

TEIGN SCHOOL

RELATIONSHIPS & SEX EDUCATION POLICY 2026/29

	This policy was recommended by Committee on:	18 June 2026
	This policy was adopted by the Governing Body on:	1 September 2026
	Policy review date:	June 2029
	Monitoring review date:	Ongoing
	Reviewing Committee:	SLT



As a Rights Respecting School, Teign School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. The School has high expectations of its pupils and this supports the delivery of outstanding lessons. We expect all members of the school community to behave well, work hard, achieve high standards, show respect for one another and to ensure that Teign School is a positive and safe place to be.

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.

Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live.

CONTENTS

- 1. Aims**
- 2. Statutory Requirements**
- 3. Policy Development**
- 4. Definition**
- 5. Curriculum**
- 6. Delivery of RSE**
- 7. Roles and Responsibilities**
 - 7.1 The Local Governing Body (LGB)**
 - 7.2 The Headteacher**
 - 7.3 Staff**
 - 7.4 Pupils**
 - 7.5 Pupils with Special Educational Needs and Disabilities (SEND)**
- 8. Parents' Right to Withdraw and Parental Engagement**
- 9. Training**
- 10. Safeguarding**
- 11. Monitoring and Review**

Appendix 1 PSHE Curriculum Map

1. AIMS

The aims of Relationships and Sex Education (RSE) at Teign School are to:

- provide a safe, inclusive and respectful environment in which sensitive discussions can take place;
- prepare pupils for the opportunities, responsibilities and experiences of adult life in modern Britain;
- develop vocabulary and understanding relating to **bodies, puberty and health**;
- equip pupils with the knowledge and skills to develop **healthy, respectful and safe relationships**;
- support pupils to recognise and manage risk, including **online and emerging safeguarding risks**;
- promote pupil understanding of **consent, boundaries, and respectful communication** (legal and ethical);
- enable pupils to critically evaluate **media, online content and harmful influences**;
- challenge harmful attitudes including **misogyny, discrimination and gender-based violence**;
- develop resilience, emotional literacy, and support pupils' mental wellbeing, including understanding **grief, loss and loneliness**;
- ensure all pupils understand how to **keep themselves safe and seek support when needed**.

2. STATUTORY REQUIREMENTS

This policy is based on the Department for Education's statutory guidance:

- **“Relationships Education, Relationships and Sex Education (RSE) and Health Education” (July 2025, effective September 2026)**

It also reflects responsibilities under:

- Education Act 2002 and 1996
- Children and Social Work Act 2017
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)

The school will ensure that RSE provision:

- Responds to **emerging safeguarding risks**
- Is reviewed regularly to remain **current and relevant**
- Reflects the lived experiences of pupils

3. POLICY DEVELOPMENT

This policy is based on previous work done in consultation with staff, pupils and parents alongside training and development undertaken to ensure appropriate application of the latest statutory guidance referred to in section 2. The following steps have been taken either in the previous iteration of the policy, or under its review:

- Review – a member of the Senior Leadership team attended training on the application of the new statutory guidance, implementation of changes and updates to delivery of the curriculum.
- Staff consultation – Religion, Philosophy & Ethics (RPE) staff were given the opportunity to look at the policy and make recommendations – the latest updates have been developed with the Leader of RPE.
- Parent/stakeholder consultation – previous parent and stakeholder meetings have seen invitations to school meetings to discuss RSE policy and delivery, reviews are planned in Term 3b 2026 to reflect updated guidance, and again during 2026-27 academic year.
- Pupil consultation – we investigated what exactly pupils want from their RSE by taking part in a national wellbeing survey. General student views have been gathered from the Devon Schools Wellbeing Partnership 2024 survey <https://www.devonschoolswellbeing.org.uk/pupil-wellbeing-survey/>

The school ensures ongoing consultation and review to ensure the curriculum reflects:

- **Local and national safeguarding priorities**
- Emerging issues such as **online harms, sexual harassment and digital risks**

4. DEFINITION

RSE is lifelong learning about:

- Relationships
- Sexual health
- Emotional wellbeing
- Personal safety
- Identity and values

It includes teaching about:

- Healthy and respectful relationships

- Consent and boundaries
- Online and offline safety
- The impact of media, including pornography and digital content
- Safeguarding, including exploitation and abuse

RSE is not about promoting sexual activity.

5. CURRICULUM

We have developed the curriculum in consultation with staff, pupils and parents, taking into account:

- Age, development and need
- Safeguarding priorities
- Equality and diversity

5.1 Core Curriculum Areas

See Appendix 1 – PSHE Curriculum Map

In addition to statutory content, Teign School explicitly includes:

- Ethical and practical understanding of **consent**, including:
 - Consent must be willingly and repeatedly given
 - Consent can be withdrawn
 - Coercion invalidates consent
- Critical thinking about:
 - Media and online influences
 - Stereotypes and harmful expectations

To provide clarity on the curriculum updates included in the statutory guidance for 2026, the following areas added to the RSE and Health content requirements have been strengthened or added to the curriculum map:

Misogyny and Gender-Based Violence

- To recognise and challenge **misogyny and harmful gender stereotypes**
- About **violence against women and girls** and its impact
- How to safely challenge harmful attitudes and behaviours

Pornography and Sexual Content

- That pornography presents **unrealistic and harmful representations**
- How exposure to pornography can affect:
 - Relationships
 - Expectations
 - Behaviour
- Strategies to manage exposure and seek support

Online Safety and Emerging Risks

The curriculum includes explicit teaching about:

- **AI-generated content**, including deepfakes
- **Sextortion and image-based abuse**
- Online radicalisation, including misogynistic ideologies
- The role of **influencers, algorithms and online culture**
- Financial exploitation and scams
- Critical evaluation of online information

Toxic Influences and Positive Role Models

- Recognise harmful online ideologies (e.g. extreme or misogynistic beliefs)
- Develop skills to challenge harmful narratives
- Explore **positive, respectful role models and relationships**

Personal Safety

- Safety in **public and social environments**
- Situational awareness and risk management
- How to seek help and support

Mental Health Expansion

- **Grief and loss**
- **Loneliness and isolation**
- Emotional regulation and coping strategies

6. DELIVERY OF RSE

RSE is taught within the PSHE (personal, social, health and economic) education curriculum. Allocated hours are one hour per week at KS3 and 1 hour per fortnight at KS4 and KS5. In addition to this content from the statutory guidance and broader recommendations are found in:

- Science and RPE, as well as crossover links audited in other subjects areas across the wider curriculum;
- Enrichment Day;
- Tutorial Programme.

6.1 Teaching Approach –

We ensure:

- A **safe and respectful classroom environment**
- Clear ground rules for discussion
- Staff are trained to manage:
 - Sensitive topics
 - Disclosures
 - Difficult questions

Staff will:

- Provide **age-appropriate, factual and balanced information**
- Remain impartial and not share personal opinions
- Signpost pupils to **appropriate support services**

7. ROLES AND RESPONSIBILITIES

7.1 The Local Governing Body (LGB)

The LGB will approve the RSE policy and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from sex education components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- delivering RSE in a sensitive way;
- modelling positive attitudes to RSE;
- monitoring progress;
- responding to the needs of individual pupils;
- Challenging harmful attitudes including **misogyny and discrimination**;
- Creating inclusive and safe learning environments;
- Responding appropriately to safeguarding concerns.

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.

Teachers of PSHE are overseen by the Leader of RPE and an Assistant Headteacher. Occasionally we have external agencies delivering content, but mainly design and teach our own curriculum. Where necessary, we liaise with professionals such as the Brook charity and rely on our membership of the PSHE Association for support with updates, resources and guidance.

7.4 Pupils

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

7.5 Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils. Teign teaching pedagogy including Ordinarily Available Inclusive Provision (OAIP) is utilised in the delivery of RSE within the PSHE curriculum. The school is also mindful of preparing for adulthood outcomes as set out in the SEND code of practice, when planning these subjects for pupils with SEND. Teign School is aware that some pupils are more vulnerable to exploitation, bullying, online harm and peer pressure due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and for teaching to meeting the specific needs of children at different development stages.

8. PARENTS' RIGHT TO WITHDRAW & PARENTAL ENGAGEMENT

Parents have the right to withdraw their child from non-statutory sex education **only**, up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

To support parents and ensure that withdrawals are in the best interest of the child, the school will:

- provide clear information about **RSE curriculum content**;
- make **teaching materials available to parents on request**;
- ensure that any external provider materials can be **shared with parents**;
- engage parents in consultation and review.

Requests for withdrawal must be put in writing and addressed to the Headteacher. A copy will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative provision will be made for withdrawn pupils.

9. TRAINING

Staff receive regular training on:

- Safeguarding and child protection
- Teaching sensitive topics
- Managing disclosures

Staff will be specifically trained on new content delivery as per Section 5.

10. SAFEGUARDING

RSE is a key part of the school's safeguarding provision. Staff follow all normal safeguarding procedures.

The policy links directly to Keeping Children Safe in Education (KCSIE) and school safeguarding procedures.

Pupils are taught:

- how to recognise abuse and exploitation;
- how to seek help;
- reporting routes within school.

11. MONITORING AND REVIEW

The delivery of RSE is monitored through:

- Drop ins
- Book looks/scrutiny
- Student voice

The policy will be:

- Reviewed regularly by SLT and LGB (at least every 3 years)
- Updated in response to:
 - Changes in statutory guidance
 - Emerging safeguarding risks
 - Feedback from stakeholders

Personal, Social, Health and Economics Education - Curriculum Map [Including Statutory Relationships and Sex Education, Health Education]

Cycle	Term	Week	Theme		Theme		Theme		Theme		Theme	
1	1a	2	Managing change and transition	Transition to secondary school	Influence and peer pressure	British Values; Democracy and the Rule of Law	Intimate sexual relationships	British Values; Democracy and the Rule of Law	Global views, ideas and religions	British Values; Democracy and the Rule of Law	Key religious teachings	The 7 Ingredients
		3		British Values; Democracy and the Rule of Law		EDI, RRS and SMSC		EDI, RRS and SMSC		God		
		4		EDI, RRS and SMSC		Parenting and families		EDI, RRS and SMSC		Religious teachings		
		5		What does it mean to be a friend		Actions affected by influence		Parenting and families 2		Humanism		Identity
		6		What does it mean to be a smartphone free?		Radicalisation		Consent		Atheism		Life after death
		7		How can we be self aware - CONSENT		Managing risk		Contraception		Eid		Assessment
		8		Personal conflict		What is a drug		Sexual health		Christmas and Easter		Allowance for missed lessons during PPE1
		9		1b		How do our bodies change		Healthy relationships		Effects of smoking and alcohol		Community and Active Citizenship
	10	How do our bodies change (FGM inc)	Illegal drugs		Meeting the needs of everybody	When does life begin	Spiking					
	11	Healthy eating and dental hygiene	Impact of drugs		What needs to change	What are the issues surrounding abortion	Vaping					
	12	Healthy eating and impacts on the body	Vaping		Who has power	How does life end	Impact of drugs					
	13	Body image	Relationships		Active Citizenship project	What is euthanasia	Debt and online risks					
	14	Personal hygiene, germs and infection	Sharing of sexual images		Active Citizenship project	Genetic engineering and cloning + Quiz	Allowance for missed lessons during PPE2					
	15	What happens when we grow older	Inappropriate sexual behaviour		Who keeps our communities safe	Health - vaccinations, immunisation and antimicrobial resistance	Support for the exam period					
	2	2a	RSE	Healthy relationships	Consent	Community and Active Citizenship	What is community	Life choices	Life Choices	Alcohol and sexual behaviour		
Contraception					Meeting the needs of everybody		When does life begin				Spiking	
Self esteem					What needs to change		What are the issues surrounding abortion				Vaping	
Review and Quiz PRIORITY					Who has power		How does life end				Impact of drugs	
Internet safety - gambling					Active Citizenship project		What is euthanasia				Debt and online risks	
Body image and the media					Active Citizenship project		Genetic engineering and cloning + Quiz				Support for the exam period	
2b		The online world	Looking after yourself	Values	Community and Active Citizenship	Justice system	Health and wellbeing	Health and wellbeing	GCSE PUBLIC EXAMS			
				Ways to look after our wellbeing		Does the justice system work?				Blood and organ donation		
				Ways to look after our wellbeing		Roles in the police				Taking responsibility for your health (healthcare provision)		
				Career Aspirations						Self-examination: know your balls/breasts		
3	3a	Communities	The world of work	Motivating factors	Drugs and Alcohol	Health and wellbeing	Health and wellbeing	GCSE PUBLIC EXAMS				
				Qualities and Skills					Ketamine/MDMA	Health - vaccinations, immunisation and antimicrobial resistance		
				Competencies					THC Vapes	Blood and organ donation		
				Team work challenge					Consequences of drug use	Taking responsibility for your health (healthcare provision)		
				Team work challenge					County lines	Self-examination: know your balls/breasts		
				Review and Quiz					Knife crime	Summer safety - public spaces and water safety		
	3b	My future	The world of work	Your own skills	Preparing for the future	Health and wellbeing	Health and wellbeing	GCSE PUBLIC EXAMS				
				Build your own CV					Different jobs in the community	Self-examination: know your balls/breasts		
				Write a cover letter / Apply for a job					Introduction to careers	Summer safety - public spaces and water safety		
				Mock interviews / feedback					Career pathways	Work Experience [ENRICHMENT WEEK]		
39				[ENRICHMENT WEEK]								
SPORTS DAY / LAST DAY												