British International School of Ljubljana

A MEMBER OF ARISTON EDUCATION

Relationships and Sex Education Policy (RSE) 2026

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Introduction

Our Mission
We provide a **high quality British style international education** in English, balancing tradition and innovation.

We aim to be the internationally recognised, **outstanding educational choice** for families in the region.

Our passion is creating a **positive, safe and nurturing learning environment** in which everyone is valued as individuals, empowering them to be versatile, motivated and caring people.

We will endeavour to **create opportunities** to develop creativity, collaboration and critical thinking skills through an **inclusive and personalised experience.**

Our Values
Excellence - We strive for excellence in everything we do.
Respect - We learn at school by showing respect to everyone in the community **Responsibility -** We are engaged, promoting actions and behaviours that support a sustainable future.
Integrity - We are transparent, honest and ethical in all our relationships.
Compassion - We are kind and caring, encouraging everyone to succeed.

Purpose

This policy sets out how the school delivers Relationships and Sex Education (RSE) as part of a broad, balanced, and inclusive curriculum.

The purpose of RSE is to:

- help pupils build safe, respectful and healthy relationships;
- support pupils to understand personal wellbeing, boundaries and responsibility;
- equip pupils to recognise risk, seek help and stay safe offline and online;
- promote respect for others and challenge prejudice, harmful stereotypes and abusive behaviour;
- prepare pupils, in an age-appropriate way, for the responsibilities and realities of later life; and
- contribute to pupils' spiritual, moral, social and cultural development.

High-quality RSE supports pupils' moral, social, and cultural development and helps prevent harm by enabling them to identify when something is not right.

Definitions

Relationships Education: Focuses on building pupils' understanding of safe, respectful relationships and personal wellbeing.

Sex Education: Covers human reproduction, sexual health and intimacy in a safe, age-appropriate and legally informed way.

For the purposes of this policy, RSE refers to the planned programme through which the school teaches these areas in an age-appropriate, carefully sequenced and safeguarding-aware way.

Scope

This policy applies to:

- All pupils from Early Years through Secondary
- All teaching and support staff involved in curriculum delivery or pupil support
- Senior leadership and School Board oversight
- External providers delivering RSE content

RSE is delivered through:

- PSHE/Wellbeing curriculum
- Science curriculum (statutory elements such as reproduction)
- Cross-curricular links (e.g. safeguarding, online safety, wellbeing)

For secondary pupils, RSE is statutory. For primary pupils, relationships education and health education are statutory, with sex education elements delivered in line with national curriculum science and school discretion.

While sex education is not compulsory for primary, with the exception of the elements of sex education contained in the science national curriculum, it is recommended that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the students. This is in response to the need to support children and young people to be safe and healthy in their relationships and improve academic outcomes and their personal and social lives in positive ways. The need for this has become even more

imperative in response to the increased risks children and young people may face through online activities.

Legislation and Guidance (add local laws)

This policy complies with:

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Education Act 2002 and Education Act 1996
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children

This policy is aligned with the latest DfE statutory guidance (2025 update), which schools must have regard to when delivering RSE. It is also aligned with expectations within Slovenia, see below.

The school will undertake periodic consultation when reviewing this policy to ensure it reflects community needs while meeting statutory requirements

Where the requirements of host-country law differ from UK-based expectations, the school will comply with local law while meeting BSO standards to the fullest extent possible.

In Slovenia, RSE falls within the subjects of Humanities (from Year 1-9) and Ethics (Years 5-6), as well as, Biology (Year 8-9) curriculum. Specific sex education is normally delivered at the age of 14/15 by health professionals through regular health checks and educational seminars or workshops at the local health care center.

RS and Health Education Programme in Slovenia

The Slovene National Institute of Public Health (NIJZ) has developed the preventive health

programmes for children and adolescents, - ZDAJ (Health for Today and Tomorrow), which includes health education programmes for students in primary, secondary and high school (until the age of 19), parents and educators. The programme is linked to the health goals outlined in the National Programme for Children and Youth in the Republic of Slovenia 2020-2025, which defines that children and adolescents in different environments must have optimal conditions for healthy development, from birth onwards.

The health of children and adolescents, the protection of vulnerable young people, and child- and family-friendly health care are discussed in international documents in the context of protecting children's rights. NIJZ works together with the Ministry of Health and the Ministry of Education and takes into account the guidelines of the European Strategy for the Health and Development of Children and Adolescents in the adoption and implementation of effective interventions for children's health, equal access to quality health services for all children, strengthening the support of the health system to children's health and ensuring community participation in improving children's health.
Relationships, Sex and Health Education are included in the ZDAJ programme (see timeline of preventive activities) through:

The Slovenian Kindergarten Curriculum specifically identifies objectives such as developing the ability to cooperate, respect diversity, understand emotions, build relationships and develop self-awareness.

In cooperation with schools, health education providers carry out a series of workshops, lectures and interviews for schoolchildren in primary schools (equivalent to Y1-Y9 in UK education). As a rule, the activity takes place in a group on the premises of the school and is intended for schoolchildren,

their parents and professional staff in schools. The health education programme for primary schools includes basic and additional programmes. The basic programme implies the implementation of 2-hour workshops with pre-prepared content (workshops are prepared for each department). The contents of the workshops are: healthy habits, personal hygiene, healthy lifestyle, prevention of injuries, addiction, growing up, positive self-esteem and stress, interpersonal relationships, education for healthy sex). As a rule, workshops are carried out in schools. For the additional programme, the providers agree with the representatives of the school (according to the needs, wishes and possibilities).

High school (equivalent to Y10-Y13 in UK education): The purpose of education for the health of children and adolescents is to acquaint students with the importance of a healthy lifestyle and enable them to acquire skills for the development of healthy habits,

and to acquaint pedagogical workers and parents with information on professional guidelines in the field of health protection and promotion. In cooperation with schools, health education providers carry out a series of workshops, lectures and interviews for all students in secondary schools. As a rule, the activity takes place in a group at the school and is intended for students, their parents and professionals in schools.

The health education programme for high schools includes the implementation of 2-hour workshops in each department. However, the contractor agrees with the representatives of the secondary school on the content of the workshop. Key content for high school students is cancer prevention, education for healthy sex, interpersonal relationships, addictions, personal hygiene, use of cosmetics, hearing disorders, UV radiation and other content.

Roles & Responsibilities

School Board

- Approves the RSE policy
- Ensures compliance with statutory guidance

Principal

- The Principal is responsible for advising on, endorsing and supporting the implementation of the RSE policy.
- The Principal provides leadership to ensure that RSE aligns with the overall vision and values of the school and the cultural expectations of Slovenia.
- The Principal oversees the integration of RSE into the broader curriculum.
- Ensures staff are trained and supported
- Ensures that curriculum content, materials, and teaching are aligned with statutory requirements and are available to parents on request.
- Makes decisions on withdrawal requests

RSE / PSHE Lead- Director of Student Welfare

- Designs and sequences the curriculum
- Ensures content is age-appropriate and compliant
- Coordinates staff training and resources
- Monitors delivery and impact

- Ensures parental consultation and communication

Teaching Staff

- Teachers are responsible for delivering RSE content strictly according to the curriculum and policy guidelines.
- They create a safe and inclusive learning environment for students to explore RSE topics.
- Teachers play a vital role in facilitating open discussions and addressing student queries related to RSE.
- Report concerns to the Designated Safeguarding Lead
- The Director of Student Welfare will meet with parents who request withdrawal from sex education to ensure they understand the curriculum, its purpose, and the implications of withdrawal, and will keep a formal record of such discussions and decisions
- Teachers will follow agreed protocols when responding to difficult or sensitive questions. Where appropriate, they may:
    - Delay responses to ensure accuracy and appropriateness
    - Redirect pupils to trusted adults or sources
    - Follow safeguarding procedures where a concern arises

Designated Safeguarding Lead (DSL)

- The DSL will ensure that all safeguarding concerns arising from RSE lessons are responded to promptly in line with the school's safeguarding procedures and statutory guidance.
- Provides guidance on safeguarding issues arising from RSE

School Nurse and the Wellbeing Team

- School nurse will assist with advising and contributing to the content of RSE provision to ensure appropriate and up to date information is contained in the lessons.
- School nurse may be asked to deliver, and /or augment provision in certain aspects of the RSE programme as appropriate to lend their expertise.
- The school nurse and the wellbeing-trained staff are available for support and advice on specific health-related matters.

Curriculum Delivery

RSE is delivered through a sequenced, age-appropriate curriculum that:

- Builds progressively from Early Years to Key Stage 5 and reflects pupils' developmental stages and needs
- Promotes positive relationships and wellbeing
- Supports pupils to stay safe both offline and online
- Is inclusive and accessible to all pupils, including those with SEND
- Supports pupils to make informed decisions

Primary Phase Focus

- Families, friendships, and respectful relationships
- Personal boundaries, privacy, and help-seeking
- Feelings, wellbeing and communication
- Online safety and media awareness
- Personal safety, including recognising unsafe situations and seeking support; and
- age-appropriate understanding of change and growing up. The 2026 guidance places additional emphasis on online safety, wellbeing and practical personal safety themes

Secondary Phase Focus

- healthy, respectful relationships;
- consent-related respect, boundaries and personal responsibility;
- peer influence, pressure and conflict;
- online harms and current digital risks, including AI-enabled harms, misinformation and harmful online influence;
- sexual health, reproduction and contraception in line with curriculum design and legal expectations;
- personal safety, access to support and help-seeking; and
- equality, dignity and lawful conduct in relationships. The revised guidance and current safeguarding materials place increased emphasis on online harms, misogyny, violence against women and girls, toxic influencers and other contemporary risks.

See Appendix A for further details of the RSE curriculum progression and delivery at BISL.

Parent Engagement

The school recognises parents as key partners in pupils' education and wellbeing. The school will make this policy available to parents and notify and where applicable, consult with parents on significant curriculum changes. The school will also communicate clearly

about what is taught and when. The revised DfE guidance places clear emphasis on proactive parent engagement and openness about materials.

To support openness with parents, the school will:

- publish this policy on the school website and make it available on request;
- provide an annual overview of RSE by phase / year group (see Appendix A)
- offer opportunities for parents to understand the curriculum, for example through briefings via email and, where relevant through presentations.
- inform parents by letter or email before beginning to teach a unit of RSHE related to Sex Education.
- make curriculum materials reasonably available for parental review in accordance with school procedures;
- respond to parental questions in a timely and respectful manner.
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, we trust that parents will recognise the importance of this aspect of their child's education.

Consultation does not amount to a parental veto over curriculum requirements, but parental views will be considered carefully in the review and refinement of provision.

Parents:

- May request withdrawal from sex education (excluding statutory science and health content) through contacting the Director of Student Welfare or the Director of Teaching and Learning or the Principal. Once the request is made, the request is then in place until the request is withdrawn or unless the Principal considers that the pupil should not be excused.
- Cannot withdraw their children from statutory relationships education, health education or the science curriculum, as per British and Slovene Education Law.
- Where a pupil is withdrawn from sex education, the school will ensure that appropriate, purposeful alternative education is provided during that time and the student will go to another class for the duration of the lesson.
- Pupils will also be informed of their right to opt into sex education from three terms before they turn 16.
- For students with SEND, there may be exceptional circumstances, where the student's specific needs arising from their SEND will be taken into account when making this decision.

Right to Withdraw

Parents may request that their child be withdrawn from some or all of the sex education elements of the programme, subject to the limits set by law and guidance. Parents may not withdraw their child from:

- statutory science content;
- relationships education; or
- other curriculum content which the school is required to provide. The DfE guidance also explains that pupils have a right to opt into sex education from three terms before they turn 16.

Withdrawal Process

To request withdrawal, parents must:

1. submit the request in writing to the Principal;
2. attend a meeting, where appropriate, with the Principal or nominated senior leader to discuss the request, the curriculum and implications of withdrawal; and
3. receive the school's decision in writing, which will be recorded on file. This formal process reflects good practice and the current DfE expectation for clear parental engagement and documented decision-making.

Where a pupil is withdrawn, the school will provide appropriate, purposeful supervised education during the period in question

Child Protection, Safeguarding & Confidentiality Protocols

- Child protection, safeguarding, and confidentiality protocols are integral to supporting safe and effective RSE practice.
- These protocols ensure that sensitive information is handled with utmost care, respecting the privacy and well-being of all students.
- Sensitive topics are delivered carefully to avoid distress while ensuring pupils can identify and respond to risk.
- Staff will make clear to pupils that confidentiality cannot be guaranteed where a safeguarding concern is identified. Any disclosures or concerns arising during RSE lessons must be reported immediately to the Designated Safeguarding Lead.

- Clear ground rules will be established in RSE lessons to ensure respectful discussion and safe participation.

Equality, Inclusion and SEND

- The school will deliver RSE in a way that is consistent with the **Equality Act 2010**, respectful of diversity, and accessible to all pupils.
- Teaching and materials will avoid unlawful discrimination and harmful stereotypes, and will promote respect for others. BSO standards and current government guidance both emphasise respect, non-discrimination and appropriate regard to protected characteristics.
- The school recognises that pupils come from a wide range of family backgrounds and experiences. Teaching will be sensitive to this diversity while remaining age-appropriate, factual and safeguarding-informed.
- RSE will be adapted appropriately for pupils with SEND and for pupils whose vulnerability, prior experience, language needs or development require adjustments to content, pacing, pedagogy or support.

Use of External Providers and Visitors

Where the school uses external agencies or visitors to contribute to RSE, the school retains full responsibility for:

- curriculum content and appropriateness;
- safeguarding and supervision;
- quality assurance of resources; and
- communication with parents.

All external providers must:

- be vetted in line with school safeguarding procedures;
- use materials approved by the school in advance;
- understand and follow the school's safeguarding and conduct expectations; and
- deliver sessions under the oversight of a member of school staff. The school will not enter arrangements that prevent curriculum transparency with parents

Staff Training and Support

Staff involved in teaching or supporting RSE will receive appropriate induction, guidance and ongoing professional development, including on:

- curriculum expectations and sequencing;

- managing sensitive topics and questions;
- safeguarding and reporting routes;
- equality, inclusion and SEND adaptation; and
- emerging online and social risks relevant to pupils. Current statutory guidance and safeguarding materials emphasise both professional judgement and current contextual risks, especially online harms.

Monitoring and Review

This policy will be reviewed **annually**, or sooner if there are changes in guidance, law, safeguarding expectations or local context. Evidence may include:

- curriculum reviews and planning scrutiny;
- lesson visits or lesson observations;
- work scrutiny or resource review;
- pupil voice;
- parent feedback;
- staff feedback and training records;
- safeguarding trends, pastoral data and behaviour information where relevant;
- review of complaints or concerns linked to RSE provision.

The School Board through the Director of Education will receive regular updates on:

The Principal and PSHE / RSE Lead will report periodically to the School Board via the Director of Education on implementation, strengths, risks and any recommended changes.

Related Policies

This policy should be read in conjunction with the following documents:

- Group and BISL Safeguarding Policy;
- Online Safety Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Staff Code of Conduct;
- Equality, Diversity and Inclusion Policy;
- Curriculum Policy;
- SEND / Inclusion Policy;
- Data Protection / Privacy Policy;

- Concerns and Complaints Policy. These links support coherent compliance across BSO standards, safeguarding and provision of information.

APPENDICES

Appendix A: RSE curriculum progression (EYFS–KS5)

1. Delivery of RSE and Health Education curriculum at BISL

In BISL, RSE and Health Education are part of a wider framework of Personal, Social, Health and Economic (PSHE) Education, which is taught throughout the school both formally in PSHE lessons, morning Tutor sessions and Assemblies, and informally in a holistic approach as a part of students' moral, social, cultural, mental and physical development. Students attend assemblies held by professional speakers, which provide up-to date information, for example, on road safety and driving, on how to seek help through local organisations such as TOM (local child-line), and so on.

Whilst there are times when specific focus is given to Relationships Education, we believe it should form an intrinsic part of the wider pastoral education the children receive on a day-to-day basis.

RSE and Health Education is also integrated in several national curriculum

subjects taught at BISL including, Science, ICT/Computer Science, and P.E. where appropriate.

2. Curriculum

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and do not seek answers online.

EYFS Relationships, Wellbeing and Personal Safety Foundations

The foundations of relationships education begin in Early Years and is delivered through the EYFS curriculum, primarily within Personal, Social and Emotional Development (PSED), Communication and Language, and Understanding the World. The focus is on establishing the foundations for positive relationships, personal wellbeing and safeguarding through age-appropriate learning experiences embedded in daily practice. Activities are delivered through play-based learning, modelling, discussion, stories and adult-guided interactions.

The EYFS curriculum content:

Theme	Key Learning
Relationships	Building positive relationships with adults and peers; sharing, turn-taking, kindness and cooperation.
Personal Development	Recognising and expressing feelings; developing confidence, resilience and self-awareness.
Diversity and Inclusion	Respecting similarities and differences between people and families.
Personal Safety	Identifying trusted adults; recognising when to ask for help; understanding personal boundaries.
Health and Wellbeing	Personal hygiene, healthy habits, self-care and emotional wellbeing.

Students are taught the skills, relationships and safeguarding knowledge that prepare them for the primary RSE curriculum.

Relationships Education Curriculum Content- Primary (Years 1- 6)

In Primary School, Relationships Education is delivered through the PSHE curriculum and wider school life. The programme is designed to support pupils in developing the knowledge, skills and values needed to build positive relationships, understand themselves, stay safe and contribute positively to their communities.

The statutory aspects of sex education are delivered through the Science and Health Education curricula. These include learning about human growth and development, puberty, the human life cycle, menstrual wellbeing, personal hygiene and the physical and emotional changes that occur during adolescence.

These areas of learning are taught within the context of family life, taking care to ensure 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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Key Stage 1 (Years 1-2)

Theme	Key Learning
Families and Relationships	Different family structures; caring relationships; friendships.
Respect and Inclusion	Kindness, fairness, respect and valuing differences.
Feelings and Emotions	Identifying emotions and developing communication skills.
Personal Safety	Safe and unsafe situations; trusted adults; asking for help.
Online Safety	Safe use of technology and communicating respectfully online.
Health and Growing Up	Basic body awareness, personal hygiene and healthy lifestyles.
Science curriculum	That animals, including humans, have offspring which grow into adults; the basic stages of growth and development; the importance of personal hygiene and healthy habits.

Lower Key Stage 2 (Years 3-4)

Theme	Key Learning
Friendships and Relationships	Positive friendships, managing conflict and cooperation.
Respect and Diversity	Challenging stereotypes and appreciating diversity.
Personal Boundaries	Privacy, consent in everyday situations and personal

	space.
Online Relationships	Safe online communication and recognising risks.
Health and Wellbeing	Healthy lifestyles and mental wellbeing; personal hygiene and self-care; recognising and talking about physical and emotional changes.
Personal Safety	Bullying, cyberbullying and seeking support.
Science Curriculum	Life cycles in animals and living things; how living things grow, reproduce and change over time; the basic functions of the human body in relation to health and development.

Upper Key Stage 2 (Years 5-6)

Theme	Key Learning
Relationships and Respect	Positive relationships, empathy and social responsibility.
Puberty and Growing Up	Physical and emotional changes during puberty; menstrual wellbeing and the menstrual cycle;
Human Reproduction	Basic understanding of reproduction and birth.
Online Safety	Online relationships, sharing information safely and media influence.
Personal Safety	Consent, boundaries, safeguarding and help-seeking.
Health and Wellbeing	Body image, self-esteem and emotional wellbeing; how physical and emotional health are connected; strategies for maintaining personal health, hygiene and wellbeing
Science curriculum	Human growth and development; Changes experienced during puberty; Human life cycle from birth to old age; Reproduction in some plants and animals.

In addition, BISL provides age-appropriate **non-statutory sex education in Upper Key Stage 2 (Years 5 and 6).** This programme is designed to support pupils' understanding of human reproduction and birth and to prepare them for the physical and emotional changes associated with adolescence.

Non-statutory sex education may include:

- the structure and function of the male and female reproductive systems;
- human reproduction and conception;
- how a baby develops during pregnancy and is born;
- the needs of babies and early childhood development;
- the use of appropriate scientific vocabulary related to human reproduction and development.

The Year 5 and 6 programme is tailored to the age, maturity and needs of pupils and is delivered in a sensitive, inclusive and age-appropriate manner. The programme aims to

promote accurate understanding, respect, wellbeing and safeguarding, while providing a safe environment in which pupils can ask questions and discuss concerns. Opportunities such as anonymous question boxes may be used to encourage pupils to seek accurate information and support rather than relying on potentially unreliable online sources.

The programme is delivered by Class Teachers during scheduled PSHE lessons and, where appropriate, through linked curriculum topics and health education activities.

Parents will be informed prior to the delivery of non-statutory sex education and retain the right to request withdrawal from these elements of the curriculum in accordance with the school's withdrawal procedures.

Relationship and Sex Education Curriculum – Secondary KS3 and KS4 (Years 7-11)

The RSE at KS3 and KS4 is taught in line with the Dfe guidance and delivered through weekly PSHE form-time sessions by Form Tutors and additional weekly PSHE session taught by teachers/Director of Student Welfare and the School nurse where appropriate, alongside a range of other curriculum subjects, including Science, taught by subject specialist teachers.

RSE lessons are set within the wider context of the PSHE curriculum and focus on the emotional, social and cultural development of students, as well as, physical health and mental wellbeing. The PSHE/RSE program involves learning about:

Key Stage 3 (Years 7-9)

Theme	Key Learning
Healthy Relationships	Friendship, trust, respect, communication and conflict resolution.
Consent and Boundaries	Personal boundaries, consent and peer influence.
Online Safety and Digital Citizenship	Social media, online relationships, image sharing and digital footprints.
Diversity and Inclusion	Identity, inclusion, prejudice and discrimination.

Sexual Health	Puberty, reproductive health, contraception and STIs (age-appropriate progression).
Wellbeing	Mental health, body image, self-confidence and resilience.
Risk Management	Substance misuse, peer pressure, unwanted contact and support services.

As part of the Science national curriculum, students in KS3 will also be learning about:

- the physical aspects of development – puberty; menstrual cycle
- harmful microorganisms (bacteria, viruses, fungi) and some diseases they cause
- reproduction in humans: the structure and function of the male and female reproductive organs
- fertilisation of sex cells and gestation period, pregnancy hormones, foetal development and giving birth
- Sexually transmitted infections including HIV/AIDS
- short and long term effects of smoking and various types of drugs: alcohol, caffeine and illegal drugs (heroin, morphine, cocaine, amphetamines)
- balanced diet and individual nutrients; malnutrition and deficiencies. effect of lifestyle on our health - increasing the risk of heart attacks and strokes

Key Stage 4 (Years 10-11)

Theme	Key Learning
Intimate Relationships	Healthy and unhealthy relationships, communication and commitment.
Consent	Legal and ethical aspects of consent and personal responsibility.

Sexual Health	Contraception, STIs, pregnancy and reproductive health.
Relationships and Media	Pornography, online influences and media representations of relationships.
Personal Safety	Grooming, exploitation, abuse, harassment and coercive behaviour.
Diversity and Equality	Challenging discrimination, prejudice and harmful stereotypes.
Health and Wellbeing	Mental health, self-care, body image and healthy coping strategies.

As part of the Science national curriculum, students in KS4 will also be learning about:

- how risks of STIs can be reduced through safer sex including through use of contraception etc.
- fertility, IVF and methods to assist reproduction
- knowledge of a sedentary lifestyle and how it increases risk of CHD; how exercise affects heart rate and gas exchange in the lungs
- drugs and alcohol and how they affect the body
- immunity and disease, vaccination and antibiotics
- pathogens and disease, methods of transmission, prevention of infection, vaccines and antibiotics
- how CPR and defibrillators are used to restart/shock the heart, knowledge of ECG and heartbeat rhythms (extended content that is typically taught outside syllabus alongside the circulation and heart topic)

Secondary KS5 (Years 12 and 13)

he KS5 RSE curriculum builds upon learning from Key Stages 3 and 4 and prepares students for adult life, higher education and employment. This is delivered through weekly PSHE session during form time by the Form Tutors,

Director of Student Welfare and the school nurse (for health-related topics) .

The programme focuses on developing the knowledge, confidence and skills needed to establish healthy relationships, make informed decisions about health and wellbeing, navigate increasingly complex online and offline environments, challenge harmful attitudes and behaviours, and become responsible, respectful and informed members of society. It provides opportunities for reflection, discussion and critical thinking, enabling students to apply their learning to real-life situations and future transitions.

Students receive university guidance weekly sessions to support with planning of further education and careers. RSE and Health Education are regularly featured in student assemblies.

Key Stage 5 (Years 12-13) RSE Curriculum Progression

Theme	Key Learning
Consent and Personal Responsibility	Understanding consent in a range of contexts, including intimate relationships and online interactions; legal and ethical responsibilities; recognising and responding to situations where consent is absent, pressured or coerced.
Healthy Adult Relationships	Developing healthy, respectful and equitable relationships; understanding trust, intimacy, communication, commitment and mutual respect; recognising characteristics of positive and fulfilling relationships.
Adult Relationships, Intimacy and Communication	Exploring emotional and physical intimacy, relationship expectations, readiness, effective communication, managing conflict, navigating relationship changes and ending relationships respectfully.
Sexual Health and Wellbeing	Contraception, STI prevention, testing and treatment; HIV awareness; reducing risk; accessing reliable health information and support services; taking responsibility for personal sexual health.
Relationship Abuse and Harassment	Recognising relationship abuse, sexual harassment, exploitation and unhealthy relationship behaviours; understanding support pathways and how to seek help for self or others.

Coercive Control and Power in Relationships	Understanding coercive control, manipulation, emotional abuse and controlling behaviours; recognising warning signs and protective strategies.
Sexual Harassment, Bystander Intervention and Support	Recognising sexual harassment and inappropriate behaviours; understanding the role of active bystanders; responding safely to concerns; supporting peers and accessing appropriate help and reporting channels.
Online Safety, Digital Citizenship and Consent Online	Managing digital identities and online relationships; understanding privacy, reputation and digital footprints; safe communication and respectful behaviour online.
AI, Deepfakes and Consent Online	Understanding the risks associated with AI-generated content, deepfakes, image-based abuse and online exploitation; exploring legal, ethical and safeguarding implications of emerging technologies.
Misogyny, Online Influencers and Healthy Masculinity	Critically evaluating online influences, gender stereotypes and harmful narratives; understanding misogyny and its impact; promoting positive role models, healthy masculinity and respectful attitudes towards others.
Inclusion, Equality and LGBTQ+ Awareness	Understanding and respecting diversity in relationships, identities and experiences; challenging discrimination, prejudice and stereotypes; promoting inclusion and equality.
Mental Health, Emotional Wellbeing and Relationships	Understanding the links between relationships, self-esteem and mental wellbeing; recognising signs of emotional distress; developing help-seeking strategies and resilience.
Body Image, Media Influence and Cosmetic Procedures	Exploring how media, social media and societal expectations influence body image and self-concept; evaluating risks associated with cosmetic procedures and body modification.
Living Independently: Relationships, Loneliness and Community	Preparing for university, work and independent living; building healthy support networks; managing loneliness and transitions; maintaining positive friendships, community connections and personal wellbeing.

Preparing for Adulthood and Accessing Support	Understanding local and national support services; developing decision-making, self-advocacy and help-seeking skills; managing personal safety and wellbeing beyond school.

Enrichment and Student Voice

In addition to the taught PSHE and RSE curriculum, BISL provides a range of enrichment opportunities that support students' understanding of relationships, personal safety, wellbeing and responsible decision-making. These may include curriculum-linked educational visits, residential experiences, university preparation activities, leadership programmes, external speakers and workshops delivered by health, safeguarding or wellbeing professionals. Such experiences provide authentic contexts for students to explore themes including healthy friendships, respectful relationships, consent, personal responsibility, online safety, digital citizenship, risk awareness and preparation for adult life. These opportunities encourage students to apply their learning in real-world situations and develop confidence, resilience and critical thinking skills.

The school recognises the importance of listening to student perspectives when developing an effective RSE programme. KS4 and KS5 students are regularly given opportunities to share their views through student voice activities, surveys, focus groups, tutor discussions, the Student Council /Ambassadors and Prefects, and feedback following curriculum events or external presentations. These discussions allow students to reflect on the relevance and effectiveness of the provision, identify emerging issues affecting young people, and contribute to the ongoing development of the school's PSHE/RSE curriculum. Feedback gathered from students is considered alongside safeguarding data, pastoral trends and parent feedback to ensure that RSE provision remains responsive, age-appropriate and reflective of the needs of the BISL student community.

Curriculum Links

Health Education throughout Secondary is promoted within the P.E, curriculum and after-school programme.

From KS2 onward, students also cover areas of online-safety through PSHE framework in Primary and the national curriculum for computing in Secondary. These cover areas of e-safety, with progression in the content to reflect the different and escalating risks that young people

face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

RSE does not form part of any formal assessments, however progress is monitored by class teachers/tutors, the Director of Teaching and Learning and the Director of Student Welfare/PSHE and RSE Lead.

Note: An annual overview of RSE provision by year group is published separately as part of the **PSHE Programme Overview** and made available on the school website. This document identifies the key themes taught during each academic year and should be read alongside Appendix A: RSE Curriculum Progression.

Policy developed by: Katarina Zelezinger, Director of Student Welfare Date: 17 August 2026.
Approved by: Mel Hitchcocks, Principal and the School Board. Review date: August 2027.