Fair Ways Schools
Relationships and Sex Education Policy

Document Ref:	Version No:	Summary of Changes:	Author	Release Date:	Approved By:
SC23	1	Launch	Gareth Webb	December 2015	
SC23	2	Review 2016 / 2017	Gareth Webb	November 2016	
SC23	3	Review 2017 / 2018	Gareth Webb	November 2017	QSGC
SC23	4	Review 2018 / 2019	Laura Willis	October 2018	QSGC
SC23	5	Review 2019 / 2020	Laura Willis	October 2019	QSGC
SC23	6	Amend in line with new Government Policy	Laura Rowe	June 2020	QSGC
SC23	7	Review 2020 / 2021	Laura Rowe	October 2020	PSC
SC23	8	Review 2021 / 2022	Laura Rowe	October 2021	PSC
SC23	9	Review 2022 / 2023	Laura Rowe	October 2022	PSC
SC23	10	Review 2023/2024	Victoria Adams	October 2023	PSC
SC23	11	Review 2024/2025	Victoria Adams	September 2024	PSC
SC23	12	Review 2025/2026	Victoria Adams	October 2025	PSC
SC23	13	Updated in line with revised statutory RSHE guidance effective September 2026	Victoria Adams	October 2026	QSGC

Review Date: October 2027 (annually)
Contributors)

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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than us and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within Fair Ways to *play their part*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will. · We approach challenges with optimism and enthusiasm. · We don't judge, we notice. · We put the needs of the service before our own personal gains.	· We don't give up on people. · We value all individuals and are willing to challenge them. · We embrace each other's differences as much as our similarities. · We accept responsibility for our actions.	· We give feedback, we invite feedback, we listen to feedback. · We look inward before we look outward. · We learn as much from our mistakes as from our successes. · We listen to each other, learn from each other and grow together.	· We are always willing to explain why. · We have the courage to be open and honest. · We earn trust through our transparency. · We live by our values even when no-one is watching.

Key changes for September 2026.

The Department for Education's revised statutory Relationships, Sex and Health Education guidance came into effect on 1 September 2026. Schools must have regard to the guidance and should be able to explain any departure from sections that state they should or should not take a particular approach. This policy has therefore been reviewed to ensure the RSHE curriculum remains age appropriate, evidence based, inclusive, trauma informed and responsive to emerging safeguarding risks.

The revised guidance strengthens teaching on online safety, AI literacy, deepfake and AI-generated sexual imagery, harmful online influence, misogyny, incel culture, pornography, consent, power and control, sexual harassment and violence, coercive control, exploitation, image sharing and financial abuse including scams, fraud, extortion and sextortion.

It also adds greater emphasis on personal safety, including safety around roads, railways, water and public spaces, and on pupils' ability to identify risk, seek help and report concerns. At secondary level this includes learning about knife crime, spiking, conflict resolution and the impact of harmful peer and online cultures.

Health education has been updated to include more specific learning about menstrual and gynaecological health, endometriosis, fertility, menopause, sexual health, access to health services, mental health, grief, loss, loneliness, resilience, coping strategies and safe routes to support.

The policy also reflects expectations for openness with parents and carers about RSHE curriculum content and materials, sensitivity to pupils with SEND and trauma histories, compliance with the Equality Act 2010, and clear safeguarding procedures when concerns arise during or after RSHE teaching.

1 Scope

1.1 RSHE is taught as an integrated programme covering relationships education, sex education and health education. For the purpose of the parental right to request withdrawal, sex education in this policy refers to learning about human reproduction, contraception and sexual health that is not otherwise covered by the science curriculum. Relationships education and health education are statutory, and pupils cannot be withdrawn from them. We do not artificially separate topics where this

would undermine coherence, but we clearly identify lessons that constitute sex education.

1.2 To embrace the challenges of creating a happy and successful adult life, young people need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Young people can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

1.3 The aim of Relationship and Sex Education is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful committed relationship. Topics covered will include:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law

1.4 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 Education compulsory for all pupils receiving primary education and Relationships and Sex Education compulsory for all pupils receiving secondary education. Health Education is compulsory in all schools except independent schools. The revised Department for Education statutory guidance, effective from 1 September 2026, applies to schools in England and is reflected in this policy.

1.5 Sex and relationship education is on offer within Fair Ways Education for all Key Stage 3 and 4 young people. If parents/carers are not happy with the school providing sex education, they have the right to withdraw their young person from those aspects of

the sex and relationships education within their individual timetables but not relationships and health education. The school will ensure that they will contact parents / carers or whom has parental responsibility to inform them when these lessons will take place and give an outline of what areas of the curriculum will be covered.

1.6 Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up to and until three terms before the child turns 16. The Head of School will discuss the request with parents or carers and, where appropriate, with the young person so that the benefits of receiving this education and any concerns are understood. After this point, if the young person wishes to receive sex education rather than being withdrawn, the school will arrange this. There is no right to withdraw from Relationships Education or Health Education.

2 Defining Relationship and Sex Education (RSE)

2.1 RSE is lifelong learning about physical, moral, social and emotional development. It supports pupils to understand healthy relationships, family life, respect, consent, personal safety, sexuality, sexual health and the law. Teaching will be factual, age appropriate, inclusive and sensitive to pupils' needs and experiences. It will not promote sexual activity or any particular sexual orientation but will equip pupils with the knowledge and skills needed to make informed, ethical and safe decisions.

3 The aims of sex education

3.1 To enable our young people to better understand the nature of human relationships.

3.2 To enable our young people to see the importance of marriage and stable loving relationships for the bringing up of children.

3.3 To prepare young people for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

3.4 Within Fair Ways Education RSE has three elements, all of which are important for a balanced RSE programme.

3.4.1 **Attitudes and Values**

- learning the importance of values, responsibilities and individual conscience and moral considerations
- learning of family life, marriage, and stable loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking in decision making

3.4.2 **Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy towards others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made;
- managing conflict
- learning how to recognise and avoid exploitation

3.4.3 **Knowledge and understanding**

- learning and understanding physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning the reasons for delaying sexual activity, and the benefits from such a delay, including avoidance of unplanned pregnancy.

4 The content of Fair Ways Education RSE programme

4.1 The school's RSHE programme is based on statutory RSHE guidance, the wider PSHE curriculum, pupil need and relevant safeguarding themes. Content is sequenced so pupils revisit key concepts over time and develop accurate knowledge, vocabulary, skills and confidence. Where appropriate, schools may invite external services, such as the NSPCC or health professionals, to support learning through workshops or talks.

External input will always complement, not replace, the school's planned curriculum and safeguarding duties.

4.2 The RSE programme is delivered by experienced school staff who specialise in the subject area.

4.3 RSE lessons at Fair Ways Education will be delivered 1:1.

4.4 The RSE Curriculum and subject area is monitored and evaluated by the Senior Leadership Team through the school's quality assurance process including regular meetings with the teaching staff, observations, book samples and peer moderations. The teaching staff are also encouraged to attend external training to support internal evaluation.

4.5 Curriculum content scope and sequencing will include, as appropriate to pupils' age, stage, SEND and individual circumstances:

- Respectful relationships, consent, sexual ethics, power dynamics, boundaries, healthy communication and challenge to misogyny, harassment, abusive behaviours and harmful online influence.
- Online safety, including AI literacy, deepfakes, AI-generated sexual imagery, image sharing law, pornography, sextortion, grooming, misinformation, disinformation, online influencers and risks linked to gaming or addictive online behaviours.
- Being safe, including sexual harassment and sexual violence, domestic abuse, coercive control, exploitation, grooming, FGM, virginity testing, hymenoplasty, strangulation risks, spiking, knife crime, conflict resolution and routes to help.
- Sexual health, including puberty, reproduction, contraception, safer sex, STIs including HIV, PrEP and PEP, pregnancy choices, access to health services and the importance of seeking timely advice.
- Personal safety, including risk management in public spaces and safety around roads, railways, level crossings, water, fire and travel.
- Health and wellbeing, including menstrual and gynaecological health, endometriosis, fertility, menopause, mental health, grief, loss, loneliness, resilience, coping strategies, financial exploitation, scams and fraud.

4.6 Teaching will comply with the Equality Act 2010 and be inclusive of all protected characteristics. Pupils will be taught factual information about the law and about

respectful relationships, including different family forms and healthy same-sex relationships at secondary level. Teaching about biological sex and gender reassignment will be handled sensitively, factually and neutrally, recognising that these areas may involve strongly held views and that staff must not present contested views as fact

.

4.7 Parents and carers will be informed about planned RSHE content and how to view curriculum materials. The school will communicate clearly, consult where required, and ensure materials are age appropriate, evidence based and suitable for pupils' needs. Staff will retain professional judgement to respond to safeguarding matters or emerging risks where earlier teaching is necessary to keep pupils safe.

5 Dealing with sensitive issues

5.1 Teachers will recognise that some young people attending Fair Ways Education Provisions may have experienced trauma, abuse, exploitation or harmful environments. RSHE will therefore be delivered in a trauma-informed way, with clear ground rules, careful use of resources, opportunities to seek support, and sensitivity to pupils' SEND, communication needs, lived experiences and safeguarding records.

- no teacher or young person will have to answer a personal question
- no one will be forced to take part in a discussion or topic
- only the correct terms or names of body parts will be used
- meaning of words will be explained in a sensible and factual way

5.2 Where a member of staff is concerned that a safeguarding or child protection issue is arising, they must follow the school's Child Protection and Safeguarding Policy and report concerns to the Designated Safeguarding Lead or Head of School without delay. Staff will not promise confidentiality where a disclosure or concern indicates that a pupil or another person may be at risk of harm.

6 Parents / Carers role in RSE

6.1 The role of parents and carers in the development of young people's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

6.2 Fair Ways Education works closely with parents and carers to plan and deliver RSHE. Parents are made aware of what is being taught and when.

6.3 Parents and carers 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 or Health Education. Requests should be made to the Head of School. The school will discuss the request, explain the benefits of the curriculum, consider the young person's needs and record the outcome. Consent is not required for statutory Relationships Education or Health Education, but the school will keep parents and carers informed about planned RSHE content and respond to questions or concerns.

6.4 If a parent / carer makes the decision to have their young person excluded from sex education, Fair Ways Education will ensure that the young person receives appropriate, purposeful education during the period of withdrawal.

6.5 Fair Ways makes clear to all parents and carers that there is no right to withdraw a young person from Relationships Education or Health Education. Where withdrawal from sex education is agreed, the school will provide appropriate, purposeful education during that period and will ensure the young person is not disadvantaged or stigmatised.

7 Associated Documentation & Legislation

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Education Act 1996, section 403
- Education Act 2002, section 80A
- Department for Education statutory guidance: Relationships Education, Relationships and Sex Education and Health Education, revised guidance effective 1 September 2026
- Equality Act 2010
- Keeping Children Safe in Education
- SEND Code of Practice: 0 to 25 years
- Working Together to Safeguard Children
- Fair Ways Child Protection and Safeguarding Policy

- Fair Ways Online Safety Policy
- Fair Ways Behaviour Policy

Appendix A

The policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- END code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Appendix B

Dear Parent/Carer,

Re: Relationships, Sex and Health Education (RSHE) Programme 2026

As part of Fair Ways Education's statutory curriculum, your child will receive Relationships, Sex and Health Education (RSHE). The Department for Education's revised statutory guidance is effective from 1 September 2026 and schools must have regard to it when planning and teaching RSHE.

RSHE helps young people develop the knowledge, vocabulary, confidence and skills they need to understand healthy relationships, personal safety, physical and mental health, online safety, consent, the law and how to seek help. Teaching will be age appropriate, evidence based, inclusive, trauma informed and sensitive to pupils' SEND and individual needs.

- Healthy and respectful relationships, families, friendships, boundaries, consent and communication.
- Online safety, including AI literacy, deepfakes, image sharing, pornography, sextortion, grooming, misinformation and harmful online influence.
- Personal safety, including recognising risk, reporting concerns, public-space safety, road, rail and water safety, spiking, knife crime and conflict resolution.
- Sexual health, including puberty, reproduction, contraception, sexually transmitted infections, safer sex, pregnancy choices and access to health services.
- Health and wellbeing, including mental health, resilience, grief, loneliness, coping strategies, menstrual and gynaecological health, endometriosis, fertility and menopause.
- The law, equality, protected characteristics, human rights, financial exploitation, scams and where to get support.

The aim of the programme is to help pupils make informed, respectful and safe choices, understand their rights and responsibilities, and know how to access trusted support. Lessons will be delivered by trained staff and, where appropriate, supported by external agencies or health professionals. Any external input will complement the school's planned curriculum and safeguarding responsibilities.

Relationships Education and Health Education are statutory and form part of the curriculum for all pupils. Parents and carers do not have the right to withdraw their child from these areas. These lessons include learning about respectful relationships, different types of family, equality, online safety, mental and physical health, personal safety and where to seek help.

Parents and carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE, except for content that forms part of the science curriculum. This right applies up to and until three terms before the child turns 16. The Head of School will discuss any request with parents or carers and, where appropriate, with the young person, so that any concerns can be understood and the benefits of receiving this education can be explained. After that point, if the young person wishes to receive sex education, the school will arrange for them to do so.

We will share information about the planned RSHE content and can make curriculum materials available for parents and carers to view. If you have any questions, concerns, or would like to discuss how the programme will be adapted to meet your child's needs, please contact the school before the programme begins.

If you wish to request withdrawal from the sex education elements of RSHE, please complete the form below and return it to the Head of School before the relevant lessons begin. The school will then arrange a meeting or discussion before any decision is confirmed.

Yours sincerely,

Head of School / PSHE Co-ordinator
……

Request to withdraw from sex education elements of RSHE
I request that my child is withdrawn from the sex education elements of RSHE, except for any content that is part of the statutory science curriculum. I understand that Relationships Education and Health Education are statutory and that a member of school staff will contact me to discuss this request before any decision is confirmed.

Name of child: ……

Tutor group/year group: ……

Name of parent/carer: ……
Signature of parent/carer: ……
Date: ……