



## Relationships and Sex Education (RSE) Policy

**Reviewer:** Catriona Rees

**Approver:** Kit Perona-Wright

**Reviewed:** August 2025

**Next Review:** August 2026

'Cheltenham College' refers to Cheltenham College Senior School *and* Cheltenham College Preparatory School (including Cheltenham College Pre-Prep and Nursery School)

'College' refers to Cheltenham College Senior School

'Cheltenham Prep' refers to Cheltenham College Preparatory School

'Nursery and Pre-Prep' refers to Cheltenham College Nursery School and Pre-Prep

### 1. Rationale and Ethos

Cheltenham College is committed to providing high quality relationships and sex education (RSE) to children and young people in order to prepare them for the challenges, opportunities and responsibilities of growing up and becoming adults. The Sex Education Forum defines RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Relationships and sex education promotes pupils' wellbeing; it develops skills and understanding within the context of respectful attitudes and values so that pupils can enjoy positive relationships based on equality. Pupils learn about the emotional, social and physical aspects of growing up, relationships, sexual orientation and sexual health. Relationships and sex education is provided in a way that is appropriate to pupils' stage of development and maturity. It is embedded within the Thrive and Floreat programmes, Cheltenham Prep and College's respective wellbeing and PSHE programmes.

Providing relationships and sex education is a protective factor; evidence from the National Children's Bureau shows that providing high quality relationships and sex education delays sexual activity for young people and increases the likelihood of using contraception. Provision of this education also protects children and young people from inappropriate online content, cyberbullying and exploitation.

RSE at Cheltenham College is fully aligned with the school values and the development of the five C's (Curiosity, Character, Community, Creativity and Continuous Excellence). Lessons aim to help the development of these personal qualities. Framed by the 5C's, we believe pupils thrive at Cheltenham College and successful RSE is part the broader aims of PSHE of developing the qualities and attributes pupils need to flourish as individuals, family members and members of society.

Cheltenham College is committed to providing relationships and sex education that:

- is balanced, broadly based and reflects the values of the school
- reflects the needs of its pupils, including their maturity
- recognises the role of both school and home in providing this education

- takes into account the views of various religious and secular groups on different issues
- promotes equality and is inclusive and respectful of difference: race, ethnicity, culture, gender, sexual orientation, gender reassignment, pregnancy and maternity, disability, religion or belief or other life experience
- includes the acquisition of knowledge and the development of life skills
- has a strong emphasis on:
  - healthy relationships
  - consent
  - rights
  - responsibilities to others
  - communication skills
  - exploitation and abuse
  - pornography
  - sharing of nudes and semi-nudes (sexting)
  - sexual harassment and sexual violence
  - accessing services
- is factually correct and treats sex as a normal fact of life
- is taught by trained staff
- teaches pupils about the law
- promotes equality in relationships
- helps pupils enjoy relationships and builds confidence in accessing services
- helps pupils stay safe from harm, on and off line by addressing sexual exploitation, abuse, domestic violence and bullying

## 2. Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This policy, along with the delivery of RSE, is written to be in with and implemented alongside the following policies:

- Anti-bullying Policy (both College and Prep)
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Learning Support and Special Educational Needs Policy
- Pupil Behaviour Policy (both College and Prep)
- Curriculum Policy (both College and Prep)

In addition, this policy, along with the delivery of RSE, is written in line with the following government guidance and statements:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance, June 2019 (with updates in 2020 and 2021)
- Keeping Children Safe in Education 2025
- Equality Act 2010
- Human Rights Act 1988

- Education Act 2010
- Teaching Online Safety in Schools

### **3. Roles and Responsibilities**

The RSE programme at College will be led by the Head of PSHE/Floreat. In the Prep School it is led by the Assistant Head (Creative Arts, Compliance and Partnership).

They produce and review the respective curriculums.

In College and The Prep, all year groups are taught in a weekly Floreat/Thrive (PSHE) lesson, delivered by selected teaching staff. The Sixth Form curriculum includes several external speakers.

Teaching staff receive RSE training through resources compiled by the Head of PSHE along with INSET time and Learning Lunches.

### **4. Curriculum Design**

Our RSE programme is an integral part of our whole school PSHE education provision, and it has been put together through guidance from the PSHE Association. RSE is both proactive and reactionary and changes may be made due to specific events or circumstances. At secondary level, teaching builds on the knowledge acquired at primary and further develops pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships, sex and protection from sexually transmitted infections and pregnancy. Teaching about mental wellbeing is central at all levels.

Our RSE programme will be taught through a range of teaching methods and interactive activities and high-quality resources will support our RSE provision and will be regularly reviewed. A significant number of resources will be recommended by the PSHE Association. All resources used are carefully selected to be in line with Cheltenham College's values. Learning about relationships and sex education in PSHE education lessons will compliment and link to similar topics in subjects including Biology, Computer Science and TPE. The Sixth Form curriculum has been developed through an in-depth consultation with pupils, teaching staff and pastoral staff. An overview of the curriculum for both Prep and College can be found in the appendices.

The content of lessons is planned carefully to ensure that it is accessible to all learners, including pupils with special educational needs and/or disabilities (SEND), who may be more vulnerable to exploitation, bullying and other issues on account of their SEND.

### **5. Right to Withdraw**

Parents of children below the age of 16 have the right to request that they be withdrawn from sex education lessons that form part of the Thrive and Floreat RSE lessons; pupils would continue to attend Biology lessons and the relationships element of RSE lessons (which cover topics such as family, friendship and safety, including online safety). Relationships education is viewed as so essential that parents do not have the right to withdraw their children. Such requests for withdrawal from sex education would usually be granted until up to three terms before the child's 16<sup>th</sup> birthday, the legal age of consent. At this point, if the child wished to attend sex education lessons, Cheltenham College would arrange for this to happen. A pupil who has been excused would remain so until the request is withdrawn or to the extent or until the Head considers the pupil should not be excused. Before granting a request to excused from sex education, the Head would discuss the request with parent and, as appropriate, their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Any such request would be documented and kept on record. Any

parent of a College pupil wishing to request withdrawal of their child from sex education that forms part of Floreat should contact the Assistant Head (Welfare and Safeguarding) in the first instance.

Any parent of a Prep pupil wishing to request withdrawal of their child from sex education lessons that form part of Thrive! should contact the Deputy Head Pastoral in the first instance.

## **6. Monitoring, Reporting and Evaluation**

As with all aspects of our PSHE curriculum, pupils will have opportunities to review and reflect on their learning through formative assessment throughout lessons. Feedback is immediate, constructive and positive.

In College, Third, Fourth and Fifth Form, work is completed in the individual Floreat workbooks. In Sixth Form, work is completed in their OneNote online folders. Work is regularly marked by teaching staff and feedback given, both in marked work and orally as part of class discussion. At The Prep, a mixture of written and on-line work is completed. Staff give feedback, both written and oral as part of class discussion.

Floreat is reported to parents during Formative Reporting Cycles. Through this, pupils are given the opportunity to reflect on their own development in Floreat. Any behavioural concerns are followed up in line with the school's Pupil Behaviour Policy.

Teachers critically reflect on their work in delivering RSE through the College's programme of professional development and there is an annual observation schedule of all Floreat teaching staff by the Head of PSHE and other senior staff.

Pupil voice is influential in adapting and amending planned learning activities at both The Prep and College and is used to inform planning through the academic year. Pupils complete online surveys at the beginning and end of each academic year, to feedback on learning and as an opportunity for pupil voice to develop the curriculum.

## **7. Safeguarding and confidentiality**

It is important to establish ground rules and a working agreement about RSE lessons. Pupils must be reminded that lessons are not a place to discuss their personal experiences and issues, instead they should be reminded of the many ways in which they can access confidential support outside of lessons, including via the Health Centre. If a pupil tells a teacher or tutor something personal on a one-to-one basis outside of a lesson that is of concern in relation to child protection or safeguarding, the member of staff must follow Cheltenham College's Child Protection and Safeguarding Policy. They cannot promise confidentiality, but the child or young person should be told how the information they have disclosed will be treated by the school. They should be encouraged to involve their parents if appropriate.

## **8. Engaging parents and other stakeholders**

It is important that we work in partnership with parents and guardians on the RSE curriculum. Parents will be informed of the programme for RSE the half term before RSE is taught in each year group. The RSE Policy is available on the College website.

Where parents have questions, suggestions or concerns about RSE, they are warmly invited to discuss these with College or Prep, in the first instance with Head of PSHE/Floreat in College and Assistant

Head (Creative Arts, Compliance and Partnership) in the Prep. It is expected that through open discussion, parents and guardians will be reassured at that stage. That said, for any complaints which cannot be resolved through informal discussion, parents and guardians are advised to follow the school's Complaints Policy.

## **9. RSE Policy Review**

The policy has been produced in consultation with parents and carers. It is reviewed annually to ensure it continues to meet the needs of pupils, staff and parents/guardians and that is in line with current Department of Education advice and guidance. It is approved by senior leaders responsible for oversight of the Thrive! and Floreat programmes. Additional reviews and updates may also occur any time deemed relevant and necessary. Parents will be consulted when the policy is subsequently amended.

## Appendix 1 – Thrive! Programme (incorporating PSHE & RSE) 2025-2026

	<b>Pre-Prep</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>
<b>Autumn 1</b>	Golden Rules Manners Honesty Anti-bullying Remembrance	Making informed choices Finding friends You can't have everything Hobbies Anti bullying	Rules & laws Expressing opinions Peer pressure Actions & consequences Choosing a career	Managing challenges & change Mental health Keeping Well Conflicting emotions	Digital wellbeing On-line safety British Values Wellbeing	Mental hygiene Emotions Understanding stigma Inclusion & gangs FBV Peer pressure Protected characteristics	Healthy relationships Diversity in relationships Legal/illegal in relationships Sexting
<b>Autumn 2</b>	Keeping Safe Fire Alarms Road Safety ICT safety	Religious worship Relationships Belonging to a community United Kingdom British Values	Diverse relationships Anti-bullying Good friendships Crime & punishment Pupil voice	Anti-bullying Self-worth Wellbeing Doing what is right Questioning choices	Anti-bullying Character Evaluate own actions Confidence Growth mindset	On-line safety Cyberbullying On-line & the law Acne Nutrition Sleep	Drug types County Lines Protected characteristics Body image On-line pornography
<b>Spring 1</b>	Being with others Playtimes We are all special Working together	Stress/anxiety Taking risks Healthy diet Safe in the sun	Democracy Dictatorship Elections & voting	Body confidence Self-esteem Happiness Communicating with others	Acts of kindness Setting goals Empathy How to get help	Teenage brain & emotions Mood regulation Anger management	Positive thinking Beliefs and values Optimism Resilience Managing pressures
<b>Spring 2</b>	Feelings & Emotions Friends Anger	Staying safe If you're lost Stranger danger Pupil voice	Diverse religion Role of charities Emotions British Society	Role models Positive thinking Healthy choices Diet	Physical health Relationship 'rights' Love has no boundaries Different relationships	Self-esteem Compassion Relationship myths What to watch & responding to pressure	Physical reactions & emotions Smoking/vaping Food & Mood
<b>Summer 1</b>	Being Healthy Hygiene Exercise What we eat	Disabilities Name calling Racial discrimination Helping others	Easing stress Childline Risky behaviours Outdoor safety	Relationships Friendships Resilience Diversity & minorities	Gender Diversity Resilience Problem solving	Banter & use of negative language Real vs unreal online Unhealthy relationships online	RSE sessions Nutrition Alcohol Daily routines
<b>Summer 2</b>	The Environment Turn over a new leaf How can we make a difference	Feelings & relationships Friendships Different relationships Who am I?	Stranger danger Being lost School environment Moving on	Pressure Mindfulness Problem Solving	Basic first aid Dental health Relaxation & mindfulness	Sexting Fact & opinion Propaganda Motives & agendas (Prevent) RSE sessions	POST-CE programme

## Appendix 2 – Floreat Programme 2025-2026

	3rd Form	4th Form	5th Form	L6th	U6th
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>- Protected characteristics</li> <li>- Long term commitment</li> <li>- Legal status of marriage</li> <li>- Parenting</li> <li>- Resilience and change</li> <li>- Loss, separation and bereavement</li> <li>- Homelessness</li> </ul>	<ul style="list-style-type: none"> <li>- Valuing Diversity</li> <li>- Understanding and preventing extremism</li> <li>- Radicalisation</li> <li>- Toxic support networks</li> <li>- Hate speech</li> <li>- The Equality Act</li> <li>- Black History Month</li> </ul>	<ul style="list-style-type: none"> <li>- Mental Health</li> <li>- A healthy lifestyle</li> <li>- Stem cell and donation</li> <li>- Testicular and breast cancers</li> <li>- Other screening programmes and vaccines</li> <li>- First aid</li> </ul>	<ul style="list-style-type: none"> <li>- Learning to drive</li> <li>- Driver safety</li> <li>- Crime and your behaviour</li> <li>- The Criminal Justice System</li> <li>- Health Services</li> <li>- Keeping safe - alcohol and drugs</li> </ul>	<ul style="list-style-type: none"> <li>- Finances and the world of work</li> <li>- Managing money and budgeting</li> <li>- Credit scores</li> <li>- Financial survival skills</li> <li>- Accommodation options</li> <li>- Life after retirement</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>- Lifestyle and wellbeing</li> <li>- Influences on lifestyle decisions</li> <li>- The importance of sleep</li> <li>- Body image</li> <li>- Looking after your skin: sun safety</li> <li>- Health services and chest pains</li> </ul>	<ul style="list-style-type: none"> <li>- Consent and the law</li> <li>- Relationships and online activities</li> <li>- Unhealthy relationships, exploitation and abuse</li> <li>- Unhealthy relationships: forced marriage and FGM</li> <li>- STIs</li> </ul>	<ul style="list-style-type: none"> <li>- Knowing your rights: Equality Act 2010</li> <li>- Staying safe online: misinformation and extremism</li> <li>- Staying safe online: protecting your personal data</li> <li>- Gambling</li> <li>- Managing risk: unsafe and emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>- CVs and covering letters</li> <li>- Interviews</li> <li>- Networking and being enterprising</li> <li>- What makes an employer good to work for</li> <li>- What employers really look for</li> </ul>	<ul style="list-style-type: none"> <li>- Employment: rights and responsibility</li> <li>- The changing world of work</li> <li>- Online profile: personal and professional</li> <li>- Whistleblowing</li> <li>- Understanding and respecting others</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>- Goal setting</li> <li>- Making decisions</li> <li>- Options subjects (GCSEs)</li> <li>- Careers quiz</li> </ul>	<ul style="list-style-type: none"> <li>- New challenges</li> <li>- Positive mental health</li> <li>- Reframing negative thinking</li> <li>- Recognising mental ill-health</li> <li>- when to get help</li> <li>- Promoting emotional wellbeing</li> <li>- Self-esteem and mental health</li> </ul>	<ul style="list-style-type: none"> <li>- Fertility, menopause and routes to pregnancy</li> <li>- Pregnancy choices</li> <li>- Sexual exploitation</li> <li>- Sexual pressure</li> <li>- Reducing inappropriate behaviours</li> </ul>	<ul style="list-style-type: none"> <li>- Aesthetic enhancement</li> <li>- Sexual relationships</li> <li>- HIV</li> <li>- Sexual violence</li> <li>- Domestic abuse</li> </ul>	<ul style="list-style-type: none"> <li>- Internet safety</li> <li>- Exiting aggressive social situations</li> <li>- Recognising harassment and abuse</li> <li>- Travel and transport</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>- Exploring attitudes</li> <li>- Drugs - the law and managing risk</li> <li>- Drugs and effects</li> <li>- Managing influence</li> <li>- Algorithms</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding and managing debt</li> <li>- Money and work</li> <li>- Financial Risk and security</li> </ul>	<ul style="list-style-type: none"> <li>- Gillick competency</li> <li>- Pleasure</li> <li>- Contraceptive choices</li> <li>- STIs</li> <li>- HIV</li> <li>- Sexual ethics</li> </ul>	<ul style="list-style-type: none"> <li>- Mental health conditions</li> <li>- Anxiety and panic attacks</li> <li>- Suicide awareness</li> <li>- Supporting in bereavement</li> <li>- Body idealism</li> </ul>	<ul style="list-style-type: none"> <li>- Travel health and safety</li> <li>- Sepsis and meningitis</li> <li>- Screening programmes</li> <li>- Breast and testicular cancers</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>- Exploitation and unhealthy relationships</li> <li>- Love</li> <li>- Consent</li> <li>- Avoiding assumptions</li> <li>- Freedom and capacity to consent</li> </ul>	<ul style="list-style-type: none"> <li>- Substance use and assessing risk</li> <li>- Substance use and managing influence</li> <li>- Help seeking and sources of support</li> <li>- Nicotine products</li> <li>- Positive and negative role models</li> <li>- The media and gang culture</li> </ul>		<ul style="list-style-type: none"> <li>- Misogynistic behaviour - calling it out</li> <li>- Neurodiversity</li> <li>- Privilege</li> <li>- Exploring stereotypes and microaggressions</li> <li>- Sleep</li> </ul>	
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>- British identity and culture</li> <li>- British politics</li> <li>- British political parties</li> </ul>	<ul style="list-style-type: none"> <li>- Personal branding</li> <li>- Exploring enterprising and employability skills</li> <li>- Enterprise</li> </ul>		<ul style="list-style-type: none"> <li>- Employment</li> <li>- Workplace professionalism</li> <li>- Applications</li> <li>- Starting your own business</li> </ul>	