

PINNER

HIGH SCHOOL

Policy	Relationships and Sex Education (RSE) Policy
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Relationships and Sex Education (RSE) Policy

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This policy is reviewed annually by the PSHE Co-Ordinators and the Senior Leadership Team and approved by the governing body.

1. Aims

The aims of relationships and sex education (RSE) at Pinner High 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 and hygiene
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Principles and Values Pinner High School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an entitlement for all young people
- Encourage every student to contribute to lessons and support each individual as they grow and learn
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches
- We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.

Encourage students to have confidence in addressing issues such as sex, consent, harassment and sexual violence.

- Generate an atmosphere where questions and discussion on sex and relationships matters can take place without any stigma or embarrassment
- Recognise that parents/carers are key partners when teaching their children about sex, relationships and growing up
- Recognise that the wider community has much to offer and work in partnership with health professionals, outside agencies and other mentors or advisers

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships in all their forms including marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour
- understanding the importance of self-esteem and confidence in addressing issues of sexual harassment and sexual violence.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made including an awareness of the importance of understanding the impact of online choices
- managing conflict; empower students with the skills to be able to avoid inappropriate pressures or advances between peers (both as exploited or exploiter).

Knowledge and Understanding

- learning and understanding physical development at age appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- the avoidance of unplanned pregnancy

Pinner High School believes that RSE is a crucial part of preparing students for adult life, enabling them to make informed decisions about relationships, health, and wellbeing. Given the diverse backgrounds of our students, our RSE curriculum is designed to be inclusive and respectful of different perspectives and experiences.

2. Statutory Requirements

As a secondary MAT, Pinner High School must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSE, we comply with the guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We also adhere to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)

3. Policy Development

This policy has been developed in consultation with governors, staff, pupils, and parents. The process involved:

1. Reviewing national and local guidance
2. Consulting staff for input
3. Inviting parents and carers to discuss the policy
4. Gathering pupil and parental feedback
5. Final ratification by the governing board

4. Curriculum

Our full PSHE curriculum is set out in **Appendix 1**, but we may adapt it when necessary. The curriculum is designed in consultation with parents, pupils, and staff, ensuring it meets students' age, developmental stage, needs, and sensitivities.

If pupils ask questions outside the scope of this policy, teachers will provide appropriate responses to ensure students are fully informed without encouraging them to seek answers online.

For details of the curriculum, refer to **Appendix 1** and our website.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. At Pinner High School, students receive PSHE lessons that follow the **PSHE Association's core themes**:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Biological aspects of RSE are taught in Science, and moral perspectives are covered in Religious Education (RE). Sixth-form students receive RSE through lesson time, external speakers and pastoral sessions. External professionals may deliver standalone sessions on specific topics.

RSE at Pinner High School includes:

- Families and respectful relationships
- Online safety, media literacy, and digital resilience
- Being safe and managing risks
- Intimate and sexual relationships, including sexual health
- Gender roles

These topics are explored in an inclusive manner, acknowledging diverse family structures and experiences. The law is covered where relevant, including the legal aspects of consent, relationships,

and online behaviours. Lesson plans and case studies are updated where relevant based on current affairs. Our full intended outcomes list is set out in **Appendix 2**.

5.1 Inclusivity

We ensure our RSE provision:

- Reflects a diverse range of student backgrounds
- Is sensitive to students' lived experiences
- Creates a safe and supportive learning environment
- Differentiates appropriately for students' needs

5.2 Use of Resources

We ensure that all resources:

- Align with statutory RSE guidance
- Are age-appropriate and evidence-based
- Support students in applying knowledge in real-life situations
- Are from credible sources and avoid distressing content

6. Use of External Organisations and Materials

We carefully select external agencies and materials to ensure they:

- Comply with legal requirements
- Are age-appropriate and relevant
- Support the school's values and RSE aims

The school retains responsibility for all external content delivered to pupils and ensures political impartiality. External providers have previously included:

- The PSHE Association
- Brook
- Equaliteach
- Compass
- WizeUp
- Solutions not Sides

7. Roles and Responsibilities

7.1 The Governing Board

The governing board approves the RSE policy and ensures its implementation

7.2 Senior Leadership Team

The Senior Leadership Team ensures RSE is taught consistently and manages withdrawal requests.

- Headteacher: Raj Patel
- SLT PSHE Lead: Tom Metcalfe

- SLT DSL: Emma Pacey

7.3 Staff

All staff are responsible for:

- Delivering RSE sensitively
- Modelling positive attitudes
- Monitoring progress
- Responding to individual student needs

The PSHE Team lead each key stage by:

- Providing lesson plans for staff
- Keeping up-to-date with statutory requirements
- Updating lesson plans based on current affairs, pupil/staff/parental voice surveys

Key Stage Co-Ordinators:

- Key Stage 3: Lewis Henderson
- Key Stage 4: Katrine Stewart
- Key Stage 5: Nafeesah Munshi

7.4 Pupils

Pupils are expected to engage fully in RSE and treat others with respect. We encourage an ethos of **ROCK**:

- Respect
- Openness
- Confidentiality (safeguarding permitting)
- Kindness

8. Parents' Right to Withdraw

Parents/carers can withdraw their child from the non-statutory aspects of RSE up to three terms before they turn 16. After this, if the student wishes to receive RSE, the school will facilitate this. Withdrawal requests must be made in writing using the form in **Appendix 3**.

9. Training

Staff receive RSE training as part of their induction and ongoing CPD. External providers may also support training.

10. Monitoring Arrangements

The delivery of RSE is monitored through:

- Learning walks
- Student voice surveys

- Staff feedback
- Lesson observations
- Book looks
- Regular updates via newsletters/CPD

11. Staffing

PSHE is mostly taught by form tutors to ensure consistency and approachability from student to staff. For the full list of tutors, please see our website. Where form groups are co-tutored (ITT/ECT/New Staff), PSHE lessons are typically team taught/observed.

A. Designated Safeguarding Leads: These individuals play a crucial role in ensuring the safety and wellbeing of students, which aligns closely with the objectives of RSE.

- **Emma Pacey:** Deputy Headteacher and Designated Safeguarding Lead (DSL)
- **Elizabeth Hindmarsh:** Deputy Headteacher and Deputy Designated Safeguarding Lead
- **Hemal Pandya:** Deputy Headteacher and Head of Sixth Form
- **Tom Metcalfe:** Assistant Headteacher
- **Ben Hobbs:** Assistant Headteacher
- **Amy Wild:** Deputy Designated Safeguarding Lead and Mental Health Lead

B. Heads of Year: Heads of Year are instrumental in pastoral care and often facilitate aspects of the PSHE and RSE curriculum. As of September 2025, the following staff are employed as Heads of Year:

- **Amy Wild:** Head of Year 7
- **Victoria Browning:** Head of Year 8
- **Nicola Foster:** Head of Year 9
- **Paula Novo:** Head of Year 10
- **Kathryn Buchanan:** Head of Year 11
- **Bagee Gunaratnam:** Head of Years 12 & 13

C. Inclusion and Support Staff: These staff members ensure that the RSE curriculum is accessible and supportive of all students, including those with special educational needs.

- **Hannah Walls:** SENDCo and Safeguarding team
- **Rhian Jenkins:** ASD Lead
- **Maran Dhannie:** Inclusion Manager
- **Jane Connors:** Attendance & Family Engagement Officer
- **Niamh Braiden:** Pastoral Support Manager

D. PSHE Programme Coordination:

- **Lewis Henderson:** KS3 Lead
- **Katrine Stewart:** KS4 Lead
- **Nafeesah Munshi:** KS5 Lead
- **Tom Metcalfe:** SLT Lead

Appendix 1: Curriculum Map

A full copy of our curriculum map can be found on the school website [here](#).

Appendix 2: RSE Intended Outcomes

Year Group	What is Studied	Link to RSE Statutory Guidance	Why is it Important?	Impact on Health, Wellbeing, Relationships & Wider World
Year 7	Healthy Relationships, Family & Friendships	Respectful relationships, different types of committed relationships, positive friendships	Helps students develop respect and empathy for others and recognise healthy and unhealthy relationships	Builds strong relationship foundations, helps identify unhealthy behaviour, improves self-esteem and emotional wellbeing
	Sexuality and Gender Identity, Challenging Stereotypes	Understanding diversity, equality, respect for all	Encourages inclusivity, promotes understanding of LGBTQ+ identities, challenges misconceptions	Reduces discrimination, fosters a safe and accepting environment, supports identity formation
	Online Safety, Sexting, Grooming & Consent	Online risks, the law regarding sharing explicit content, safety strategies	Teaches responsible online behaviour, ensures students understand the risks of exploitation	Protects students from online harm, builds digital literacy, reinforces personal boundaries
	Puberty & Physical and Mental Changes	Puberty, menstruation, emotional changes	Prepares students for physical and emotional changes, reducing anxiety	Encourages body positivity, promotes hygiene, normalises discussions around puberty
Year 8	Consent & Healthy Relationships	Understanding consent, the law, respecting boundaries	Teaches autonomy, self-respect, and the importance of mutual consent in all relationships	Encourages respectful interactions, prevents coercion, builds confidence in asserting personal rights
	Prejudice & Discrimination (Disability, Gender, Sexism)	Challenging discrimination, protected characteristics under the Equality Act 2010	Encourages respect for diversity, tackles bias and stereotypes	Promotes an inclusive mindset, helps challenge inequality in relationships and society
	Introduction to Contraception & Safe Decisions	Pregnancy prevention, safe sex practices, STIs	Provides factual knowledge about sexual health, enables informed choices	Reduces unplanned pregnancies and STIs, empowers students to take responsibility for their health
Year 9	Positive Relationships & Freedom to Consent	Emotional and physical boundaries, power dynamics	Helps students recognise signs of coercion and abusive relationships	Encourages students to seek help if needed, strengthens self-worth and decision-making
	Drugs, Alcohol & Risky Behaviours	The impact of substances on decision-making and consent	Informs students about the risks associated with substance misuse	Helps prevent exploitation, reduces peer pressure, promotes safe decision-making

	Media Literacy & Online Presence	The impact of social media on self-esteem and relationships	Builds critical thinking about media influence on relationships and self-image	Protects against cyberbullying, unhealthy comparisons, and misinformation
Year 10	Intimate Relationships, Pressures & Pleasure	Understanding intimacy, impact of pornography, pressures in relationships	Encourages realistic expectations of relationships, promotes emotional readiness	Helps students navigate intimate relationships safely and with confidence
	Relationship Abuse & Coercion	Recognising and responding to controlling behaviour	Ensures students can identify red flags in relationships and seek help	Supports mental and emotional wellbeing, promotes safety and self-respect
	The Role of Parenting, Young Parenthood & Abortion	Responsibilities of parenthood, legal and moral perspectives	Encourages informed decision-making about future life choices	Promotes maturity, awareness of life implications, and respect for differing views
Year 11	Managing Risk & Personal Safety	County lines, gang exploitation, online safety	Protects students from dangerous situations and manipulative relationships	Empowers students to make safe choices and recognise when they need support
	Bullying, Abuse & Discrimination	Recognising harassment, forced marriage, unhealthy power dynamics	Ensures students understand their rights and how to access support	Builds resilience, self-advocacy, and awareness of legal protections
Year 12	Respectful Relationships & Consent	Assertive communication, recognising abuse, setting boundaries	Reinforces the importance of consent and mutual respect in relationships	Encourages healthier relationships and self-confidence in navigating adult life
	Diversity & Inclusion in Society	Challenging prejudice and discrimination	Strengthens students' social awareness and moral responsibility	Promotes tolerance and inclusivity in all personal and professional settings
Year 13	Intimate Relationships, Fertility & Pregnancy	Understanding contraception, fertility issues, reproductive rights	Equips students with knowledge about long-term relationships and family planning	Reduces misinformation, supports future decision-making in relationships

Appendix 3: RSE Right to Withdraw

Parents and Carers obtain the right to withdraw their child from RSE education until the age of 16 years old. A letter informing parents of this choice is sent annually via info@pinnerhighschool.org. A copy of this letter can be found in the PSHE Shared Area for relevant staff.