



Linden Lodge School

Provider of specialist education since 1903

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- Education Act ([1996](#))
- Gender Questioning Children/ Non-statutory guidance for schools and colleges in England/ Draft for consultation/ (December [2023](#))

Equality Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Requests for Paper Copies:

If you require this policy in a different format, e.g., print or braille, please get in touch with Co-Headteachers@lindenlodge.org.uk.

Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The well-being strategy aims to support our mission, core values, freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our school's commitment to well-being, please see the Mental Health and Well-being Policy and Strategy document or visit our school website.

Contents

EQUALITY STATEMENT:	2
REQUESTS FOR PAPER COPIES:	2
AIMS:	3
STATUTORY REQUIREMENTS:	4
POLICY DEVELOPMENT:	4
DEFINITION:	5
CURRICULUM:	5
DELIVERY OF RSE:	6
ROLES AND RESPONSIBILITIES:	11
TEACHING RESPONSIBILITY	11
WORKING WITH PARENTS AND CARERS:	12
THE RIGHT TO WITHDRAW	13
TRAINING	13
MONITORING ARRANGEMENTS	13
APPENDICES	14
APPENDIX 1: CONTENT IN THE EARLY YEARS	14
APPENDIX 2: CONTENT IN PRIMARY	14
APPENDIX 3: CONTENT IN SECONDARY	19
APPENDIX 4: CONTENT IN THE PRE-FORMAL+ PATHWAY	26
APPENDIX 5: CONTENT IN THE SEMIFORMAL + PATHWAY	26
APPENDIX 6: CONTENT IN THE FORMAL+ PATHWAY	27
APPENDIX 7: CONTENT IN THE ALBA+ PATHWAY	27
APPENDIX 8: CONTENT IN SIXTH FORM	27
APPENDIX 9: RIGHT TO WITHDRAW FORM	28

Aims:

At Linden Lodge, we are proud to offer a thorough, age-appropriate, inclusive Relationships Education and Relationship and Sex Education (RSE) curriculum to all our students. Everyone has the right to equal opportunity access to Education, empowering each individual with the knowledge and skills to navigate this area of their life successfully.

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

The aims of relationships and sex education (RSE) at our school 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 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

Statutory requirements:

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

In teaching RSE, we must 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 (PSED) (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 Linden Lodge School, we teach RSE as set out in this policy. We adhere to guiding principles that ensure all compulsory subject content is both age-appropriate and developmentally appropriate. This content is taught sensitively and inclusively, taking into account the diverse backgrounds and beliefs of students and parents, while providing students with the necessary knowledge of the law.

Policy Development:

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

1. Review – a member of staff or working group pulled together all relevant information, including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Student consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition:

For 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.

Curriculum:

Our RSE curriculum is outlined in Appendices 1 to 8, 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, taking into account the age, developmental stage, needs (such as cultural and religious needs), and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond appropriately so that students are fully informed and don't seek answers online.

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

Central to our policy and curriculum are the fundamental British Values:

British Value	What that looks like in Relationships Education and RSE
Democracy	Education that promotes freedom and equality, where everyone is aware of their rights and responsibilities.
The rule of law	Education about the need for rules and laws to ensure happy, safe and secure relationships and sex, including Education about how the law protects each individual.
Individual liberty	Protection of each student's rights and the rights of others when it comes to relationships and sex, including Equality and Human Rights; Personal Development; Respect and Dignity Rights; choice, consent and individuality; and values and principles.

Mutual respect and tolerance	Education requires respect for others, paying particular regard to the protected characteristics set out in the Equality Act 2010. This includes education that promotes tolerance between those with different faiths and beliefs and those without faith. We must understand that we don't all share the same beliefs and values, and we must respect the values, ideas, and beliefs of others, whilst not imposing our own on others. Education that embraces diversity acknowledges and respects the importance of religion, traditions, cultural heritage, and preferences, and tackles stereotyping, labelling, prejudice, and discrimination.
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Through our curriculum, we aim to enable our students to understand their freedoms, rights, and responsibilities regarding relationships, sex and health. We want students to know and understand as much as they have the individual capacity, and we are dedicated to providing meaningful learning opportunities to enable this. Our commitment is that every RSE learning opportunity at Linden Lodge is one where students will feel safe and valued and can contribute to the good of themselves and others.

- We aim through our curriculum, values, and school ethos to provide students with 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 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

Delivery of RSE:

RSE in Primary:

The focus in primary years is on teaching the fundamental building blocks and characteristics of positive relationships, particularly friendships, family relationships, and relationships with other children and adults.

The Relationships Education and RSE (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not mandatory in primary schools.

As a school, we are not required to follow the National Curriculum. Still, we are expected to offer all students a curriculum that is similar to the National Curriculum, including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

For details on curriculum content, see Appendices.

RSE in Secondary:

RSE taught in the secondary years aims to give young people the information they need to help them develop healthy, nurturing relationships, not just intimate ones. It aims to 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. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what acceptable and unacceptable behaviour is in all kinds of relationships and that kindness and care are paramount to our behaviour. This will help students understand the positive effects of good relationships on their mental wellbeing, identify when relationships are incorrect and have the skills to seek support when needed.

Effective RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their 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.

Knowledge about safer sex and sexual health remains essential to ensure that young people are equipped to make secure, informed and healthy choices as they progress through adult life. This is delivered in a non-judgemental, factual way and allows scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow students to raise issues anonymously.

The curriculum aims to support students in understanding the law and the social rules around relationships and promote the students' well-being.

We may amend our curriculum content to better address the needs and context of our students, discussing issues that affect 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 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 school, 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.

How students will be assessed:

At Linden Lodge School, we have the exact high expectations of the quality of students' work in every aspect of their learning. We build on the knowledge students have previously acquired, including in different subjects, with regular feedback provided on student progress.

Lessons are planned to ensure students of differing abilities, including the most able, are suitably challenged. Teaching is assessed, and assessments identify where students need extra support or intervention.

Whilst there is no formal examination of these subjects, there are some areas where teachers may consider using a more formal assessment tool to strengthen the quality of provision and demonstrate the assessment of outcomes.

This will align with the curriculum pathway each student follows, taking into account their individual needs and abilities.

Some aspects of the curriculum overlap with other subjects. These can be assessed and monitored using the same assessment methods as those of different subjects.

Teachers follow the bespoke curriculum mapping developed to link school curriculum pathways (EYFS+, Pre-formal+, Semi-Formal+, Formal+, Alba+) with RSE statutory guidance. This process identifies needs and next steps for each individual student, based on their personal learning goals and needs.

In addition, teachers ensure to take into consideration the students' religion, culture and personal circumstances when planning and preparing lessons and resources.

For more information on the curriculum pathways and the RSE mapping, please see Appendices 1-8.

VI, HI, MSI, MDVI and other additional complex needs accessibility:

The Department for Education instructs that RSE must be accessible for all students, and we are deeply committed to this at Linden Lodge School. High-quality, differentiated, and personalised teaching will be the starting point for ensuring accessibility.

Students with **VI, HI, MSI, MDVI and other additional complex needs** require explicit instruction and active compensation to develop an awareness and skills around relationships, health and sex education.

At the appropriate time, students need to be given access to accurate information. Misconceptions can arise due to a lack of opportunities to reinforce or modify initial understanding through various visual experiences. Therefore, like other VI-adapted/ HI-adapted content, RSE should be taught using a multi-sensory approach in which many tactile resources are heavily featured. Linden Lodge School will assess each proposed resource to ensure it is appropriate for the students' age and maturity and sensitive to their needs. Staff delivering the content should provide examples of the resources they plan to use to reassure parents and enable them to continue the conversations started in class at home.

The pace and detail of topics are developed to meet the specific needs of students at different developmental stages. A priority is to support students with concepts such as consent, enabling them to be informed and stay safe. Students are supported to personalise conceptual learning to their relationships, behaviours, experiences and maturation. Teachers work alongside therapists to help students understand the nuances of social and appropriate relationships, language and touch.

Linden Lodge School is particularly mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when RSE to our students. We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. To this end, RSE will be critical subjects for our students. As with all teaching for these subjects, Linden Lodge School will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate, and delivered in accordance with the law.

Inclusivity:

We 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, it makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

Make sure that students learn about these topics in an environment that's 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.

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
- They are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with practical teaching approaches
- Are sensitive to students' experiences and won't provoke distress

We will ensure that when consulting parents/carers, we provide examples of the resources the school plans to use.

Use of external organisations and materials:

We will ensure that the agency and any materials used are accurate, age- and stage-appropriate, unbiased, and in line with our legal duties regarding political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, 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 complete 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're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, 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

We won't, 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 that don't allow their material to be shared with parents and carers

Roles and responsibilities:

The governing body

The governing board will approve the RSE policy and hold the co-headteachers to account for its implementation.

The Co-Headteachers

The Co-Headteachers are responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw students from non-statutory/non-science components of RSE (See Appendix 9)

Staff

Staff are responsible for:

These are examples and need to be updated accordingly.

- 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/non-science] 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)

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 co-headteachers.

Students

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

Teaching Responsibility

Relationships Education and RSE can be taught differently across different curriculum pathways.

In Linden Lodge, the teaching responsibility of delivering RSE lies with anyone working with our students. Due to our students' needs, all staff model many aspects of the curriculum through their behaviour, including using positive language, respecting each other's voice/ preferences/ and cultural capital, avoiding stereotypes, having high expectations towards the behaviour of all our staff and students and challenging harmful beliefs and attitudes.

At the same time, teachers are responsible for planning specific lessons around RSE that may or may not be cross-curricular with other aspects of the students' individual curriculum pathway (e.g., communication, my thinking, personal social-emotional domains or specific subjects like science, PSHE, Citizenship, Computing and P.E.). This corresponds with our students' cohort's diverse range of presentations.

Support staff are also responsible for supporting the delivery of such sessions and enabling the students to access different aspects of this curriculum.

When deemed fitting, appropriate, and accessible for students, Linden Lodge School may invite visitors to teach as an enhancement to the curriculum rather than a replacement for teaching staff.

In addition, the school's governing board will receive updates on the curriculum content and resources, as well as the students' progress on RSE, as part of a school overview.

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

The Co-Headteacher can also invite external visitors, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Working with Parents and Carers:

The role of parents and carers in developing their children's understanding of relationships is vital. Parents and carers are the first teachers of their children. They have the most significant influence in enabling their children to grow, mature, and form healthy relationships. Linden Lodge School will work closely with parents and carers when planning and delivering Relationship and sex education. Linden Lodge School will ensure that parents and carers are informed about the curriculum and its delivery schedule. Parents and carers will be given every opportunity to understand the purpose and content of RSE.

Linden Lodge School is committed to effective communication with parents and carers and providing opportunities to understand and ask questions about our approach. We support families in addressing any concerns and facilitating conversations with their children.

We share appropriate and relevant resources, along with the curriculum content used for teaching RSE across all pathways, with families. We support families in feeling confident about the materials shared in school during RSE education.

When sharing resources with families, we will follow the regulations about copyrights and share, where appropriate, the source of the resources and the provider's authorship, including a statement that, as a condition to access, families have to respect the copyright law.

The Right to Withdraw

In Primary:

Parents/carers do not have the right to withdraw their child from Relationships Education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

Withdrawal requests should be put in writing using the form found in Appendix 9 of this policy and addressed to the co-headteachers.

Alternative learning will be provided to students who are withdrawn from sex education.

In Secondary:

Parents/carers have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until three 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 9 of this policy and addressed to the co-headteachers.

A copy of any withdrawal requests will be placed in the student's educational record. The co-headteachers will discuss the request with parents/carers, take appropriate action, and provide the parents/carers with their decision in writing.

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

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

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 co-headteachers may also invite external visitors, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The senior team monitors the delivery of RSE through various methods, including planning, moderation, learning walks, and observations.

Class teachers monitor students' development in RSE as part of our internal assessment systems.

APPENDICES

Appendix 1: Content in the Early Years

In Early Years, students are taught how to take turns, treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others is taught in an age-appropriate way, focusing on understanding one's own and others' boundaries in play, as well as in negotiations about space, toys, books, resources, etc.

Appendix 2: Content in Primary

In primary school, students are taught relationship education. Students learn about what a relationship is, what friendship is, what family means and who the people are who can support them. Students learn about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical and other contact – these are the forerunners of teaching about consent, which takes place in Secondary.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships, and other relationships that young children are likely to encounter. Drawing attention to these in various contexts should enable students to form a strong early understanding of the features of relationships likely to lead to happiness and security. This will also help them recognise any less positive relationships when encountering them.

The principles of positive relationships also apply online, especially as many children will already be using the internet by the end of primary school. When teaching relationship content, teachers address online safety and appropriate behaviour in a way relevant to students' lives. Teachers include content on how information and data are shared and used in all contexts, including online. For example, this includes sharing pictures and understanding that many websites are businesses, which may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of students and their circumstances. Families of many forms provide a nurturing environment for children (families can include, for example, single-parent families, LGBT+ parents, families headed by grandparents, adoptive parents, and foster parents/carers, amongst other structures). Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect that some children may have a different structure of support around them, e.g., looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes in the individual. Across Linden Lodge School, we encourage the development and practice of resilience

and other attributes, including character traits such as helping students to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, students are given opportunities to develop personal attributes, including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in various ways, including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationship Education also provides an opportunity for students to learn about positive emotional and mental well-being, including how friendships can support mental well-being.

Through relationship education, Linden Lodge School teaches students the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. However, this excludes teaching about and explaining sexually abusive behaviours, but instead focuses on understanding and learning about boundaries and privacy and ensuring young people know that they have rights over their bodies. This includes understanding boundaries in friendships with peers, families, and others in all contexts, including online. Students should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, Linden Lodge School balances teaching children about making sensible decisions to stay safe (including online) whilst being clear that it is never the fault of a child who is abused and why victim-blaming is always wrong.

When different opinions are presented about a specific topic, students will be guided to understand the law in this matter, enabling them to recognise their rights and responsibilities as citizens.

By the end of Primary, Linden Lodge School will endeavour to teach each student as much knowledge as is developmentally appropriate. The following outlines our most aspirational learning outcomes:

<p>Families and people who care for me</p>	<p>Students should know:</p> <ul style="list-style-type: none"> • Families are essential 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 families of other children, either in school or on the broader world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care. • Stable, caring relationships are at the heart of safe and happy families and are essential for children's security as they grow up.
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	<ul style="list-style-type: none"> • Marriage and civil partnerships represent 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	<p>Students should know:</p> <ul style="list-style-type: none"> • How essential friendships are in making us feel happy and secure, and how people choose and make friends. Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Students should learn skills for developing caring, kind friendships. • It's not that every child will have the friends they would like; most people feel lonely at some point, and there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security include mutual respect, honesty, truthworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. • 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.
Respectful, kind relationships	<p>Students should know:</p> <ul style="list-style-type: none"> • How to pay attention to the needs and preferences of others, including in families and friendships. Students should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

	<ul style="list-style-type: none"> • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Students should have opportunities to discuss the difference between being assertive and being controlling, and conversely, the difference between being kind to other people and neglecting their own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and its connection to their happiness. Students should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, harmful, and destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	<p>Students should know:</p> <ul style="list-style-type: none"> • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding pressure on others to share information and images online, as well as strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, people sometimes behave differently online, including pretending to be someone

	<p>else or pretending to be a child, and this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p> <ul style="list-style-type: none"> • There is a minimum age requirement for joining social media sites (currently 13), which safeguards children from exposure to inappropriate content and potential unsafe interactions with older users, including strangers, children, and adults. • The importance of exercising caution about sharing any information about themselves online and understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words have been circulated, there is no way of deleting it everywhere and no control over where it ends up. • The internet contains a lot of content that can be inappropriate and upsetting for children, and it is unclear where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	<p>Students should know:</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)? This can include learning about boundaries in play and negotiations about space, toys, books, resources, and other shared items. • About the concept of privacy and the implications 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 do they respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources. • How to report concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad

	about any adult and the vocabulary and confidence needed to do so.
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Appendix 3: Content in Secondary

RSE provides a clear progression from what is taught in Primary Relationships Education. Teachers build on the foundation of relationship education and, as students grow up, extend teaching to include intimate relationships at the appropriate time. Besides being taught about intimate relationships, students are also taught about family relationships, friendships, and other relationships that are equally important to 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. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

Through RSE at Linden Lodge School, students should understand the benefits of healthy relationships to their mental well-being and self-respect. By gaining knowledge about a healthy relationship, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental well-being. At Linden Lodge, we focus on developing respect for oneself and for others and do not encourage or normalise early sexual experimentation.

As in primary and secondary Relationships, Education is underpinned by a more expansive, deliberate cultivation and practice of resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks, and personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which Linden Lodge School supports the development of these attributes, for example, by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Students are 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 their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. Students will be taught about gender reassignment in relation to the law. If students question their gender, the school will follow the guidance: "Gender Questioning Children/ Non-statutory guidance for schools and colleges in England/ Draft for consultation/ December [2023](#)".

When teaching about these topics, Linden Lodge School recognises that young people may be discovering or understanding their sexual orientation or gender identity, and the focus will be on the characteristics of one's biological sex.

There is an equal opportunity to explore the features of stable and healthy same-sex relationships. This is integrated appropriately into the RSE programme rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. When teaching each of these, the starting principle is that the applicable law will be taught factually so that students are clear on their rights and responsibilities as citizens. Linden Lodge School may explore faith or other perspectives on these issues in different subjects, such as Religious Education. Students are well informed about the full range of perspectives and, within the law, should be well equipped to make decisions about how to live their own lives whilst respecting the right of others to make their own decisions and hold their own beliefs. Linden Lodge is not a school with a religious character, but all the lessons taught are considered, and the students and their families' religious choices and cultural capital are respected.

Key aspects of the law relating to sex which are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are addressed sensitively and clearly. Linden Lodge School may address the physical and emotional damage caused by female genital mutilation (FGM). In this case, students will be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, students will be given the needed support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Linden Lodge School recognises that for students who have experienced or are experiencing unhealthy or unsafe relationships at home or socially, the school plays a vital role in providing a consistent and safe environment where they can easily speak to trusted adults, report concerns, and find support.

Internet safety is also addressed. Students are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content, and contact, as well as how and to whom to report issues. Students should have a strong understanding of how data is generated, collected, shared, and used online, such as how personal data is captured on social media or how businesses may exploit the data available to them. Some students are also exposed to harmful behaviours online and via other forms of media, which may normalise violent sexual behaviours. Focusing on healthy relationships and broader relationship education should help young people understand acceptable relationship behaviours.

By the end of secondary school, Linden Lodge School will endeavour to teach each student as much knowledge as is developmentally appropriate. We will continue to develop understanding on topics specified for primary and, our most aspirational learning outcomes will cover the following content by the end of secondary:

Families	<p>Students should know:</p> <ul style="list-style-type: none"> • There are different types of committed, stable relationships. • How these relationships might contribute to wellbeing and their importance for bringing up children.
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	<ul style="list-style-type: none"> • Why marriage or civil partnership is a meaningful relationship, 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. • Is forced marriage and marrying before the age of 18 illegal? • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents 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 are unsure who to trust.
Respectful relationships	<p>Students should know:</p> <ul style="list-style-type: none"> • 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, 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. • Practical steps they 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 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 complicated feelings that endings might bring, including disappointment, hurt or frustration

	<ul style="list-style-type: none"> • The role of consent, including in romantic and sexual relationships. Students should understand that ethical behaviour goes beyond consent and involves kindness, care, 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 doesn't automatically make it ethically ok. • How stereotypes, in particular stereotypes based on sex, 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 discrimination. • 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. • Students should have an opportunity to discuss how some subcultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers.
Online safety and awareness	<p>Students should know:</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the exact expectations of behaviour apply in all contexts, including online. • About online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Students should also understand the difference between public and private online spaces and related safety issues. • Not to provide material to others they would not want to be distributed further, and not to pass on personal material which is sent to them. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images. 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 image was created by the child

	<p>and/or using AI-generated imagery. Students should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties, including imprisonment. Students should know how to seek support and understand that asking for help, whether at school or with the police, will not result in trouble if an image of themselves has been shared. Students should also understand that sharing indecent images of people over 18 without consent is a crime.</p> <ul style="list-style-type: none">• 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.• The internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or the use of weapons. Students should be taught where to go for advice and support regarding online content they have encountered. Students should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.• How 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 are 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.• The characteristics of social media, including that some social media accounts are fake and/ or may post things that aren't real/ have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and some users present highly exaggerated or idealised profiles of themselves online.• 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. This can affect students who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes, which can negatively influence those who see it.• How information and data are generated, collected, shared and used online.
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	<ul style="list-style-type: none"> • These websites may share personal data about their users and information collected on their internet use for commercial purposes (e.g., to enable targeted advertising). • Criminals can operate online scams, for example, using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or broader 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 • AI chatbots are an example of how AI is rapidly developing, and they can pose risks by creating fake intimacy or offering harmful advice. It is essential to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	<p>Students should know:</p> <ul style="list-style-type: none"> • How to recognise, respect and communicate 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 require more than just consent. • There is 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. Students should learn how to seek help when needed and report harmful behaviour. Students should understand 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. Students might reflect on the importance of trusting their instincts when something doesn't feel right, and 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 / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • The concept and laws relating to sexual violence, including rape and sexual assault. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual

	<p>harassment and sexual violence among young people, but also includes other forms of concerning behaviour like using age-inappropriate sexual language.</p> <ul style="list-style-type: none"> • The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence to perform or assist in the performance of FGM, virginity testing or hymenoplasty, or fail to protect a person under 16 for whom someone is responsible from FGM, • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • Those fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to forced marriage. • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. • 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 usual, 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.
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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. • Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially provided, as well as the considerations that people might take into account before sexual activity, e.g., 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.,

	<p>physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <ul style="list-style-type: none"> • 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 about 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, are transmitted. How risk can be reduced through safer sex (including through condom use). 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 harm. • 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.
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Appendix 4: Content in the Pre-Formal+ Pathway

Students following the Pre-formal+ pathway have the right to high-quality RSE that is differentiated for individual needs and abilities. Rather than teach these subjects discretely, teachers will integrate the curriculum content across students' daily experiences.

Appendix 5: Content in the Semiformal + pathway

Students in the Semi-formal+ pathway should be taught RSE in a cross-curricular manner, where certain aspects of the curriculum are interlinked with other domains, and other factors are explicitly addressed as part of an RSE focus. This approach should integrate the learning outcomes from both primary and secondary content, tailoring them to meet individual needs and abilities.

Appendix 6: Content in the Formal+ pathway

As outlined in the Primary and Secondary content, students in the Formal+ Pathway should be taught RSE at the highest level of aspirational learning outcomes.

Appendix 7: Content in the Alba+ pathway

Students in the Alba+ pathway should be taught RSE at a developmentally appropriate level with a specialised MSI approach, with opportunities to reach as many aspirational learning outcomes as outlined in the Primary and Secondary content.

Appendix 8: Content in Sixth Form

Students in Sixth Form should consolidate and develop prior learning from Primary and Secondary content. Where developmentally appropriate, to best prepare for adulthood.

Appendix 9: Right to Withdraw form

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/ carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

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