Relationships and Sex Education (RSE) Policy

Date Agreed	March 2025
Review Date	March 2028

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1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework for sensitive discussions.

- Prepare students for puberty, equipping them with knowledge of sexual development, health, and hygiene.

- Foster self-respect, confidence, and empathy.

- Cultivate a positive culture around relationships and sexuality.

- Teach students accurate terminology for their bodies.

- Promote values of inclusivity, respect, and consent.

- Ensure students understand the implications of their actions in both real-world and online contexts.

- Support students in developing critical thinking skills to navigate complex relationships and media influences.

- Educate students on the legal aspects surrounding relationships, consent, and sexual health.

2. Statutory Requirements

This policy complies with:

- Section 34 of the **Children and Social Work Act 2017**, which mandates relationships education for all students.

- Section 403 of the **Education Act 1996**, which provides guidance on sex education.

- The **Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019**.

- The **Equality Act 2010**, ensuring all content is inclusive and non-discriminatory.

- The **PSHE Association Guidelines** for secondary education.

At our school, we deliver RSE in accordance with these legal frameworks and our ethos.

3. Definition

RSE is the emotional, social, and cultural development of students, covering:

- Relationships

- Sexual health

- Diversity and identity

- Healthy lifestyles

- Personal safety (including online safety)

- The impact of media and technology on relationships and identity

RSE includes fact-based discussions and critical thinking about values and choices. It does **not** promote sexual activity.

4. Curriculum

Our RSE curriculum is outlined in **Appendix 1** and is regularly reviewed in consultation with students, parents, and staff.

RSE is primarily delivered through **Curriculum for Life** lessons, with elements integrated into **Science and Religious Education (RE)**. If students ask questions beyond the curriculum, teachers provide factually correct and age-appropriate responses.

RSE for secondary students also includes:

- Developing emotional intelligence and resilience in relationships.

- Understanding gender identity and sexual orientation.

- Discussing issues such as coercive control and unhealthy relationships.

- Addressing the impacts of pornography and unrealistic relationship expectations.

5. Delivery of RSE

RSE is delivered within **Curriculum for Life**, supported by:

- Biological aspects covered in Science.

- Ethical and moral discussions in RE.

- Additional workshops led by trained health professionals where appropriate.

Topics include:

- Family structures

- Friendships and respectful relationships

- Online safety and digital responsibility

- Sexual health and contraception

- Consent and boundaries

- Mental and emotional wellbeing

- Recognising and reporting abuse

- Gender identity and LGBTQ+ inclusion

- Understanding sexual harassment and legal protections

Lessons include discussions, case studies, role-play, video resources, and group activities to ensure inclusive, engaging learning.

6. Roles and Responsibilities

6.1 Partners (Formerly Governors)

- Approve the RSE policy.
- Ensure effective implementation and compliance with statutory guidance.

6.2 Headteacher

- Ensures RSE is taught consistently across the school.
- Handles requests for withdrawal from non-statutory sex education.

6.3 Staff

- Deliver RSE in a respectful, inclusive, and fact-based manner.
- Respond to students' individual needs and questions.
- Seek support if they require training or guidance on sensitive topics.
- Use a range of pedagogical approaches to engage all learners effectively.

6.4 Students

- Engage actively and respectfully in lessons.
- Demonstrate understanding of healthy relationships and personal safety.
- Provide feedback to inform future curriculum development.

7. Parents' Right to Withdraw

- Parents may withdraw their child from **non-statutory** components of sex education **up to three terms before their 16th birthday**. After this point, if the child wishes to receive sex education, the school will provide it.
- Requests for withdrawal should be made in writing using the form in **Appendix 2**.
- The school encourages parents to discuss concerns with the Headteacher to understand the curriculum and its importance in child development.

8. Training

- The **Head of Curriculum for Life** leads staff training.
- Teachers receive CPD on best practices and sensitive topic discussions.
- External professionals may be invited to provide specialist training.
- Specific training on LGBTQ+ inclusion, digital safety, and safeguarding practices is provided.

9. Monitoring Arrangements

- **Lesson observations** and **student feedback** inform curriculum improvements.

- The **Head of Curriculum for Life** conducts regular reviews and reports to the Headteacher and Partners.

- This policy is reviewed annually.

- Student voice surveys help shape future RSE provisions.

10. Curriculum Map

See **Appendix 1** for a full breakdown of RSE learning objectives by the end of secondary school. Curriculum Map on website. It is in every exercise book for students. The curriculum map is updated according to government guidance.

Appendices

Appendix 1: By the End of Secondary School Students Should Know

- The importance of different types of relationships, including friendships, family relationships, and romantic relationships.

- The characteristics of healthy and unhealthy relationships and how to manage them.

- Consent, including the legal implications and personal boundaries.

- Online safety, including social media use, cyberbullying, and protecting personal data.

- The impact of peer pressure and ways to develop resilience.

- Sexual health, contraception, sexually transmitted infections (STIs), and access to health services.

- The effects of pornography and unrealistic expectations in relationships.

- Understanding sexual orientation, gender identity, and inclusivity.

- Recognising and reporting abuse, coercion, and harassment.

- The laws related to sex, relationships, and health, including those on consent, exploitation, abuse, and online behaviour.

Appendix 2: Parent Form - Withdrawal from Sex Education

Parent Withdrawal Request Form

Student Name: _____

Year Group: _____

Parent/Carer Name: _____

Contact Information: _____

Reason for Withdrawal Request:

_____

_____

_____

Discussion with Headteacher: Date: _____ Summary of Discussion:

_____

_____

_____

Parent Signature: _____

Date: _____

School Use Only: Request Approved: [ ] Yes [ ] No

Alternative Arrangements Provided:

_____

_____

Headteacher Signature: _____

Date: _____