



Bexley Grammar School

Relationship and Sex Education (RSE) Policy

Statement Update, incorporating recent government guidance: *The Department for Education (DfE) published revised statutory guidance for Relationships, Sex, and Health Education (RSHE) in July 2025, which schools must fully implement by September 2026. This updated guidance builds on the existing requirement for all secondary schools in England to deliver Relationships and Sex Education (RSE) and for all schools to deliver Health Education, as mandated by the Children and Social Work Act 2017. The curriculum has been further strengthened to address the rapidly evolving digital landscape and current safeguarding concerns, with a particular focus on modern risks such as online misogyny, AI-generated deepfakes, financial sexual exploitation, and suicide prevention. The guidance retains the name 'Relationships and Sex Education' to continue emphasising the central importance of healthy, safe, and respectful relationships.*

Rationale:

BGS understands its duty (under the Equality Act 2010) to eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act (Sex & Relationship Education Guidance DfE 2000). At BGS, we feel appropriate and responsible delivery of RSE is an important element in educating pupils in preparing them for adult life. It necessarily calls for sensitive and careful treatment; our increased guidance on topics for the 21st century provides advice on new challenges such as online pornography, and online safety (which can be seen in more depth in our Online Safety policy). This advice has been developed with the charitable bodies [Brook](#) and [Sex Education Forum](#), and has been welcomed by the DfE, and a number of prominent organisations.

The RSE and wider PSHCE curriculum provides pupils with the knowledge, skills, and understanding to keep themselves safe and healthy, manage their well-being, and successfully negotiate the personal and social challenges of modern life.

This provision must include clear, factual, and impartial scientific information, using the correct anatomical vocabulary (including for genitalia), covering topics such as the changes of puberty, conception, and assisted conception. It must also cover the law relating to serious issues, including forced marriage, Female Genital Mutilation (FGM), and all forms of discrimination.

A strong emphasis will be placed on online safety, teaching pupils how to recognise and report online harms like misogyny, toxic online content, pornography, and financial exploitation (scams). Health Education will be inclusive, covering mental health and building resilience, with specific content on grief, loss, and loneliness, and supporting personal safety awareness (e.g., road, rail, and water safety).

The school has a specific duty to promote equality, respect, and diversity, fostering a culture that challenges discrimination and bullying in all forms, including those based on sexual orientation and gender identity. Teaching on gender identity must be mindful of the public debate and be grounded in the facts and legal context, whilst remaining respectful of all pupils.

The RSE policy and curriculum must be adaptable to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND), and we commit to consulting with parents and providing full transparency on all teaching materials.

The Place of Sex Education within the School Curriculum

At BGS, we aim to raise the awareness of students about their bodies and emotions, and about those of others; also, we aim to foster an understanding of different personal relationships and how these have developed through the ages, as well as enabling students to understand the dangers of exploitation and ways of preventing, and dealing with this threat.

For some years now, we have worked on giving students the self-confidence they need to relate to others, and this is something we will continue to develop, whilst also looking at ways to encourage students to be responsible for their own sexuality. Students currently (and will continue to) learn about reproduction in Science lessons as part of the Science curriculum; we support this by providing students with information about different forms of contraception. This links closely to information we provide about sexually transmitted diseases, HIV, Aids and safe sex, where we work closely with the Bexley Sexual Health Service. This in turn will help young people to understand the range of sexual attitudes and behaviours in present day society, to know what is and is not legal, to consider their own attitudes and to make informed, reasoned and responsible decisions about the attitudes they will adopt both while they are at school and in adulthood. They will be made aware of religious and cultural values and of the difference between fact and opinion.

All teaching on sexual behaviour must be set within a clear moral framework that promotes the importance of stable, long-term loving relationships and encourages self-restraint and mutual respect. Safeguarding and Preventative Education is paramount. The curriculum must explicitly address and equip pupils to understand issues of consent, dignity, and personal boundaries, alongside teaching about the physical, emotional, and moral risks of casual or high-risk sexual behaviour. The school has a specific duty to teach pupils how to identify, report, and challenge all forms of sexual violence, harassment, and misogyny, ensuring expectations of responsible and respectful conduct apply universally to all individuals.

Pupils will be helped to appreciate the benefits of stable relationships, including the importance of marriage for family life and the raising of children, and the responsibilities of parenthood. This will be taught in a way that respects and values the diversity of stable family structures in modern Britain, including single-parent families, cohabiting couples, and families with same-sex parents.

Schools have a responsibility to ensure that pupils understand those aspects of the law which relate to sexual activity. A teacher approached by a pupil for advice on these or other aspects of sexual behaviour should encourage the pupil to seek advice from his or her parents/ guardians and the appropriate locations signposted for support. Where the circumstances are such as to lead the

teacher to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place him or her in moral or physical danger, or in breach of the law, the teacher has a general duty to warn the pupil of the risks involved.

Particular care and sensitivity is needed in matching teaching and learning to the maturity of the pupils involved, which may not always be adequately indicated by chronological age. RSE Education will take place within the timetable, but is commonly subsumed within a broader programme of PSHCE. Whilst the physical aspects of sexual development and behaviour will be partly encompassed within the teaching of Biology, opportunities for considering the broader emotional and ethical dimensions of sexual attitudes and mores may arise in other subject areas across the curriculum. Staff who teach RSE are expected to: provide RSE education in accordance with this policy and in a way which encourages students to consider morals and the value of family life; and they are required to participate in training to provide sex education in line with the school curriculum policy. We implement the agreed scheme of work in PSHCE sessions and on Power days (collapsed timetable days when the whole school focuses on PSHCE, careers, cross-curricular and specific RSE topics to supplement the main curriculum), all with the aim of making our students feel safe and informed on RSE matters.

Delivery of RSE:

At Bexley Grammar School, RSE delivery is through planned aspects within the core areas of Science, Religious Studies, Politics and Physical Education curricula, as well as through Careers advice and guidance. Additionally, other areas are covered through PSHCE sessions, assemblies and through Power Days, where we address moral and ethical issues which may arise from (apparently) unrelated topics in all National Curriculum subjects. In these categories, as long as any discussion takes place within the context of the subject, it is not deemed to be part of the RSE programme and therefore not subject to the parental right of withdrawal. The Head of PSHCE is responsible for the overall planning, implementation and review of the whole programme. Subject Leaders and senior academic mentors (SAMs) are responsible for discussing programmes of study with their departments and Head of PSHCE. The Head of PSHCE will provide a report to the Governors on the implementation of the scheme of work each year and on the teaching and impact of lessons on students.

Timetabled lessons

All students have two 20-minute lessons per week during academic monitoring.

Power Day sessions

All students have some sessions run by outside consultants over the course of a year. There are five whole-day events where we cover topics linked to the PSHCE planned content for that term, or relevant topics that need, in our view, to be covered at that particular time.

Form Tutor time

Academic monitoring sessions are used to deliver PSHCE and also to allow tutors and students to discuss issues that may arise .

Assemblies

Weekly assemblies are used to support the programme of lessons. There are different PSHCE foci on a termly basis.

Cross-Curricular approach to skills:

All teachers develop relevant skills such as team working, communication and presentation skills with our students during normal timetabled lessons; staff are positively encouraged to explore links between subject content and RSE-related issues.

Assessment and monitoring:

PSHCE assessment includes formative and summative assessment, using assessment for learning techniques in lessons, as well as students producing work on Power Days that they present, discuss and collect in their PSHCE files. This may also include: verbal feedback, review sheets, presentations and written tasks.

The curriculum is altered and refined in response to: regular student and staff feedback on specific areas via surveys and meetings with the head of PSHCE; social, political and legal changes:

The right of Parents to withdraw their child from aspects of RSE:

Parents/guardians have the right to request that their child be withdrawn from the few non-compulsory components of Sex Education (SE). There is no right to withdraw a child from the compulsory elements of Relationships Education or Health Education

Should a parent/guardian request withdrawal, the following procedure will be followed by the Head Teacher

- o Hold a discussion with the parent/guardian and, where appropriate, the child, to ensure the wishes are understood. The discussion will clarify the nature and purpose of the curriculum and detail the statutory elements from which the child cannot be withdrawn.
- o Discuss the benefits of receiving this important education and the potential detrimental effects that withdrawal might have on the child's knowledge and development.
- o The right of parental withdrawal is permitted up to and including three terms before the pupil turns 16. From the start of this period, if the pupil wishes to receive the Sex Education content, they will be allowed to do so, and the parental right to withdraw is superseded by the pupil's decision.
- o This process, including the discussion and decision, will be documented and kept as part of the pupil's record. To comply with GDPR the record will be destroyed once the child reaches the age of consent (i.e.16), or leaves the school, whichever is sooner.

Parents/Guardians are key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by BGS should be complementary to, and supportive of, the role of parents/guardians and should be carried out in consultation with them.

Related documents:

- Curriculum Policy
- Online Safety and Acceptable Use Policy
- Safeguarding and Child Protection Policy (incorporating Keeping Children Safe in Education)
- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy (and the Equality Act 2010)

Health and Safety Statement of Intent
Privacy Notice for Pupils
SEND Policy

Further details, including schemes of work and teaching topics, can be found on the school's website via the link below [Bexley Grammar School - PSHCE \(bexleygs.co.uk\)](http://bexleygs.co.uk)