



THE CAMDEN
SCHOOL FOR GIRLS

Relationships and Sex Education (RSE) Policy



Lead Staff Member:

Rebecca Maggs

Lead SLT Member:

Kathia Derrar

Lead Governor:

Angela Mason

Approved by Governing Body:

delegated to C&S Committee

Review Date:

Summer 2028

Review Committee:

Curriculum and Staffing

Contents

1.	Definition of RSE	3
2.	Aims of teaching RSE in schools	3
3.	Purpose of the RSE Policy	3
4.	Meeting statutory requirements	4
5.	Policy and Curriculum Development	4
6.	Safeguarding	4
7.	Curriculum	5
8.	Curriculum Delivery	6
9.	Roles and responsibilities	8
10.	Engaging and Involving Parents/Carers	9
11.	Parents/Carers right to withdraw	9
12.	Staff Training	10
13.	Monitoring and arrangements	10
14.	Disseminating the policy	10
	Appendix 1: When RSHE is taught at CSG	11
	Appendix 2: What pupils should know by the end of KS4	13

1). Definition of RSE

- 1.1** Relationships and Sex Education (RSE) and Health Education provide pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare for adult life. RSE is concerned with the emotional, social, cultural and physical development of pupils, and includes learning about healthy and respectful relationships, consent, sexual health, sexuality, mental wellbeing, online safety, diversity and personal identity.
- 1.2** The statutory curriculum is age-appropriate, inclusive, evidence-based and delivered in a safe, supportive environment that enables pupils to explore attitudes and values while developing respect for others.
- 1.3** RSE is not about the promotion of sexual activity, but about enabling young people to develop healthy, respectful and responsible relationships.

2). Aims of teaching RSE in schools

- 2.1** The aims of relationships and sex education (RSE) at Camden School for Girls are to:
- Equip pupils to make informed decisions, recognise risk, build resilience, understand the law and know how and when to seek help
 - Support safeguarding by promoting equality, challenging harmful behaviours and misconceptions, and ensuring that pupils receive accurate information
 - 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, and cultivate positive characteristics such as kindness and integrity
 - Create a positive culture around issues of sexuality and relationships
 - Teach pupils the correct vocabulary to describe themselves and their bodies

3). Purpose of the RSE Policy

- 3.1** All secondary schools are required to teach RSE and to produce an RSE policy.
- 3.2** The purpose of the policy is to:
- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in RSE, how it is taught and who teaches it
 - Enable parents and carers to support their children in learning about Relationships and Sex Education
 - Give a clear statement on what the school aims to achieve from Relationships and Sex Education, the values underpinning it and why it is compulsory for all secondary schools to teach it
 - Set out how Relationships and Sex Education meets schools' legal requirements (outlined in Section 4).

4). Meeting statutory requirements

- 4.1 As a maintained secondary school, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).
- 4.2 In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).
- 4.3 We also have regard to legal duties set out in:
- Sections 404 to 407 of the Education Act 1996
 - Part 6, chapter 1 of the [Equality Act 2010](#)
 - The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

5). Policy Development

- 5.1 This policy was developed by the PSHE Lead in consultation with school governors, staff, parents, pupils and outside agencies, including Camden Local Authority. This included a staff and parent survey consultation, where all staff and parents were invited to review the draft curriculum and policy and make recommendations.
- 5.2 The curriculum is also redeveloped annually in response to staff, student and parent survey consultation.
- 5.3 We have taken account of the
- [Statutory guidance](#) on Relationships Education, RSE and Health Education (DfE July 2025)
 - Equality Act 2010 and the Public Sector Duty

6). Safeguarding

- 6.1 Safeguarding underpins the delivery of Relationships and Sex Education (RSE). Effective RSE supports pupils to recognise abuse, understand healthy and unhealthy relationships, respect boundaries, understand consent and the law, and seek help when needed. The school is committed to providing a safe, respectful and supportive environment for the delivery of Relationships, Sex and Health Education (RSHE). Ground rules are established at the start of RSHE lessons to promote respectful discussion and to make clear that personal information shared within the classroom must not be discussed elsewhere. We recognise that lessons may include sensitive discussions and aim to foster trust while maintaining clear professional boundaries. Students are encouraged to ask questions and participate openly; however, they are reminded that staff cannot offer absolute confidentiality.

- 6.2** Staff understand that disclosures may arise during RSE lessons. While RSE is delivered in a safe and supportive environment, confidentiality cannot be guaranteed where a pupil may be at risk of harm. Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL) in line with the school's safeguarding policy and statutory guidance, including [Keeping Children Safe in Education](#) (KCSIE) issued by the Department for Education. Staff will handle any disclosures sensitively and share information only where necessary to protect a student's safety or wellbeing.
- 6.3** Any external visitors contributing to RSHE are required to adhere to the school's confidentiality and safeguarding policies.
- 6.4** The school recognises that harmful sexual behaviour can occur between children and this will not be dismissed as "banter" or normalised behaviour. All incidents will be taken seriously and addressed in line with safeguarding and behaviour procedures. The school adopts a contextual safeguarding approach, recognising that abuse may occur within peer groups, online and in the wider community. Staff are aware of specific statutory duties, including the mandatory reporting requirement for Female Genital Mutilation (FGM) and the illegality of virginity testing and hymenoplasty.

7). Curriculum

- 7.1** The school's Relationships, Sex and Health Education (RSHE) curriculum is set out in Appendix 1. It has been developed in consultation with parents and carers, pupils and staff, and is informed by statutory guidance.
- 7.2** The curriculum is age-appropriate, inclusive and carefully sequenced within a planned scheme of work to reflect the development needs, context and wellbeing of our pupils. Core knowledge is delivered in manageable units to support understanding and application. RSHE develops pupils' understanding of healthy and respectful relationships, including families, friendships, online relationships, personal safety and intimate and sexual relationships, including sexual health.

7.3 Legal Context

Pupils are taught about relevant legal frameworks to support understanding of rights, responsibilities and boundaries. This includes: marriage and civil partnerships, forced marriage, consent and the age of consent, domestic abuse, sexual offences, harmful sexual behaviour, exploitation, Female Genital Mutilation (FGM), virginity testing and hymenoplasty, online sexual harassment, grooming, sextortion, the sharing of sexual imagery (including AI-generated content), pornography, abortion, the protected characteristics and the age of criminal responsibility.

The curriculum promotes equality, respect and understanding of the law, including the protected characteristics set out in the Equality Act 2010. The school will not teach concepts of gender identity as fact nor use resources that encourage pupils to question their gender.

7.4 Parents and carers' right to view resources

Curriculum materials are available to parents and carers on request in line with statutory requirements. Requests should be made in writing to the Headteacher.

7.5 What constitutes Sex Education

Sex Education is learning about:

- That sex, for those who feel ready, who fully consent and who are over the age of consent, should be an enjoyable experience
- The choice to delay sex or be intimate without sex
- Different considerations in evaluating readiness to have sex
- Pregnancy options, including abortion
- The impact of alcohol and drugs on sexual behaviour
- Where to get confidential sexual and reproductive health advice and treatment

Parents/carers have the right to withdraw their child from sex education, with some limitations. See Section 11 for more details on parents'/carers' right to withdraw their child from sex education.

7.6 Sex Education that forms part of the Science curriculum

Some of RSE overlaps with the Science curriculum. These include, but are not limited to:

- Reproductive health, including fertility, infertility and menopause
- Contraceptive choices
- Pregnancy
- STIs including HIV/AIDS, how they are transmitted, treated and prevented

Parents/carers do not have the right to withdraw their children from statutory science education.

8). Curriculum Delivery

8.1 Relationships, Sex and Health Education (RSHE) is delivered primarily through the Personal, Social, Health and Economic (PSHE) curriculum. This is taught in every year group in a weekly allocated lesson by form tutors, and builds what has been learnt in previous years. Staff have been appropriately trained.

8.2 Some themes related to RSHE are taught within Science, Theology, Physical Education and other subjects where appropriate.

8.3 Managing Sensitive and Difficult Questions

Teachers respond to pupils' questions with honesty and sensitivity, within the boundaries of this policy and the law. Pupils may raise questions beyond the planned

curriculum or about topics from which they have been withdrawn. Staff will respond factually and age-appropriately, within the boundaries of this policy and safeguarding procedures. Where appropriate, pupils may be encouraged to speak with a parent, carer or trusted adult, or signposted to suitable support services. Staff receive training to manage sensitive questions confidently and to identify when concerns must be referred to the Designated Safeguarding Lead (DSL).

8.4 Inclusivity

RSE is delivered in a respectful and inclusive manner, reflecting the diverse backgrounds, needs and experiences of pupils. Teaching ensures pupils feel safe, supported and able to engage fully. Learning may take place in whole-class, small-group or individual settings, with appropriate differentiation to meet individual needs, including the needs of children with SEND.

Teaching will cover biological sex and the protected characteristic of gender reassignment factually and in line with the Equality Act. The curriculum reflects the diversity of families and communities and avoids stigmatisation.

8.5 Resources

Teaching uses a range of appropriate strategies, including discussion, reflection, videos and structured activities. All resources are formally reviewed to ensure they are accurate, age-appropriate, evidence-based, aligned with statutory guidance and drawn from credible sources, such as the PSHE Association and the Home Office. Materials are selected with sensitivity to pupils' experiences.

8.6 External Organisations

Where external organisations or third-party materials are used to support RSHE, the school will ensure that all content is accurate, age-appropriate, developmentally suitable, balanced and compliant with our legal duties, including political impartiality. Appropriate due diligence will be undertaken before engagement. This includes reviewing materials in advance, confirming that content aligns with this policy, the Teachers' Standards, the Equality Act 2010, the [Human Rights Act 1998](#) and the Education Act 1996, and ensuring the organisation's approach is educationally appropriate and safeguarding compliant. The school will clarify the content to be delivered, understand the organisation's position on relevant issues, confirm the identity of speakers and follow normal safeguarding procedures, including reasonable background checks where appropriate. The school will not work with organisations that promote extreme political positions or refuse to share materials for review.

A member of school staff will always be present during sessions and retains the right to intervene or stop a session if necessary. External organisations must agree that materials can be shared with the school and with parents and carers on request and must comply with data protection and photography protocols.

8.7 Assessment and Review

Learning is assessed in line with whole-school practice through written work, discussion, quizzes and teacher observation. Assessment focuses on knowledge and understanding rather than personal beliefs.

9). Role and Responsibilities

9.1 The Governing Board

The governing board is responsible for approving this policy and holding the headteacher to account for its implementation. Where delegated, approval rests with the [insert committee/governor/headteacher], with the governing board retaining oversight of compliance and impact.

9.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is delivered consistently and in line with statutory requirements, that appropriate resources are in place, and that parents and carers have access to curriculum materials on request. The Headteacher is also responsible for managing requests to withdraw pupils from non-statutory components of RSE, in accordance with the law and this policy.

9.3 The PSHE Lead

The PHSE Lead is responsible for designing and implementing a well-sequenced and balanced curriculum for RSHE in accordance with the statutory requirements. The PSHE Lead is responsible for ensuring that materials are inclusive and age-appropriate, and ensuring students leave each Key Stage with the knowledge outlined in the statutory requirements. The PSHE Lead is also responsible for organising staff training, monitoring the quality and consistency of RSE delivery and overseeing assessment of RSE.

9.4 Staff

Staff are responsible for delivering RSHE in a professional, sensitive and age-appropriate manner; modelling respectful attitudes and behaviour; responding to the needs of individual pupils; and monitoring progress. Staff must challenge harmful language and stereotypes, including sexism, misogyny and homophobia, and always promote equality and respect. Any safeguarding concerns or disclosures arising from RSHE must be reported immediately to the Designated Safeguarding Lead (DSL) in line with school procedures. Staff do not have the right to opt out of teaching RSHE. Any concerns about delivering the curriculum should be discussed with the Headteacher.

9.5 Pupils

Pupils are expected to engage fully in RSHE and to contribute to discussions with respect, maturity and sensitivity towards others.

10). Engaging and Involving Parents/Carers

- 10.1** The school recognises that parents and carers are key partners in delivering high-quality Relationships and Sex Education (RSE). In line with statutory guidance, we are committed to transparency, consultation and meaningful engagement. Parents and carers are consulted when the RSE policy is developed or reviewed to ensure it reflects the needs of the community while remaining compliant with statutory requirements and the Equality Act 2010.
- 10.2** This policy is published on the school website, and information about the curriculum's aims, content and sequencing is shared through school communications. Parents and carers are provided with advance information about topics to be covered and may request to view curriculum materials, including example lesson resources, at any time. The school will not enter into any contractual agreements that restrict the sharing of materials with parents/carers.
- 10.3** Through open communication and partnership with families, the school aims to ensure that pupils receive consistent, supportive messages about relationships, health and wellbeing.

11). Parents/Carers' right to withdraw

- 11.1** Parents and carers do not have the right to withdraw their child from Relationships Education or Health Education, nor from statutory Science content, including teaching about puberty and sexual reproduction.
- 11.2** Parents and carers have the right to request that their child be withdrawn from the non-statutory components of sex education within RSE up to and until three terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education, the school will make arrangements for them to do so during one of those terms. Non-statutory components of sex education are defined in Section 7.5.
- 11.3** Requests for withdrawal must be made in writing and addressed to the headteacher. Upon receiving a request, the headteacher will meet with parents or carers (and the pupil where appropriate) to discuss the nature and purpose of the curriculum, clarify what is included, and consider the potential impact of withdrawal. The headteacher will respond to the request in writing. A record of the request and the outcome will be placed on the pupil's educational file.

11.4 In exceptional circumstances, including where there are safeguarding concerns or particular vulnerabilities, the Headteacher may determine that it is not in the pupil's best interests to be withdrawn.

11.5 The school will ensure that appropriate alternative supervised work is provided for pupils who are withdrawn from sex education.

12). Training Staff to deliver RSE

12.1 The school recognises that RSE must be delivered by staff who are knowledgeable, skilled and confident. Training in the delivery of Relationships, Sex and Health Education (RSHE) forms part of staff induction and is included within the school's continuing professional development programme.

12.2 Professional development is provided through a range of opportunities, including school-based INSET, team teaching, classroom observation, peer coaching, and external training delivered by accredited providers. Training supports staff to deliver content accurately, sensitively and in line with statutory guidance, and includes areas such as online safety, digital harms, sex education, harmful sexual behaviour, pornography, misogyny, equality and inclusion, LGBT+ inclusion, safeguarding and emerging issues affecting young people.

12.3 Where appropriate, external professionals, such as school nurses or sexual health specialists, may provide additional training or support to staff to ensure high-quality and up-to-date delivery of the curriculum.

13). Monitoring Arrangements

13.1 The delivery and quality of RSE are monitored by the PSHE Lead, Deputy Head and Heads of Years through curriculum planning reviews, lesson observations, learning walks and pupil voice (surveys and focus groups). Safeguarding and behaviour data may also inform evaluation of impact. Pupils' progress in RSE is monitored by teachers in line with the school's assessment systems.

13.2 This policy will be reviewed by the PSHE Lead every two years. At each review, it will be approved by the Headteacher and the Curriculum and Staffing Committee.

13.3 The curriculum is reviewed annually by the PSHE Lead in collaboration with the Deputy Head, Heads of Year, form tutors, pupils, staff and parents/carers.

14). Dissemination of the Policy

14.1 This policy is published on the school website and is available to parents and carers on request. It is also included in the Staff Handbook and Governor Handbook. A summary is provided in the school prospectus and shared through parent communications.

Appendix 1 - When RSHE is taught at CSG

Note, this does not include other aspects of the PSHE curriculum.

All topics include signposting on how to access support and further guidance.

Year 7

- Physical, mental and emotional wellbeing, including:
 - Puberty, periods, hygiene, emotions, sleep, first aid, healthy eating and the importance of exercise
- Safety, including:
 - Online, FGM
- Healthy Relationships, including:
 - Consent, healthy friendships, coercive friendships, bullying

Year 8

- Mental Health, including:
 - Common conditions, healthy and unhealthy coping strategies, navigating change and grief, body confidence
- Healthy and Unhealthy Relationships, including:
 - Bullying, peer pressure, consent, sexual harassment, nude images
- Drugs and Drugs Misuse, including:
 - the law regarding tobacco, alcohol, and other drugs, and the potential physical, mental and societal consequences of taking drugs (legal and illegal)

Year 9

- Online Safety, including:
 - The importance of passwords and privacy online, protecting your identity, the pros and cons of social media, targeted advertising and online grooming
- Safety, including:
 - The law around knife carrying and use, and the potential consequences of getting involved with gangs and carrying a knife
- Physical Health, including:
 - Healthy eating, sleep, periods, gynaecological health, links between lifestyles and diseases, vaccinations and blood and organ donation
- Healthy Relationships and Sex Education, including:

- Sexual Consent, the law on sexual violence and forced marriage, contraception, STIs, unplanned pregnancy options, the impact of pornography on relationships

Year 10

- Mental Health, including:
 - Common conditions, healthy and unhealthy coping strategies, body modifications
- Exploring Influence, including:
 - Impulse control, drugs and drug misuse, gambling and risk management
- Healthy and Unhealthy Relationships, including:
 - Relationship abuse, sexual harassment, nude images

Year 11

- Health, including:
 - First aid, links between lifestyles and diseases, the importance of self-examination and screenings
- Healthy long-term relationships including:
 - Legal status of long-term relationships, healthy intimate relationships, sexual pressure, the role of pleasure in intimacy, choices for sexual health, fertility, routes to parenthood, pregnancy outcomes, the impact of pornography in relationships

Appendix 2 - What pupils should know by the end of KS4

Families

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
 - reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

Intimate and sexual relationships, including sexual health

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available

- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)