

Relationships and Sex Education policy

This policy applies to:

1. BC senior school only

Policy owner:	Jacob Myers/Chris Fowler
Frequency of review:	At least annually
Dates of previous review:	June 2024
Date of current live version:	June 2025
Date of next formal review:	Policy to be reviewed in line with new statutory guidance taking effect from September 2026
BC Policy reference:	P23
ISI reference code (where applicable):	2f
Linked policies/documents:	PSHEE policy Equal opportunities Complaints Anti-bullying Safeguarding
Key changes to previous version:	Minor changes to the assessment section to reflect the focus on assessment in class, rather than external quizzes, to be more in line with other academic lessons. Knowledge and information section updated. Staff training and parent webinar appendix updated.

	Name (role):	Signature:	Date:
Policy owner:	Jacob Myers	J Myers	30 May 2025
SMT owner (if different):	Chris Fowler (Deputy Head, Pupils)	CDF	7 th July 2025
Legal Counsel:	Matthew Burgess	M Burgess	July 2025
Ratified (Governor):	Christina Maude	C Maude	24 July 2025

Brighton College

Relationships and Sex Education Policy

1. Basic Information

Policy Aims: To communicate clearly to staff, parents, visitors and pupils the manner in which Relationships and Sex education will be delivered at Brighton College.

To have regard to DfE's statutory guidance on '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' (2025/26 version – new version in force for teaching from September 2026).

2. Aims of Relationships and Sex education

Brighton College believes that Relationships and Sex education is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. We place the utmost importance on sharing equal and joint responsibility with parents for their children's education, including sexual matters.

We aim in partnership with parents:

- To encourage personal responsibility in all forms of behaviour;
- To encourage self-esteem and emotional well-being;
- To encourage respect and consideration for others;
- To provide support and information for young people and their parents/families.

We recognise that schools can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The College's RSE provision is part of a whole school approach to safeguarding.

The Brighton College RSE provision has historically been progressive and forward-thinking; indeed, we were already compliant with the DfE's statutory guidance prior to its publication. The Head of PSHEE works in close collaboration with the DSL and Deputy Head (Pupils) to ensure clear communication and collaboration in shaping our RSE provision.

3. Content and definitions

Relationships and Sex education provides knowledge and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way.

Relationships and Sex Education is part of the PSHEE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.

Sex Education, as part of Relationships and Sex Education, includes the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues and using technology.

a) Content covered, by year group:

Lower Third:

Families and parenting; healthy relationships; conflict resolution; relationship changes; self-worth; romance and friendships (including online); and relationship boundaries.

Upper Third:

Gender identity; sexual orientation; consent; 'sexting'; and an introduction to contraception; discrimination in all its forms including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.

Fourth Form:

Relationships and sex education including consent; contraception; the risks of STIs; attitudes to pornography and media portrayal; and risks of sending, sharing or passing on sexual images

Lower Fifth:

Relationships and sex expectations: myths, pleasure and challenges, including the impact of the media and pornography; the ethical and legal implications of consent; how to respond to pressure, coercion and exploitation.

Upper Fifth:

Personal values; assertive communication (including in relation to contraception and sexual health); relationship challenges and abuse; different families and parental responsibilities; pregnancy; marriage and forced marriage and changing relationships

Lower Sixth:

Living in a diverse society; challenging prejudice and discrimination; reminder of sexual health principles; consent; assertive communication; positive relationships and recognising abuse; strategies for managing dangerous situations or relationships.

Upper Sixth:

Personal values; including in relation to contraception and sexual health; fertility; pregnancy; new friendships and relationships, including in the workplace; personal safety; intimacy; conflict resolution; relationship changes.

a) Values and beliefs

As well as knowledge and information pupils will be encouraged to consider the importance of the following values:

- Respect and valuing of themselves and others;
- Understanding and sensitivity towards the needs and views of others;
- Responsibility for their own actions;
- Responsibility to the school, their family and the wider community.

b) Skills and abilities

Pupils will be encouraged to develop the following skills:

- Honest communication including managing relationships;
- Assertiveness;
- Informed decision making;
- Recognising and using opportunities to develop a safe and healthy lifestyle.

4. Organisation

Relationships and Sex Education is jointly coordinated by the PHSEE coordinator who, together with the Deputy Headmaster (Pupils), is responsible for the overall planning, implementation and review of the programme.

Delivery is through:

- Planned aspects within Science, PSHEE, and Religious Education;
- Addressing moral and ethical issues arising from apparently unrelated topics in all curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex education programmes and therefore not subject to the parental right to withdrawal (see Section 7);
- We engage the services of external speakers to present to pupils on designated PSHEE/RSE days when lessons are suspended to allow for the delivery of any topics not covered in other curriculum areas. This approach allows pupils to receive content from experts in these fields;
- In tutor time sessions this content will be pre-empted by tutors, including trigger warnings and an opportunity to request specific content;
- Tutor times are occasionally used for the delivery of RSE content, delivered by either by a member of the PSHEE teaching team, or by a House tutor. Staff receive appropriate training from the PSHEE coordinator and/or external providers in advance of the delivery of this material. Staff are given the option to opt of any sessions they feel uncomfortable delivering, in which instance a member of the PSHEE teaching team would deliver this session (see Section 8).

A variety of approaches is used to give pupils relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills.

Pupils are taught in mixed ability and gender groups where appropriate, though where appropriate some content may be delivered in single gender groups. When there is a specific need (for example groups of pupils of a different faith), arrangements may be made to teach pupils in appropriate groupings. Our provision is inclusive, and where single sex groupings are used pupils may opt into the sessions that best fit their gender identity if prior consent is received from parents.

A wide range of teaching resources are available to teachers and for consideration by parents through the PHSEE coordinator.

5. Assessment and Evaluation

Pupils often complete pre-session surveys in advance of their RSE sessions to gather an idea of what they know and what needs to be addressed. As well as testing existing knowledge, this acts as an opportunity for pupils to highlight any areas they believe need to be covered to allow sessions to be tailored to the needs of the cohort, as well as covering essential basics.

During RSE sessions, pupils may complete several tasks in their PSHE OneNotes which are assessed by teachers using similar methods to other academic lessons such as verbal questioning, written answers to questions, short form quizzes and group discussion and feedback. This also offers pupils the opportunity to provide feedback on the sessions delivered and highlight any areas that they felt were missing, as well as providing them with essential signposting for where to find further information. Where needed, pupils will also have a follow-up discussion session in tutor time using resources provided by the Head of PSHEE who will train tutors in delivering this information in a year group tutor meeting to ensure that they feel comfortable delivering the content. Tutors feedback on their tutees' engagement in RSE in the reporting session that follows the RSE sessions.

6. Specific issues

The following issues may occur as part of education. Staff, parents and pupils need to understand the school's procedures.

a) Confidentiality and advice

Pupils will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue (for example, if a pupil is considered to be at risk or in danger). The member of staff will consult with the DSL, and the Deputy Headmaster (Pupils) if appropriate, before any decision is made and the pupil concerned will be informed, with reasons, that their confidentiality is being breached. At the same time pupils will be offered sensitive and appropriate support.

The following procedures will be adhered to by all adults:

i) Disclosure of suspicion of possible abuse –

The school's child protection procedures will be invoked. (see Safeguarding policy).

ii) Disclosure of pregnancy –

It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported. Information and guidance will always be sought from a health professional.

The school will always encourage pupils to talk with their parents first:

- Pupils should always be asked whether they can tell their parents(s) and whether they want help in doing so. If they do, then subsequent responsibility lies with the parent(s).
- If pupils refuse to tell their parent(s) the adult should refer them to a health professional, via the School's Health Centre;
- The adult should report the incident to the Designated Safeguarding Lead or Deputy Head (Pupils) who will consult with the health professional about informing the parent(s).

b) Family Life

The value of family life is an important aspect, which will be reinforced largely through a consideration of the qualities and relationships between people, with an emphasis on stability, respect, caring and support.

c) Addressing delicate issues

As part of the Relationships and Sex education programme issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the framework set out in paragraph 2. They will be made aware of the difference between fact, opinion and religious belief.

d) Healthy Relationships

An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults. The RSE curriculum is designed to meet the requirements of KCSIE statutory guidance. There is significant crossover with the online safety provision as pupils are taught about online safety, online relationships, sharing and receiving nudes and semi-nudes when age appropriate. The College is alive to and addresses issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and takes positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.

e) Use of Visitors

There are various people able to resource and support the school in the delivery of the PSHEE programme. These include parents, the school nurse, religious and health professionals. Experts are used frequently to deliver core material within the drop-down PSHEE days. Visitors will be expected to work within the terms of this policy. The Head of PSHEE meets with all external facilitators in advance of their delivery to review and

approve all content. There is a member of Brighton College teaching staff present in all sessions delivered by external facilitators.

7. Parent Consultation and the right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but not from relationships education). If a parent wishes to withdraw a pupil, we ask that they discuss it with the Deputy Head in the first instance. Save in exceptional circumstances, and taking into account any pupil specific needs, the College will seek to respect the parents' request to withdraw the pupil, up to and until three terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the College will make arrangements to provide the pupil with sex education during one of those terms. The College will keep a record of all requests and steps taken to meet the parents' request.

Parents are regularly consulted about RSE with letters to provide them with information about the topics that will be covered, and links to appropriate signposting to help continue conversations at home. Parents are sent the RSE policy along with the PSHEE/RSE schemes of work at the start of each academic year and given the opportunity to feedback via their parent council representatives in termly, minuted meetings, or directly with the Head of PSHEE.

The Head of PSHEE also hosts a series of pastoral webinars for parents on topics linked to what pupils have covered in PSHEE/RSE, including the annual RSE consultation which takes place in the Michaelmas term. These sessions are livestreamed with the option for parents to engage and interact with the presenters.

8. Pupil Consultation

Pupils are regularly surveyed about the content they feel should be included in the PSHEE/RSE provision and their feedback is taken into consideration when planning drop-down days and follow-up materials. Pupils also have the opportunity to complete an online survey giving feedback on the sessions attended, helping to shape future content and whether external speakers have successfully communicated sensitive material to the pupils.

Representatives from each year group of every house sit on a committee of 'Respect Ambassadors', who meet termly with the Head of PSHEE, Deputy Head Pupils and relevant Head of Section to discuss issues related to respect in the college community. This is an opportunity for pupils to provide additional feedback and to make suggestions about the PSHEE/RSE curriculum, including which topics are covered and when they are covered with different year groups.

Occasionally former pupils and 6th form pupils meet with the Head of PSHEE to discuss the provision and to assist with the delivery of content to younger groups.

9. Staff Consultation and Training

Staff receive advance notification of all RSE topics that will be covered and are asked to inform the Head of PSHEE of any particular 'live' issues that facilitators ought to be aware of. Staff are encouraged to attend parent webinars and often observe PSHEE/RSE sessions delivered by external speakers. Staff also receive training from external expert speakers about matters relating to RSE on whole school insets, as well as twilight sessions throughout the academic year and in-house training by the Head of PSHEE prior to the delivery of any content relating to RSE (See appendix for a list of training over last academic year).

10. Monitoring and Review

- a)** Relationships and Sex education will be monitored by the Deputy Head (Pupils), the PSHEE coordinator and the Head of Biology.
- b)** A nominated governor has a link role between the school and the governing body.
- c)** The policy and provision is reviewed at least annually and ratified by the link governor.
- d)** The RSE provision has undergone an external audit to ensure all essential aspects are covered and in enough detail.

11. Complaints procedure

Any complaints about the relationships and sex education curriculum should be made to the Head who will consider the appropriate means of handling the complaint, according to the school's Complaints policy.

APPENDIX

Recent Parental webinars:

September 2023

Amy Forbes-Robertson (It Happens): Relationships and Sex Education parent information and consultation evening.

November 2023

Natasha Devon: Tech, Social Media and Self-Esteem

January 2023

Beyond Equality: 'Understanding Andrew Tate and online misogyny'

June 2023

Zoe Shuttleworth (It Happens): Keeping safe at parties and festivals

November 2023

Amy Forbes-Robertson (It Happens): Relationships and Sex Education parent information and consultation evening.

November 2023

Olivia Haverson (Chartwell's) Nutrition: 101

March 2024

Zoe Shuttleworth (It Happens): Fun, freedom and safety at festivals & events

May 2024

Frederique Lambrakis Haddad (Flourish Mentors): How to help my teenager through exam stress and anxiety

November 2024

Amy Forbes-Robertson (It Happens): Relationships and Sex Education parent information and consultation evening.

April 2025

Max Thomas – Sleep health for performance

June 2025

It Happens Education – Safety at Festivals

Recent Staff training:

Access to all parent webinars, presentation for tutors in tutor group meetings prior to each RSE session, plus optional deep-dive twilight sessions in how to deliver each topic in addition to:

November 2022

Laura White (It Happens): How we train pupils in diversity

January 2023

Rachel Hughes (Head of D&I): How to talk to pupils about sex and gender

June 2023

Richard Alvers and Abigail Connor (Head and Deputy Head of PSHEE): How to talk to pupils about masculinity and misogyny

June 2023

Abigail Connor (Deputy Head of PSHEE): *Dealing with grief and loss*

September 2023

Richard Alvers (Head of PSHEE) compulsory Lower 5th tutor meeting presentation, with option twilight session on PSHEE delivery

October 2023

Richard Alvers (Head of PSHEE) compulsory Upper 5th tutor meeting presentation, with option twilight session on PSHEE delivery

October 2023

Richard Alvers (Head of PSHEE) Advanced Tutoring: How to deliver effective RSE and PSHEE

November 2023

Lucinda Fowler (Deputy Head of PSHEE) compulsory 3rd form tutor meeting presentation, with optional twilight session on PSHEE delivery

November 2023

Rachel Hughes (Head of Diversity and Inclusion) ECT session: talking to pupils about RSE

January 2024

Richard Alvers (Head of PSHEE) compulsory 4th form tutor meeting presentation, with optional twilight session on PSHEE delivery

February 2024

Abigail Connor (Deputy Head of PSHEE) compulsory 6th form tutor meeting presentation, with optional twilight session on PSHEE delivery

February 2024

Rachel Hughes (Head of Diversity and Inclusion)

How to approach homophobic, biphobic and transphobic behaviour

September 2025

Monica Perry (PSHE Association)

Teaching PSHE confidently & effectively (secondary)" with reference to ISI requirements and expectations

January 2025

Jacob Myers (Head of PSHEE)

Effective PSHE Delivery and Managing Difficult Conversations

January 2025

Jacob Myers (Head of PSHEE)

How to talk about Sex and Relationships

January 2025

Jonathan Chen (Deputy Head of PSHEE)

How to talk about Gender, Sexuality and Identity