

Relationships and Sex Education Policy

2024-2025

Approved by:

LGB

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1. Policy Aims and Principles

The aims of relationships and sex education (RSE) within our school are 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
- teach students the correct vocabulary to describe themselves and their bodies

2. Statutory Requirements

As a secondary academy, we must provide RSE to all students under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're 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.

We also have regard to legal duties set out in:

Sections 406 and 407 of the Education Act 1996

Part 6, chapter 1 of the Equality Act 2010

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At EKCSS, we teach RSE as set out in this policy. We will consult on this policy and our curriculum with parents/ carers when the school opens in September 2024.

3. Policy Development

This policy will be finalised in consultation with staff, students and parents/carers. The consultation and policy development process has been planned by taking 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 attend a meeting about the policy
4. Student consultation – we investigated what exactly students 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 students, 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 as per Appendix 1, but we may need to adapt it as and when necessary.

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

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSE

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 friendships
- online and media
- being safe
- 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 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), 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.

6.1 Inclusivity

We will teach about these topics in a manner that:

- considers how a diverse range of students will relate to them
- is sensitive to all students' experiences
- during lessons, makes students feel:
 - safe and supported
 - able to engage with the key messages

We will also:

- make sure that students 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
- give careful consideration to the level of differentiation needed

6.2. 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 students in applying their knowledge in different contexts and settings
- are age-appropriate, given the age, developmental stage and background of our students
- 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 students' 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 students. 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 students' developmental stage
 - comply with:
 - this policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- 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 students from non-statutory/non-science 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 students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/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 headteacher.

The names and roles of those responsible for teaching RSE in our school will be added once the TUPE process has been completed.

9. Parents' Right to Withdraw

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] 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 using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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.

The headteacher 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.

11. Monitoring Arrangements

The delivery of RSE is monitored by leadership teams in our Trust schools through systems including (but not limited to):

- planning scrutinies
- learning walks
- student voice & student conferences

Students' development in RSE is monitored as part of our internal assessment systems and are used to ensure all students gain a sound knowledge of all curriculum areas. Appropriate support and intervention is put in place as needed. This policy will be reviewed by a cross-Trust working party annually. At every review, the policy will be approved by local governing bodies.

12. Appendices

Appendix 1: Curriculum Map



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 11-12	Big Question How do I fit into the world I live in? Identity – what makes a person? Is fitting in more important than being unique? Influences/ peer pressure That happiness is linked to being connected with others Maintaining positive relationships with people who are different to me Online identity and relationships	Big Question Do we need to feel 'the same as' to belong? Challenging prejudice and discrimination Protected characteristics Assertiveness Role of a bystander Stereotypes Bullying Assertiveness Relationship skills	Big Question: Can my choices affect my dreams and goals? Identifying personal dreams and goals Skills for the 21st century workplace Steps to achievement Managing set-backs Basic first aid in emergency situations Responsible choices and keeping safe e.g. gang culture, knife crime, coercion and exploitation, drugs and alcohol.	Big Question: To what extent am I responsible for my mental and physical health? Recognising and describing emotions Strategies for positivity Managing stress Link between mental health and activity Taking responsibility for health Substances and their effects Nutrition Vaccinations Sleep	Big Question: What can make a relationship healthy or unhealthy? Identifying my relationships Values and qualities in healthy relationships Relationship change Managing my responses to keep my relationships healthy and safe Discernment Media portrayal of relationships Assertiveness Sexing Rights and responsibilities (including consent)	Big Question: What changes are happening to prepare me for adulthood? Puberty and body development (Re-cap from primary) Conception and childbirth (Re-cap from primary) Choices with pregnancy (IVF, surrogacy, contraception) Different types of parenting and families Self and body-image FGM, breast ironing Brain changes in adolescence Emotional changes in adolescence
Ages 12-13	Big Question Can I choose how I fit into the world? How have I changed? Planning for the year ahead Family, what does that mean to me? Different types of committed stable relationships Does my family influence me? Active listening Stereotyping (in families) What do I choose to 'hear' about myself? Faith and beliefs Cultural diversity	Big Question How different are we really? Recognising similarities Prejudice and discrimination Protected characteristics Social injustice and inequality Hate crime Making a positive contribution to community Making a difference and links to wellbeing Blood and organ donation	Big Question: Can the choices I make now influence my future? Short-, medium- and long-term goals Resilience Employability skills Career choices My online 'footprint' Budgeting Debt Gambling inc links to mental health Positive/negative role of money in society inc links to mental health	Big Question: Can I become more responsible for my health and happiness? Taking personal responsibility for health Stress triggers Managing stress Substances and their effects Drug supply and possession County lines/exploitation/gang culture Role of medicines and vaccines Dental health	Big Question Because I'm worth it...or am I? Relationship with self Negative self-thoughts Body-image including online and in media Competing relationships and how to manage these demands Personal space inc online Media portrayal of relationships Media manipulation Components of positive relationships Personal space Social media and online safety Illegal aspects of social media Recognising negative relationships and skills to manage them	Big Question: What factors can make an intimate relationship happy and healthy? Boyfriends and girlfriends Different types of committed stable and loving relationships/partnerships Positive aspects of healthy intimate relationships Negative factors that can make an intimate relationship unhealthy e.g. power and control/STIs Choosing to 'come out' Pornography Alcohol and relationships Accessing support
Ages 13-14	Big Question To what extent does the world I live in affect my identity? Personal identity and intimate relationships Peer approval Social media Self-identity Perceptions/misperceptions e.g. sexual exploitation, grooming, risk within sexual relationships, consent, risky experimentation	Big Question Is being different a good thing? Sexism and homophobia Perception of others Positive and negative language, banter and verbal bullying Types of bullying Recognising prejudice Stereotyping	Big Question Who do I dream of becoming? Personal strengths and weaknesses SMART planning Mental health and body image, self-esteem: Recognising mental ill-health self-harm & suicide, eating disorders, depression, anxiety pressure (peep, online, media) Maintaining mental health. Accessing mental health support	Big Question How can substances impact on wellbeing? What does the media say about teenagers? Dental health Alcohol and decision making Drugs and decision making Emergency first-aid Substances and mental health	Big Question Is choice important within intimate relationships? Power and control in relationships Consent and assertiveness Contraception Sexually Transmitted Infections Am I normal? Common concerns around adolescence	Big Question How can change affect mental health? Changing perceptions and opinions Mental health Common mental health issues Skills for change and 'pressure' Adapting to change Self-reflection and evaluation Transition (to next year group) Sleep

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Ages 14-15	Big Question: Is managing my on-line and off-line world within my control? Freedom and safety Safe relationships Online safety and cultural norms Personal safety with technology Staying safe off line Managing threats to safety in the wider world	Big Question: Does everyone in society have the right to equality? What does equality mean to me? Equality in the workplace Equality in relationships Equality and vulnerable groups Power and control	Big Question: Is success only possible when physical and emotional needs are in balance? Dreams for myself and the world; balance and perspective, relationships and community. Jobs - legislation around work for young people Managing setbacks/ resilience building Planning for success	Big Question: When it comes to health to what extent am I in control? Physical health; screening, vaccination, personal hygiene. Health MOT Achieving mental health Threats to health e.g. addiction, substance and alcohol use, lifestyle choices, loneliness, diseases, cancer, heart disease, infection	Big Question Is love all you need? What makes a happy relationship Parenting relationships Relationship breakdown Social influences on relationships, e.g. stereotypes, pornography, media, peer perception Friendships and peer support and connectedness Challenging relationships, e.g. domestic abuse, coercive relationships, exploitation	Big Question Can all change be positive in some way? How does social change affect me? Managing relationship changes e.g. loss, bereavement, break-ups, blended families, divorce Gender identity Spectrum of sexuality Managing the challenges in the year ahead
Ages 15-16	Big Question: Are we in the adult world at 16? Entering the adult world Of: at 16. Legislation affecting 16-year olds Managing adult on-line relationships Emergency response, e.g. medical emergency, drugs, alcohol, diabetes, allergies, head injury		Big Question Can I rely on myself to achieve my goals or do I need luck or destiny? Dreams and goals including: financial, jobs, relationships (e.g. marriage, parenting) Resilience Contingency planning	Big Question: Should relationships, sex and sexual health be discussed more openly? Healthy attitudes on sexual relationships including; body image, choices and consequences. (e.g. pregnancy, being a young parent, termination choices, protected sex, delay etc) Communication about relationships, sex and sexual health Exam preparation and concentration, sleep, stress, relaxation.	Big Question: Without sufficient knowledge can we avoid misuse of power in our relationships? Sexuality spectrum Respect and equality in relationships (recognising conflicts and power-based relationships) Individuality in relationships Stages of relationships Sexual relationship checklist Gender/homour based violence FGM	

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

Topic	Students should know
Families	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting <p>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</p>
Respectful relationships, including friendship	<ul style="list-style-type: none"> • 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 • What constitutes sexual harassment and sexual violence and why these are always unacceptable <p>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</p>
Online and Media	<ul style="list-style-type: none"> • 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 <p>How information and data is generated, collected, shared and used online</p>
Being Safe	<ul style="list-style-type: none"> • 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 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

Appendix 3: Parent/Carer Form: withdrawal from sex education within RSE

Please see the online form [here](#).