



Merchant Taylors' Schools, Crosby

RSE Policy

Policy Owner	Headteacher
Policy Author	Head of PSHE PSHE Lead, Stanfield
Last reviewed by Date	Head of PSHE and PHSE Lead, Stanfield November 2025
Last approved by <u>Date</u>	Board of Governors January 2026
Frequency of review	Annually
Next policy review by owner	June 2026
Next policy approved by Board of Governors (if applicable)	Education & Safeguarding Committee September
Circulation:	All Staff & Governors Inspection Portal School Website Parent Portal Senior & Sixth Pupils
Related Policies:	Teaching and Learning Policy Curriculum Policy SEND Policy PHSE Policy Careers Policy Assessment, Feedback, & Reporting Policy
Regulatory Body (if applicable)	DfE ISI
Relevant legislation/guidelines	ISSR Pt 1 Para. 2 Equality Act [2010] Gender Separation in Mixed Schools [June 2018] Independent School Standards: Guidance for Independent Schools [April 2019]

Contents

1.	Aims	3
2.	Statutory requirements	3
3.	Policy development	3
4.	Definition	4
5.	Curriculum	4
6.	Delivery of RSE	5
7.	Use of External Resources & Organisations	6
8.	Roles and responsibilities	7
9.	Parents' right to withdraw	8
10.	Training	8
11.	Monitoring Arrangements	8

Appendices

Appendix 1: Curriculum map	9
Appendix 2: By the end of primary school pupils should know	10
Appendix 3: By the end of secondary school pupils should know	12
Appendix 4: Parent/carer form: withdrawal from sex education within RSE	14

1. Aims

- 1.1 This is the Relationships and Sex Education Policy of Merchant Taylors' Schools, Crosby (the School) and covers all pupils at Stanfield and the senior schools.
- 1.2 The aim of Relationships and Sex Education [RSE] Policy at the School are:
 - 1.2.1 to create a positive culture around issues of sexuality and relationships;
 - 1.2.2 to provide a framework in which sensitive discussions can take place;
 - 1.2.3 to prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
 - 1.2.4 to help pupils develop feelings of self-respect, confidence and empathy;
 - 1.2.5 to create a positive culture around issues of sexuality and relationships;
 - 1.2.6 to teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

- 2.1 As an independent secondary school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.
- 2.2 In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Merchant Taylors School and Stanfield, we teach RSE as set out in this policy.
- 2.3 In line with the School's statutory obligations, Relationships and Sex Education is provided at Merchant Taylors' as follows:
 - 2.3.1 All primary-aged pupils receive relationships education;
 - 2.3.2 All secondary-aged pupils receive relationships and sex education.

3. Policy development

- 3.1 The RSE Policy is maintained in line with the School's obligations under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. As such, the School routinely consults with pupils, parents, and staff in developing and reviewing this policy, a copy of which is published on the School website as well as with teachers and pupils.

The consultation and policy development process involved the following steps:

- 3.1.1 Review: a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- 3.1.2 Staff consultation: all school staff were given the opportunity to look at the policy and make recommendations.
- 3.1.3 Parent/stakeholder consultation: parents/carers and any interested parties were invited to attend a meeting about the policy.
- 3.1.4 Pupil consultation: we investigated what exactly pupils want from their RSE.
- 3.1.5 Ratification: once amendments were made, the policy was shared with governors and ratified.

- 3.2 The religious background of all pupils is considered when teaching RSE so that all topics are appropriately handled while complying with the provision of the Equality Act [2010] under which religion or belief are amongst the protected characteristics. Teaching reflects on faith teachings about certain topics as well as how faith institutions may support pupils in matters of relationships and sex. Teaching will always reflect the law, including the Equality Act [2010] as it applies to relationships so that young people understand what the law allows and does not allow, and the implications of decisions they make.
- 3.3 Where appropriate, appropriate adjustments are made for those with SEND.
- 3.4 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE; details of how this can be requested are contained later in this policy.
- 3.5 The content of RSE curriculum follows statutory guidance and reflects what pupils should know by the end of primary and secondary education respectively.
- 3.6 All RSE teaching is delivered in a non-judgmental, factual way, allowing pupils the opportunity to ask questions [publicly or anonymously].
- 3.7 Programmes of study and schemes of work seek to address issues proactively in a timely way in line with current evidence on children's physical, emotional, and sexual development, reflecting children's needs. In the context of the merging of the two single-sex senior schools, particular care and attention are being given to the review of RSE at Merchant Taylors' and how this can best be delivered in a coeducational school.

4. Definition

- 4.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information, and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity.

5. Curriculum

- 5.1 RSE is about the emotional, social and cultural development of pupils, 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.

The RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

- 5.2 We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.
- 5.3 We will share all curriculum materials with parents and carers upon request.
- 5.4 Primary sex education will focus on:
 - 5.4.1 Preparing boys and girls for the changes that adolescence brings;
 - 5.4.2 How a baby is conceived and born.

- 5.5 For more information about our curriculum, see our curriculum map in Appendix 1.
- 5.6 As a School, we value diversity and foster mutual respect, modelling attributes in pupils such kindness, honesty and respect. These underpin the and inform the relationships between pupils and pupils and adults.

6. Delivery of RSE

- 6.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum.
- 6.2 Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RPE).
- 6.3 At Stanfield, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
 - 6.3.1 Families and people who care for me;
 - 6.3.2 Caring friendships;
 - 6.3.3 Respectful relationships;
 - 6.3.4 Online relationships;
 - 6.3.5 Being safe.
- 6.4 At the senior school, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
 - 6.4.1 families;
 - 6.4.2 respectful relationships, including friendships;
 - 6.4.3 online and media;
 - 6.4.4 being safe;
 - 6.4.5 intimate and sexual relationships, including sexual health.
- 6.5 All sex education lessons are delivered by staff who have undertaken Brook RSE training.
- 6.6 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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).
- 6.7 We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.
- 6.8 For more information about our RSE curriculum, see Appendices 1 and 2.

Inclusivity

- 6.9 We ensure all pupils feel valued and included, regardless of their background, identity and experience, sensitive to the needs of all, including different ethnic groups. We use inclusive language and approaches to teaching that reflect the diversity of the School community.
- 6.10 Throughout all RSE teaching, as well as the School's wider curriculum, an inclusive approach is adopted at all times to reflect the School's aims and ethos which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act [2010].

6.11 All topics will be taught in a manner which:

- 6.11.1 considers how a diverse range of pupils will relate to them;
- 6.11.2 is sensitive to all pupils' experiences;
- 6.11.3 during lessons, makes pupils feel safe and supported, able to engage with the key messages.

6.12 Teaching will be delivered in an environment that is appropriate for pupils, for example in:

- 7.3.1 a whole-class setting;
- 7.3.2 small groups or targeted sessions;
- 7.3.3 1-to-1 discussions;
- 7.3.4 digital formats.

6.13 Where appropriate, careful consideration is given to the level of differentiation needed to ensure that all young people receive appropriate relationships and sex education, taking specialist advice where necessary.

7. Use of External Resources & Organisations

7.1 In reviewing external resources for use within RSE, we will consider whether any resources we plan to use:

- 7.1.1 are aligned with the teaching requirements set out in the statutory RSE guidance;
- 7.1.2 will support pupils in applying their knowledge in different contexts and settings;
- 7.1.3 are age-appropriate, given the age, developmental stage and background of our pupils;
- 7.1.4 are evidence-based and contain robust facts and statistics;
- 7.1.5 fit into our curriculum plan;
- 7.1.6 are from credible sources;
- 7.1.7 are compatible with effective teaching approaches;
- 7.1.8 are sensitive to pupils' experiences and won't provoke distress.

7.2 We will make sure that an 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 pupils. 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.

7.3 The School 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:

- 7.3.1 are age-appropriate;
- 7.3.2 are in line with pupils' developmental stage.
- 7.3.3 comply with:
 - (i) this policy
 - (ii) the Teachers' Standards
 - (iii) the Equality Act 2010
 - (iv) the Human Rights Act 1998
 - (v) the Education Act 1996

- 7.3.4 The School will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- 7.3.5 The School will make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- 7.3.6 The School will review any case study materials and look for feedback from other people the agency has worked with to confirm
 - (i) what they're going to say.
 - (ii) their position on the issues to be discussed.
 - (iii) ask to see in advance any materials that the agency may use.
 - (iv) know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
 - (v) conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
 - (vi) check the agency's protocol for taking pictures or using any personal data they might get from a session.
 - (vii) remind teachers that they can say "no" or, in extreme cases, stop a session.
 - (viii) make sure that the teacher is in the room during any sessions with external speakers.
 - (ix) share all external materials with parents and carers.
- 7.3.7 We will not under any circumstances:
 - (i) work with external agencies that take or promote extreme political positions;
 - (ii) Use materials produced by such agencies, even if the material itself is not extreme.

8. Roles and responsibilities

8.1 The Governing Body

The Governing Body will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory] components of RSE (see section 10).

8.3 Staff

Staff are responsible for:

- 8.3.1 delivering RSE in a sensitive way;
- 8.3.2 modelling positive attitudes to RSE;
- 8.3.3 monitoring progress;
- 8.3.4 responding to the needs of individual pupils;
- 8.3.5 responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory] components of RSE.

8.4 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 headteacher.

8.5 Pupils

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

9. Parents' right to withdraw

- 9.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- 9.2 In line with statutory requirements, parents/carers do not have the right to withdraw their child from relationships education at primary [Stanfield].
- 9.3 Parents/carers have the right to withdraw their child from the [non-statutory] components of sex education within RSE [primary].
- 9.4 Parents/carers have the right to withdraw their child from the [non-statutory] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- 9.5 Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.
- 9.6 In each instance, the School will review the application, arrange to meet with parents, and discuss the request.
- 9.7 Where withdrawal is permitted, alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

- 10.1 Staff who teach RSE are trained in the delivery of RSE as part of their professional qualification training and it is included in our continuing professional development calendar.
- 10.2 Visitors from outside the school and other professionals, such as school nurses or sexual health professionals, will provide support and training to staff teaching RSE as well as running some sessions.

11. Monitoring Arrangements

- 11.1 The delivery of RSE is monitored by Head of PHSE through work scrutiny, lesson observation, and learning walks.
- 11.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- 11.3 Parent and pupils are encouraged to give feedback about the PSHE and RSE programme and will be used to inform our monitoring and review process.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Curriculum Map – Please refer to the link below:

<https://www.merchanttaylors.com/senior-school/well-being>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 4: Parent/carer form: withdrawal from sex education within RSE

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

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