



The Maynard School, Exeter

September 2025

6.42 Relationships and Sex Education Policy (RSE)

The Maynard School, Exeter

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1. Rationale and Aims

The Maynard Senior School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on health care, reproduction, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

This policy is underpinned by our Maynard Values. These values have been established through consultation with staff, pupils and parents. Our four core values are:

- Kindness
- Courage
- Community
- Integrity

All school personnel, parents and carers have been made aware of this policy. This policy is available to view via the schools' website. Hard copies are available from the school office.

1.1 Definition

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health education (PSHE).

1.2 The aims of Relationships and Sex Education (RSE) at our school are to:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health, hygiene and safety
- teach pupils the correct vocabulary to describe themselves and their bodies
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children and recognising the wide diversity within these aspects
- promote respect for other people, with regard for those with protected characteristics
- ensure that pupils learn about healthy, and respectful relationships including online relationships
- ensure pupils understand about physical and mental health and wellbeing, and disease prevention
- help children to understand the consequences of their actions and behave responsibly within relationships
- be able to recognise unsafe situations, protect themselves and others and ask for help and support

2. Morals, Values, Equalities, & Safeguarding

The RSE programme at The Maynard School reflects our ethos, and demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist

- Understanding diversity regarding religion, gender, culture and sexual orientation • Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the Equality Act and the schools' safeguarding and child protection protocols

3. Curriculum & Delivery

The Maynard Senior School follows the statutory guidance and ISI inspectorate criteria, with resources recommended by the PSHE Association, Twinkl and Life Lessons

For more information about our RSE curriculum refer to the PSHE programme of study in appendix 1.

RSE is embedded within our PSHE curriculum, which incorporates the 3 strands of **Health and Wellbeing, Relationships and Living in the Wider World** and is set out as per the progression map and programmes of study, however, this will be adapted when necessary to meet the pupils' incidental and developmental needs and will incorporate topical opportunities.

As well as being taught as a stand-alone subject, PSHE themes will often arise in class conversations, and in everyday experiences. Class teachers will explore these incidentally as they occur to meet the needs of the class, for example, through discussion.

3.1 Curriculum

- Families
- Respectful Relationships
- Online Safety and Awareness
- Being Safe
- Intimate and sexual relationships, including sexual health (Secondary)

Curriculum RSE is not delivered in isolation, but firmly embedded in all curriculum areas including PSHE. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

3.2 Delivery

- PSHE Ground Rules are used in all PSHE and RSE lessons.
- Pupils are able to ask anonymous questions via a question box
- Resources used are flexible in order to meet the needs of the pupils and curriculum and are available for parents to look at
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: active teaching and learning, role play/scenarios, activities during focus weeks, question and answer sessions with the school nurse
- External agencies can be invited to support the delivery of RSE. These include: the school nurse and the police.
- External agencies and Visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times

- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Curriculum Model	
Junior	Curriculum lesson led by class teacher 1hr per week
U3-L4	Tutor lesson (Tutors) 40 mins per week and 6 x 30 min block
U4	Curriculum 1 hr per week + 1 hr visiting RSE speaker
L5-U5	Curriculum 30 mins lesson per week, 1x 30 min career lesson weekly in U5, 1 hr visiting RSE speaker
L6-U6	Tutor Lesson (Tutors) 1 hr per week. 1 hr visiting RSE speaker

3.3 RSE through Curriculum Lessons

As part of the compulsory National Curriculum in **Science**, there is a requirement for students at Key Stage 3 to be taught about human reproduction and the physical and emotional changes that take place during adolescence.

Linked with **RS**, pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

During **PE** lessons, pupils learn about healthy lifestyles and the importance of exercise, sleep, managing exam stress along with physical and mental wellbeing.

Within **ICT**, pupils learn about safe and acceptable online relationships and the risks involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the co-curricular programme, the assembly programme, as well as trips and visits.

4.Resources

A wide range of up-to-date resources from the PSHE Association, Life Lessons and Brook Healthy Lives Young People are used to deliver RSE.

Resources are reviewed regularly, with recommendations from Professional Bodies. They are expected to be of high quality; appropriate to the needs and ages of the pupils of the school; to conform to requirements as to the sensitivity of their approach; and to the moral framework within which materials are set.

5.Assessment

Teachers will use a range of methods to assess students' knowledge and to inform progress which will include informative and formative methods.

Written reports, progress data and parents evening will inform parents of their child's progress.

During lessons, progress will be assessed through a range of methods appropriate to the age of the student such as questioning, role play, verbal contribution, mind maps, Forms and Quizzes and written work involving self, peer and teacher assessment.

In Sixth Form, assessment will predominantly be through discussion, verbal contribution and student led assemblies and presentations.

6. Roles and responsibilities

6.1 The governing body

The governing body is legally required to have oversight of this policy and must ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

6.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy
- Reviews, monitors and evaluates this subject with the staff at regular intervals at staff meetings
- This policy is reviewed and approved annually by the headteacher and allocated governor

6.3a Staff

RSE is co-ordinated and managed by the Subject Leader PSHE, supported by the Pastoral team including the Designated Safeguarding Lead, Heads of Years, Assistant Head of Juniors, Head of Sixth Form, Counsellor and School Nurse.

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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 the headteacher. If staff are uncertain about answering certain questions, these should be discussed with a senior member of staff and parents and answered later. Consideration should be given to religious or cultural factors and to parents' wishes before questions are answered.

6.3b Teacher Wellbeing

Identifying teachers' needs

It is essential that teachers can maintain their own wellbeing when delivering the curriculum. There may be times that a topic triggers feelings or thoughts, including of historic, recent or current trauma. It is important for school leaders to appreciate the different nature of these subjects and be understanding of teachers' individual circumstances and the support they may need.

6.4 Pupils

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views. The pupils are able to present their views at regular 'Pupil voice' meetings as part of the monitoring and evaluation process.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect, confidentiality and sensitivity.

6.5 Parents

Parental Involvement The school is committed to working with parents/carers and believe that it is important to have the support of them and the wider community for the PSHE and RSE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through curriculum meetings, parents' open days, in policy development, the school website and prospectus, displays and an open-door policy.

To promote effective communication and discussion between parents and their children we notify parents through information evenings, termly newsletter letters and the school website about when particular aspects of RSE will be taught. We also encourage an open door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parental Right to Withdraw Their Children

Parents have the right to withdraw their children from all, or part of the RSE curriculum, except for those parts included within the National Curriculum for Science, which are statutory. Effective methods to communicate the schools' approach to RSE, including the parental right to withdraw their child, are through the schools' website and the RSE policy.

Parents are invited to parents meetings where they are welcome to discuss any concerns or issues and exercise their right to withdraw their children.

Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values,
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Those parents/carers wishing to exercise the right to withdraw their child from part or all of RSE are invited in to see the teacher and/or SLT who will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. It is then the responsibility of the parents/carers to deliver the content of the RSE to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff. Pupils who are withdrawn from RSE continue with individual learning tasks for other curriculum areas, which are carried out in another classroom or at a library.

If a conversation arises about sexual health issues in a non-SRE lesson with pupils present who have been withdrawn from RSE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

The school understands the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

8. Confidentiality& Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he logs any concerns on CPOMS, talking to the named Designated Safeguarding Lead who acts as laid down in the Safeguarding Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. T

9. Inclusion

The RSE policy reflects and is in line with the schools' equal opportunities policy and the schools ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at White Trees and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

11. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should, wherever possible be dealt with by the class teacher involved after consultation with the Assistant Headteacher. The Headteacher should be informed. Parents can choose to follow the Maynard School complaints procedure if the complaint is not resolved.

12. Monitoring, Evaluation and Assessment

This policy has been produced to meet the legal requirements set out in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior' leadership teams, teachers](#) and to accompany the planning produced by the PSHE Association.

The delivery of RSE is monitored by SLT, for example, through quality assurance: work scrutiny, learning walks, lesson observations and pupil voice.

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Staff assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic work, drawings, task outcomes, questioning and observation. At the end of the year each pupil reviews the RSE programme they have implemented and passes on any comments to the staff as part of the monitoring cycle.

The RSE policy is reviewed on an annual basis considering the feedback from teaching staff, pupils and parents. Governors consider evaluations and recommendations before amending the policy.

Governors remain ultimately responsible for the policy.

13. Professional Development for Staff

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

14. Review

This policy and programme will be reviewed annually by the PSHE Lead and Senior Leadership Team, with a full review in line with new DfE guidance (July 2025). Any required changes will be implemented fully for start of the 2026/27 academic year.

This policy must be available on the school website.

This policy should be read in conjunction with the:

- Babcock Safeguarding & Child Protection contact sheet
- DfE Keeping children safe in education, statutory guidance for schools and colleges (Sep 2025)
- DfE Working together to safeguard children (WT) (Sep 2023)
- Prevent Duty Guidance: for England and Wales (2023). Prevent is supplemented by non-statutory advice and a briefing note:
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

14. Further policies

- In conjunction with this policy, please also see:
- PSHE Policy
- Junior School PSHE Policy
- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Careers Policy
- E-safety policy
- Social Media Policy

Policy written by	CL September 2020
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Last reviewed by SLT	CL September 2025
Next review	SLT September 2026
Consultation with parents (initially and thereafter if any changes made)	March 2021
Governor consultation – Mr C Gatherer	March 2021
Consultation with staff	March 2021

Appendix 1. SENIOR SCHOOL PSHE EDUCATION ROADMAP

Content is guided by PSHE association's recommendations and may change according to the needs of the students and what is age appropriate for each cohort. Topics may also be taught on a carousel due to teachers' specialism and expertise.

Year Group	Autumn 1 Health & Wellbeing	Autumn 2 Living in the Wider World	Spring 1 Relationships	Spring 2 Health & Wellbeing	Summer 1 3 Relationships	Summer 2 Living in the Wider World
U3	Transition & Safety Personal safety in and out of school, First Aid, Organisation, Personal Development Online safety	Developing Skills & Aspirations Careers, teamwork and enterprise Raising Aspirations	Diversity Diversity, Prejudice and bullying	Health & Puberty Healthy routines, influences on health, puberty, unwanted contact, & FGM	Building Relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial Decision Making Saving, borrowing, budgeting and making financial choices
L4	Living in The Wider World Economic Wellbeing Diversity	Living in The Wider World Economic Wellbeing Diversity – Black History Month & Protected Characteristics	Discrimination In all forms: racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia	Emotional Wellbeing Mental health, emotional wellbeing, body image and coping strategies	Identity and Relationships Gender identity, sexual orientation, consent, sexting	Digital literacy Online safety, digital literacy, media reliability and gambling hooks
U4	Health and Wellbeing Physical and Mental Health Diet, exercise and healthy lifestyle , vaccines, disease prevention , risks and safety	Setting goals Learning strengths, career options and goals setting as part of the GCSE options Employability	Respectful Relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Living in The Wider World Ethics- fake new and critical thinking, exploring British, Protected Characteristics and Huma Rights First Aid	Relationships Relationships and sex education, consent, contraception, risks of STIs and attitude to pornography, risks online	Employability Skills Employability and online presence
L5	Mental Health Mental health, stress and ill health, stigma, safeguarding health, including during periods of transition, stress or change , online risks	Physical Health First Aid Cosmetic and plastic surgery Preventing cancer and heart disease Alcohol and drug-related emergencies Careers Magistrates, The Law	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, impact of media and pornography	Exploring Influence The influence and impact if drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Employment pathways Morrisby
U5	Building for the Future Self-efficacy, stress management, future opportunities, Elevate-study skill, work experience – preparation for work	Next Steps Application processes, skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage, changing relationships	Study Leave Work Experience Future Skills Pathway
L6	Living in the Wider World Growth mindsets Habits of effective learners Time management	Health and wellbeing Self-esteem/confidence Sexual Health . Personal Safety Mental Health, managing stress and anxiety, Healthy diet	Health and Wellbeing Managing risk and personal safety, Alcohol, Drugs, Options Post 16-Degree Apprenticeships/University	Relationships Relationship values, Intimacy, consent, realities of Sex, unplanned	Relationships Relationship values, Intimacy, consent, realities of Sex, unplanned pregnancy, fertility and miscarriage	Relationships Contraception, Healthy and Toxic relationships, Coercive control, harassment and

	Study skills-essay writing/plagiarism/referencing Future Skills Pathway	and sleep. Drink Driving, First Aid and safe travel abroad	Breast awareness, Cervical Screening, Sun safety	pregnancy, fertility and miscarriage.		stalking, honour-based violence, gang crime
U6	Living in the wider world UCAS applications, CV writing, job applications, Rights and responsibilities in the workplace, professional conduct, bullying harassment, Trade Unions Future Skills Pathway	Living in the wider world Budgeting/student finance, salary deductions, saving, credit debt, managing financial contracts, Online safety Future Skills Pathway	Political Literacy Political and economic power, democracy, British values and the rule of law.	Political Literacy/British Values Immigration, tolerance, freedom, Britishness, Rights and Charity	Transition/study skills Transitional life skills: Self efficacy and self-management, mindset, overcoming setbacks. Preparing for next steps beyond Sixth Form	Study Leave

NB Junior School Roadmap Junior School Curriculum Overview

