



Relationships & Sex Education Policy

Date of Review	January 2025
Date approved	January 2025
Date of next Review	September 2026

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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 gender, sexuality and different kinds of relationships

Teach pupils the correct vocabulary to describe themselves and their

Help students to explore what healthy relationships look and feel like

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At TRA we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a working party pulled together all relevant information including relevant national and local guidance to support the development of this policy
2. Staff consultation - all relevant school staff were given the opportunity to look at the policy and make recommendations
3. Parents/carers were invited to consult on the policy
4. Pupil consultation - we consulted with pupils on what they wanted from 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 curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary depending on local priority and need as identified in school.

We have developed the curriculum in consultation with parents, pupils and staff, 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 appropriate manner so they are fully informed and do not seek answers online.

6. Delivery of RSE

RSE is taught across the whole curriculum and within PSHE lessons (in Key Stage 3 and 4)

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

Families

Respectful relationships, including

Intimate and sexual relationships, including sexual health

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

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).

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.

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:

- o Are age-appropriate
-

o Are in line with pupils' developmental stage

o Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

Be clear on:

o What they're going to say

o 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

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

8. Roles and responsibilities

8.1 The Board of Trustees

The board will approve the RSE policy, and hold the headteacher to account for its implementation. The policy will be reviewed biannually.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

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

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science 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 head teacher.

Staff teaching RSE have received the appropriate training and support to equip them to teach this subject area.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

This is a guideline of the content covered in RSE. There may be occasions where the timing of RSE units of work may take place at different points in the year.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
7	1	1) Identity 2) Well being 3) Mental Health 4) Puberty & Emotional changes 5) Menstrual wellbeing 6) Managing Conflict 7) Introduction to consent 8) Healthy & Unhealthy relationships
8	2	1) Relationship values 2) Influences on relationships 3) Sexual orientation and gender identity 4) Consent – avoiding assumptions 5) Introduction to contraception and STI's
9		1) Freedom and capacity to consent 2) Sexual Health 3) Contraception 4) Managing the ending of relationships 5) Self Checking 6) Pornography – Impact and revenge 7) County Lines 8) Attitudes to Body Image 9) Long term commitment

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Varying times
throughout the
year according
to groupings

- 1) Sex, masturbation and pornography
- 2) Consent and the law
- 3) Myths about sex
- 4) Healthy relationships
- 5) Sexually transmitted infections and contraception
(Covered in Year 11 Science)
- 6) Sexual experiences (positive and negative)
- 7) Peer on peer abuse
- 8) Sex and intimacy
- 9) Peer pressure

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- 1) Cosmetic procedures and tatoos
- 2) Impact of substance abuse
- 3) Personal safety
- 4) Intimacy
- 5) Relationship Abuse
- 6) Social attitudes to relationships
- 7) Equality & Equity
- 8) Racism

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	.. 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 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

Online and media	What constitutes sexual harassment and sexual violence and why 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 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)
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 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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS	
Name of child	Tutor Group
Name of parent	Date
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parents