



RSE Policy

2026 – 2027

HEAD TEACHER	Muhammad Miah
CHAIR OF GOVERNORS	M A Salam Signed: 
REVIEWED	September 2026
NEXT REVIEW DATE	September 2027

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This policy covers our school's approach to Relationships and Sex education which is taught through the PSHE and Citizenship programme as well as Science curriculum.

1. Relationships and Sex Education Definition

Relationships and Sex education involves lifelong learning about the moral, emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is about the understanding of the importance of stable relationships for family life, including marriage and committed relationships; and the importance of respect, love and care in healthy, positive relationships. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. Some aspects of sex and relationships education are taught within the science curriculum and others are taught as part of Personal, Social, Health and Economic Education (PSHE). The programme also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships, and for staying safe both on and offline.

We define Sex education as the teaching of sex and sexual health.

We define Relationships education as the teaching of what makes a healthy relationship, including the understanding of different types of relationships (including LGBTQ+) and the importance of stable relationships for family life.

However, we understand that Relationship and Sex Education are linked together and that Relationship education underpins any teaching of sex education.

2. Rationale and Ethos

At Baytul Ilm Secondary School, we believe that high quality Relationships and Sex Education (RSE) is important to ensure that students develop healthy, loving and successful relationships throughout their lives. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. It will also empower our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At Baytul Ilm Secondary School we are committed to ensuring that our students receive a well-rounded education that prepares them for all aspects of adult life. We aim to build on the RSE programmes covered in the School. The theme of consent and healthy relationships underpins all of our RSE topics. We introduce these concepts in Year 7 and revisit them on a yearly basis and adapting to the age of each year group.

We view the partnership of home and school as vital in providing the context for the topics studied as well as parent's role in helping to support their children in understanding their changing bodies and developing sexuality. We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by ensuring that resources are differentiated for different needs. Where appropriate students will receive TA support in lessons and will be prepared for topics or have a chance to discuss topics in more detail with adults in sessions such as ELSA.

We ensure RSE fosters gender equality and LGBTQ+ equality by ensuring the teaching of different types of relationships. The teaching of relationships is also inclusive to include all types of relationships. When teaching about LGBTQ+ content, we will teach pupils the facts and the law about biological sex and gender reassignment. We will not use materials that oversimplify gender identity or perpetuate stereotypes. Our approach will be age-appropriate, factual and sensitive to the needs of all pupils

Our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the students including SEN.
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBTQ inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent, including awareness of power dynamics in relationships and how these can affect the ability to give genuine consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBTQ and people with disabilities are positively represented in our curriculum
- Ensure students can identify the qualities of **healthy and unhealthy relationships**
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make students aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare students for the journey from **adolescence to adulthood**
- Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBTQ misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Teach about positive male role models and healthy masculinity, actively challenging everyday sexism, misogyny, homophobia and gender stereotypes
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Ensure students understand the serious risks and consequences of making, sharing or possessing nudes and semi-nudes (including AI-generated or deepfake images), and know how to respond if they encounter such content or are pressured to share images
- Develop students' understanding of the dangers of pornographic material
- Develop students' critical understanding of how pornography can negatively influence sexual attitudes, behaviours and expectations, including unrealistic portrayals of consent, bodies and sexual relationships
- Ensure students understand how online sub-cultures (such as 'incels' and misogynistic content) can negatively influence understanding of sexual ethics, consent and healthy relationships

3. Roles and responsibilities

The RSE programme will be led by an appointed PSHE and Citizenship lead who will be responsible for the planning, monitoring and ensuring high quality delivery of the RSE SoL. It will be delivered by a team of specially trained teachers.

It will be supported by a designated SLT line manager.

A working party will be made up of the PSHE lead, the SLT line manager, a teacher who is part of the delivery

team and one governor.

Teaching staff will receive RSE training on an annual basis to support students with information in line with current government legislation and guidance.

4. Legislation (statutory regulations and guidance)

Under the **Education Act (1993)** and the **Education Reform Act (1998)** all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with **DfE Guidance on Sex & Relationships Education (0116/2000)** and the supplementary guidance **Sex & Relationships Education for the 21st Century 2014**.

The guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' is statutory. This policy reflects the updated guidance effective from September 2026. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including student referral units. See appendix 1 for further information on curriculum content.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

Other documents that inform the school's RSE policy include:

- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Keeping children safe in education – Statutory safeguarding guidance (2026)
- o Children and Social Work Act (2017)

Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the different aspects of RSE. Each year group will study at least one topic of RSE each year, where age-appropriate information will be discussed.

The themes that RSE will focus on are:

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Our RSE programme is inclusive of all genders and sexual identities. All types of relationships will be represented in the teaching materials and discussions.

We will ensure RSE is matched to the needs of our students by ensuring that they are prepared for adult life. Each year student voice is collated and the RSE curriculum can be adapted to include information that students feel is relevant to them.

Our RSE programme will be planned and delivered through discreet PSHE and Citizenship lessons. The resources used will adhere to the PSHE associations 10 principles of PSHE teaching and most will have the PSHE association quality mark. The resources used in RSE will be regularly reviewed by the PSHE and Citizenship lead to ensure that they meet the values and morals of the school.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including distancing techniques such as scenarios to give students the opportunity to discuss the issues raised through RSE in a real-life context. Active learning methods might include card sorts, role plays and documentaries. Students will also be signposted in lessons for sources of support if they are worried or wanted to find out more about any of the topics discussed.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in other subjects across the school such as; PE, Science, Food technology, Humanities, ICT and the Tutor programme.

Assessment in RSE will take the approach that many of the skills and attributes learnt through RSE won't be used until adult life and are inappropriate to formally assess. Some of the knowledge learnt might be tested through class quizzes or more formal assessments. Students will, however, be encouraged to reflect on their own learning and progress by the use of Self-Assessment sheets. At the beginning and end of each topic students will rate themselves against the topic criteria and consider the progress they have made with their learning.

An overview of the learning in each year group can be found on the school website or is available from the PSHE and Citizenship lead teacher.

Safe and Effective practice

We will ensure a safe learning environment by the use of learning agreements. At the beginning of each topic each class will create/review their learning agreement. This agreement is created in conjunction with the teacher to ensure that all students are aware of the expectations of the classroom and feel safe to learn and explore sensitive topics. Students should never be asked to disclose their sexual orientation or personal information about themselves or others.

Distancing techniques such as the use of scenarios are used, particularly when discussing sensitive topics as it allows students to explore difficult themes without linking these directly to their lives or experiences.

During RSE lessons (and at other times) controversial questions may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play

Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting.

Any concerns that arise about sexual abuse or any other safeguarding issues **must and will** be followed up under the school's safeguarding procedures.

Teachers and students will show respect for all genders, sexualities and different types of families in when looking at any topic, including dealing with sensitive issues.

All staff teaching RSE will have training in how to deal with sensitive topics/questions.

Students will be able to raise questions anonymously by the use of an anonymous question box.

In line with KCSIE 2026 expectations for schools to be 'mobile phone-free environments', our RSE curriculum will reinforce our school's mobile phone policy and help students understand the safeguarding reasons behind these restrictions, particularly in relation to the risks of image-sharing and online exploitation

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. This includes disclosures related to harmful sexual behaviour (HSB), which exists on a continuum from inappropriate sexual behaviour through to criminal behaviour.

All staff are trained to recognise and respond appropriately to any concerns about child-on-child sexual abuse or harmful sexual behaviour. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy if they have concerns about a student.

Visitors and external agencies which support the delivery of RSE will agree to the content of the sessions before delivery. They will be required to follow the school safeguarding procedures and will be accompanied by a member of staff throughout their time at the school.

Consulting stakeholders

Parents will be informed about the policy through RSE parent information evening. The policy will be available to parents on this evening, through the school website as well as directly from the PSHE and Citizenship lead. We are committed to working with parents and carers and invite any parents who have any questions, or wish to discuss any concerns to contact the PSHE and Citizenship lead. Our aim is to work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support. Parent Information sessions are also an opportunity for parents to view the materials and resources used.

Right to Withdraw

Under the government legislation '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' from **September 2020** parents have no right to withdraw their children from Relationships, Health education and from aspects of sex taught in the Science curriculum.

Parents do hold the right to withdraw their child from all or part of sex education, up until three terms before their child turns 16, when the choice becomes the child's.

Parents should contact the Head teacher to discuss their right to withdraw.

Monitoring, reporting, evaluation & assessments

Teachers will critically reflect on their work in delivering RSE through evaluating resources used, learning walks and lesson observations. The team will also reflect on the teaching of RSE in meetings with the PSHE and Citizenship lead.

Students will have opportunities to review and reflect on their learning during lessons, using the assessment and progress sheets. Student voice will also be an opportunity for students to express their opinions on RSE.

Students will be assessed in accordance with Baytul Ilm Assessment Policy – See Baytul Ilm Assessment Policy

Appendix 1: Statutory RSE curriculum content

Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'

Families

Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.⁸
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.⁹
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

Curriculum content:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.¹⁰
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or

assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.