WHITGIFT SCHOOL

Relationships Education (RE), Relationships and Sex Education (RSE) Policy

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Aims:

The aims of Relationships Education (RE) and Relationships and Sex Education (RSE) at Whitgift are to:

- Foster a safe and respectful environment for open, age-appropriate discussions on sensitive topics.
- Prepare students for the physical and emotional changes of puberty, equipping them with knowledge of sexual development, personal hygiene, and health.
- Promote self-respect, self-confidence and empathy encouraging students to value themselves and others.
- Create a positive and inclusive culture around relationships and sexuality, rooted in respect and understanding.
- Teach students to use accurate and respectful vocabulary to describe themselves and their bodies.
- Develop students' social awareness and interpersonal skills, enabling them to form healthy, respectful, and power-balanced relationships.
- Teach students the principles of respect, consent, and personal boundaries, and equip them with the skills to recognise, respond to, and report sexual violence and abuse – including how to access appropriate support.
- Equip students with a clear understanding of relevant laws, including the Equality Act 2010, so they can recognise what the law allows and prohibits, and appreciate the broader legal and ethical implications of their personal decisions.
- Empower students with the knowledge to seek further support, including sexual health services and broader medical and emotional wellbeing resources.

- Deliver all content in a developmentally appropriate manner, sensitive to students' cognitive, physical, and emotional development.

Note:

- Relationships Education (RE) is delivered to students in the Lower First Form, focusing on foundational concepts such as family diversity, inclusive behaviours, and equality.
- Relationships and Sex Education (RSE) is taught from First Form to Upper Sixth Form, covering topics including sexual development, sexual health, sexuality, sexual behaviours, and sexual violence (including abuse).
- The RE curriculum does not include sexual content, except where required by the National Science Curriculum or where concepts such as LGBT+ are introduced in the context of equality and anti-discrimination. These resources and the subsequent learning activities are framed around inclusion and respect, not discourse of sexual identity.

Statutory requirements:
At Whitgift School, our Relationships Education (RE) and Relationships and Sex Education (RSE) programmes are underpinned by statutory guidance, including the Department for Education's Keeping Children Safe in Education (KCSIE, 2025). This guidance emphasises the vital role schools play in preventative education, which is central to safeguarding and promoting the welfare of young people. According to KCSIE 2025, safeguarding and promoting welfare is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

KCSIE also highlights that preventative education is most effective when delivered through a whole-school approach. At Whitgift, this approach is embedded across our curriculum, pastoral systems, and behaviour policies, preparing students for life in modern Britain. This approach is underpinned by Whitgift's core values and standards, which promote respect, integrity, inclusion, and personal responsibility. We actively foster a culture of zero tolerance for:

- Sexism and misogyny/misandry
- Homophobia, biphobia, transphobia, and other forms of discrimination or prejudice against the LGBT+ community
- Sexual violence and harassment

Our statutory duties under Sections 34 and 35 of the Children and Social Work Act 2017 are fulfilled through our Ideatum curriculum, which integrates PSHE (Personal, Social, Health and Economic Education), RE, and RSE. This curriculum is guided by the ethos of "safeguarding through Ideatum", ensuring that all content is age-appropriate, inclusive, and aligned with students' developmental needs. Whitgift School teaches RE and RSE in accordance with this policy and in full compliance with statutory expectations.

Policy development:

In developing this policy, the School has had due regard to:

- *Children Act (1989)*
- *Children and Families Act (2014)*
- *Children and Social Work Act (2017)*

- *Education Act (2002)*
- *Education and Skills Act (2008)*
- *Education (Independent School Standards) Regulations (2014)*
- *Equality Act (2010)*
- *Keeping Children Safe in Education (KCSIE, 2025)*
- *Behaviour in Schools (2024)*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019; amended 2021)*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)*
- *The Independent Schools Inspectorate (ISI) inspection framework and advice on RSE*

Policy Availability:

This policy is reviewed annually and is accessible to staff, parents, and students via the Whitgift School website. It should be reviewed in conjunction with other relevant school policies. Hard copies of this policy are available upon request.

Policy Development:

This policy has been developed in consultation with governors, staff, students, and parent representatives. The consultation and policy development process involved the following steps:

1. Review: In Academic Year 2019/20, the then Deputy Head (Pastoral) and Head of Personal, Social, Health, and Economic Education (PSHEE – now Ideatum) collated relevant curriculum information, including relevant national and local guidance.
2. Staff Consultation: School staff were invited to review and make recommendations on the draft policy via the weekly Pastoral Bulletin (September 2020). RE and RSE teaching staff were invited to further consultation periods which included targeted staff training sessions: this process has been repeated annually since 2020 to support ongoing understanding and implementation.
3. Parent Consultation: Parents were invited to attend a policy consultation meeting (December 2020), with feedback gathered in advance through year group representatives.
4. Student Consultation: Student discussion panels were formed and organised by key stage. These discussions (December 2020) informed the content and approach of our RE and RSE provision.
5. Ratification: Once amendments were made, the policy was shared with governors and ratified through the Education and Welfare Sub-Committee.
6. Annual Review and Ongoing Consultation: This policy and the RE and RSE provision is reviewed annually by the Head of Ideatum and Assistant Head (Student Welfare), incorporating feedback (see 'monitoring arrangements' detailed in this policy) and updates to statutory guidance.

Definition of RE and RSE:

RE and RSE supports the emotional, social, physical, and cultural development of students and involves learning about respectful relationships (including family relationships, sexual relationships* and friendships), sexual*, and physical health, sexuality and gender*, healthy lifestyles, diversity, personal identity and the law.

The curriculum combines information-sharing, exploration of social issues and values, and skill development, enabling students to:

- Recognise healthy and unhealthy behaviours in themselves and others
- Understand what is 'normal' and when to seek help

- Access appropriate support when issues arise and as early as possible from appropriate sources.

RE and RSE aims to equip students with the attitudes, values, personal and social skills necessary to take responsibility for their own wellbeing and sexual health*, and to build safe, respectful, and fulfilling relationships. A key safeguarding function of RE and RSE is to protect children and young people from abuse and exploitation.

Importantly, RE and RSE is not about the promotion of sexual activity*. Instead, as part of Whitgift's broader PSHE provision delivered through the Ideatum curriculum, it reinforces personal and social responsibility, character development, and values such as resilience, integrity, humility, empathy, perseverance, and self-respect.

*Please refer to the Note in the 'Aims' subsection of this policy for clarification between Relationships Education (RE) and Relationships and Sex Education (RSE).

RE and RSE Curriculum:

Our RE and RSE curriculum is delivered across Key Stages 2-5, Lower First Form to Upper Sixth Form.

Our current curriculum is outlined in Appendix 1, but we reserve the right to adapt it, as and when necessary. Curriculum maps, including an overview of the themes taught through the Ideatum units, are shared annually with parents by the Head of Ideatum and are available on request.

Curriculum development has involved consultation with parents, students, and staff, and is informed by students' age, needs, feelings, physical, cognitive, and emotional development as well as statutory guidance.

If students ask questions outside the scope of this RE and RSE policy, teachers will respond in an age-appropriate and sensitive manner. To ensure students feel informed and supported, teachers provide honest answers and signpost reputable, age-appropriate resources. This considered approach helps to prevent students from seeking potentially unreliable or age-inappropriate information from online sources.

Under the Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations (2019), Relationships Education is compulsory for all institutions with primary-aged students.

Our Relationships Education for the Lower First Form (Year 6) focuses on:

- Preparing for the changes that adolescence brings
- Healthy family relationships, including how a baby is conceived and birth
- Respectful relationships and caring friendships
- Online relationships and digital interactions
- Personal safety, including boundaries, the right to privacy, personal space, consent in everyday situations, and how to report concerns and seek help

Delivery of RE and RSE:

RE and RSE is delivered through the Ideatum curriculum, overseen by the Head of Ideatum who in turn reports to the Assistant Head (Student Welfare). The Head of Ideatum consults with the School's medical team and vetted external agencies that may either visit the school to address some aspects of RE and RSE or those that offer curriculum guidance. The curriculum is taught by trained and experienced teachers, ensuring age-appropriate and sensitive navigation as well as accessibility of students of all backgrounds and abilities.

Biological aspects of RE and RSE are taught within the Science curriculum. Ethical, philosophical, and moral dimensions are included in Theology and Philosophy (TP). Form time and assemblies may reinforce themes such as values, respect, tolerance, and healthy relationships. These sessions do not include sex education and are planned by Heads of Year to reflect students' age, needs, feelings,

mental, emotional and physical development.

All RSE content is designed to be positive, inclusive, and supportive. This means students access the information and guidance necessary to build healthy attitudes and understanding. Behaviour during RSE sessions is managed in line with the School's Behaviour, Discipline and Exclusions Policy, Anti-Bullying Policy and School Rules and Regulations. These policies are available via the School's website.

Staff repsond to student questions with age-appropriate honesty and sensitivity, without sharing personal experiences. Students are reminded that asking staff as to their personal experiences is always inappropriate and will be addressed according to the School's Behaviour, Discipline and Exclusions policy.

Throughout RE and RSE, as in line with all other areas of school life, students are expected to engage respectfully and without judgment, in line with the School's firm support of the Equality Act (2010), Fundamental British Values, the School's Behaviour, Discipline and Exclusions Policy, Anti-Bullying Policy and School Rules and Regulations.

Where topics invite discussion or debate, staff aim to present different, balanced perspectives, providing clear, honest and sensitive information and guidance rather than instruction.

In line with safeguarding guidelines, students (First Form to Upper Sixth Form) withdrawn from RSE lessons may still ask RSE related questions to appropriate staff members. These questions will be answered in accordance with this policy. Students will be encouraged – but are not required – to discuss such questions with parents and carers. Students in the Lower First Form cannot be withdrawn from RE lessons.

Stand-alone workshops may also be planned as part of RE/RSE to address specific curriculum areas. Where this is the case, these are delivered by a trained professional or other reputable visiting speaker(s); for example, The Police offer training to students on online safety nd Transport for London deliver sessions on Personal Safety. Any visiting organisations or individuals are subject to the School's vetting processes. Additionally, the Head of Ideatum will discuss the specific details of the visit, including delivery of the session, to ensure all content covered is age-appropriate, accessible, and aligned with the values and attitudes laid out within this policy.

Learning Outcomes:

In accordance with the Department for Education's statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019; amended 2021 and updated 2025), RSE focuses on teaching the fundamental building blocks and characteristics of positive and safe relationships, and the subsequent regulation of this, in order to ensure the following:

- It should give young people the information and guidance they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships but also meaningful friendships and family relationships;
- It should enable young people to know what a healthy relationship looks like and what makes a good friend, a good colleague, and a successful marriage or any other type of committed relationship;
- It should cover contraception, developing intimate relationships, and resisting pressure to have sex (and not applying pressure);
- It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right, and understand how such situations can be managed;
- It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence, including body confidence, and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time, and does not encourage early experimentation.
- Alongside being taught about intimate relationships, students should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable students to

distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

- Students should be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sense of self. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive, and respectful manner as in line with the Equality Act (2010).

RSE is structured around the following core components, in accordance with statutory guidance:

- **At Key Stage 2, Relationships Education:**
    - Families and people who care for me
    - Caring friendships
    - Respectful relationships
    - Online relationships
    - Being safe
- **At Key Stages 3-5, inclusive, Relationships and Sex Education:**
    - Families
    - Respectful relationships, including friendships
    - Online and media
    - Being safe
    - Intimate and sexual relationships, including sexual health

These areas are taught within the broader context of family life, with care taken to avoid any form of stigmatisation. The curriculum recognises and respects the diversity of family structures, including:

- Single-parent families
- Families with LGBT parents
- Families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Children that may have different structures of support around them (for example, children in case, looked after children, and young carers)

For further details on the RSE curriculum, please refer to Appendices 1 and 2.

Diversity and inclusion:

The teaching of RE and RSE is sensitive to a range of religious, cultural, and personal perspectives while ensuring that all students receive the information necessary to keep themselves and others safe. Examples of this include impartial, scientific information about puberty and abortion, forced marriage, and female genital mutilation (FGM), in line with UK law and safeguarding guidance.

RE and RSE is positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion and belief, or other life-experience in accordance with the Equality Act (2010).

The School is vigilant to issues such as everyday sexism, misogyny, homophobia, and stereotyping (including gender stereotyping) and takes positive action, including learning within curriculum, to build a culture where these are not tolerated; and any occurrences of such are identified and tackled in appropriate ways with a focus on re-education. Where necessary, action is taken in line with the School's Behaviour, Discipline and Exclusions Policy, Anti-Bullying Policy, and School Rules and Regulations.

The School is committed to the robust teaching of consent from an early age. Consent is explored broadly – from everyday interactions to intimate relationships – and through the lens of an individual's rights, freedoms, protections, and responsibilities. Given our context as a single-sex school, we are

particularly mindful of addressing:

- Cultures of sexual harassment and sexual violence
- The legal and moral unacceptability of such behaviours

Students are taught clearly that such cultures, attitudes, and behaviours are always wrong and illegal.

Staff, particularly those delivering Ideatum content, play a vital role in modelling positive behaviours at all times.

Teaching & Learning: Assessment, Progress Tracking, Recording and Reporting:

Assessment of RE and RSE is embedded within the broader Ideatum curriculum and aligned with whole-school approaches to teaching and learning. Students are assessed on their understanding of key principles and their progress towards meeting the learning outcomes outlined in the Department for Education's statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019; amended 2021 and updated 2025). For further details, see Appendix 2.

Staff use professional judgement to select appropriate assessment methods and tracking tools, tailored to the content and learning activities. Assessment will take many forms, including but not limited to the following:

- Monitoring student engagement with the content taught.
- Observing student participation in class discussion.
- Tracking retention of key themes and concepts across lessons to inform ongoing learning.
- Evaluating understanding of the overarching Ideatum unit aims and relevance.
- Reviewing student contributions to collaborative activities (group and pair work)
- Using targeted questioning to assess comprehension.
- Reviewing student survey responses and quizzes.
- Reviewing student work in exercise books and OneNote e-books, including assessing outcomes of learning activities such as: note taking, mind maps, annotated timelines, summary reflections, research presentations, debate scripts, creative writing, case-study and scenario analysis etc.

In line with whole-school expectations, staff also assess students' approach to learning, which contributes to formal grading. These grades are published according to the School's reporting schedule and shared with parents and guardians.

Safeguarding Concerns or Disclosures:

Due to the sensitive nature of topics covered in RE and RSE, students may disclose personal concerns about themselves or others. Additionally, a student's conduct, behaviour, or contributions during a session may prompt concern or raise potential safeguarding concerns.

In response to a disclosure by a student or the teacher's own concern about a child's conduct, behaviour or contributions, the teacher must contact the Designated Safeguarding Lead as soon as possible, and without discussing the concern with anyone else, in accordance with the School's Safeguarding Policy

Roles and Responsibilities:

The Governors of Whitgift School:
The governing body has delegated the approval of this policy to the Education & Welfare Sub-Committee.

The Headmaster:
The Headmaster holds overall responsibility for ensuring that RE and RSE is taught consistently and effectively across the school. This includes managing, where applicable, any requests to withdraw students from non-statutory components of RSE (see below). The Headmaster has delegated the responsibility for reviewing this policy to the Assistant Head (Student Welfare) who is supported by the Head of Ideatum.

Staff:
Staff involved in the delivery of RE and RSE are responsible for:

- Delivering content sensitively and appropriately, taking into account the age, needs, feelings,

physical, cognitive, and emotional development of students in their class.

- Modelling positive attitudes and behaviours that reflect the values and principles detailed in this policy.
- Monitoring progress and understanding, using a range of assessment methods and providing opportunities, at appropriate moments, for students to ask questions and understand where further support can be sought.
- Ensuring inclusivity and accessibility, adapting content and delivery to meet the diverse needs of all students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE, in line with the procedures outlined in this policy.

Staff do not have the right to opt out of teaching RE and RSE. Any concerns regarding the delivery of RE and RSE are encouraged to be discussed with the Head of Ideatum, Assistant Head (Student Welfare), Senior Deputy, or the Headmaster.

The members of staff responsible for teaching RSE are:

- Head of Ideatum
- Ideatum Teachers and Upper Sixth Form Tutors

These staff members receive training and updates from the Head of Ideatum to ensure consistency, confidence, and quality of delivery.

Students:

Students are expected to fully engage in RE and RSE lessons and to approach all discussions with respect, sensitivity, and maturity. This includes showing consideration for peers and staff, and behaving in a way that abides by the School Rules and Regulations and the principles of the Equality Act (2010).

Students are expected to pose all questions, answers, and contributions in a respectful and inclusive manner.

Students are forbidden from asking staff about their personal experiences related to RE and RSE. Such behaviour is considered inappropriate in all circumstances and will be addressed in accordance with the School Rules and Regulations and the Behaviour, Discipline and Exclusions Policy.

Should a student disclose concerns they may have or should their personal conduct, behaviour, or contributions in a session prompt a concern for the student, a peer or other young person, the Designated Safeguarding Lead will be contacted as soon as possible, in accordance with the School's Safeguarding Policy. Students must understand that staff cannot promise confidentiality, as safeguarding responsibilities require that concerns be shared appropriately to ensure safety and support.

Parents' right to withdraw:

This section is informed by the Relationships Education, Relationships and Sex Education (RSE) and Health Education, (2019, amended 2021) and Sections 34 and 35 of the Children and Social Work Act (2017):

At Primary Education Level (Lower First Form), parents **do not** have the right to withdraw their child from Relationships Education.

At all other Secondary Education levels (First Form to Upper Sixth Form), parents **do** have the right to withdraw their child from the non-statutory components of sex education within RSE. The teaching of reproduction and puberty, as covered in the Science curriculum, is statutory. **However**, as per legislation, students will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against parental wishes.

Requests for withdrawal must be submitted in writing using the form found in Appendix 3 of this policy and addressed to the Headmaster.

A copy of the withdrawal request will be placed in the student's pastoral record. The Headmaster may discuss the request with the Assistant Head (Student Welfare), Head of Ideatum, and parents for

appropriate action to be taken.

Where a student is withdrawn from sex education, alternative learning activities, unrelated to sex education, will be provided to ensure continued engagement with the broader curriculum in a meaningful and respectful way.

Training:

Staff responsible for the delivery of RE and RSE receive appropriate and ongoing training during INSET, as well as access to digital resources. This policy is shared with all relevant staff by the Head of Ideatum, who will also provide a briefing on its contents. The Headmaster or Assistant Head (Student Welfare) may invite external professionals, such as sexual health professionals, to support staff training.

Monitoring arrangements:

The delivery of RE and RSE is monitored by the Head of Ideatum through a range of strategies, including:

- Involving staff in curriculum planning and resource development
- Regular staff discussions on lesson delivery and student engagement
- Provision of training opportunities and access to relevant resources
- Learning walks and lesson observations
- Gathering feedback from staff, students, and parents
- Engagement with other in-school stakeholders, ensuring RE and RSE are integrated meaningfully into the School's academic, co-curricular, pastoral and behavioural structures.

Students' personal development is monitored by Tutors, as part of the School's broader pastoral systems.

This policy is reviewed annually by the Head of Ideatum and Assistant Head (Student Welfare). Following every review, the policy will be shared with the Education & Welfare Sub-Committee.

This policy has been reviewed with due regard to the publications outlined in the 'Policy Development' subsection. Whitgift School is aware of the 2025 update to the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance. In preparation for its implementation in schools from September 2026, the School is currently undertaking a curriculum review and planning process to ensure continued compliance with all statutory expectations and to maintain the highest standards of delivery.

Appendix 1: Curriculum Overview Map

Relationships Education (RE) and Relationships and Sex Education (RSE) curriculum overview (delivered predominantly in the Lent Term)

YEAR GROUP:	TOPIC/THEME DETAILS:
Lower First Form	• Healthy relationships: the role a healthy relationship has on one's life • Different types of relationships (including Friendships and Families) • Respect towards others and maintaining relationships • Healthy and unhealthy relationship behaviours • Family diversity • Growing up and puberty (an introduction – including what will happen and what 'feelings' come with puberty) • Personal bodily hygiene: what are the norms and responsibilities • Bullying/discrimination • Introduction to what LGBT+ is and the wider Equality Act (2010) • Personal safety (including access to the internet, digital behaviours, online presence and digital strangers) • Space (public, social, personal and intimate), privacy and the role of consent in everyday behaviours.
First Form*	• Puberty, including the physical, hormonal, emotional and cognitive changes in the body Personal bodily hygiene • The human reproductive system: the beginning of life • A focus on the male anatomy including testicular torsion, testicular cancer and self-examination • Healthy relationships (including consent between people, social/personal/intimate space, tolerance of cultural others, managing 'falling out') • Commitment within relationships (including marriage and civil partnerships) • Online Grooming and personal safety

	• Understanding the term 'safe sex' – why people choose to have sex, the role of committed sexual relationships and what the law says, including the age of consent • Portrayal of sex and gender in the media (including media manipulation, self-esteem and body image) • Sexual identities and gender: tackling discrimination, understanding stereotyping and promoting inclusion • Understanding sexuality and the LGBT+ community.
Second Form	• What is sexual reproduction: the law, choices and impacts • Relationships and sex: identity, attraction, sex and gender expression • The female reproductive system: menstruation • Types of meaningful and committed relationships • Healthy vs abusive relationships: understanding and setting boundaries and using consent • Managing and effectively communicating new thoughts and feelings • Home life (the differences children can experience) • Personal sexual health (including body image, expectations/reality and the right and power to consent/withhold and remove consent) • Sexual attraction and love (the differences) • Relationship abuse (including the signs, how to seek support and the law) • Healthy attitudes towards men and women • The LGBT+ community and the wider Equality Act (2010) • Gang culture and crime (including consequences and criminal exploitation) • The effects of substances (alcohol and drugs) and peers on judgement and conduct
Third Form	• Sexual relationships and sexual partners: what are my rights and responsibilities • How Sex Works • What is contraception: what does it do and what choices are there? • Unprotected Sex and STIs • Sexual relationships: an introduction to sexual consent and withdrawn consent • Sexual violence and harmful adult content, including harassment and peer-on-peer abuse • Modern day pornography: harmful content on social media and principles of sexting • Pregnancy and starting a family: natural conception, adoption and fertility treatment • Parental decisions: roles, rights and responsibilities

	• Pornography and sexualised material (including inadvertent exposure) • Safeguarding risks
Fourth Form	• The factors that place strain on a relationships • Sexual attraction and gender identity • Romantic and sexual relationships: values, roles, identities and attitudes • Stages of a meaningful relationship • Matters of power in relationships • Pornography including self-made indecent imagery • Unprotected sex and STDs and STIs, including AIDS and HIV and seeking medical support • Committed relationships: relationship fulfillment and mental health • Marriage: a personal choice, arranged marriage and forced marriage • Abusive sexual behaviours and violence: violence through manipulation and against women and girls • Reproductive health and the impact of substances: substances and sexual risk • Choices and consequences (of sexual activity and in non-sexual relationships) • Consent and issues of sexual violence. • Personal health and hygiene (the changing/changed body and sex) • Conflict (resolution and effective communication) • Discrimination, exploitation (including sexual exploitation, forced marriage, honour-based violence and FGM) and the law • Safeguarding risks
Fifth Form	• Marriage, civil partnership and cohabitation: choices and the law • Family life in the UK and modelling parental responsibilities • Managing relationship conflict and disagreement • Domestic Abuse and potential issues in the home: spotting and responding to potential red flags in relationship • Revenge pornography, self-made, ‘deepfake’ and AI-generated imagery: the law, impacts and what to do if targeted • Risk taking and emotional management • Mental Health (including the media, body image and social pressures) • Safeguarding risks (exploitation and violence)
Lower Sixth Form	• Healthy Relationships • Romantic and sexual consent: the role of consent in all bodily behaviours and interactions

	• Violence against girls and women (VAGW) and female genital mutilation (FGM) • Sexual harassment: against girls, women and men • The issues of pornography, self-made imagery, cyberflashing, revenge porn and sextortion • Sexual Health, fertility choices and contraception • Fertility choices and routes to parenthood • Unplanned pregnancy: raising a baby and abortion • Abuse, manipulation and control • Gender and Bias • Safeguarding risks • Links to the General Studies program
Upper Sixth Form	• Characteristics and legal status of long-term relationships • The roles and responsibilities of raising children • Volatile relationships (including violent behaviour and coercive control) • Sexual harassment and violence • Online sextortion and other online sexualised crime • Understanding online risk-taking and its impacts – individual events and patterns of behaviour • Navigating harmful and prejudiced content and opinions • Sexual Health and seeking medical support • Links to the General Studies program

Appendix 2:

Extract taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education, (2019; amended 2021): By the end of primary school, students should know and therefore achieve the following learning objectives.

TOPIC:	STUDENTS SHOULD KNOW:
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationship	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.

Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

Extract taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education, (2019; amended 2021): By the end of secondary school, students should know and therefore achieve the following learning objectives.

TOPIC:	STUDENTS SHOULD KNOW:
Families	• That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into the characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and the media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.

Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • What respectful behaviour looks like in relation to avoiding stereotyping, equality body confidence and self-esteem. • That sexual violence and sexual harassment are always wrong. • How to address cultures of sexual harassment. • 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. • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Law	It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography • Abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • Extremism/radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM)

Appendix 3: Withdrawal from sex education within Relationships and Sex Education (RSE) - Parent Form

TO BE COMPLETED BY PARENTS			
Full name of child		Form	
Full name of parent		Date of request	
Reason for withdrawing from sex education within Relationships and Sex Education (RSE)			
Any other information you would like the school to consider			
Parent signature			

Appendix 4: Relationships Education (RE) and Relationships and Sex Education (RSE) FAQs

Please read this document alongside Whitgift's **Relationships Education (RE) and Relationships and Sex Education (RSE) Policy, Ideatum Policy** and the **Ideatum Curriculum Maps** for a full understanding of our aims, provision, and processes in delivering high-quality education in this sensitive area of personal development.

The Department for Education made RE, RSE and Health Education a statutory requirement for all schools from September 2020, replacing the guidance last issued in 2000 and which no longer reflected the realities of modern society. Updated guidance has been published (2025) with implementation required from September 2026. Whitgift School is currently undertaking a curriculum review and planning process to ensure continued compliance with all statutory expectations and to maintain the highest standards of delivery.

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. The Department for Education (2019)

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. Secretary of State, Forward, The Department for Education (2019)

Questions Answered:

1. How did the Government go about introducing this curriculum – were the opinions and voices of parents, or other stakeholders, accounted for?
2. There is a distinction made between Relationships Education (RE) and Relationships and Sex Education (RSE) - what is it?
3. What are the aims of RE/RSE?
4. What are the aims of RE/RSE at Whitgift?
5. How is RE/RSE delivered?
6. How will I know what is being taught so that I can have appropriate follow up conversations with my child?
7. Does the Department for Education guidance specifically state what needs to be taught and at what stage of school/personal development?
8. Other than Ideatum lessons, and the prescribed RE/RSE curriculum, how else are themes of RE/RSE addressed and taught throughout the school?
9. Are children with Special Educational Needs or sensitive pastoral context accounted for within this provision?
10. Will RE/RSE teaching do my child harm?
11. How were parents involved in the planning of this curriculum?
12. Does the teaching of RE/RSE take into account faith(s), religious and/or spiritual belief(s)?
13. How does Whitgift ensure its RE/RSE teaching/content does not encourage early sexual/intimate experimentation?
14. Will my child learn about LGBT+ relationships and family diversity?
15. Is family diversity taught?
16. Do I have the right to withdraw my child from RE/RSE provision?
17. Do I have the right to withdraw my child from health education and/or the teaching of RE/RSE, as part of the Science National Curriculum?
18. What are the key themes of RE/RSE?
19. What are the key themes of Health Education?
20. Do Ideatum subject teacher's receive appropriate training and/or the school deploy appropriate resources to teach about RE/RSE?
21. Will the teaching of RE/RSE prompt my child to ask complex or challenging questions, in school or at home?
22. Who can I contact to discuss the RE/RSE curriculum, or other related questions, in more depth?

How did the Government go about introducing this curriculum – were the opinions and voices of parents, or other stakeholders, accounted for?

The Government undertook a wide engagement process, which involved a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance. This has informed the key decisions on these subjects. Responses from over 23,000 teachers, schools, expert organisations, young people and parents helped to finalise the statutory guidance in addition to the public consultation, where 40,000 individuals contacted the Department for Education.

There is a distinction made between Relationships Education (RE) and Relationships and Sex Education (RSE) - what is it?

Relationships Education is the name given to the curriculum in place in the Lower First Form and is a compulsory aspect of the primary education curriculum, applicable to all students. Relationships and Sex Education is the name given to the curriculum in place throughout the rest of the school, First Form to Upper Sixth Form. This is a statutory curriculum, but parents reserve the right to withdraw their child from aspects of this: please see Whitgift's RE/RSE policy for further details and/or the relevant FAQ answer.

What are the aims of RE/RSE?

As identified within government guidance, RE/RSE education aims to help students and young people:

- to embrace the challenges of creating a happy and successful adult life,
- have the knowledge to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- to help prepare pupils for the opportunities, responsibilities and experiences of adult life and enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.
- to build an informed and healthy distinction between the online world (issues related to the internet broadly and specifically, forms of social media) and other aspects of life, which may seem less marked than it is for some adults.
- develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Introduce students to concepts such as contraception, the developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- build an awareness of what is acceptable and unacceptable behaviour in relationships and understand the positive effects that good relationships have on their mental wellbeing.
- identify when relationships are not right, understand how such situations can be managed and where and how to seek support, including the vocabulary and personal character skills to do so.

What are the aims of RE/RSE at Whitgift?

Alongside, and informed by, the government aims, the RE/RSE aims specific to Whitgift School are:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Provide students the necessary awareness and social skills so they are able to form healthy, power-balanced relationships.
- Teach students the tools to respect others and raise awareness of sexual violence and abuse, including how to report this and seek support.
- Equip students with knowledge of the law (including the Equality Act 2010, as it applies to relationships) so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.
- Provide students the knowledge to seek further sexual health support, in addition to wider medical and emotional developmental support.
- Deliver all RE/RSE in age-appropriate manners considerate of the key stages' cognitive, physical and emotional development.

How is RE/RSE delivered?

RE/RSE is taught as a dedicated topic within the Ideatum Curriculum: Unit 4 Relationships Education (RE) and Relationships and Sex Education (RE/RSE) is covered in the second half term of the Lent Term. As such, RE and RE/RSE is taught in timetabled Ideatum lessons by Ideatum teachers: members of staff who have been carefully placed within the Ideatum department based upon appropriate skill, interest, positioning elsewhere in school and/or training. A variety of age-appropriate teaching and learning strategies are deployed to assure successful delivery of this curriculum.

How will I know what is being taught so that I can have appropriate follow up conversations with my child?

Details of the RE/RE/RSE curriculum can be found within the Whitgift school RE/RSE policy and published Curriculum Maps, which are shared with parents annually. We also encourage all students and parents/guardians to openly discuss matters pertaining to RE/RSE. Parents/guardians are welcome to contact their child's Ideatum teacher or Mr Bhatti, Head of Ideatum via email, oab@whitgift.co.uk

Does the Department for Education guidance specifically state what needs to be taught and at what stage of school/personal development?

No. The Department for Education guidance goes as far as stating the curriculum objectives for 'by the end of primary school' and 'schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary'. Schools have been advised to use their expertise and knowledge of their context to build a specific curriculum, resources and teacher training opportunities. In generation of our curriculum, we have worked closely with Croydon Council's safeguarding team and responded to the advice of the Government and expert organisations such as the PSHE Association and Sex Education Forum, two such expert organisations that advise the government on matters pertaining to RE/RSE.

Other than Ideatum lessons, and the prescribed RE/RSE curriculum, how else are themes of RE/RSE addressed and taught throughout the school?

RE/RSE teaching and learning is more than just matters pertaining to bodily development and intimate relationships. As such, we fulfil our RE/RSE teaching in a variety of ways: the skills of responsibility, accountability and participation as seen through school rules and expectations; the wider values and rights-driven education as delivered through Form time and our assembly programme; our culture of anti-bullying and anti-discrimination; our student, staff and parent facing policies; our observation of awareness days; commitment to charity work and giving back to local society and through our development of Mental Health services, including a team of school counsellors and trained Mental Health First Aiders.

Is school the best place for discussions of RE/RSE, and related themes?

Yes. School teaching of RE/RSE allows for young people to engage with an age-appropriate, neutral curriculum where they are encouraged to resolve misunderstanding and misconceptions whilst building a well-rounded understanding of the issues they may encounter as they grow up. Whilst many young people are fortunate to have a home environment where they feel able to ask open sensitive questions of an RE/RSE nature, this cannot be assumed and as such, schools, working in partnership with parents, help to fulfil this.

Are children with Special Educational Needs or sensitive pastoral context accounted for within this provision?

Yes. Teachers are provided with appropriate training to navigate the needs of those with Special Educational Needs within their classes, and our young people with Special Educational Needs are also welcome to address their queries and questions to members of the Learning Support Department, who liaise with the Head of Ideatum. Throughout RE/RSE content, teachers provide clear 'trigger warnings' to gauge and account for those with sensitive pastoral contexts. On a case-by-case basis, and in line with our safeguarding procedures, if a student finds a topic difficult, they can excuse themselves from the classroom. In some cases, this may be done ahead of time by liaising with the Year Team.

Will RE/RSE teaching do my child harm?

No – under all circumstances, this is highly unlikely. Measures have been taken to ensure our curriculum is fully compliant with Government guidance, approved by safeguarding officials, age-appropriate and considerate of student emotional-cognitive-social-physical development. Evidence shows that young people who receive good quality RE/RSE are less likely to engage in risk-taking behaviours, engage in early sexual activity/exploration, engage in illegal sexual behaviour, contract sexually transmitted infections or experience an unplanned pregnancy. Evidence also shows that young people who receive good quality RE/RSE are more likely to navigate matters pertaining to health and the online world more cautiously, and report instances where their values or rights have been infringed.

How were parents involved in the planning of this curriculum?

As detailed in greater depth in our RSE policy, in development of our RE/RSE curriculum, a parent consultation was conducted (hosted by the Deputy Head (Pastoral) and Head of PSHEE, as termed at time of consultation) to build a canon of parent voice. Since this time, curriculum information has been proactively shared with parents and a later Ideatum survey conducted to field views more broadly.

Does the teaching of RE/RSE take into account faith(s), religious and/or spiritual belief(s)?

Yes. Whilst the RE/RSE curriculum is not religiously based but rather informed by Government guidance and legislation such as the Equality Act 2010 and Fundamental British Values, our curriculum is taught in such a way that it does not prescribe to or isolate any specific faith, religious or spiritual belief. At appropriate intervals and when discussing any sensitive issue, it is highlighted that views may differ depending upon faith, religious and/or spiritual belief.

How does Whitgift ensure its RE/RSE teaching/content does not encourage early sexual/intimate experimentation?

Throughout teaching, regular and consistent focus is placed upon the function of fulfilling, committed relationships and the role of family, and other such displays of commitment such as marriage, same-sex marriage, co-habitation and civil partnership. RE/RSE is designed to build age-appropriate awareness and appreciation for complex matters pertaining to personal/bodily/sexual development and the pressures of both childhood and adulthood, including the links between risk, health and sexual activity, social pressures to engage in sexual exploration, links between committed and/or other such positive relationships and mental health and teaching of the law – at no stage, is there any encouragement of sexual risk-taking, experimentation or early engagement.

Will my child learn about LGBT+ relationships and family diversity?

Yes. The purpose of the RE/RSE curriculum is to educate students, age appropriately, about relationships and diversity in the world in which they live. It is important that students know that different families and individuals exist and are respected under the law. LGBT-inclusive curriculum content is not new: it is a requirement for all schools under the Equality Act 2010. The new RSE curriculum reinforces this by clarifying that the lessons young people receive in school must be inclusive of diverse families and be relevant to all students. The teaching must promote equality and respect, present material that is accurate and balanced, and it must be underpinned by legal rights and responsibilities. Content related to LGBT people will therefore be fully integrated into the curriculum, rather than being delivered in stand-alone lessons. Parents/guardians are not able to excuse their child from this.

Is family diversity taught?

Yes. Families, both in school and in the wider world, sometimes look different from a child's own family. Students will be taught that British society values diversity and that all families deserve respect. Families are characterised by love and care, even though this may be expressed through different traditions and values. In schools, learning about families must be inclusive. The RE/RSE curriculum must allow every child the right to see their family represented and all students must be confident and safe to speak about who they live with and who cares for them. Children will also look at social changes that have impacted family types such as divorce, gay marriage and cohabitation.

The curriculum enables young people to understand the importance of a stable, secure and loving environment for family life and will include the range of different family types that can provide this. Teaching will therefore represent the full range of committed and mutually supportive stable relationships in our society, including religious and civil marriages, civil partnerships, and relationships outside of formal commitment. The range of families represented will include step families, same-sex parents, grandparents as parents, adoptive families, and more.

Do I have the right to withdraw my child from RE/RSE provision?

At Primary Education Level, parents of students in the Lower First Form do not have the right to withdraw their children from RE. At all other Secondary Education levels, parents do have the right to withdraw their children from the non-statutory components of sex education within RSE. (The teaching of reproduction and puberty, as covered in the Science curriculum, is statutory). However, as per legislation, children will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against parental wishes. In the case of a student 15years+ withdrawn, they must have the latter option presented to them. Requests for withdrawal must be put in writing using the form found in our RSE policy (Appendix 3) and must be addressed to the Headmaster. Once the request has reviewed, and discussed where relevant, alternative work will be given to students and arrangements made for them to work elsewhere during lesson time. In accordance with safeguarding guidelines, students who may have been withdrawn from RSE lessons may still ask RSE related questions to appropriate staff members. These questions will be answered in accordance with the same guidance laid out in our RSE policy. Students will be encouraged to discuss their questions with parents/guardians/carers, but they will not be made to do so.

Do I have the right to withdraw my child from health education and/or the teaching of RE/RSE, as part of the Science National Curriculum?

No. Any content which is identified as part of the Science National Curriculum is compulsory for all students. Please note, issues related to sexual reproduction and the changing adolescent body are Science National Curriculum.

What are the key themes of RE/RSE?

As identified in Government guidance, the key themes of RE ('by the end of primary school') are families and people who care for me (family diversity); caring friendships; respectful relationships; online relationships and being safe. Also identified in Government guidance, the key themes of RSE ('by the end of secondary school') are families and family diversity; respectful relationships and friendships; online and media; being safe and intimate and sexual relationships, including sexual health; physical health and mental wellbeing and the law.

What are the key themes of Health Education?

Mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid and the changing adolescent body. Matters related to puberty, adolescence and the changing body also form part of the Science National Curriculum.

Do Ideatum subject teacher's receive appropriate training and/or the school deploy appropriate resources to teach about RE/RSE?

Yes. The Ideatum Department meet as a formal group at every INSET period throughout the academic year – each session is dedicated to a culture of information, training and upskilling. Ideatum staff receive training specific to RSE at least once a year. Further opportunities for Continued Professional Development are also shared with department staff. The RSE policy outline this in greater depth.

Will the teaching of RE/RSE prompt my child to ask complex or challenging questions, in school or at home?

Possibly. As with a lot of new or sensitive knowledge, once gained young people may take time to develop their own thoughts, opinions and views. As part of this, they may have clarifying questions and these can sometimes feel challenging or have a complex range of answers. We encourage an open dialogue between parents/guardians and their children; when unsure of where to gain information, young people are more likely to rely upon what they hear from peers, see represented within media and/or sources of potentially biased or misinformed information online: situations we are keen to avoid. If unsure as to how to navigate an issue, we welcome parents/guardians to reach out to appropriate forms of support: three such avenues of this, may be reaching out to the school medical team, your child's Tutor and/or Year Team and/or the Head of Ideatum.

Who can I contact to discuss the RE/RSE curriculum, or other related questions, in more depth?

Queries and concerns related to the RE/RSE curriculum or wider pastoral/personal development education taught at Whitgift as part of the Ideatum Curriculum should be addressed to the Head of Ideatum.

Department for Education (2019) FAQS: Relationships Education, RE/RSE and Health Education. Available at:https://consult.education.gov.uk/pshe/relationships-education-RE/RSE-health-education/supporting_documents/RE/RSEPSHEFAQs.pdf
Department for Education (2019, as amended 2021) Relationships Education, Relationships and Sex Education (RE/RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers. Available at: https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RE/RSE_and_Health_Education.pdf