

SR 13 Relationship and Sex Education Policy (RSE Policy)

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

At the German School London we teach RSE as set out in the policy and according to the Department for Education’s revised statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, published in July 2025 for introduction from 1 September 2026.

We do not follow the National Curriculum, but we are offering a curriculum to all pupils that is like the National Curriculum including requirements to teach science. This includes the elements of sex education contained in the science curriculum.

3. Policy development

This policy has been developed in consultation with staff, pupils 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 give feedback
4. Pupil consultation – we investigated via class reps and student council what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out in the Appendix, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the Biology/ Ethics/ RE/ German/ English/ French/ History/ Politics and "Sachunterricht" (Primary School Yr 1-4) curricula and make cross references to other curricula wherever necessary.

Relationships education in the Primary School focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Online relationships
- Being safe
- Basic understanding of consent (e.g. personal space, saying no)
- Respectful relationships and boundaries
- Awareness of unsafe situations (including online risks)
- Introduction to harmful behaviour (e.g. bullying, inappropriate touch in simple terms)

In Secondary School Relationship and Sex Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

In accordance with the updated guidance, the pupils will learn, in an appropriate age way about:

- Sexual consent, including that consent can be given, withheld, or removed at any time
- The age of consent, and that people can have healthy intimate relationships without sex
- Sexual harassment and sexual violence, including unsolicited sexual touching/language, image-sharing without consent, public sexual harassment, upskirting, rape and sexual assault
- Domestic abuse, including coercive and controlling behaviour
- Pornography as a distorted portrayal of sex and relationships that can normalise misogyny and harmful behaviour
- Online sexual harms, including grooming, sextortion, youth-produced sexual imagery, AI-generated sexual imagery and deepfakes the law and risks around strangulation/suffocation and other harmful sexual behaviours
- The full range of contraception, and medically accurate, impartial information about pregnancy options, including keeping the baby, adoption and abortion
- STI prevention, including condoms, regular testing, and awareness of PrEP and PEP
- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The school will take a proactive approach to addressing everyday sexism, misogyny, homophobia and harmful stereotypes. Staff will model respectful language and behaviour, challenge harmful beliefs and attitudes, and support pupils to understand the links between sexism, misogyny and violence and abuse, while avoiding language that stereotypes boys or girls.

Teaching will reflect the facts and the law in relation to biological sex and gender reassignment. Pupils will be taught that people with protected characteristics must be treated

with respect and dignity. Where topics are contested, teaching will remain objective and will not present one contested viewpoint as established fact.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also

- Make sure that pupils 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

6.2 Safeguarding and confidentiality

RSHE forms part of the school's whole-school safeguarding approach. Staff delivering RSHE will be trained to recognise and respond appropriately to disclosures and concerns arising from teaching on relationships, sexual violence, online harms and exploitation.

As a general rule, a child's confidentiality is maintained by the members of staff concerned. However, it is school policy that, if a member of staff has concerns about the safeguarding or well-being of a pupil, this must be referred immediately to the DSL. The DSL will decide what action should be taken, in accordance with the school's safeguarding policy. If the behaviour or comments of a pupil, made in the context of RSE, give rise to such concerns, including the possibility of abuse, exploitation or a breach of the law, safeguarding procedures must be followed. If a child makes a reference to being involved, or likely to be involved in sexual activity, the teacher will take the matter seriously and deal with it as outlined in the safeguarding policy.

Disclosure of female genital mutilation must be reported to the police, as noted in the safeguarding policy.

In relation to any safeguarding concern:

- Teachers must not promise absolute confidentiality; they must use their professional judgement and knowledge of safeguarding procedures to decide whether confidence

can be maintained, having heard the information; they must indicate clearly to pupils when the content of a conversation can no longer be kept confidential

- Pupils must be made aware that any incident may be conveyed to the DSL or the head, and possibly to parents, if it is decided that it is in the best interests of the pupil to notify parents.

6.3 Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. RSE provides pupils with key facts about the menstrual cycle including what is an average period, the range of menstrual products and the implications for emotional and physical health. The school also makes suitable and sensitive arrangements to help girls prepare for and manage menstruation, including accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils and aims to ensure that girls have access to appropriate sanitary products during school time.

6.4 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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate

- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 - The revised statutory guidance for RSE published in July 2025 for introduction on 1 September 2026
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they'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
- 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

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the

school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE.

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

8.4 Pupils

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

8.5 Pupils with SEND

Pupils with special educational needs and/or disabilities are given the opportunity to participate fully in RSE lessons. A differentiated programme is provided where necessary, to facilitate all pupils gaining a full understanding. The school recognizes that pupils with SEND may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable. Staff understand that certain aspects of SEND may make a pupil more vulnerable to abuse and, in this context, will take care to ensure that, in a manner commensurate with their understanding, pupils are warned about abuse and develop their resilience against it.

9 Parent transparency and the right to withdraw

The school will consult parents when developing and reviewing this policy. The school will provide parents with clear information about RSHE content, teaching materials and external providers. Parents may view a representative sample of resources, and, on request, all curriculum materials used to teach RSHE. The school will not enter into arrangements with external providers that prevent curriculum materials from being shared with parents.

Primary School parents/carers have the right to request the withdrawal of their child from the non-statutory components of sex education within RSE as outlined in the Parent contract.

Requests for withdrawal should be put in writing to the Head of Primary.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

Secondary School parents/carers have the right to request the withdrawal of their child from

the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. The Headteacher may refuse this request only in exceptional circumstances. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10 Training

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

We will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE if appropriate.

11 Monitoring arrangements

The delivery of RSE is monitored by all subject leads through. Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by the Governance committee and SLT team on a regular basis. At every review, the policy will be approved by the governing board.

Appendix RSE

Topic	Subject	Year Group	Context/ Curriculum topic
Holocaust Memorial Day		all	
Black History Months		all	
Wellbeing Ambassadors/ Mental Health Week		all	
E-Safety		all	
LGBTQ - Diversity/ Pride Months		all	
Primary School Yr 1-4			
Healthy Relationships	Sachunterricht	1,2,3,4	Friendship, social rules and communication, conflict solving Lubo, "Pants Talk", class council, expressing emotions
Building confidence/ self esteem	Sachunterricht	1,2,3,4	Personal strengths and interests, dealing with conflicts and emotions
	Sachunterricht	1,2,3,4	Class council, class representative meetings: taking care of environment (voluntary action: picking up garbage on school grounds)
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	Ethics	3,4	Voluntary Service (cutting leaves, picking garbage in school neighborhood)
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	Ethics	3,4	Strategies of how to deal with problems
Strategies for building resilience	Sachunterricht	1,2,3,4	Our body – fitness and health Our senses (impact of noise, nutrition, dental hygiene)
Importance of self-care for mental well-being (personal hygiene, health check-ups, physical activity, time spent outdoors, good nutrition, hobbies and interests)	Sachunterricht	4	Sexual Health Education (curriculum topic)
Consent/law about sex, sexuality, sexual health, gender identity and sexual orientation	Sachunterricht	4	Sexual Health Education (curriculum topic)
Contraception, safer sex and sexual health	Sachunterricht	4	Sexual Health Education (curriculum topic)
Impact of puberty (physical and emotional changes)	Sachunterricht	4	Sexual Health Education (curriculum topic)
Secondary School Yr 5 - 10			
Healthy Relationships	English	5	The Boy at the Back of the Class
Healthy Relationships	English	7	A Midsummer Night's Dream
Healthy Relationships	English	8	Much Ado About Nothing
Healthy Relationships	English	9	Romeo and Juliet
Healthy Relationships	English	9	Of Mice and Men
Healthy Relationships	English	9	An Inspector Calls
Healthy Relationships	English	10	To Kill a Mockingbird
Healthy Relationships	Religious Education	5,6,7	Myself and others, conflicts, dilemmas
Healthy Relationships	French	6,7	Family and Friends
Healthy Relationships	Biology	5	sustainable co- existence of humans and animals
Healthy Relationships	Biology	6	endemic flowering plants, pollination, endangered species
Healthy Relationships	Biology	7	relationship in various ecosystems, photosynthesis, puberty
Impact on unhealthy relationships on mental well being	English	8	Much Ado Nothing
Impact on unhealthy relationships on mental well being	English	9	Fahrenheit 451
Impact on unhealthy relationships on mental well being	English	9	An Inspector Calls
Grooming, sexual exploitation, domestic abuse, coercive and controlling behaviour	German	8	pollution of oceans, overfishing, destruction of habitats
Abusive relationships (neglect, sexual/physical/emotional abuse, HBV, forced marriage)	English	9	Romeo and Juliet
Abusive relationships (neglect, sexual/physical/emotional abuse, HBV, forced marriage)	Ethics	10	What should I do? Discussion of neglect, forced marriage, domestic abuse
Building confidence/ self esteem	English	5	The Boy at the Back of the Class
Building confidence/ self esteem	English	9	Of Mice and Men
Building confidence/ self esteem	French	10	Vocational preparation
Building confidence/ self esteem	German	5	Ein Sommer in Sommersby
Building confidence/ self esteem	Biology	7	Puberty, biological change and impact, personal hygiene
Building confidence/ self esteem	English	6	Poetry on theme of identity, colour and race
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	English	7	Charities unit - persuading others to support a cause
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	English	8	Exploring Differences unit (Physical disabilities, and neurodiversity such as: multiple sclerosis, cerebral palsy, autism)
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	English	9	Of Mice and Men

Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	English	9	Fahrenheit 451
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	Religious Education	5	Understanding self-worth, my life, my beliefs
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	French	10	Sustainability
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	History	6,7,8,9,10	Emancipation
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	History	8,9,10	Enlightment
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	Politics	8	Democratic participation and rights of children/ young people
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	Politics	8	Media criticism/ digital communication culture
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	Politics	10	Prevention of political and digital radicalization
Teaching self-respect and self-worth (to take social action/active citizenship/ voluntary service)	Politics	10	Social debates on identity, diversity and minority rights
Strategies for building resilience	English	8	Exploring Differences
Importance of self-care for mental well-being (personal hygiene, health check-ups, physical activity, time spent outdoors, good nutrition, hobbies and interests)	Religious Education	5	My life, my beliefs, humans, nature, environment
Importance of self-care for mental well-being (personal hygiene, health check-ups, physical activity, time spent outdoors, good nutrition, hobbies and interests)	Biology	7	Puberty, biological change and impact, personal hygiene
Importance of self-care for mental well-being (personal hygiene, health check-ups, physical activity, time spent outdoors, good nutrition, hobbies and interests)	Biology	9	Sexual Education, (Bodily autonomy, menstrual cycle, physical health during and after puberty, contraception, pregnancy, personal hygiene, protection of unborn children and abortion)
Economic well-being and financial capability	English	6	Education – way out of poverty
Economic well-being and financial capability	English	8	Cheap labour in the fashion industry (Choices unit)
Economic well-being and financial capability	English	9	Of Mice and Men (The Great Depression/ The American Dream)
Economic well-being and financial capability	English	9	An Inspector Calls (old money vs. new money, fair wages, gender-biased pay)
Economic well-being and financial capability	French	9,10	Vocational preparation
Keeping children safe online	Religious Education	6	Media and Reality
Female Genital Mutilation	Ethics	10	Curriculum relativism, ethical dilemmas
Substance misuse	English	9	Fahrenheit 451
Substance misuse	English	10	Brave New World
Substance misuse	Spanish	10,(11)	María, llena eres de gracia
Substance misuse	Biology	9	drugs and addiction
Extremism and radicalisation	Religious Education	7,10	Extremism and radicalisation
Hate Crime	English	6	Holes
Hate Crime	English	9	Fahrenheit 451
Hate Crime	English	10	American Civil War and the Civil Rights Movement
Hate Crime	English	10	Political Rhetoric
Hate Crime	English	10	To Kill a Mockingbird U.S.
Hate Crime	Religious Education	6	Media and Reality
Hate Crime	Ethics	10	Ethics and Morality (what should I do?)
Sixth Form			
Mental wellbeing/ Families/ Relationships/ Democratic Values		11,12	Workshops for managing stress and workload
	IB only	11,12	CAS programme
	History	11,12	Visit of a concentration camp
	German	11,12	Lessing, Nathan der Weise (equivalence of religions)
	German	11,12	Kleist, Der zerbrochene Krug (justice and abuse of power)
	German	11,12	Erpenbeck , Heimsuchung (sexual harassment and rape)
	German	11,12	Wuerger, Der Club (roles and images of woman and men, rape)
	Religious Education/ Ethics	11,12	Justice, distributive and compensation justice (Aristotle), justice of fairness (Rawls), Happiness/ virtue ethics, concepts of Aristotle virtue ethics
	History	11,12	Formation of the German National State, focus on Bismarck's role and national/ liberal traditions, explore conditions for Germany's development into a democracy

	History	11,12	Colonism and Imperialism, discuss de-colonisation using examples of German and British colonies, emphasize South Africa's democratic development post Aprtheid
	History	11,12	World War 1 analysis, critical discussion G.F. Kennan's thesis WW1 as "original catastrophe of the 20th century", examine Treaty of Versailles and the League of Nations regarding their effectiveness in peacekeeping
	History	11,12	Failure of Weimar Republic, analyse reasons, guide students in forming their own judgements, considering constitutional, economic, political, and social aspects.
	History	11,12	Authoritarian Regimes, examine characteristics of authoritarian rule in Nazi Germany and Italy and assess these regimes using specific criteria.
	History	11,12	Nazi foreign Policy, analyse Nazi foreign policy in relation to Italian and Japanese expansion leading to World War II, discuss Nazi crimes during the war, including occupation policies and the Holocaust
Internet Safety	English	11,12	media coverage of the US presidential elections 2024
Physical Health and Fitness, Health and prevention, Healthy Eating	Biology	11,12	Metabolism, body systems and defense against diseases Reproduction Homeostasis, photosynthesis, respiration and effect on training/sport on physical and mental well being
Physical Health and Fitness, Health and prevention, Physical Health and Fitness, Health and prevention, Healthy Eating	Ethics	11,12	Biological anthropology, Human Evolution: The study of the evolutionary development of humans, including the origins and evolution of Homo sapiens and their relationship to other hominins. 1. Genetics: The analysis of genetic variation within and between human populations to understand how genetic factors influence biological traits and health. 2. Anthropometry: The measurement and analysis of physical characteristics of humans, such as height, weight, and proportions, to explore differences and adaptations to various environments. 3. Primatology: The study of primates (including apes and other relatives) to gain insights into behaviour, social structures, and the evolution of humans. 4. Osteology: The examination of human skeletons and bones to gather information about health, nutrition, lifestyle, and demographic characteristics of past populations
Physical Health and Fitness, Health and prevention, Healthy Eating	PE lessons	11,12	