



**Cokethorpe**  

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**SCHOOL**

# Relationships and Sex and Health Education Policy (RSE)

February 2026

Policy Lead: Mr Jonathan Stevens, Deputy Headmaster  
Reviewed: February 2026  
Next Review: September 2026

## RELATIONSHIPS AND SEX AND HEALTH EDUCATION POLICY (RSE)

### The School's position

A Liberal Education allows children the freedom to contemplate, explore and respond. In keeping with the School's Leadership Traits, Cokethorpe values integrity, courage, empathy, judgement, ambition and responsibility to allow children to live productively in a dramatically changing world. The LIF-Ed programme is foundational in providing a rounded, inspiring education which equips our pupils to think critically and independently.

We embrace the diversity of children's talents, ideas and experiences. As part of this, pupils and students are made aware of the protected characteristics outlined in the 2010 Equality Act. These characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation are taught specifically when studying legal rights, responsibilities, and obligations in School. However, the characteristics are also continuously interwoven through-out the School.

The following School policies, procedures and documents are relevant to this policy:

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- Prevention of Bullying Policy
- Promoting Good Behaviour Policy

### Legal Requirements of School

It is a statutory requirement for schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures all pupils are prepared for the changes adolescence brings as well as acquiring the knowledge and skills they will need in later life to have healthy, safe and fulfilling sexual relationships.

We acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health and Economic (PSHE) Education provision. This policy also acknowledges the new Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education in July 2025. The curriculum will be adapted to embrace the new content by September 2026, with parental consultation as appropriate regarding the changes.

### Definitions

For the purpose of this policy, "Relationships and Sex Education" is defined as teaching pupils and students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others. This includes the physical, emotional and social dimensions of puberty, conception, reproduction and parenting.

### Subject Content

Our LIF-Ed programme, including statutory Relationships and Sex Education as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, challenging extreme views and having the skills and attributes to respectfully establish themselves now and in the future.

The School's LIF-Ed provision supports the School's aims of preparing pupils for the future as global citizens who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire School's curriculum and culture. The School

has a powerful combination of a planned thematic LIF-Ed programme, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop their self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by safe and healthy lifestyle choices;
- Enable effective interpersonal relationships and develop a kind and caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

There is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

The content of LIF-Ed lessons can be found in the attached Scheme of Work (Appendix A). Content is primarily taken from PSHE Association, Life Lessons (both Senior and Prep School) and Votes for Schools. LIF-Ed lessons are delivered by teachers and trusted external providers, who enrich the curriculum with their specialist knowledge.

The LIF-Ed coordinator is responsible for the Senior School Curriculum and the Head of Prep School is responsible for the Prep School Curriculum.

All teachers of LIF-Ed aim to provide a safe learning environment and use distancing techniques to ensure pupil confidentiality and safeguarding. Where pupils may have a particular sensitivity to an issue, Heads of Year, Housemasters, Housemistresses and Tutors will discuss the sessions with the pupil in advance (or with the parent in the Prep School.)

As with all lessons, RSE is differentiated to suit the pupils needs including those with SEND.

### **Monitoring and Evaluation**

Parents are encouraged to communicate regularly with class teachers, Heads of Year, Housemasters and Housemistresses on all aspects of School life and are invited to contact the LIF-Ed coordinator, the Deputy Safeguarding Lead (DSL), the Deputy Headmaster or Head of Prep School with any questions or concerns about Sex and Relationships Education. Relevant parent workshops are organised at various points in the year.

Delivery is monitored and overseen by the LIF-Ed coordinator. Learning and understanding are regularly monitored through formative and summative assessment, as well as pupil contributions to lessons. The programme content and delivery are reviewed and evaluated by both staff and pupils. The outcomes of these evaluations are used to inform future amendments to the curriculum, teaching methods and any staff development needs. Evaluations are also made through pupil contributions to lessons and pupil voice.

### **Right to Withdraw**

There is no right to withdraw from Relationships Education; all sessions are carefully planned to provide pupils and students with an age-appropriate, inclusive overview of relationships and factors which can influence these. It is possible to withdraw pupils from some aspects of Sex Education after consultation with the Head, but not from topics taught as part of the Science Curriculum, including puberty and sexual reproduction, contraception and sexually transmitted infections (STIs). Pupils are able to opt back into the programme from three terms before they turn 16. Cokethorpe School has determined the distinction between Sex and Relationships Education carefully to ensure that pupils and students have a

comprehensive understanding of how to form and maintain positive, respectful relationships, to resolve conflict, and to keep themselves and others safe.

If parents wish to discuss withdrawing their child from Sex Education sessions then they should make contact with Mrs Orton (Prep School) or Mr Hughes (Senior School).

	<b>Michaelmas 1 Healthy Relationships</b>	<b>Michaelmas 2 Identity and Community</b>	<b>Lent 1 Digital Lives</b>	<b>Lent 2 Aspiration and Money Prep Portfolio (Year 6 only)</b>	<b>Summer 1 Wellbeing</b>	<b>Summer 2 My body and me &amp; Healthy Choices</b>
<b>Reception</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Year 1</b>	How do families look after each other? How do I feel when I am safe? How can I be kind and respectful to friends and family? What makes a great friend?	Celebrating ourselves Celebrating our similarities and differences How can we help everyone to feel included at our school?	Enjoying the online world Being safe online Getting help when we are online Making good choices online	Will I be good at something straight away? What is money and where does it come from? Can we buy everything we want?	Meet your emotions My healthy mind tool kit All experiences are important Taking care of my body	Sensitive and special parts of our bodies How can we walk to fun places safely? How can we stay safe and have fun at home?
<b>Year 2</b>	Fun surprises, uncomfortable secrets Making decisions that feel good for me How can we make our school a happy place for everyone? (inclusion and anti-bullying) How can we tell if someone is a friend or a stranger?	Every family is special! What helps us to be ourselves? (challenging stereotypes) Rules help to keep us safe, and keep things fair”	Choosing what we do online How can I talk to people safely and kindly online? Sharing photos and videos Spotting lies and what to do about it How to be a great web searcher	What are we good at? "What skills might I have in the future? What makes someone good at a job? Why do people have jobs?	How many emotions are there? Change and loss are part of life Delicious food fuels my body!	How our bodies change as we get older Medicines and chemicals Keeping clean and healthy Doctors and emergencies Looking after my teeth
<b>Year 3</b>	What can people do to help their families? Our bodies belong to us! Do friends always want the same things?	The amazing cultures in our class and community. How do we treat everyone kindly and with respect? How can we include everyone?	Healthy online friendships Feeling uncomfortable online Wellbeing in an online world Choosing what to do and what to share	How do we decide when to spend and when to save? Does money make us happy? What are my hopes and dreams for the future?	We all have powerful emotions (strong emotions and mental health) How many different ways are there to exercise?	Can I remember how to stay safe? How can I enjoy a walk or a cycle near roads and railways?
<b>Year 4</b>	How can friends help us to be our true selves? How can I kindly tell people what I want and need? What do we need when we lose a loved one? How do the people around us influence us? Challenging negative influence	How does the Equality Act allow us to live our best lives? How can we keep a positive view of other people? (Challenging stereotypes) How do our values shape our identity? Do we all have the same values? (British Values)	Who uses the internet? Using social media safely Is the internet a fair place? Too good to be true? Spotting online fakes. Connecting to trusted people online	How can we keep our money safe? What jobs are there in our community? Media influence Decisions about spending money	Charging our batteries (the importance of sleep) My emotion toolkit "Celebrating healthy and delicious food from across the world	How can I take control of my wellbeing? What are germs and how can I keep them out of my body? How can I explore natural places safely?
<b>Year 5</b>	What does a healthy friendship feel like? How does it feel when relationships change? How do we fix a friendship that has gone wrong? (Conflict resolution)	Considering all of our needs (Supporting neurodiversity) What does the path to equality look like? How can we listen to other people's experiences better? How can we be our true selves? (exploring stereotypes)	Red flags online Deciding what to share online Comparing ourselves to others on social media How social media companies use our data Influence and Power online	How do people choose when to buy something? "How can we be responsible shoppers? How can we help our communities other than by working?	How do we look after our mental health? What is special about me? How can I share what's in my head and heart?	What is puberty? What is menstruation? Why do we need to clean more during puberty? How do people become addicted? How can we stay safe around fire? How can I respond

		"Being an amazing ally	Staying safe in group chats	"How can I match my skills with a job that I love?		quickly to emergencies?
Year 6	<p>What does a healthy romantic relationship feel like?</p> <p>What skills do people need to stay in a healthy relationship for a long time?</p> <p>Communicating boundaries and needs clearly (Consent)</p> <p>How do we surround ourselves with people who respect and care about us?</p> <p>"How can we help each other to grow and be our true selves?</p>	<p>How can we appreciate and respect people without judgement? (Challenging unconscious bias)</p> <p>Why is our heritage important?</p> <p>What do we need to feel like we belong?</p> <p>How do we express our identity?</p> <p>How can we talk about gender and identity?</p>	<p>Power and friendship online</p> <p>Discrimination online</p> <p>Motivation and manipulation online</p> <p>Do I live in an echo chamber?</p> <p>Can I spot an online fake?</p>	<p>Prep Portfolio</p> <p>Multi-generational, financial literacy, community outreach, eco-sustainability, entrepreneurship</p> <p>Out of your comfort zone</p> <p>What are my dreams for my future, and how do I get there?</p> <p>What skills do I need to do the things I want to do?</p>	<p>Change is important</p> <p>How can I stay as healthy as possible for my whole life?</p> <p>Staying regulated</p>	<p>How are our emotions affected by puberty?</p> <p>How do our bodies change during puberty?</p> <p>How do males and females change during puberty?</p> <p>Why do some people drink alcohol?</p> <p>What are the facts about drugs?</p> <p>Why are vaccines so important?</p>

Appendix A: Whole School Long Term Plan

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
First Form	<p><b>Self- Development</b> Transitioning to secondary school – identifying aspirations, suitable goals &amp; recognising strengths and weaknesses</p>	<p><b>Emotional Growth</b> Identifying factors which affect self-esteem, considering the treatment of others, and managing emotions, including neurodiversity, personal identity and expression, linked to stereotyping and prejudice.</p>	<p><b>Self Care</b> Awareness of addictions, including alcohol, energy drinks, smartphones and online residency. Discussion of sexting and the laws of image sharing, and an introduction to AI</p>	<p><b>Positive Choices</b> Healthy routines, including personal hygiene, sleep, healthy eating and exercise, leading to a positive approach to body image.</p>	<p><b>Embracing change (health and puberty)</b> Dealing with changes during puberty, including reproductive systems and periods. An introduction to FGM.</p>	<p><b>Cokethorpe Community</b> Considering actions to be more sustainable. Ensuring personal safety whilst out and about.</p>
Second Form	<p><b>Building Healthy Relationships</b> What does a healthy relationship look like with friends and family, including dealing with disagreements.</p>	<p><b>Mental Health and Wellbeing: Being the best you</b> Attitudes towards mental health, including unhealthy and healthy coping strategies. Digital resilience and its contribution to mental wellbeing.</p>	<p><b>The 4C's</b> Understanding of relationships in relation to context, communication of boundaries, consent, and contraception. Understanding of sexual orientation and gender identity.</p>	<p><b>Addictions</b> The brain in relation to addictions, including smoking and vaping. How to deal with peer pressure. Introduction to some careers choices.</p>	<p><b>Staying Safe</b> Basic First Aid and self-defence. Careers topics such as challenges and rewards of work.</p>	<p><b>Making a difference</b> Sustainability and the climate, linked in to careers.</p>
Third Form	<p><b>Digital Literacy and Safety</b> Being aware of the dangers of online residency, including online relationships and bullying, grooming, digital footprints, social media and smart phones. AI is also discussed.</p>	<p><b>Body Image and Wellbeing</b> Understanding the media influence on body image, and safeguarding self-esteem.</p>	<p><b>Responsible relationships</b> Sex and relationships education looking at the reproductive system, consent, trust and boundaries. The impact of pornography is also explained.</p>	<p><b>Staying Safe</b> Independence, alcohol, drugs and related medical emergencies. Online issues including scams, gambling, fake news and echo chambers, and misogyny.</p>	<p><b>Identity and Community</b> Understanding discrimination, prejudice, and racism. Careers topics such as the labour market.</p>	<p><b>The wider world</b> Finances: the basics, earning and managing money</p>
Fourth Form	<p><b>Transitions and Study Skills</b> Dealing with change positively, resilience and managing stress, time management and learning strategies</p>	<p><b>Sex and Relationships</b> Marriage and civil partnerships, family conflicts, parenting, and vulnerability in relationships</p>	<p><b>Online: Harms and Opportunities</b> Making money online including rights, risks and cryptocurrencies. Betting and financial exploitation. Online relationships, and harassment.  Expectations and pressures of sex, contraception and STIs</p>	<p><b>Reframing negative thinking</b> Mental and physical coping strategies to deal with pressure and anxiety.</p>	<p><b>Physical health and choices</b> Preventing heart disease and cancer, and how to stop vaping</p>	<p><b>Careers and Money Matters</b> Wellbeing in the workplace, suitability of careers, budgeting and saving.</p>

Fifth Form	<p><b>Sex and Relationships</b> Parenthood choices and options, pregnancy outcomes and dealing with break ups.</p>	<p><b>Lifestyle Choices</b> How choices can affect your health, fertility and brain. Choices and options regarding vaccines, organ donations, and cosmetic surgery.</p>	<p><b>Body Image</b> Discussion of body image and the impact of pornography on relationships and sex. Careers topics such as volunteering and work experience.</p>	<p><b>Positive Mental Health</b> Managing stress and anxiety, staying calm, being resilient and boosting positive mental health.</p>	<p><b>Study Skills</b> Support around revision and exam preparation, including positive mental wellbeing strategies.</p>	<p><b>Exams</b></p>
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