



SEXEY'S  
SCHOOL

# Relationships and Sex Education Policy

SEPTEMBER 2022

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SLT Lead	Phil Clackson
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Governing Body Link	
Policy Level	School Level at LGC

We believe that all children and young people should have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We are committed to anti-discriminatory practice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

Signed

**Helen Cullen**

Headteacher

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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 with regard to our Christian values of
  - Honesty
  - Forgiveness
  - Empathy
  - Courage
  - Resilience
  - Kindness
  - Respect
  
- 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

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 Sexey's School we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. It 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.

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 don't seek answers online.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education lessons.

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 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.

### **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils 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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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 pupils' 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 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:
  - Are age-appropriate
  - Are in line with pupils' 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

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, and for managing requests to withdraw pupils from non-statutory 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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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. RSE is taught by tutors and is overseen by Heads of Year.

## **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents have the right to withdraw their children 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 using the form found in Appendix 3 of this policy.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of Year will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

## **10. Training**

Training on the delivery of RSE will be provided as part of continuing professional development as needed.

Visitors from outside the school may also be invited (such as school nurses or sexual health professionals) to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Heads of Year and the Assistant Head (Pastoral) through:

Line Management Meetings, Heads of Year Meetings and Learning Walks

Pupils' development in RSE is monitored by tutors and Heads of Year.

## Appendix 1: RSE within PSHRE Curriculum Key Stage 3

Celebrating Diversity & Equality	Year 7	Breaking Down Stereotypes - Gender / Age	Challenging Islamophobia	Multicultural Britain	Nature Vs Nurture	Prejudice and Discrimination	The Equality Act	What is your identity
Health & Wellbeing		Introduction to Puberty	Puberty - Assertivness, consent & Hormones	Puberty - Boys (Wet dreams + Erections)	Puberty - Girls (Periods DOUBLE LESSON)	Puberty - Growing Up (Menstruation and FGM)	Puberty - Personal Hygiene	Puberty - Self Esteem + Empowerment
Life Beyond School		Careers and your Future	FC - Financial Education	Getting to Know People	Importance of sleep and Relaxation	Transition Point in Your life	What is Your Community	
Relationship and Sex Education		Being positive + Self Esteem	Consent and Boundaries	Managing Friendships & Relationships	Peer Pressure and Influence	Respect and Relationships	What does it mean to be a man in 2022?	What Makes a good Friend
Rights, Responsibilities & British Values		Why is politics important	How is the country run	Setting up a Party	Campaigning	Big Debates	Exploring Parliament	
Staying Safe Online & Offline		Drugs - Alcohol	Drugs - E-Cigs, Vaping and Shisha	Drugs - Nicotine	Energy Drinks and Caffeine - Drugs	Fortnite and Safety in Gaming	Staying Safe Online (social Networks)	Why not to Carry a knife. Why not to join a gang
Celebrating Diversity & Equality	Year 8	LGBT - challenging Homophobia	LGBT - Coming out	LGBT + Homophobia in society	LGBT + What is it	Support someone (LGBT focus)	Transphobia	
Health & Wellbeing		Child Abuse (Physical and Emotional and Neglect))	Health & Wellbeing	Healthy Eating and cholesterol	Positive Body Image	Stress What is it?	Types of Bullying & Responding to Bullying	What is Mental Health?
Life Beyond School		Boosting Self Esteem	Careers interests and Jobs	Exploring Careers	Labour Market Information	Proud to be me	What are enterprise Skills	
Relationship and Sex Education		Introduction to Contraception	Periods and Menstrual Cycle	RSE - Dealing with Conflict	RSE - Healthy Respectful Relationships	RSE - Sexual Orientation	RSE - What is Gender Identity	RSE What is Love?
Rights, Responsibilities & British Values		Law - Desert Island Living	Law - Desert Island Living Complete	Law - Desert Island Making Decisions	Law - Criminal, Laws and Society	Law - How are laws made in society	Law - Prison, Reform and Punishment	
Staying Safe Online & Offline		CEOP Lesson	County Lines - What is it (Gang Culture)	County Lines - Who is at risk	Cyber Bullying and online safety	Drugs - Alcohol and Society	Grooming (Boys & Girls)	Substance Misuse
Health & Wellbeing	Year 9	Cancer Prevention + Healthy lifestyles	Dealing with Grief and Loss (& stages)	HBT - Bullying in all its forms	How Self Esteem Changes	Media and Air brushing (unrealistic Body image Expectations)	What is a Penis - Body confidence	What is a vulva - Body Confidence
Life Beyond School		Anger Management	Employment & Financial Management	Failure to Success	First Aid - How to Administer CPR (Defibrillators)	Importance of Happiness - Improving Mental Health)	Importance of saving money	Social Media and Online Stress FOMO
Relationship and Sex Education		Contraception	FGM and the Law	HIV and AIDS - Discrimination and Prejudice	RSE - Delaying Sexual Activity. Why have sex?	RSE - Why have sex? Pleasure and Masturbation	RSE - Relationships and partners, Sexual Consent and the Law, Sexual Harrassment	What are STIs, Treating STI's & clinics
Rights, Responsibilities & British Values		Anti- Semitism	Conspiracy & Fake News	Extremism in all its forms	How does Counter Terrorism Work?	Terrorism (Far Right & Islamist)	The Radicalisation Process	What are British Values
Staying Safe Online & Offline		Different Types of Addictions	Drugs - Cannabis Products	Drugs - Illegal Drugs (Party Drugs)	Drugs and their Classifications	Drugs Illegal - (Class A and B)	Introduction to Drugs Education (Lesson 1)	Volatile Substance Abuse

## Appendix 1: RSE within PSHRE Curriculum Key Stage 4

Celebrating Diversity & Equality	Year 10	#MeToo and Times Up Movement	Women's Rights	World Issues - International Organisations	World Issues 2 - Brexit	World Issues 3 - Aid and Supporting other countries	World issues 5 - Fair Trade	World Issues 6 - Peace and War + Conflict
Health & Wellbeing		Child Sexual Abuse (CSE)	Common Types of Mental Ill Health (Anxiety, Stress and Depression)	Promoting Emotional Wellbeing (Exercise and Mental Wellbeing)	Screen Time & Safe use of Mobile Phones	Self Harm (Causes and Support available)	Suicide (Thought and Feelings)	
Life Beyond School		Consumer Protection & rights	Employment Rights	FC - Targeted Advertising - Online	Instagram Generation (Its Ok to feel down)	Marriage - What is it? (Forced Marriage)	Rights and Responsibilities	Understanding a Payslip
Relationship and Sex Education		Domestic Abuse and Domestic Violence	FGM	Online Pornography (Myths vs Reality)	Porn and its impact on Society	Sexting 'Nudes and Dick Picks'	Sexualisation of the media	Unhealthy Relationships, Sexual Assault and Rape
Rights, Responsibilities & British Values		Balancing Human Rights	Critical thinking & Fake News	Exploring British Values	Human Rights and their Importance	LGBT + British Values	What is a cult	
Staying Safe Online & Offline		Causes of Knife Crime	Forced Marriage + Breast Ironing + Flattening	Honour Based Violence	Keeping your data safe (social Networks)	Modern Day Slavery	Online Gambling (Games In App Purchases)	Social Media Validation
Health & Wellbeing	Year 11	Abortion (Laws, Moral, Thoughts and Feelings)	Organ donation and Blood Donation	Physical Health - Cancer (Cervical and Breast)	Physical Health - Cancer (Testicular)	RSE Love and Abuse	Teenage Pregnancy - Choices	
Life Beyond School		CV Writing	Dealing With Exam Stress & Anxiety	LGBT (rights across the World)	Social Media Validation Vs Reality	Time Management - Technology	Writing a Personal Statement	
Relationship and Sex Education		Alcohol, Parties and Bad Choices	Fertility - what impacts it	Importance of Sexual Health	Peer on Peer Abuse	Respect Love and Relationships	Revisiting Contraception	Revisiting STI's
Staying Safe Online & Offline		Cosmetic and Aesthetic procedures	Drugs - Festivals and Nitrous Oxide	Drugs - New Psychoactive Substances (Old Legal Highs)	Drugs - Substance Addiction	Drugs and the War on Drugs	Online Reputation and Digital Footprints	Virtual Reality + Live Streaming +Gaming Online

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

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

Dear Parent/Guardian

#### Relationships and Sex Education (RSE)

At Sexey’s School we want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. As part of this together with all secondary age children out students are taught Relationships, and Sex Education. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The aim is to deliver the content in a way that is age and developmentally appropriate and sensitive to the pupils’ needs within the context of our Christian values.

Parents have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, will be granted up to three terms before their child turns 16. At this point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

The science curriculum in all also includes content on human development, including reproduction, which there is no right to withdraw from.

There is also no right to withdraw from Relationships Education as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Once we receive a request that your child be excused, that request will be complied with until you change or revoke it. The procedure for exercising the right of withdrawal is as follows:

1. You should complete the attached form and return it to school. It will be kept on file for use by PSHE teachers to ascertain which children are excused from a particular section of the programme so that alternative work may be arranged for them.
2. Parents who are considering exercising the right of withdrawal may wish to discuss the matter with their child’s Head of Year, prior to making a decision. You should contact the school if you would like to make an appointment to do this.

Forms should be returned prior to the start of the Autumn Term.

Yours faithfully



Assistant Head – Pastoral

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**Please return prior to the start of the Autumn Term.**

**Relationships and Sex Education**

I wish to withdraw my child \_\_\_\_\_ Tutor Group \_\_\_\_\_  
from Relationships and Sex Education lessons.

I understand that he/she will complete the elements within the Science Curriculum

Name of Parent/Guardian (BLOCK CAPITALS) \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_