



The Tiffin Girls' School

RELATIONSHIP and SEX EDUCATION POLICY

REWRITTEN VERSION APPROVED July 2026

INTRODUCTION:

1. This policy uses the term RSE to refer to Relationships and Sex Education, which sits within the broader statutory framework of Relationships, Sex and Health Education (RSHE).
2. This policy complies with the DfE [Relationships Education, Relationships and Sex Education and Health Education](#) statutory guidance (July 2025).
3. At The Tiffin Girls' School, we have a statutory responsibility to teach students relationship and sex education (RSE).
4. This is a shared responsibility that is held with parents/carers and we view our delivery of the content, values and attitudes as being complementary and supportive of whole person development.
5. Additionally, we are guided by the Equality Act (2010) and the SEND Code of Practice (2014) to ensure that all protected groups within our school community are catered for within our RSE provision.
6. Aspects of RSE fit under the school's responsibility to foster Social, Moral, Spiritual and Cultural Development (SMSCD) across the curriculum and our provision for Health Education.
7. From 1 September 2026, this policy adheres to updated duties regarding parental transparency and the Headteacher's right to manage withdrawal requests.
8. As such, we hold the view that relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the importance of stable and loving relationships including marriage for family life and civil partnerships, and about respect, love and care. Relationship and sex education provides students with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others, and encourages reflection and responsibility.
9. We also recognise that our school community is made up of a diverse range of family structures and belief systems and so student knowledge of relationships and sex may be varied.

Parental Openness and Transparency

10. The school will ensure parents understand that effective RSHE is essential for promoting and protecting the wellbeing of all children, rather than just being a statutory requirement.
11. Parents and carers have the statutory right to see all RSE curriculum materials and resources. Parents will be provided with reasonable access to view all RSE curriculum materials in line with statutory guidance. [Follow this link for the current resources used in Yr7-11.](#) Resources from third parties will also be available for parents to view via this link in advance of a session taking place.
12. Materials will be shared via the Google Drive. Parents will be provided with a link and password in order to access the materials. We expect parents to be mindful that the lessons are aimed at

different age groups and be mindful of their child's age if showing or discussing the materials with them.

13. When accessing materials, parents must agree to acknowledge the provider's authorship and not copy or share the content further except as authorised under copyright law.
14. The school will not agree to any contractual restrictions from external providers that prevent the school from sharing materials with parents, in line with statutory expectations or transparency. Any such clauses are void and unenforceable as they contradict public interest.
15. Students may ask questions about topics not covered by the school or topics from which they have been withdrawn. Teachers will handle such questions by supporting the child and signposting them to their parents or trusted adults to ensure they do not turn to inappropriate online sources.

Parental Right to withdraw

16. We recognise that under Section 405 of the Education Act 1996, parents/carers have the right to withdraw their child from any non-statutory components of sex education within RSE.
Parents/carers can request to withdraw their child from the non-statutory components of sex education until the third term before the pupil's 16th birthday.
17. The request to withdraw should be made 10 working days before the content is taught in order to allow time for the process to complete.
18. The headteacher manages withdrawal requests through a structured process of consultation, formal documentation, and curriculum oversight, as defined by statutory guidance and school policy.
19. The headteacher should manage these requests using the following procedures:

Consultation and Discussion

20. Before granting a request, it is considered good practice for the headteacher (or leader to whom this responsibility is delegated) to meet with the parents (and the student if appropriate) to:
21. Clarify the curriculum: Ensure the parents understand exactly what is being taught and the purpose of the lessons.
22. Explain the benefits: Discuss the advantages of receiving sex education and the potential detrimental effects of withdrawal, such as the social and emotional impact on the child.
23. Warn of peer influence: Highlight the risk that a withdrawn child may hear inaccurate versions of the lesson from their peers.

Formal Request Process

24. At The Tiffin Girls' School, the process is initiated by contacting the PSHE Coordinator. Following this:
25. Parents must have an appointment with the Deputy Headteacher Pastoral or PSHE Coordinator to formalise the request.
26. The school must place a copy of the formal withdrawal request on the student's file and document the entire process.

Decision Power and Refusal

27. The headteacher's authority to grant or deny a request depends on the school phase and specific circumstances:
28. Secondary Schools (Statutory from Sept 2026): Headteachers have the right to refuse a request in exceptional circumstances, such as specific safeguarding concerns or a student's particular vulnerability. In all cases, safeguarding considerations will take precedence over withdrawal decisions.

Managing the Period of Withdrawal

29. If a request is granted, the headteacher is responsible for ensuring the student receives appropriate, purposeful education during the time they are removed from the classroom.

Respecting Student Choice

30. The headteacher must allow a pupil to opt back into sex education without parental consent starting three terms before their 16th birthday. The school should ensure students are aware they have this autonomous right.

Statutory Limitations

31. The headteacher must ensure parents are aware that they **cannot** withdraw their child from:
32. Relationships Education or Health Education.
33. National Curriculum Science, which includes the biological and scientific aspects of human growth and reproduction.
34. The school will document the entire process of any withdrawal request discussion to ensure a record is kept on the student's file.
35. Confidentiality and consent within the bounds of relationship and sex education are areas that as a school we are mindful of as there may be additional privacy and safeguarding concerns that we need to consider. We believe it is pastorally appropriate to provide students with information about external services that offer additional advice and guidance to support their safety. Students will be made aware that confidentiality cannot be guaranteed where there is a risk of harm to themselves or others.
36. We are also mindful that in teaching about relationships and sex education, it is possible that a student may disclose that they have been the victim of child sexual exploitation, sexual violence or sexual harassment. As a school, we remain vigilant to our safeguarding responsibilities and follow procedures set out in our safeguarding policy to ensure that young people are protected against harm.

Content and delivery

37. In teaching this area we place students' learning in a statutory framework that focuses on developing students' knowledge and understanding, attitudes and values, personal and social skills and rights and responsibilities with respect to preparing them for adult life, relationships and sex.
38. RSHE is delivered predominantly through the Personal, Social, Health and Economic (PSHE) programme during the "pastoral hour" and designated immersion sessions. Biological aspects of growth and reproduction are taught within the Science National Curriculum.

Principles of Delivery

39. Accessibility and SEND: We ensure all content is accessible to students with special educational needs and disabilities (SEND) by adapting resources and teaching methods in line with the SEND Code of Practice.
40. Neutrality on Contested Topics: When teaching about protected characteristics like gender reassignment, the school will teach the facts and the law about biological sex. We will not teach as fact that all people have a gender identity and will avoid endorsing any particular view on contested social debates.
41. Teaching will be age-appropriate, and in line with the Equality Act 2010.
42. Where topics are subject to ongoing public or academic debate, teachers will present balanced, evidence-based information without promoting a single viewpoint, while ensuring that all pupils are treated with respect.
43. Staff Neutrality and Support: Staff must ensure their personal beliefs and attitudes do not influence their teaching. Teachers can raise concerns about teaching sensitive topics with the DHT Pastoral to ensure they feel supported in delivering challenging content.
44. Distancing Techniques: We will provide content warnings to staff in advance of lessons being taught. These can also be seen by families in the resources that are available to them. Teachers will use ground rules, question boxes for anonymous inquiries, and distancing techniques to manage sensitive discussions safely.
45. Mental Health Strategies: We will teach strategies for self-regulation, perseverance, and the link between physical activity and mental health.
46. Specialised Health Topics: the school will:
 - Use only high-quality, evidence-based materials.
 - Ensure staff training and consultation with mental health professionals occur before addressing suicide prevention directly.
 - Avoid language that romanticises eating disorders or provides instructions for self-harm.
 - Any concerns arising from discussions of mental health, self-harm or suicide will be managed in line with the school's safeguarding procedures.
47. External Agencies:

Must ensure all advice and resources are accurate, unbiased, and aligned with school policy and the DfE statutory requirements. The school will:

 - Check the credentials of all visitors and see lesson plans/materials in advance.
 - Ensure providers do not have a partisan view on contested topics or a broader interest in promoting harmful products like alcohol or cigarettes.
 - When contracting with external providers, we will not agree to any contractual restrictions on showing parents any content that the school will use.
 - We will communicate to providers that they are legally obliged to have regard to this statutory guidance, including the expectation that all content will be shared with parents.
 - This content will be stored on the PSHE curriculum area which is accessible to parents.

External Providers used by the school:

- Your Healthcare
- For Year 7 Periods and Hygiene
- Year 9 Sex Education on Pornography, STIs & contraception
- Jay Arayanel from Thrive Tribe
- DSM Foundation for drugs education
- TfL
- Sexual harassment talk on transport (Year 9)
- Shout Out UK
- Misinformation and extremism (Year 9)
- Tigerlily
- First Aid training (Year 11)
- Grace Jones Graceful mind and body
- Abel Karate
- 'It happens' RSE providers (Sixth Form)
- Natasha Devon MBE mental health
- Amber Barrow Collective Futures Project
- Deana Puccio RSE & PSHE Consultant
- Educate. Engage. Empower

48. These details are correct at the time of writing. If new providers are used by the school then parents will be informed in advance of the session.
49. When delivering aspects of RSE as part of school programmes, external agency workers should ensure that the advice and guidance that they offer is in line with the school's RSE policy and the DfE's statutory guidance.
50. Where an external provider is making use of a space on site to deliver a service of information and guidance on relationship and sex education, they should be mindful of Department for Health guidelines for family planning advice for young people.
51. They must ensure all advice and resources are accurate, unbiased, and aligned with school policy and the DfE statutory requirements including the sharing of resources with parents. See Principles of Delivery section for further information around the requirements placed on external services.
52. All external providers must comply with the school's safeguarding and child protection procedures, including appropriate supervision at all times.

Content of the Curriculum

53. In line with the DfE requirements, building upon topics specified for primary schools, the following content forms the basis of our RSE curriculum:

Families

54. That there are different types of committed, stable relationships.
55. How these relationships might contribute to wellbeing, and their importance for bringing up children.

56. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
57. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
58. That forced marriage and marrying before the age of 18 are illegal.
59. How families and relationships change over time, including through birth, death, separation and new relationships.
60. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
61. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

62. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
63. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
64. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
65. What tolerance requires, including the importance of tolerance of other people's beliefs.
66. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
67. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
68. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
69. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
70. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
71. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to

be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.

- 72. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
- 73. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.

Online safety and awareness

- 74. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 75. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
- 76. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
- 77. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
- 78. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
- 79. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- 80. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- 81. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

82. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
83. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
84. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
85. How information and data is generated, collected, shared and used online.
86. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
87. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
88. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

89. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
90. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
91. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
92. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
93. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
94. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
95. The concepts and laws relating to sexual violence, including rape and sexual assault.

96. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
97. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.¹⁰
98. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
99. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
100. The concepts and laws relating to forced marriage.
101. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
102. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
103. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
104. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

105. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
106. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
107. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
108. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
109. That some sexual behaviours can be harmful.
110. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.

111. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
112. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
113. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
114. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
115. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
116. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Mental wellbeing

117. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
118. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
119. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
120. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
121. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
122. How to critically evaluate which activities will contribute to their overall wellbeing.
123. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
124. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
125. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

- 126. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- 127. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
- 128. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
- 129. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
- 130. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
- 131. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
- 132. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

- 133. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
- 134. Factual information about the prevalence and characteristics of more serious health conditions.
- 135. That physical activity can promote wellbeing and combat stress.
- 136. The science relating to blood, organ and stem cell donation.

Healthy eating

- 137. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
- 138. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
- 139. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

- 140. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
- 141. The law relating to the supply and possession of illegal substances.

142. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
143. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
144. The dangers of the misuse of prescribed and over-the-counter medicines.
145. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
146. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

147. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
148. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
149. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
150. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
151. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
152. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
153. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
154. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
155. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

156. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code),

and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).

157. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
158. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
159. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
160. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
161. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

162. Basic treatment for common injuries and ailments.
163. Life-saving skills, including how to administer CPR.
164. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

165. The main changes which take place in males and females, and the implications for emotional and physical health.
166. The facts about puberty, the changing adolescent body, including brain development.
167. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
168. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.
169. Although RSHE is not statutory in the sixth form, the school will continue to provide age-appropriate content to support students' safety, wellbeing, and preparation for adulthood, particularly in relation to independent living, relationships, consent, and health.
170. Information about the RSE curriculum will be provided throughout the year and parents are consulted and enlisted to support the RSE curriculum at key times throughout KS3 and 4.
171. Specifically, the school will disseminate RSE communications at the following times:
 - Focus Evenings (September of each academic year).
 - Beyond the Focus Evenings, the school will provide resources or advice specifically designed to help parents talk to their children about the RSE topics covered in class.
 - Communication informing parents of their right to withdraw and overview of RSE curriculum (Autumn/Spring term of Year 9)
 - Communication informing parents of yearly review of the RSE policy (Summer term).
172. Alongside these key times, parents are encouraged to contact the school at any time should they have observations or feedback they would like to share about the school's RSE provision.

173. Students are encouraged to give feedback after each RSE unit to inform the provision for the next academic year.

Inclusion

174. The approach to teaching RSE, which is underpinned by the Equality Act 2010, seeks proactively to improve the outcomes of students from Pupil Premium backgrounds and/or with a Special Educational Need, in addition to other sub groups.
175. The content of the lessons promotes inclusion of all groups, including but not limited to: families of different types and cultural backgrounds, people who are LGBT, people with disabilities, people with neurodivergent conditions and different faith groups.
176. The wording of key messages and terminology in RSE is as unambiguous as possible and avoids analogy or euphemism.
177. Recap sections reinforce the key messages of previous lessons.

Monitoring and Evaluation:

178. In order to ensure that we robustly fulfil our duty to deliver RSE, there are a number of stakeholders that play an important role in its delivery, monitoring and ongoing evaluation.
179. The DHT Pastoral and PSHE Coordinators monitor RSHE delivery through lesson observations, learning walks, planning scrutinies, and student feedback collected after each unit. Parental feedback will also be considered. There is a parental consultation of the policy as part of the adoption process.
180. The provision may also be evaluated by external bodies such as the school improvement partner and Ofsted.
181. The Governing Board will receive regular updates on RSHE provision and its effectiveness

Headteacher/Governing Board

182. The Headteacher and Governing Board are responsible for ensuring that there is an up-to-date RSE policy in place and that it is reviewed at regular intervals to ensure that the school is compliant with their statutory duty as per the current DFE guidance. The Headteacher is responsible for overseeing the right to withdraw process.

Deputy Headteacher (DHT) Pastoral

183. DHT Pastoral and the PSHE Coordinators are responsible for ensuring that age appropriate schemes of work are in place, and that the content, resources and delivery are robust enough to ensure that RSE is covered effectively within the school.
184. The DHT to review the RSE policy annually to ensure it remains up to date with current DFE guidelines.
185. Each year the DHT/PSHE Coordinators check that the information on the school's website and pastoral lesson curriculum documents reflect the current policy, schemes of work and learning outcomes.
186. Through line management meetings with HoY and the PSHE Coordinators, the DHT should ensure that effective planning for tutor continuing professional development on aspects of RSE are in place so that all staff feel supported in delivering challenging content, ensuring confidentiality and that they are able to manage sensitive discussions.

187. The DHT/PSHE Coordinators will work with the School Health Practitioner in facilitating external advice and guidance services for students who may wish to have wider access to information on issues relating to RSE.
188. The PSHE Coordinators will communicate to parents/carers in advance of RSE sessions an outline of the content.
189. The DHT and PSHE Coordinator will meet with parents/carers who would like to formalise the removal of their child from the RSE curriculum.

PSHE Coordinators

190. The PSHE Coordinators will communicate to parents/carers in advance of RSE the content that is being taught.
191. Liaise with parents/carers in the first instance if they choose to activate their right to withdraw their child from the RSE curriculum.
192. Facilitate training for tutors on RSE to ensure that they feel supported and confident in delivering the material.
193. The PSHE Coordinators will work with the DHT Pastoral to ensure that resources, speakers and content are in place for RSE schemes of work.

Head of Year (HoY)

194. HoYs will support the PSHE Coordinators to ensure that resources, speakers and content are in place for RSE schemes of work that are used within their year group.
195. Review with the DHT Pastoral/PSHE Coordinators feedback on RSE programmes to inform development of future schemes of work on a yearly basis.

Teachers

196. Ensure that an atmosphere is created where students feel able to discuss their concerns, feelings and relationships.
197. Questions from students will be addressed and dealt with in the most appropriate manner and not disregarded.
198. Teachers will have due regard to perspectives on equality in the delivery of RSE so that it is devoid of stereotyping, racism and sexism.
199. Teachers will present a variety of perspectives on relationships and sex and actively disengage from presenting their own personal opinion or suggesting a preferred way of understanding sexuality or intimacy.
200. Be aware of the sensitivity around discussing some aspects of RSE and the need to be mindful of confidentiality and safeguarding concerns.
201. Make use of the guidance documents and support from the PSHE Coordinators to help deliver the curriculum.
202. Teachers must deliver all of the materials provided to ensure that we meet our statutory requirements.

Parents/carers

203. Parents/carers share the responsibility with the school for nurturing their child's understanding of RSE and as such we would like to encourage that discussions around content in RSE lessons are

had at home as well. With this in mind, we aim to inform parents/carers as and when students are due to study RSE content so that parallel conversations about RSE can happen at home.

- 204. Parents/carers have a legal right to request to withdraw their child from any aspect of sex education except where the content is being covered as part of the National Curriculum for Science. They do not have a right to withdraw their child from relationships education.
- 205. To initiate a request, please contact the PSHE Coordinator by email.
- 206. Parents can access the material being taught.

Students

- 207. To participate appropriately in lessons on RSE.
- 208. Students should be mindful of their role in ensuring an inclusive atmosphere that allows for all students to feel valued and supported in their discovery and understanding of RSE regardless of their culture, beliefs, sexuality or experiences.

Appendices

- 209. In addition, the following documents give further advice and guidance on how to put this into practice:
 - Confidentiality (Appendix 1)
 - Links to RSHE content (Appendix 2)

Documentation

- 210. This policy has been informed by the following documents:
- 211. Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025).
- 212. DFE (September 2025) 'Keeping Children Safe in Education'.
- 213. Tiffin Girls' School Policies:
 - Behaviour for Learning
 - Online Safety
 - Safeguarding
 - Equality, Diversity and Inclusion
 - Discrimination Incident Policy
 - SEND Policy

APPENDIX 1

Confidentiality

214. As a school we recognise that all students have a right to confidentiality in relation to health and confidential contraceptive and sexual health advice.
215. As a school all staff are aware that they are not able to offer unconditional confidentiality.
216. Staff will ensure that information that is disclosed to them about RSE is kept private. If there is a need for a member of staff to seek advice about whether to refer a situation this will be done discreetly without the student's name being used with appropriate members of the pastoral team – (HOYs, DHT–Pastoral). If a safeguarding situation is apparent, identifying information may be sought in order to safeguard that individual and safeguarding procedures will be followed.
217. Whilst we would always encourage students to keep their parents/carers informed of personal matters so that they can provide appropriate support and guidance, we recognise that a young person may have valid reasons as to why they might not want to seek this support.
218. External services that offer 1:1 sessions or 'drop-ins' follow Fraser guidelines on the information and guidance they provide to students. These are set out below:
 - They should give confidential advice and guidance to under-16s when:
 - The young person understands the advice and has sufficient maturity to understand what is involved.
 - The health professional could not persuade the young person to inform their parents/carers, nor to allow the doctor to inform them.
 - The young person would be very likely to begin or continue having sexual intercourse with or without contraceptive treatment.
 - Without contraceptive advice or treatment, the young person's physical or mental health would suffer.
 - It would be in the young person's interest to give such advice or treatment without parental consent.

APPENDIX 2

Overview of Relationships, Sex, Health Education (RSHE) at TTGS

219. We meet our statutory responsibilities to support students in their development of these key areas of learning through the following:
220. Schemes of work in the pastoral lesson.
221. Assemblies, tutor activities and external talks.
222. Age appropriate Schemes of Work – these are embedded as part of weekly pastoral lesson. These units of work explore content and risks associated with these areas and we signpost where students can get support should they need it. Outcomes for these lessons follow PSHE Association learning objectives and areas outlined in the DfE guidance (2025).
223. [Year 7 - 11 Curriculum resources can be seen by following this link.](#)
224. Other aspects of the wider curriculum that cover RSE principles
225. Science lessons – biology of reproductive system and sex.
226. Computing lessons – cover aspects of e-safety and this is a foundation to risky online behaviour that is picked up within RSE.
227. Your Healthcare drop-in – School nurse available within school who can provide advice and guidance on contraception, STIs, pregnancy testing, health concerns, mental health
228. LGBTQ society – This society allows students who identify as part of this community, those that are questioning their sexuality, or those that just want to know more about the rights and experiences of the LGBTQ community to explore with their peers their understanding and feel supported. They play a pivotal role in preparing for LGBTQ week. The society is compliant with DfE guidance as the activities:
 - Will not teach contested theories (like "gender identity") as established facts.
 - Will ensure that all materials are age-appropriate, factual, and respectful, and that different perspectives are presented in a balanced way where appropriate.
 - Will not actively encourage students to question their gender.
 - Will be fully transparent, with all "LGBTQ week" materials available for parental review.