



Brentwood School

Relationship and Sex Education Policy

Document Control	
Title	Relationship and Sex Education Policy
Owner	Brentwood School
Date Reviewed	July 2026
Related Documents	
Review	1 year – Summer 2027

Scope

This policy outlines Brentwood School's aims, principles and approach to delivering Relationships, Sex and Health Education (RSHE). It is aligned with the Department for Education statutory RSHE guidance and the PSHE Association SEND Planning Framework (2026), ensuring a shared understanding across students, parents/carers, staff and governors of the school's RSHE provision.

Definition

Relationships, Sex and Health Education (RSHE) is accessible to all students and supports them to develop healthy, respectful relationships, to understand physical and emotional development, to maintain their health and wellbeing, and to stay safe both online and offline. Through a personalised curriculum tailored to individual SEND needs, students gain the knowledge, skills and confidence to make informed decisions, to build positive relationships and to prepare for adulthood. RSHE is delivered through the PSHE curriculum, alongside relevant aspects of the Science and PE curriculums, and promotes understanding, respect, personal safety and wellbeing.

Aims and Objectives

The school aims to:

Promote wellbeing, safeguarding, self-esteem, inclusion, consent, healthy relationships, online safety, preparation for adulthood and independent living.

The school strives to achieve these aims by:

- Developing respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- Clarifying and reinforcing the knowledge that students have already acquired

- Helping students to understand their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives
- Encouraging students to develop skills (language, decision making, choice, assertiveness) which are necessary in a range of situations
- Promoting acceptable and appropriate behaviour in public and private situations
- Giving students opportunities to practise strategies which reduce the risk of exploitation, misunderstanding and abuse
- Giving students access to correct and up-dated information
- Planning a balanced curriculum in which students visit and revisit knowledge, values and skills as their individual and collective needs demand.

At Brentwood, we explore and teach RSE within the following moral and values framework based on the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- The right of people to hold their views within the boundaries of respect for the rights of others
- The acceptance of the responsibility for and the consequences of personal actions
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about relationships
- An awareness of the way another person feels
- The value of stable, loving relationships
- Mutual support and co-operation
- Honesty and openness
- Self-respect.

Ethos and Environment

Brentwood School will follow best practice by ensuring that the personal beliefs and attitudes of teachers will not influence their teaching of RSE and associated lessons.

Parents and carers have an especially important role to play in supporting PSHE/RSE education.

At the start of the academic year, parents are asked to give parental consent via an online form which enables their son/daughter to access the RSE curriculum. Parents/carers are also reminded that they can have a copy of the school's RSE statement on request and that they can view any teaching resources being used in the delivery of RSE.

Brentwood School ensures RSE/PSHE training for staff through:

- Opportunities for the Subject Leader and other staff who deliver RSE to undertake any training required to fulfil the position effectively
- Development by trained practitioners to take place for staff involved in teaching the subject.
- Regular contact with school staff with regard to RSE content and any support required.

RSE at Brentwood is taught with a commitment to equal opportunities and inclusion, with reference to Inclusion and Equal Opportunities Policies.

Specific Issues (including vulnerable groups)

Language and Terminology

All staff will:

- Explicitly teach students the meaning and impact of slang, derogatory and discriminatory language, helping them to understand when language may be offensive, harmful or inappropriate.
- Promote the use of inclusive and respectful language, recognising and valuing the diversity of individuals, families and relationships.
- Use accurate, age-appropriate and medically correct terminology when referring to body parts, relationships, sex, sexuality, gender and reproduction.
- Challenge discriminatory, prejudicial or harmful language, including sexist, homophobic, biphobic, transphobic, racist, ableist or other derogatory language, in line with the school's behaviour, equality and safeguarding policies.
- Model respectful communication and positive relationships in all interactions with students, colleagues and families.

The use of medically accurate language to describe the body, including genitalia, is recognised as good practice within Relationships and Sex Education. Using correct terminology supports students' understanding, communication and personal safety. It helps children and young people to describe concerns, seek help when needed and report inappropriate or abusive behaviour accurately. This contributes to a safeguarding culture where students feel confident to discuss sensitive issues and access support.

The promotion of respectful language and positive relationships is an important aspect of both safeguarding and personal development. Staff will actively challenge prejudice, stereotypes and discrimination and foster an environment where all students feel respected, included and safe. This reflects the school's duties under the Equality Act 2010 and supports Ofsted's expectations relating to inclusion, personal development and wellbeing.

Learning will be personalised and adapted to meet the needs of all students ensuring that language, concepts and content are accessible, meaningful and developmentally appropriate.

Safeguarding, Confidentiality and Disclosures

Relationships and Sex Education may raise sensitive issues or lead students to make disclosures about their own experiences. Any disclosure or concern will be responded to in accordance with the school's safeguarding procedures and statutory safeguarding guidance. Staff will never promise confidentiality and will follow agreed reporting processes to ensure that students receive appropriate support and protection.

The Senior Leadership Team (SLT), Designated Safeguarding Lead (DSL) and multi-agency support staff play a vital role in ensuring that Brentwood School meets its safeguarding responsibilities. This is achieved through ongoing staff training and awareness, daily support for students, parents/carers and staff, and effective liaison with external agencies and

professionals.

All staff will follow the school's policies and procedures regarding confidentiality. Students will be informed of the boundaries of confidentiality at the start of each academic year and revisited throughout the year, as appropriate to the context and age of the students.

Students will be supported to understand that, whilst staff will always listen to and respect their views, a member of staff cannot guarantee confidentiality where there are concerns about the safety or welfare of a child. Any concerns or disclosures will be shared with the appropriate safeguarding personnel in accordance with the school's safeguarding procedures and statutory guidance. Further details are outlined in the school's Safeguarding Handbook.

Safeguarding Responsibilities

Relationships and Sex Education forms a key part of the school's wider safeguarding curriculum. It helps students to:

- Understand the characteristics of healthy, respectful and safe relationships.
- Recognise inappropriate, exploitative, abusive or coercive behaviours.
- Develop knowledge about consent, boundaries, privacy and personal safety.
- Understand risks associated with online activity, including online abuse, harmful content, misinformation, exploitation and inappropriate contact.
- Build confidence to seek support and report concerns.

The school recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Through a comprehensive RSE curriculum, students are supported to develop the knowledge, skills and resilience needed to keep themselves safe and healthy, both online and offline. This aligns with current statutory guidance in Keeping Children Safe in Education and Ofsted's expectations regarding safeguarding, inclusion, personal development and wellbeing.

Content

We intend that all students shall experience an RSE programme at a level which is commensurate with their age, ability and physical development, with adaptations in line with students' cognitive development.

The curriculum is organised around six themes: Self-Awareness, Self-Care Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I Live In.

Such a programme can successfully follow the outline given below for nearly all students:

KS3 Three-Year Cycle

Year	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Year 1	Things we are good at	Identifying feelings	Online safety	Puberty	Healthy eating	Community
Year 2	Kind behaviours	Strong feelings	Trusted adults	Consent	Physical wellbeing	Money/jobs
Year 3	Getting help	Mental wellbeing	Online communication	Relationships	Body image	Online information

KS4 Two-Year Cycle

Year	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Year A	Personal strengths	Mental wellbeing	Online safety & gambling	Healthy relationships	Body image	Rights & finance

Year B	Discrimination	Bullying & pressure	Risk & safety	Consent & sexual health	Drugs & alcohol	AI and online harms
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KS5 Three-Year Cycle

Year A: Intimate relationships, consent, contraception, sexual health, employment skills

Year B: Friendships, power and exploitation, mental wellbeing

Year C: Parenthood, reproductive health, fertility, adulthood and independent living

This PSHE curriculum has been developed using the PSHE Association SEND Planning Framework (2026) as a planning tool and in line with the DfE RSHE updates.

Key curriculum updates that were required:

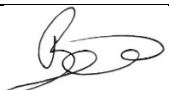
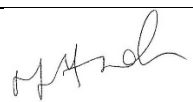
Updates include AI and deepfakes, online harms, misinformation, consent, healthy and unhealthy relationships, power imbalances, sexual harassment, reproductive health, mental health, gambling and preparation for adulthood.

Assessment

Teaching and learning of RSE will be assessed in a range of ways, including:

- Student self-assessment
- Assessment for learning
- Peer assessment
- EHCP Outcomes
- Personalised Learning Goals to assess progress on Evidence for Learning.

This policy has been sent out to parents for consultation and comments received back by 24th July.

Signed by Brentwood School:			
Chair of Governors:		Date:	28.07.26
Headteacher:		Date:	28.07.26
Agreed at the Governing Meeting on:	20.07.26	Minute Reference:	6.1