



ROYAL
BALLET
SCHOOL

SETTING THE STANDARD

RELATIONSHIPS & SEX EDUCATION POLICY

September 2026

Introduction

The aims of relationships & sex education (RSE) at the Royal Ballet School is 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
- Create a positive culture around issues of sexuality and relationships, including professional relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Students are at the heart of everything that the school does and it is our aim to nurture considerate intelligent human beings. We encourage students to engage in critical thinking, seeking out accurate facts, and make informed choices.

Legislation and Statutory Guidance

This policy aligns with the strategic legal framework and DfE statutory guidance, incorporating the 2019 Regulations under the Children and Social Work Act 2017, relevant provisions of the Education Acts 1996 and 2002, political impartiality mandates, and the Public Sector Equality Duty under the Equality Act 2010.

It reflects the updated July 2025 DfE guidance (mandatory from 1 September 2026), operating alongside "Keeping Children Safe in Education" (KCSIE) obligations and the Equality Act 2010 biological sex definitions.

This policy is written in direct compliance with the statutory legal frameworks governing Relationships and Sex Education (RSE) in England. The statutory requirements governing this policy are:

- The Children and Social Work Act 2017 (Sections 34 & 35): Under which The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 are made, making RSE compulsory.
- The Education (Independent School Standards) Regulations 2014: Specifically meeting Part 2 (SMSC development of pupils) and Part 3 (Welfare, health and safety).
- The Education Act 1996 (Section 403) Requiring the Headteacher and governing body to ensure sex education is taught responsibly, protecting pupils from inappropriate materials.
- The Equality Act 2010: Fulfilling our duty to prevent discrimination against protected characteristics while clearly maintaining biological sex definitions.

- This policy aligns directly with the Department for Education's (DfE) updated statutory guidance, "Relationships Education, Relationships and Sex Education (RSE) and Health Education" 2025, and functions alongside our statutory safeguarding duties under "Keeping Children Safe in Education" (KCSIE).

Policy development

This Policy has been developed considering the views of staff, parents/carers and students. Parents are asked for their input and feedback on the policy on an annual basis via an email request sent by the Academic and Pastoral Principal. This request may also include other relevant RSE information or updates. Student voice is gathered anonymously before and after each RSE session to inform planning at White Lodge.

The Policy is available on the policies section of the School website:

<https://www.royalballetschool.org.uk/discover/royal-ballet-school-policies/>

Definition

Definition of Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) focus on supporting the emotional, social, and cultural development of our students. The curriculum provides age-appropriate learning surrounding:

- Healthy, respectful relationships and family life
- Personal identity, diversity, and self-esteem
- Physical health, healthy lifestyles, and puberty
- Human sexuality, sexual development, and sexual health

Our teaching approach combines the delivery of factual, evidence-based information with safe frameworks for students to explore social values, rights, and personal responsibilities.

Please note: RSE at our school is not about the promotion of sexual activity.

Instead, it is designed to safeguard students, teach the correct vocabulary to understand their bodies, and empower them to make healthy, informed choices as they transition into adulthood.

Curriculum

The School's curriculum is set out as per Appendix 1 but may need to be adapted as and when necessary.

The School has developed the curriculum in consultation with parents, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and receive appropriate and accurate information.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught as part of the whole School approach to wellbeing, and is arranged with the personal, social, health relationships and economic (PSHRE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Studies in Religion

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(SIR). The statutory components of sex education within RSE are delivered to White Lodge students through a series of workshops by the RSE company 'It Happens' <https://ithappens.education>

RSE workshops are delivered to Upper School students by the resident school nurse.

RSE at Upper School focuses on giving students the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Healthy personal and professional relationships
- Being safe online
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

We recognize and sensitively reflect the diverse reality of modern family structures, which may include:

- Single-parent families
- Same-sex and LGBT+ parented families
- Families headed by grandparents, kinship carers, or extended family members
- Adoptive and foster families

Our curriculum is taught with care and professional judgment. We remain deeply mindful of the distinct support structures surrounding vulnerable groups, such as looked-after children (LAC), young carers, and children with special educational needs or disabilities (SEND).

Roles and responsibilities

The Governing Board

The Governing Board will approve the RSE policy, and hold the Academic & Pastoral Principal to account for its implementation

The Academic & Pastoral Principal

The Academic & Pastoral Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section below).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from 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 Academic & Pastoral Principal.

Students

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

Parents' right to withdraw

The School will ensure that every registered student is provided with relationship and sex education, except in so far as the student is excused.

Parents' have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the School will arrange this.

Requests for withdrawal should be put in writing and addressed to the Academic & Pastoral Principal.

A copy of withdrawal requests will be placed in the student's educational record. The Academic & Pastoral Principal will discuss the request with parents and take appropriate action.

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

A student is so excused until the request is withdrawn unless, or to the extent, that their Academic & Pastoral Principal considers that the student should not be so excused.

Training

Staff teaching/delivering RSE are appropriately trained. In addition, all relevant White Lodge teaching staff have an update session with an external provider ("It Happens") specifically targeted at their bespoke sessions.

The Academic & Pastoral Principal may also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of statutory RSE is monitored by the Academic & Pastoral Principal and/or the PSHRE coordinators through:

- Attendance at the workshop sessions
- Data collected from students after sessions
- Anonymous student questionnaires

This Policy will be reviewed annually by the PSHRE coordinators. At every review, the Policy will be approved by the Governing Board.

Relationships and Sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 8	Autumn 1	<u>The Adolescent Body: Puberty</u> Puberty & Change – your questions answered • Period products, the environment & Menstrual Wellbeing • Male puberty explained • Looking after your private body • Touch & Pleasure • Who to ask for help
Year 9	Autumn 1	<u>Digital Lives</u> • Self-esteem & the media • Pornography and misogyny • Sexting & sharing • Online behaviour & misogyny • Reputation • Asking for help
Year 10	Autumn 1	<u>Intimate Relationships</u> • Reproduction v. Pleasure • Understanding intimacy • Becoming Sexually Active • Complex consent, Green Flags/Red Flags • Being a bystander/upstander • Empowering Strategies & Skills

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11	Autumn 1	<u>Healthy Relationships</u> • Complex consent • Love & break-ups • Unplanned pregnancy • Contraception • STIs & your sexual health • Accessing services

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Years 12 &13	Autumn & Spring	• Staying Safe online • Mental well-being best practice • FGM • Normal functions of the body • Healthy personal relationships • Healthy professional relationships • LGBTQ+ awareness and relationships • Healthy Intimate Relationships/Contraception • Family relationships There are a range of additional resources that students can access privately, and in their own time. These include topics such as: • Safety/ Sexuality/Relationships • Contraception • STIs • Menstrual cycle • Pregnancy including miscarriage / abortion (birth & breastfeeding) • Genital mutilation • Pornography / Body image

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

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships and professional relationships	• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 28 • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why

TOPIC	PUPILS SHOULD KNOW
	• these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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