



Relationships and Sex Education Policy

Shrewsbury School

July 2025

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Introduction

Shrewsbury School's Relationships & Sex Education (RSE) Policy has been written by the Deputy Head (Pastoral) and the Head of Pupil Wellbeing in accordance with all relevant legislation and the [Department for Education \(DfE\) Statutory Guidance on Relationships Education, Relationships and Sex Education and Health](#). It has been developed in consultation with parents and has been reviewed and approved by the Leadership Team and relevant School Governors.

The RSE Policy is reviewed annually in July by the Deputy Head (Pastoral) and the Head of Pupil Wellbeing and is subsequently approved annually by the Leadership Team and relevant School Governors. The RSE Policy is made available to all parents and guardians on the Shrewsbury School website.

Related Shrewsbury School policies include:

- Child Protection and Safeguarding Policy
- Curriculum Policy
- Pupil Behaviour Policy
- SENDA Policy & Accessibility Plan

Definition of Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) at Shrewsbury forms part of the Personal Social Development (PSD) Programme within the School Curriculum. It aims to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables pupils to know what a healthy relationship looks like and what makes a good friend, a good colleague, a successful marriage or other types of committed relationship.

Shrewsbury School hopes to build on the foundation of Relationships Education from primary school and from the RSE taught at Prep Schools, Secondary Schools or International Schools from which our pupils arrive in Third Form (Year 9). As pupils grow up, we extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful

and happy adult. This teaching enables pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Through our effective RSE lessons and dedicated talks we do not encourage early sexual experimentation but aim to teach young people to understand human sexuality and to respect themselves and others. The programme enables pupils to mature, build their confidence and self-esteem and understand the reasons for choosing to delay sexual activity.

Subject Content

An overview of the RSE components of the School's PSD course are set out in Appendix A, which is mapped to the against the statutory requirements as set out in the [Department for Education \(DfE\) Statutory Guidance on Relationships Education, Relationships and Sex Education and Health](#).

How RSE is taught

RSE is delivered at Shrewsbury School in a range of ways:

- PSD Lessons within the timetable
 - Third Form (Year 9) one 40-minute lesson per week.
 - Fourth Form (Year 10) one 40-minute lesson per week.
 - Fifth Form (Year 11) one 40-minute lesson per fortnight.
- The Sixth Form have six tutor periods dedicated to PSHE throughout the year but also attend regular year group talks with specialist RSE speakers (e.g. [IT Happens Education](#)), Health Centre, doctors and nurses and [Sea Change](#), the School's counselling service. They also attend house talks or workshops with a range of specialists, often in House year groups. These events either take place during Top Schools time, usually on a Tuesday evening.

Who is responsible for teaching RSE?

At Shrewsbury School, PSD, and hence the RSE components that fall within this programme, is taught by a team of teachers who have specialist training in delivering the content. This team comprises:

- Ms Anna Peak Deputy Head (Pastoral)
- Mr Henry Farmer Head of Pupil Wellbeing
- Mrs Clare Wilson Housemistress
- Mrs Lauren Temple Housemistress
- Mr Ed Phillips Housemaster
- Mrs Anita Wyatt Housemistress

The small, but experienced, department delivers the content in a non-judgemental, factual way, which allows scope for pupils to ask questions in a safe environment. Ground rules are set to help manage sensitive discussion and question boxes are used to allow pupils to raise issues anonymously.

The PSD department is supported in delivery of the RSE content by the School's Health Centre and the RSE consultancy [IT Happens](#).

Support in reinforcing the RSE content is also provided by the Pastoral Care teams¹ in each House and specially trained Wellbeing Ambassadors who engage solely with Third Form (Year 9) pupils.

How is RSE monitored and evaluated?

RSE is continuously monitored and evaluated in the following ways:

- The Deputy Head (Pastoral) and Head of Pupil Wellbeing meet every three weeks to discuss issues relating to curriculum delivery and assess current needs from matters arising in the pastoral life of the school.
- The School Safeguarding team meets termly and reviews whether any issues/ trends can be addressed through PSD intervention.
- The PSD Faculty meets at least once a year for training and monitoring from an external RSE consultant. (Recent training has been provided by Amy Forbes-Robertson from It Happens)
- Regular contact is established between the Head of Pupil Wellbeing and all PSD teachers to ensure consistency, clarity and confidence in their RSE delivery.
- An annual PSD teacher questionnaire is carried out to see whether training and resources are appropriate, whether colleagues are confident with delivering certain topics and whether RSE delivery is effective for all pupils. It is vital that staff feel supported.
- The Head of Pupil Wellbeing attends an annual PSHE meeting and INSET with colleagues from members of other Rugby Group schools. The aim is to share good practice and focus on statutory RSE.
- Pupil Voice is monitored through feedback at the end of each unit of work as well as anonymous question boxes or exit passes.
- Subject content is reviewed every year and updated where necessary. There are a large number of good resources available to the faculty, including assessment materials. Some of the resources are bespoke and some are off-the-shelf, quality assured packages (including NSPCC, PSHE Association, Unifrog, Boost).
- Pupil assessment is done at the end of each topic, usually as a Microsoft Form; Third Form are assessed at the beginning of their Shrewsbury School career. Sixth Form also have an initial assessment as there are a large number of new entrants. All year groups have frequent informal quizzes and surveys to gauge knowledge and understanding.
- Each pupil in the Third and Fourth Forms (Years 9 and 10) receives a personalised written report on their progress in PSD and RSE at the end of each academic year.

Accessibility to the RSE course

All RSE teaching materials are accessible to all pupils, in accordance with Shrewsbury School's SENDA Policy, regardless of faith, gender, sexual orientation or any other protected characteristic as outlined in the Equality Act of 2010.

Shrewsbury School stands in the Christian tradition, but with an open-hearted approach to those of all faiths and none. RSE lessons are a supportive and empowering space for talking openly and freely about the diversity of personal and social relationships. Inclusion is promoted and prejudiced views are challenged. Any behaviour that is contrary to the School's Pupil Behaviour and Anti-Bullying Policies will be dealt with according to those policies.

Explanation of the right to withdraw

We work closely with parents to ensure that pupils receive education that will support their personal development and future wellbeing. RSE is an important part of a child's education, within a broad and balanced curriculum. It is important to note that there is no right to withdraw from Relationships Education or Health Education in the overall curriculum.

¹ Includes the Housemaster or Housemistress, House Tutors and the House Matron.

If parents express a wish to withdraw a child from specific Sex Education sessions, a meeting must be arranged with the Deputy Head (Pastoral). Parents should be aware that withdrawal may have a detrimental impact on their child. This may include any social and emotional effects of being excluded from the lessons, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

In accordance with the guidance the school will only respect parents' request to withdraw their child up to and until three terms before their child turns 16.

Owner: ARP – Deputy Head (Pastoral)
HPF - Head of Pupil Wellbeing and PSD
Updated July 2025
Next review July 2026

Appendix A – Overview of Subject Content

The content below is mapped against the DFE statutory guidance – [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

| Third Form (Year 9) | |
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| POS reference | R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21 H2, R1, R6, R19, R21, R22, R23, R35, R36 |
| Respectful Relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes | <ul style="list-style-type: none"> about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering about positive relationships in the home and ways to reduce homelessness amongst young people about conflict and its causes in different contexts, e.g. with family and friends conflict resolution strategies how to manage relationship and family changes, including relationship breakdown, separation and divorce how to access support services |
| Healthy Relationships Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | <ul style="list-style-type: none"> about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex about myths and misconceptions relating to consent about the continuous right to withdraw consent and capacity to consent how the portrayal of relationships in the media and pornography might affect expectations how to assess and manage risks of sending, sharing or passing on sexual images how to secure personal information online |
| Fourth Form (Year 10) | |
| POS Ref | R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R3, R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29 |
| Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography | <ul style="list-style-type: none"> about relationship values and the role of pleasure in relationships about myths, assumptions, misconceptions and social norms about sex, gender and relationships about the opportunities and risks of forming and conducting relationships online about STIs, effective use of condoms and negotiating safer sex about the consequences of unprotected sex, including pregnancy how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support how to recognise and challenge victim blaming about asexuality, abstinence and celibacy |
| Addressing extremism and radicalisation Community cohesion and challenging extremism | <ul style="list-style-type: none"> about communities, inclusion, respect and belonging about the Equality Act, diversity and values about how social media may distort, mis-represent or target information in order to influence beliefs and opinions how to manage conflicting views and misleading information how to safely challenge discrimination, including online how to recognise and respond to extremism and radicalisation |
| Fifth Form (Year 11) | |
| POS REF | H26, H27, H28, H29, R16, R17, R21, R23, R32, H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33 |
| Communication in relationships | <ul style="list-style-type: none"> about core values and emotions about gender identity, gender expression and sexual orientation how to communicate assertively |

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| Personal values, assertive communication | <ul style="list-style-type: none"> • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support |
| Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships | <ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support |
| Lower Sixth (Year 12) | |
| Relationship Values Respectful relationships Consent Contraception and parenthood | <ul style="list-style-type: none"> • Sex isn't just a physical thing • Expectations and pleasure • Inclusive sexual health (including STIs) • Contraception and choice • Emergency contraception • Support services |
| Upper Sixth (Year 13) | |
| Consent Bullying, Abuse and Discrimination Relationship values Forming and maintaining respectful relationships | <ul style="list-style-type: none"> • New relationships • Positive and healthy relationships • Intimacy and intensity • Coercion & manipulative behaviour • Reporting and support services • Accessing support away from home • Complexities of being away from home • New friends and new challenges • Travelling and Gap Years • Freshers' week • Substances & Sexual Health |

[Appendix B – Consultation with Parents](#)

The letter below is sent to all Shrewsbury School parents in September each year.

Dear Parent,

As a part of your child's education at Shrewsbury School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme known at Shrewsbury as PSD (Personal and Social Development). Our PSD education aims to give pupils the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that during PSD lessons there is an annual focus on RSE (Relationships and Sex Education). RSE is a statutory requirement and includes teaching about healthy relationships, including friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence.

These lessons are taught by trained professionals from within the Shrewsbury Staff body, and the teaching takes place in a safe learning environment which is underpinned by our school ethos and values. Within these lessons pupils have opportunities to ask questions that help prepare them for relationships of all kinds. PSD is taught throughout the lower school, with Sixth Form receiving talks, webinars and workshops. It is monitored and reviewed regularly by the staff and governing body. Please visit the school's website for more detail about our PSD curriculum and RSE policy.

As a school community, we are committed to working in partnership with parents and if you wish to discuss any aspect of the RSE curriculum we would love to hear from you. Furthermore it is important that we communicate to you that the statutory guidance for RSE and Health Education for all schools, including independent schools states that "parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education, but parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16." After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.' Should you wish to discuss any aspect of the above please do get in contact hpf@shrewsbury.org.uk

We are very keen to partner with parents in support of their child's personal and social development. In previous years we have held a series of parent talks and webinars hosted by a range of industry experts to help guide and advise your understanding of parenting teenagers. Having reviewed attendance and the range of talks on offer, we are delighted to let you know we are enhancing this provision, but in a slightly different format. We will be returning to a relationship with **Teen Tips** and their excellent **The Wellbeing Hub**, which offers a vast range of bespoke support in all matters 'teenager' as well as monthly talks on specialist pastoral subjects with industry experts, many of whom are used by the school. The first talk next year is

All Shrewsbury School parents are registered with The Wellbeing Hub, and you can access this via our parent portal. Comprehensive joining instructions are found on the portal. <https://shrewsbury.myschoolportal.co.uk/page/271>

We will remind parents through the e-newsletter what is coming up each month but do please look at the site and the range of resources that are available on top of the monthly talks.

If you would like to find out more or discuss any concerns, I would be happy to hear from you.

Yours sincerely,

Henry Farmer

Head of Pupil Wellbeing and PSD

hpf@shrewsbury.org.uk