

# **Carr Manor Community School**

## **Relationships Education, Relationships and Sex Education (RSE) and Health Education policy**

**This policy applies to staff, governors, pupils and parents/carers**

**Reviewing Committee: Learning and Inclusion**

Responsible SLT member - James Dunford  
Delegated policy updater – Matthew Skinner

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## Purpose

At Carr Manor Community School, Relationships and Sex Education (RSE) is an essential part of every pupil's education. It equips children and young people with the knowledge, understanding, skills and values they need to build positive relationships, make informed decisions, safeguard their physical and emotional wellbeing and become respectful, responsible members of society.

Our curriculum reflects the school's commitment to developing confident, compassionate and socially responsible citizens who understand the importance of dignity, respect, equality and personal responsibility. RSE is not delivered as a standalone programme in isolation, but forms part of our wider curriculum for personal development through our **Peace and Personal Development (PPD)** curriculum, alongside Coaching Plus, Religious Education, Science and the wider life of the school.

We recognise that children and young people grow up in an increasingly complex world where relationships are influenced by families, peers, communities, technology and social media. Our curriculum prepares pupils to navigate these influences safely and confidently, enabling them to develop healthy relationships throughout their lives.

The aims of this policy are to:

- ensure the school meets all statutory requirements for Relationships Education, Relationships and Sex Education and Health Education;
- provide a clear framework for the planning, delivery and evaluation of RSE across all phases of the school;
- promote positive relationships founded upon mutual respect, kindness, equality and consent;
- support pupils to develop the knowledge and skills needed to keep themselves and others safe;
- ensure that RSE is inclusive, age-appropriate and responsive to the needs of our diverse school community;
- strengthen effective partnership working with parents and carers; and
- ensure that all staff understand their responsibilities in delivering high-quality RSE.

## 2. Statutory Framework

This policy has been developed in accordance with current legislation and statutory guidance, including:

- The Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- The Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education*.
- Keeping Children Safe in Education (current edition).
- The Equality Act 2010.
- The Children Act 1989 and Children Act 2004.
- The Education Act 1996.
- The SEND Code of Practice.
- The Human Rights Act 1998.
- The Public Sector Equality Duty.

The school also takes account of relevant guidance produced by safeguarding partners, professional associations and recognised organisations that support effective personal development, safeguarding and health education.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Anti-Bullying Policy
- Equality Information and Objectives
- SEND Policy
- Attendance Policy
- Peace and Personal Development Curriculum

### **3. School Ethos**

Carr Manor Community School believes that positive relationships are at the heart of successful learning, healthy communities and individual wellbeing.

Our approach to Relationships and Sex Education reflects our wider vision of creating an inclusive school community where every individual is known, valued and supported to flourish. We seek to develop young people who demonstrate empathy, integrity, resilience and respect for themselves and others.

Relationships and Sex Education is therefore much more than learning about biology or sexual health. It is an education in human relationships, personal responsibility, emotional literacy and respectful behaviour.

Our curriculum promotes:

- respect for the dignity and worth of every individual;
- equality of opportunity and freedom from discrimination;
- kindness, compassion and mutual respect;
- honesty, trust and integrity within relationships;
- personal responsibility and accountability;
- resilience and emotional wellbeing;
- appreciation of diversity within modern Britain;
- understanding of rights, responsibilities and the rule of law; and
- confidence to seek support whenever it is needed.
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We recognise that families provide the first and most enduring influence on children's understanding of relationships. We value parents and carers as partners in education and aim to work collaboratively with families to support pupils' learning.

Our curriculum reflects the diversity of contemporary society and acknowledges that pupils come from many different family structures, cultures, faiths and lived experiences. All pupils are entitled to see themselves represented positively within the curriculum while learning to value and respect the experiences and beliefs of others.

The school maintains high expectations of respectful conduct and challenges discrimination, prejudice, harassment and harmful behaviours wherever they occur. Through high-quality education, pupils develop the confidence to recognise unhealthy relationships, challenge harmful attitudes and make safe, informed decisions throughout their lives.

#### **4. Principles**

Relationships and Sex Education at Carr Manor Community School is underpinned by the following principles.

##### **Every child deserves high-quality RSE.**

All pupils, regardless of background, ability, gender, faith, ethnicity, sexual orientation or disability, are entitled to an inclusive and ambitious curriculum that prepares them for life in modern Britain.

##### **Relationships come first.**

Healthy, respectful relationships form the foundation of the curriculum. Pupils learn how to build positive relationships with friends, family members, peers and future partners before exploring intimate relationships and sexual health.

##### **Safeguarding is central.**

The curriculum supports pupils in recognising risk, understanding consent, identifying abuse and exploitation, developing healthy boundaries and knowing where to access help and support.

##### **Education should be evidence-informed.**

Teaching is based upon statutory guidance, safeguarding practice and accurate, age-appropriate information. Pupils are encouraged to think critically, challenge misinformation and make informed decisions.

##### **Learning should be inclusive.**

Teaching reflects the diversity of modern society and promotes equality, belonging and respect. Differences are explored with sensitivity and pupils are encouraged to value diverse perspectives while understanding shared expectations of respectful behaviour.

##### **Families matter.**

The school works in partnership with parents and carers, recognising their central role in supporting children's understanding of relationships, health and wellbeing. Curriculum details are published and families can access specific resources on request. Information evenings are held with families on a regular basis. Families have the right to request withdrawal from some or all of the sex education delivered as part of RSE, other than those elements included in the national science curriculum. Requests should be made to the Principal. Pupils may choose to receive sex education themselves during the three terms before they reach the age of 16.

##### **Personal development is lifelong.**

Relationships and Sex Education contributes to pupils' personal growth throughout their education and prepares them for successful adult lives, employment and active citizenship.

#### **5. Aims of Relationships and Sex Education**

Through our Peace and Personal Development curriculum and wider curriculum experiences, we aim for every pupil to:

- develop self-confidence, self-respect and emotional resilience;
- understand the characteristics of healthy, respectful and supportive relationships;
- recognise the importance of kindness, empathy, honesty and trust;
- communicate effectively and resolve conflict constructively;
- understand the physical and emotional changes associated with growing up;
- develop accurate knowledge of human reproduction, sexual health and fertility appropriate to their age and stage of development;
- understand consent, personal boundaries and individual autonomy;
- recognise unhealthy, abusive, exploitative or coercive behaviours, both offline and online;
- understand the influence of peers, media, pornography and digital technologies on relationships;
- develop strategies to manage risk and make informed, responsible decisions;
- understand the law relating to relationships, consent, online behaviour and safeguarding;
- know how and when to seek help for themselves or others;
- appreciate diversity and challenge discrimination, prejudice and harmful stereotypes;
- understand the importance of physical health, mental wellbeing and healthy lifestyles;
- become responsible digital citizens who understand how to build positive online relationships safely; and
- leave Carr Manor Community School well prepared for further education, employment, adult life and positive participation in society.

## **6. Curriculum Content**

Relationships and Sex Education at Carr Manor Community School is planned as a coherent, developmental curriculum that builds pupils' knowledge, understanding and personal skills progressively from the Primary Phase through to Year 11.

The curriculum is carefully sequenced so that pupils revisit key concepts at increasing levels of maturity and complexity, enabling them to develop confidence, resilience and informed decision-making as they grow.

The curriculum reflects statutory requirements while responding to the needs of our pupils and the safeguarding priorities identified within our school and local community. It is underpinned by the principles of respect, inclusion, equality and safeguarding.

Teaching enables pupils to develop the knowledge, skills and attributes needed to:

- build positive and respectful relationships;
- understand the characteristics of healthy friendships and family relationships;
- recognise and manage emotions effectively;
- develop resilience and positive mental wellbeing;
- understand personal identity and self-worth;
- recognise healthy and unhealthy behaviours within relationships;
- understand consent, personal boundaries and mutual respect;
- identify abuse, exploitation, coercion and controlling behaviours;
- stay safe both offline and online;
- make informed choices about physical and sexual health;

- appreciate diversity and challenge prejudice and discrimination;
- understand their legal rights and responsibilities; and
- know how and where to access advice, guidance and support.

The curriculum reflects the statutory requirements for Relationships Education, Relationships and Sex Education and Health Education and is reviewed annually to ensure that it remains current, relevant and responsive to emerging safeguarding issues. Teaching is monitored through review of materials, learning walks and pupil voice.

### **Primary Phase**

In the Primary Phase, Relationships Education forms the core of the curriculum. Teaching focuses upon developing secure relationships, emotional literacy and an understanding of personal safety.

Learning includes:

- families and people who care for us;
- caring friendships;
- respectful relationships;
- recognising and managing emotions;
- kindness, empathy and inclusion;
- anti-bullying education;
- online relationships and digital safety;
- privacy, boundaries and personal safety;
- physical health and wellbeing;
- healthy lifestyles;
- growing and changing;
- preparing for puberty; and
- seeking help from trusted adults.

Teaching is delivered in an age-appropriate manner that reflects pupils' developmental readiness and promotes curiosity through factual, balanced and inclusive learning.

### **Secondary Phase**

In the Secondary Phase, learning builds upon pupils' previous understanding while preparing them for adulthood.

The curriculum includes:

- healthy intimate relationships;
- consent and communication;
- sexual health and reproductive health;
- contraception and pregnancy;
- sexually transmitted infections;
- healthy lifestyles and wellbeing;
- emotional wellbeing and mental health;
- online relationships and digital citizenship;
- the influence of social media and online content;
- pornography and unrealistic representations of relationships;
- exploitation, grooming and coercive behaviour;
- harmful sexual behaviour;

- violence against women and girls;
- equality, diversity and protected characteristics;
- managing risk and making informed decisions;
- accessing health services and support; and
- understanding the law relating to relationships and sexual health.

Teaching reflects current safeguarding priorities and equips pupils to recognise risk, challenge harmful attitudes and develop respectful behaviours both within school and beyond. In both phases, lessons are adapted, as and when appropriate, to ensure that all pupils can access the learning in an equitable manner. Teaching further reflects all protected characteristics under the Equality Act 2010, promoting respect for differences whilst ensuring that teaching is balanced, factual and consistent with statutory guidance.

### **Responding to Emerging Issues**

The curriculum remains responsive to local, national and global developments affecting children and young people.

Where appropriate, teaching may address emerging issues such as:

- online misogyny;
- misinformation and harmful online influencers;
- image-based abuse;
- artificial intelligence and digital manipulation;
- online exploitation;
- coercive and controlling behaviour;
- vaping, substance misuse and associated risks;
- healthy body image;
- Suicide prevention and work on managing emotional distress;
- child criminal exploitation;
- child sexual exploitation; and
- contemporary safeguarding concerns identified through school monitoring.

These topics are introduced only when appropriate to pupils' age and stage of development and are delivered using evidence-informed resources.

### **7. Delivery through Peace and Personal Development (PPD)**

Relationships and Sex Education is delivered primarily through Carr Manor Community School's **Peace and Personal Development (PPD)** curriculum.

The PPD curriculum provides a structured programme of learning that promotes personal growth, emotional wellbeing, respectful relationships and responsible citizenship. It enables pupils to develop the knowledge, skills and values needed to thrive both within school and in wider society.

RSE is further reinforced through:

- Coaching Plus;
- Science;
- Religious Education;

- Computing and Digital Learning;
- assemblies;
- visiting speakers and external agencies;
- enrichment opportunities; and
- the wider ethos and culture of the school.

This integrated approach enables pupils to revisit important themes throughout their education while recognising that learning about relationships, wellbeing and personal responsibility occurs across many aspects of school life.

### **Curriculum Planning**

The PPD curriculum is carefully planned to ensure that learning:

- builds progressively from Year 1 to Year 11;
- reflects statutory expectations;
- is age and developmentally appropriate;
- responds to pupils' identified needs;
- reflects safeguarding priorities;
- promotes equality and inclusion;
- avoids unnecessary repetition while reinforcing key messages; and
- complements learning across other curriculum subjects.

Curriculum content is reviewed annually in light of statutory guidance, safeguarding developments, pupil voice, staff evaluation and local need.

### **Teaching Approaches**

High-quality Relationships and Sex Education relies upon teaching approaches that encourage participation, reflection and respectful discussion. Teaching is adapted to ensure that all children can access key information and learning in an equitable manner.

Teachers use a range of evidence-informed strategies including:

- structured discussion;
- scenario-based learning;
- case studies;
- collaborative activities;
- guided reflection;
- problem-solving tasks;
- questioning;
- videos and digital resources;
- carefully selected literature and media; and
- opportunities for independent reflection.

Lessons encourage pupils to develop critical thinking, challenge stereotypes, evaluate information and apply learning to real-life situations.

Teaching is always:

- factual;
- balanced;
- inclusive;



- age appropriate;
- sensitive to pupils' experiences;
- free from political bias; and
- respectful of differing beliefs while remaining firmly rooted in equality, safeguarding and the law.

### **Use of External Visitors**

External organisations and specialist professionals may contribute to the delivery of aspects of Relationships and Sex Education where they enhance pupils' learning.

Visitors may include:

- health professionals;
- school nursing services;
- safeguarding specialists;
- charities;
- police representatives;
- community organisations; and
- accredited educational providers.

All external contributions are carefully planned, quality assured and delivered under the supervision of school staff. External visitors complement rather than replace the school's planned curriculum. Responsibility for curriculum content remains with Carr Manor Community School.

### **Assessment**

Relationships and Sex Education is not assessed through formal examinations.

Teachers use formative assessment throughout lessons to monitor pupils' understanding, address misconceptions and inform future planning.

Assessment may include:

- pupil discussion;
- self-reflection;
- written responses;
- quizzes;
- scenario-based activities;
- pupil voice; and
- teacher observation.

The purpose of assessment is to support pupils' personal development rather than to judge personal beliefs or experiences.

The effectiveness of the curriculum is evaluated through pupil outcomes, safeguarding information, staff evaluation, curriculum review and feedback from pupils, parents, carers and governors.

## **8. Teaching and Learning**

At Carr Manor Community School, Relationships and Sex Education is delivered through high-quality teaching that is inclusive, evidence-informed and responsive to the needs of our pupils. Learning is carefully planned to ensure that pupils acquire accurate knowledge, develop essential life skills and are encouraged to reflect critically upon the values that underpin healthy relationships and responsible decision-making.

Teaching recognises that pupils will have differing experiences, backgrounds, beliefs and levels of understanding. Lessons are therefore planned to be accessible, inclusive and developmentally appropriate, enabling all pupils to participate confidently and respectfully.

Staff delivering RSE will:

- establish clear learning objectives and success criteria;
- Adapt resources and lessons appropriate to age, stage and need;
- create a respectful and supportive classroom climate;
- present factual, balanced and age-appropriate information;
- challenge misconceptions, stereotypes and prejudice;
- encourage discussion whilst respecting differing viewpoints;
- promote equality, inclusion and mutual respect;
- develop pupils' critical thinking and decision-making skills;
- reinforce safeguarding messages throughout the curriculum; and
- ensure that all teaching reflects current statutory guidance and safeguarding practice.

Teaching approaches are varied and may include discussion, collaborative learning, case studies, role-play, scenario-based learning, questioning, reflection, digital resources and independent activities. These approaches encourage pupils to apply their learning to real-life situations whilst developing confidence, resilience and respectful communication.

Relationships and Sex Education is not about promoting particular lifestyles or encouraging early sexual activity. Rather, it seeks to equip pupils with the knowledge, understanding and personal skills needed to develop healthy relationships, safeguard themselves and others, and make informed choices throughout their lives.

Where appropriate, curriculum content is adapted to meet the needs of individual pupils, including those with Special Educational Needs and Disabilities (SEND), ensuring equitable access to learning whilst maintaining high expectations for all.

Professional development forms an important part of the school's commitment to delivering high-quality RSE. Staff receive appropriate training to ensure they remain confident in delivering sensitive content, responding to pupils' questions and understanding emerging safeguarding issues.

## **9. Creating a Safe Learning Environment**

Relationships and Sex Education can involve discussion of sensitive topics and personal experiences. It is therefore essential that teaching takes place within a safe, respectful and supportive learning environment where all pupils feel valued and protected.

At the beginning of each sequence of learning, teachers establish agreed ground rules to promote respectful participation and safeguard pupils' wellbeing. These expectations are revisited regularly and underpin all classroom discussion.

Ground rules include the expectation that:

- everyone has the right to be listened to respectfully;
- no pupil or member of staff is expected to share personal experiences;
- pupils may choose not to contribute to discussions if they feel uncomfortable;
- differing opinions should be expressed respectfully and without judgement;
- discriminatory, sexist, racist, homophobic, biphobic, transphobic or otherwise prejudicial language will be challenged;
- pupils should use accurate and respectful vocabulary when discussing relationships and the human body;
- personal information shared by others must be treated with respect; and
- questions should contribute positively to learning and not be designed to embarrass, provoke or upset others.

Teachers recognise that pupils may have lived experiences that differ significantly from those of their peers. Care is taken to ensure that teaching does not make assumptions about pupils' family circumstances, beliefs or personal identities.

Lessons are delivered in ways that encourage curiosity whilst maintaining appropriate professional boundaries. Staff avoid unnecessary personal disclosure and model respectful communication at all times. Where resources are used to support learning, they are carefully selected to ensure that they are accurate, inclusive, age-appropriate and aligned with statutory guidance and the school's values.

## **10. Managing Sensitive Questions**

Relationships and Sex Education naturally generates questions from pupils. Carr Manor Community School welcomes curiosity and seeks to provide accurate, honest and age-appropriate responses that support learning whilst maintaining appropriate professional and safeguarding boundaries.

Teachers will respond to pupils' questions by considering:

- the age and developmental stage of the pupils;
- the intended learning outcomes of the lesson;
- whether the question can be answered appropriately within the whole-class setting;
- whether the response may unintentionally disclose information inappropriate for the wider group; and
- whether the question raises a safeguarding concern.

Where appropriate, teachers will answer questions openly using factual, evidence-informed language.

However, a teacher may decide not to answer a question immediately where:

- the content is not appropriate for the age or maturity of the class;
- the question relates to an individual's personal circumstances;
- responding would undermine safeguarding or confidentiality;
- the question falls outside the planned curriculum and would be better addressed at a later stage; or
- additional advice is required before providing an accurate response.

In such circumstances, teachers may:

- explain why the question cannot be answered at that time;
- revisit the question during a later stage of the curriculum where appropriate;
- speak with the pupil individually following the lesson;
- signpost appropriate sources of support or information; or
- seek advice from the Designated Safeguarding Lead (DSL) or another senior member of staff.

Teachers will never encourage pupils to disclose personal experiences or intimate information during lessons. If a pupil voluntarily shares information that raises concerns regarding their safety or the safety of another person, staff will respond in accordance with the school's safeguarding procedures.

## **11. Safeguarding**

Safeguarding is fundamental to the delivery of Relationships and Sex Education.

The curriculum plays a significant role in enabling pupils to recognise abuse, understand healthy relationships, develop resilience and know how to seek help when needed. It supports the school's wider safeguarding responsibilities by helping pupils develop the knowledge and confidence to identify unsafe situations and trusted adults who can provide support.

Teaching includes age-appropriate learning about:

- healthy and unhealthy relationships;
- consent and personal boundaries;
- recognising coercion and controlling behaviour;
- bullying, discrimination and harassment;
- child-on-child abuse;
- sexual harassment and sexual violence;
- child sexual exploitation (CSE);
- child criminal exploitation (CCE), including county lines;
- grooming and online exploitation;
- domestic abuse;
- honour-based abuse, including forced marriage;
- female genital mutilation (FGM);
- online safety, including image sharing and digital consent;
- the influence of pornography and harmful online content;
- reporting concerns and accessing support; and
- the role of trusted adults and safeguarding services.

All staff maintain the safeguarding principle that **'it could happen here'** and remain vigilant to signs that a pupil may be at risk of harm.

Where information disclosed during an RSE lesson indicates that a pupil may be at risk of abuse or neglect, staff have a professional duty to act in accordance with the school's Child Protection and Safeguarding Policy. Whilst every effort is made to create an environment where pupils feel able to talk openly, staff cannot guarantee confidentiality. Pupils are made aware, in an age-appropriate manner, that if information is disclosed indicating that they or another person may be at risk of harm, this information must be shared with the Designated Safeguarding Lead to ensure appropriate support and protection.

The Designated Safeguarding Lead will consider all concerns in line with statutory safeguarding guidance, working in partnership with parents, carers and external agencies where appropriate and in the best interests of the child.

The school recognises that high-quality Relationships and Sex Education is a preventative safeguarding measure. By developing pupils' knowledge, confidence and understanding, we aim to reduce vulnerability, promote respectful relationships and empower every young person to recognise risk, exercise informed choice and seek support whenever it is needed.