



Relationships and Sex Education Policy

IVYBRIDGE COMMUNITY COLLEGE

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This policy sets out our approach to relationships and sex education (RSE) across Westcountry Schools Trust. Section(s) [5-11] and/or appendix/appendices [1-2] have been adapted to reflect the circumstances in Ivybridge Community College.

This Relationships and Sex Education (RSE) Policy should be read alongside the school's Safeguarding and Child Protection Policy, which is informed by the Department for Education's Keeping Children Safe in Education (KCSIE) 2026 statutory guidance. Where safeguarding issues arise during the delivery of RSE, staff will follow the school's safeguarding procedures, including responding to concerns, making appropriate referrals, and recording incidents in accordance with KCSIE 2026 and local safeguarding arrangements.

In line with Keeping Children Safe in Education (KCSIE) 2026, the college has designed its Relationships and Sex Education (RSE) curriculum to maximise opportunities to teach pupils about safeguarding. Through an age-appropriate, planned curriculum, pupils develop the knowledge, skills and confidence to recognise healthy and unhealthy relationships, identify risks (including online), understand consent, know how to seek help, and recognise trusted adults. The curriculum is reviewed regularly to ensure it reflects emerging safeguarding issues and supports the school's wider safeguarding responsibilities.

1. Aims

The aims of Relationships and Sex Education (RSE) in our Trust are to:

- 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, and to cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a Trust of primary and secondary academies, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, schools are required, under section 403 of the Education Act 1996, to have regard to guidance issued by the Secretary of State; this statutory duty is reinforced through funding agreements.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a secondary academy, we must provide relationships education to all students as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Ivybridge Community College and Westcountry Schools Trust we teach Relationships Education, Relationships and Sex Education (RSE) and Health Education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or a working group of staff from each school/central Trust Education Team pulled together all relevant information including relevant national and local guidance

2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
3. Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective schools
4. Student consultation – we investigated what exactly students want from their RSE through surveys
5. Ratification – once amendments were made, the policy was shared with local governors and the board of Trustees for ratification

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1, 2 and 3, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. The curriculum has been developed in consultation with Westcountry Schools Trust and follows the recommended thematic spiralled structure as outlined by the [PSHE Association guidance](#). The curriculum has been designed to cover the content as outlined in the statutory guidance on [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#), and covers aspects of the [Citizenship National Curriculum](#).

The curriculum has been planned with reference to localised data to support the College's contextualised safeguarding of all students.

If students ask questions outside the scope of this policy, Teachers will respond to students' questions in an appropriate and age-appropriate manner to ensure students are accurately informed, thereby mitigating the risk of students seeking answers online and being exposed to harmful, misleading or inaccurate content.

We will share any curriculum resources and materials with parents and carers on request.

6. Delivery of RSE

Relationship and Sex Education:

RSE is taught within the Citizenship, Personal, Social, Health and Economic (CPSHE) education curriculum. Biological aspects of RSE are also taught within the Science curriculum, and other aspects are included in Religious Education (RE). Health Education is also taught within Physical Education (PE) curriculum.

Students will have CPSHE once fortnightly delivered by their Tutor, with the exception of staff absence. CPSHE lessons adhere to the College expectations as outlined in the Behaviour Policy.

Expectations and 'Ground Rules' are shared every lesson to support students with appropriate behaviour in CPSHE that upholds the College values of Respect, Aspiration, Integrity and Compassion. The curriculum is designed to provide students with the knowledge and understanding to flourish in modern Britain.

The CPSHE curriculum and its delivery support an inclusive learning strategy for students through Quality First Teaching. Attendance is closely monitored, and where appropriate, students will receive 'catch up' lessons. The schemes of learning are planned by the subject specialist, with a remote curriculum available to students who are absent. Inclusive adjustments to support the most vulnerable students, in co-ordination with the SEND, Safeguarding and Pastoral teams.

The Trust will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to students clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge, so that it can be used confidently in real-life situations

Across our secondary academies, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff. The wider Personal Development strategy of the College, including our Assembly Programme, Character Curriculum and Co-Curriculum are holistically designed to support the RSE delivery through the CPSHE curriculum.

Teachers will make sure that students understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to include all students, and activities will be planned to make sure all are actively involved.

Throughout each Year Group we will use age-appropriate materials to assist learning, such as:

- Diagrams
- Videos
- Books
- Discussions and practical activities

Teachers will make sure that all students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the students.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The Trust will make sure that all teaching and materials are appropriate for the ages and needs of the students including any additional needs, such as special educational needs and disabilities (SEND).

All Relationships and Sex Education (RSE) and Health Education resources are subject to a formal review process prior to use. In line with statutory guidance issued by the Department for Education, resources are selected to be age-appropriate, accurate, inclusive, and sensitive to students' needs, and to support the aims of the RSE curriculum.

Resources are reviewed to ensure they:

- Align with statutory guidance for RSE and Health Education
- Are factually accurate and pedagogically appropriate
- Support safeguarding and do not expose students to harmful, misleading, or inappropriate content
- Reflect the school's values and the needs of its community

The school recognises the revised statutory guidance for RSE and Health Education due to take effect from September 2026. This policy and the review of resources will be updated as required to ensure continued compliance with current and future statutory guidance. The college invites all parents and carers to consult on the RSE policy. This is done annually. The consultation window is open for 4 weeks at the start of the academic year. In addition, parents and carers are welcome to meet with RSE leads throughout the year and their views will be valued. Information about the RSE and Health Education curriculum are shared through our website and termly Safeguarding Bulletins.

In line with statutory guidance issued by the Department for Education, Relationships and Sex Education and Health Education do not require formal assessment. There is no expectation of examinations, grading, or summative assessment. Any assessment undertaken is formative and proportionate, forming part of normal classroom practice to support students' understanding, identify misconceptions, and inform future teaching. Students are formatively assessed through their Silent Starter questions every lesson and Knowledge Reviews in Term 6.

It is important for secondary students to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help students identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour, and online behaviours
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Students should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our students, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our Trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

Our schools will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

They will also:

- Make sure that students learn about these topics in an environment that is appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and will not provoke distress

We will make resources available to parents and carers on request.

7. Use of external organisations and materials

Across our Trust, we will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

More detail is set out in the Westcountry Schools Trust Visiting Speakers policy.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they are going to say
 - Their position on the issues to be discussed
 - For more information please refer to the WeST visiting speakers' policy
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

Our schools **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who do not allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The Board of Trustees

The Board of WeST Community Councils (WCCs) will approve the RSE policy, and hold the Principal to account for its implementation. The Trust board will approve the over-arching template WeST RSE policy, and hold the Principal to account for its implementation at a local level via the Directors of Education.

8.2 The Principal

The Principal is responsible for making sure that RSE is taught consistently across their school, for making sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw students from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each Year Group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the school's Designated Safeguarding Lead (DSL) Matt Anniss.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

The Lead Teacher for RSE at Ivybridge Community College is Charlotte Hanton, Assistant Principal for Personal Development.

8.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' and Carers' right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal of the school.

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until **3 terms before the student turns 16**. After this

point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal of the school. The Principal will discuss the request with parents/carers and take appropriate action.

In exceptional circumstances, for example because of a safeguarding concern or a student's specific vulnerability, the Principal can refuse a request to withdraw the student from sex education.

Alternative work will be given to students who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored at school level by Charlotte Hanton, with support from Lauren Partridge, Lead Practitioner for PSHE, through the following mechanisms

- Learning walks/drop in fortnightly, supported by College Directors and the Leadership Team
- Book/work scrutinises
- Trust monitoring visits
- Student voice and student feedback

Students' development in RSE is monitored by class teachers as part of our internal assessment systems through Silent Starters every lesson and through Knowledge Reviews in Term 6.

This policy will be reviewed by Charlotte Hanton annually. At every review, the policy will be approved by board of WeST Community Councils (WCCs).



Appendix 1: Curriculum map

	Term 1 Health & wellbeing 	Term 2 Health & wellbeing 	Term 3 Relationships 	Term 4 Relationships 	Term 5 Living in the wider world 	Term 6 Living in the wider world 
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school (including river/water safety and rail safety), access to health care and first aid	Health and puberty Healthy routines, influences on health, vaccinations, puberty, periods and menstrual health, self-esteem, risks of online content	Diversity Diversity, prejudice, discrimination and bullying (including protected characteristics – with a focus on stereotypes, racism and misogyny)	Building relationships Self-worth, romance and friendships (including online), relationship boundaries and FGM	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Financial decision making Citizenship and British values and democratic system, saving, borrowing, budgeting and making financial choices
Year 8	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies, risks of online content	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use and tobacco and nicotine products	Respect and relationships Consent, 'sexting', and an introduction to contraception	Discrimination The Equality Act 2010-discrimination including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia. Stereotypes and misogyny	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work, apprenticeships, and future aspirations	Digital literacy Online safety, digital literacy, media reliability, including AI and deep fakes, gambling hooks responsible financial behaviour and citizenship
Year 9	Peer influence Healthy and unhealthy friendships, risks of online content, assertiveness, substance misuse, and gang exploitation	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, vaccinations and impact of social media	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, menstrual health and attitudes to pornography and misogyny	Respectful relationships Families and parenting, wellbeing of children, healthy relationships, conflict resolution, harassment and relationship changes	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Employability skills Employability and online presence, AI, chatbots and deep fakes and citizenship
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Exploring influence The influence and impact of drugs, gangs, role models and advertising, social media and the media	Healthy relationships Relationships and sex expectations, pleasure and challenges, including harassment, image-based abuse, deep fakes, the impact of pornography	Extremism and radicalisation Communities, belonging and challenging extremism (including misogyny and incels), human rights and rule of law, illegal online behaviour	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Work experience Citizenship and systems of government, preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, risks of online content, and future opportunities	Independence Responsible health choices, access to healthcare, organ donation, self-assessment and Gillick Competency, and safety in independent contexts	Communication in relationships Personal values, assertive communication (including contraception and sexual health), fertility, relationship abuse, strangulation and coercive control	Families Different families and parental responsibilities, pregnancy, miscarriage and abortion, marriage and forced marriage and changing relationships	Next steps Application processes, and skills for further education, employment and career progression	Exams/Revision
Year 12	Transition to KS5 Effective study strategies and skills to support the transition to Sixth Form as well as ways to support mental wellbeing.	Independence & Safety Staying safe in new independent contexts (including drug & alcohol education). Support with Unifrog*	Healthy Relationships Positive relationships features and unhealthy relationships, including coercive control. Support with work experience*.	Relationship Safety & Health Online safety, including in relation to meeting new people/online relationships. Fertility & sexual health. Preparation for Future's Week	Financial Choices Student finance, debt, financial independence, renting, and mortgages	Future Pathways Politics, Citizenship, Post-16 and UCAS*
Year 13	Lifestyle Routines & Wellbeing Study Skills Revisited, exploring the challenges of leaving home as well as the relationship between finances and wellbeing.	Healthy Relationships & Sexual Health Healthy and unhealthy relationships. Sexual health, sexual pleasure and sexual harm.	Financial Wellbeing Financial independence, budgeting and debts/savings in relation to student life and the future.	Next Steps Inclusion & Intersectionality (the Equality Act 2010, rights within education & as an employee), preparation for next steps and exam preparation.	Exams/Revision	Exams/Revision

Appendix 2: Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Term 2	Puberty
Year 7	Term 4	Healthy Relationships FGM
Year 8	Term 3	Relationships Gender and sexual orientation Consent 'Sexting' Introduction to contraception
Year 9	Term 3	Relationships *Sex education including contraception and STIs Consent Attitudes to pornography
Year 9	Term 4	Respectful Relationships
Year 10	Term 3	Relationships and expectations in intimate relationships Unhealthy relationships Impact of media and pornography
Year 11	Term 3	Healthy and unhealthy relationships *Sex education including contraception and sexual health Relationship abuse
Year 11	Term 4	Different families and relationship types including co-habiting, civil partnership, marriage and forced marriage Pregnancy, menstrual health and miscarriage Contraception and abortion

Appendix 3: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human well-being and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marrying before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents and carers with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Students should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps students can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Students should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Students should understand that just because someone says yes to doing something, that does not automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Students should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers

TOPIC	STUDENTS SHOULD KNOW
Online safety and awareness	• 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 they provide to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Students should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which are not real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves, or of someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Students should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns

TOPIC	STUDENTS SHOULD KNOW
	● That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it ● How information and data is generated, collected, shared and used online ● That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) ● That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion ● That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	● How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent ● That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others ● How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed ● How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something does not feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions ● What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it ● That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting

TOPIC	STUDENTS SHOULD KNOW
	● About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty ● That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed ● That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury ● That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death ● That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful ● How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual health	● That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive ● The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex ● About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, faith and family values. That kindness and care for others require more than just consent ● 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 well-being

TOPIC	STUDENTS SHOULD KNOW
	• That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Students should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment



Appendix 4: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

Version history – Localised edits from WeST Template Policy

Version	Date	Notes
1	June 2025	DfE updates approved At local level Curriculum adjustments to support CPSHE and Personal Development delivery approved
2	June 2026	DfE updates approved with detailed local adjustments listed below to support Curriculum adjustments and Character Education Development
2	June 2026	Section 6 - Local adjustments at Curriculum Level Context provided for Ivybridge Community College Curriculum offer: RSE is taught within the Citizenship, Personal, Social, Health and Economic (CPSHE) education curriculum. Biological aspects of RSE are also taught within the Science curriculum, and other aspects are included in Religious Education (RE). Health Education is also taught within Physical Education (PE) curriculum. Students will have CPSHE once fortnightly delivered by their Tutor, with the exception of staff absence. CPSHE lessons adhere to the College expectations as outlined in the Behaviour Policy. Expectations and 'Ground Rules' are shared every lesson to support students with appropriate behaviour in CPSHE that upholds the College values of Respect, Aspiration, Integrity and Compassion. The curriculum is designed to provide students with the knowledge and understanding to flourish in modern Britain's through supporting their development of phones is, or 'practical wisdom. The CPSHE curriculum and its delivery support an inclusive learning strategy for students through Quality First Teaching. Attendance is closely monitored, and where appropriate, students will receive 'catch up' lessons. The schemes of learning are planned by the subject specialist, with a remote curriculum available to students who are absent. Inclusive adjustments to support the most vulnerable students, in co-ordination with the SEND, Safeguarding and Pastoral teams.
2	June 2026	Section 6 - Local adjustments for Pastoral Development Context provided for Ivybridge Community College Curriculum offer: The wider Personal Development strategy of the College, including our Assembly Programme, Character Curriculum and Co-Curriculum are holistically designed to support the RSE delivery through the CPSHE curriculum.
2	June 2026	Section 6 – Local adjustments to support KCSIE Context provided for Ivybridge Community College offer: Information about the RSE and Health Education curriculum are shared through our website and termly Safeguarding Bulletins.
2	June 2026	Section 6 – Local adjustments to support Teaching and Learning Strategy Context provided for Ivybridge Community College offer: Students are formatively assessed through their Silent Starter questions every lesson and Knowledge Reviews in Term 6.
2	June 2026	Section 6 – Local adjustments Curriculum Context provided for Ivybridge Community College offer: 6.3 We will make resources available to parents and carers on request.
2	June 2026	Section 7 - Local and Trust adjustments Context provided for Ivybridge Community College offer:

		7. Across our Trust, we will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality. The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. More detail is set out in the Westcountry Schools Trust Visiting Speakers policy.
2	June 2026	Section 8 - Local adjustments at Curriculum Level Context provided for Ivybridge Community College offer: 8.1 The Board of WeST Community Councils (WCCs) will approve the RSE policy, and hold the Principal to account for its implementation. The Trust board will approve the over-arching template WeST RSE policy, and hold the Principal to account for its implementation at a local level via the Directors of Education.
2	June 2026	Section 8 - Local adjustments at Curriculum Level Context provided for Ivybridge Community College offer: 8.3 The Lead Teacher for RSE at Ivybridge Community College is Charlotte Hanton, Assistant Principal for Personal Development.
2	June 2026	Section 11 - Local adjustments for Teaching and Learning Context provided for Ivybridge Community College offer: Section 11 - Learning walks/drop in fortnightly, supported by College Directors and the Leadership Team - Book/work scrutinises - Trust monitoring visits - Student voice and student feedback Students' development in RSE is monitored by class teachers as part of our internal assessment systems through Silent Starters every lesson and through Knowledge Reviews in Term 6.