar School we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a senior member of staff pulled together all relevant information including national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy
3. Parent/stakeholder consultation – parents and interested parties were invited to provide feedback

4. Student consultation – we gathered student views on what they want from RSHE
5. Ratification – the policy was shared with governors and ratified

In line with the 2025 guidance, the school will continue to ensure ongoing engagement with parents and pupils, reviewing the policy annually and updating it as needed.

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

RSHE also includes teaching students how to navigate online environments safely, recognise harmful content (including misogyny and extremist narratives), and develop the skills needed to form respectful relationships both offline and online.

5. Curriculum

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.

Teachers will respond to student questions sensitively and appropriately, ensuring answers are accurate, age-appropriate and aligned with the RSHE curriculum.

The curriculum is led by the Personal Development Lead Teacher and overseen by the Assistant Headteacher for Teaching and Learning and is regularly reviewed to ensure it remains relevant and responsive to emerging issues, including online harms.

Lessons may be supported by SEND and Student Services staff where appropriate.

Content is carefully sequenced and adapted to meet the developmental needs of students, in line with the 2025 guidance.

The curriculum emphasises skills development, including communication, consent, empathy, digital literacy and critical thinking.

6. Delivery of RSHE

RSHE is taught in Personal Development lessons; timetabled for period 5 every Tuesday for all year groups, delivered, in the main, by your child's Form Tutor.

Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious studies (RS).

When appropriate the school may ask trained health professionals to deliver stand-alone sessions.

Health education is supported by wider whole-school approaches to wellbeing, including PE, Science, pastoral support and enrichment activities.

RSHE 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

In line with the 2025 guidance, RSHE also includes:

- **Recognising harmful online content, including misogyny and influencer-driven narratives**
- **Understanding digital footprints, data privacy and online behaviour**
- **Developing skills to challenge harmful stereotypes and misinformation**

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.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy and hold the Headteacher to account for its implementation.

7.2 The Headteacher/Assistant Headteacher

The Headteacher/Assistant Headteacher is responsible for ensuring RSHE is taught consistently across the school and for managing withdrawal requests.

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to withdrawal requests

Staff must also ensure teaching reflects the 2025 guidance, including online harms, skills development and inclusive practice.

7.4 Students

Students are expected to engage fully in RSHE and treat others with respect and sensitivity.

Students are encouraged to contribute their views to help shape an engaging and relevant RSHE curriculum.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to three terms before the child turns 16. Parents are not able to withdraw their child from any aspect of relationships education and health education.

Requests should be made in writing.

The school will ensure parents are fully informed about the curriculum and have access to teaching materials, on request, in line with strengthened parent engagement expectations in the 2025 guidance.

9. Training

Staff are trained on the delivery of RSHE as part of induction and ongoing CPD.

Training includes updates on online harms, digital safeguarding, **harmful influencers**, and skills-based teaching approaches.

10. Monitoring arrangements

The delivery of RSHE is monitored by the Assistant Head Teacher for Personal Development.

Students' development is monitored through internal assessment systems.

This policy will be reviewed annually to ensure alignment with the latest statutory guidance and emerging safeguarding issues.

Appendix 1: RSHE Curriculum Overview (KS3–KS5)

(Updated to reflect July 2025 DfE RSHE Guidance)

The RSHE curriculum at Holcombe Grammar School is carefully sequenced to ensure age-appropriate progression from KS3 to KS5. It develops both knowledge and skills, including communication, consent, empathy, digital literacy, critical thinking, and the ability to recognise and respond to online harms.

KS3 Curriculum Overview

Year 7 PD Curriculum

Our Transition into Secondary School

- Transitioning into Secondary School
- Traveling Safely to School
- Dangers in the world
- Digital Literacy
- What makes a good friend & Bullying
- Goal Setting

Skills and Aspirations for the Future

- Unifrog and personality profiles
- Skills in the workplace
- Careers and Career Types
- Career Pathways
- What we need to know about Careers
- Job Interviews

Diversity

- Similarities, Differences and Peer Pressure
- Raising awareness of Disabilities
- Gender and Sexuality
- Race and Religion
- Challenging Stereotypes
- Respecting Cultures and Societies Aboard

Finances and Managing our Money

- Money Management
- Bank Accounts
- Reading Bank Statements and Borrowing
- Saving Money
- Debt and Gambling
- Budgeting

Building Relationships

- Types of Relationships
- Changing Relationships
- Family Values
- Marriage and Roles in a Family
- What is consent and Boundaries

Term 6 – Health and Puberty

- What is Vaping
- The Impacts of Vaping
- The Impacts of Dental Hygiene
- The Benefits of Good Hygiene
- Puberty

YR 8 PD Curriculum

Looking after Ourselves

- Hygiene
- Dental Health
- Vaping
- Alcohol
- Drugs and their Impacts

Careers and Future Planning

- Types of Careers
- Career Interests & Pathways
- Jobs in the City
- Developing workplace skills
- Writing Cover Letters
- Unifrog

Dealing with Discrimination

- Appropriate behaviours and respecting others
- Similarities, Differences and Peer Influence
- Gender and Sexuality
- Disabilities
- Race and Religion
- Challenging Stereotypes

Digital Literacy & Staying Safe Online

- Online Bullying and its impacts
- Online Gaming
- Safety Online
- Keeping ourselves Safe Online
- Cybercrime
- Financial Exploitation

Relationships & Sexual Health

- Long Term Commitments & Relationship Values
- What can influence relationship expectations
- Making assumptions
- Stereotypes and the media
- Puberty
- Our Sexual Health

The World Around Us

- Water danger
- Behaviours in Public
- Cultures and Customs abroad
- How to travel safely

YR 9 PD Curriculum

The World Around Us

- Email Scams
- Vaping
- Drugs, Alcohol and Impacts
- Grooming and Gang Culture

Intimate relationships

- Consent
- Making Assumptions
- Managing the ending of a Relationship
- Communication and Readiness
- Our Sexual Health and Well-Being
- Feelings about Sharing Nudes
- Understanding Rape

The World of Work and GCSE Planning

- Exploring Career Interests
- CV's and Cover Letters
- Job Interviews
- Developing our Understanding of GCSEs
- What our GCSEs will look like

Duke of Edinburgh and Understanding Society

- Survival Skills
- Teambuilding
- Tent making
- Leadership
- Communication
- Discrimination & Stereotypes
- Understanding Extremism

Healthy Lifestyle

- Physical Health and Well-being
- Sedentary Lifestyle
- Healthy Food and Diet
- Testicular Cancer/Types of Cancer
- Basic First Aid
- Fertility and Menopause

Wider Knowledge and Next Steps for GCSEs

- Navigating our local healthcare systems
- The role of a pharmacist and the Gillick Competence
- Pornography and its impacts and stereotypes
- Spotting and Understanding FGM
- GCSE Skills Introduction
-

KS4 Curriculum Overview

YR 10 PD Curriculum

Mental Health and Dealing with Stress

- Challenges within our GCSEs
- Our mental health and its importance
- Dealing with Stress
- Unhealthy coping strategies
- Revision Techniques
- Goal setting for our GCSEs

Addressing Extremism

- Valuing Diversity
- FGM and its Impacts
- Bias and Stereotypes in Society
- Understanding Deepfakes
- The Dangers of Misinformation
- Preventing Extremism
- Discrimination

Healthy Relationships

- Commitment Values
- Types of Relationships
- Coercive behaviours
- Sexual Violence and abuse
- Harassment
- Nudes, consent & Rape
- Contraception
- Sexual Health and well being & STIs

Exploring Influence

- Drug types and their dangers
- Pornography and its impacts
- Gangs
- Knife Crime
- The impact of the media and social media
- Harmful advertisement with links to health care

Careers and the Workplace – Readyng for Work Experience

- How to act in the world of work
- Preparation for work experience
- Post 16 Options
- Careers
- Navigating the Careers Landscape

Financial Decision Making and the Wider World

- Looking after our money
- Budgeting and the Value of money
- The Science behind our blood
- Suicide awareness

YR 11 PD Curriculum

Relationships

- Relationships and Pornography
- Abuse and Grooming
- Sexual health and fertility
- Contraception
- STIs
- Pregnancy and Parenthood

Responsibility and Life

- Tax, Budgeting and Debt
- Drugs and their Dangers
- Post 16 choices
- University and the world of work
- AI and its impacts
- Supporting others – suicide
- Harmful online influencers
- Social media and its impacts
- Toxic digital subcultures

Preparing for Exams

- Use of Technology to support revision
- Revision techniques
- Dealing with Stress
- Unhealthy Coping strategies
- Managing our Time and Workload

KS5 Curriculum Overview

YR 12 PD Curriculum

Our Well-being

- Teambuilding and communication
- DR ABC – First Aid
- An introduction to Bleeds – First Aid
- The importance of our mental health
- Drugs and their impacts
- Vapes and their impacts

Respectful Relationships

- Pregnancy and Parenthood
- Fertility and Menopause
- Respectful relationships
- Domestic abuse
- STI's
- Sexual Health

Current Life

- Car and Road Safety
- Knife Crime
- The risks of illegal behaviours
- Supporting someone in danger
- Vaccines and immunisation
- Suicide and supporting others

Exam Readiness and Coursework Support

- AI and its impacts
- Dealing with stress
- The impacts of plagiarism
- Unhealthy coping strategies
- Methods of Revision

UCAS Preparation

- Preparing for University and the wider-world
- Workplace skills and readiness
- UCAS Applications
- Preparation for Work experience
- Career pathways
- Acceptable behaviours in workplace
- CVs and applications

The World Around Us

- Work Experience reflection and managing our time with work
- The risks of viewing negative online content promoting self-harm/violence
- Toxic Subcultures

YR 13 PD Curriculum

Independent Life

- Car and Road Safety
- A Recall of Basic First Aid
- Choking and Shock
- Drugs and Alcohol
- Dealing with Emergencies
- Navigating our Healthcare System
- Suicide Support

Planning the Next Steps

- AI and its impacts
- Managing our time and workload
- Bills and supporting Apps
- Mortgages and Applications
- Budgeting and planning ahead
- Student Finance

Health and Relationships

- Respectful and Modern Relationships
- Domestic Abuse
- Pregnancy and sexual health
- Protecting ourselves from STIs

Stress management, mental health and workload

- Time to talk
- Stereotypes around stress
- Dealing with stress
- Unhealthy coping mechanisms

Appendix 2: By the End of Secondary School (Year 13) Students Should Know

(Updated to match July 2025 statutory content)

Families

Students should know:

- Different types of committed stable relationships
- How relationships contribute to wellbeing and child development
- The legal status of marriage and other long-term relationships
- Why marriage must be freely entered into
- Roles and responsibilities of parents
- How to recognise unsafe relationships and seek help

Respectful Relationships, Including Friendships

Students should know:

- Characteristics of healthy friendships (trust, respect, honesty, kindness, boundaries, consent)
- How to support respectful relationships in different contexts
- How stereotypes (including gender, race, religion, sexual orientation, disability) cause harm
- Expectations of respect in school and society
- Types and impact of bullying, including cyberbullying
- Criminal behaviours within relationships (violence, coercive control)
- Sexual harassment and sexual violence
- Legal rights and responsibilities regarding equality

Online and Media

Students should know:

- Rights, responsibilities and expectations of behaviour online
- Online risks, including sharing personal material
- How to report and manage online issues
- Impact of harmful content, including pornography
- That pornography presents a distorted picture of relationships and sex
- Criminality relating to indecent images of children
- How data is generated, collected and used
- How to identify harmful online influencers and misogynistic content

Being Safe

Students should know:

- Concepts and laws relating to consent, exploitation, abuse, grooming, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- How to recognise and communicate consent
- How and when consent can be withdrawn
- How to seek help and report concerns

Intimate and Sexual Relationships, Including Sexual Health

Students should know:

- Characteristics of healthy intimate relationships
- How choices affect physical, emotional and sexual health
- Facts about reproductive health and fertility
- Strategies for managing sexual pressure
- That they can delay sex or choose non-sexual intimacy
- Full range of contraceptive choices and their efficacy
- Facts about pregnancy, miscarriage and pregnancy choices
- How STIs are transmitted, prevented and treated
- Importance of testing and safer sex
- Impact of alcohol and drugs on decision-making
- How to access confidential sexual and reproductive health services

Appendix 3: Parent Form — Withdrawal from Sex Education (Non-Statutory Content)
(Updated for clarity and compliance with 2025 guidance)

Holcombe Grammar School
Request to Withdraw from Non-Statutory Sex Education

Name of child: _____

Year group: _____

Name of parent/carer: _____

Date: _____

Reason for requesting withdrawal:

Any additional information you would like the school to consider:

Parent/carer signature: _____

For School Use Only

Meeting held with parent/carer on: _____

Staff present: _____

Summary of discussion and agreed actions:

- Withdrawal approved**
- Withdrawal not approved**

Signed (Headteacher/Designated Senior Leader): _____

Date: _____