



## Relationships and Sex Education Policy

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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 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 (UTC) we must provide RSE to all students 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 RDUTC we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved 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 and any interested parties were given the opportunity to look at the policy and make recommendations
4. Pupil consultation – we investigated what students want from their RSE and used feedback to inform this policy
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 curriculum is set out as per Appendix 1.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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.

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

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).

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within Employability and Personal Skills curriculum, Horizons. Biological aspects of RSE are taught within the science curriculum. As with all teaching at RDUTC, these lessons take into account the individual needs of students, including those with special educational needs.

Students also receive relationship & sex education, drug and alcohol awareness, emotional and mental health and first aid training sessions delivered by trained professionals.

## 7. Roles and responsibilities

### 7.1 The Governing Board

The governing board approves the RSE policy and holds the Principal to account for its implementation.

### 7.2 The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school in line with statutory guidelines and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

### 7.3 The Vice Principal

The Vice Principal is responsible for overseeing the development and implementation of the RSE policy and curriculum.

### 7.3 The Senior Assistant Principal with responsibility for RSE

The Senior Assistant Principal with responsibility for RSE is responsible for developing, monitoring and reviewing the RSE policy in collaboration with the Governing Board, RSE staff, parents/carers and students.

## 7.4 RSE Staff

Staff are responsible for:

- › Developing, monitoring and reviewing RSE curriculum plans
- › 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 wish them to be withdrawn from the non-statutory/non-science components of RSE

The designated RSE Teachers are Jane Howarth and Richard Stark, both of whom are Senior Assistant Principals.

## 7.5 Students

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

## 8. Parents' right to withdraw

Parents have the right to withdraw their children 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 emailed to the Key Stage 4 IAG Mentor, Rachel Appleyard at [rappleyard@rondearingutc.com](mailto:rappleyard@rondearingutc.com)

A copy of withdrawal requests will be placed in the student's educational record and referred to the Principal for consideration.

The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

## 9. Training

Relevant staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Senior Assistant Principal with responsibility for RSE will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

Students' development in RSE is monitored by class teachers as part of the school's internal assessment systems.

This policy will be reviewed annually by the Senior Assistant Principal with responsibility for RSE and the Governing Board Personal Development Committee in conjunction with RSE staff, parents/carers and students.

At every review, the policy will be approved by the Governing Board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Autumn 1	Sexual health – including consent Online Safety Drugs and alcohol awareness Mental health and emotional well being First Aid The Only Way is Ethics – FBV (Fundamental British Values), British Culture, Society and Religion	MESMAC Mind Matters for Education Refresh Health & Safety Training Services, Hull
	Autumn 2	Citizenship 6-week module Prevent Awareness training	Government online training
	Spring 1	Prevent Awareness Training Finance – Savvy Shopping CSE (Child Sexual Exploitation) & CCE (Child Criminal Exploitation) Awareness sessions Reproductive and Sexual Health Managing Well Being	Government online training Lloyds bank Police and VEMT Team (Vulnerable, Exploited, Missing and Trafficked) Biology Dept. Mind Matters for Education
	Spring 2	Finance – Budgeting CEIAG (Careers Education, Information, Advice & Guidance) The Only Way is Ethics – FBV, British Culture, Society & Religion	Lloyds bank

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 1	RSE - Consent & Healthy Relationships Mental Health – Stress Buster Reproductive Health – Men’s Health Professionalism in the Workplace – Equality & Diversity, incl. protected characteristics RSE – Contraception & Pregnancy, incl. miscarriage & menopause Hygiene, sleep & diet University Insights	MEMAC Mind Matters for Education Spencer Group
	Summer 2	The Only Way is Ethics – FBV, British Culture, Society & Religion Reproductive Health Finance – Managing Your Money Fundamental British Values – Reading for pleasure and learning	Lloyds Bank
Year 11			
	Autumn 1	Sexual health – including consent Drugs and alcohol awareness CEIAG – CV building & destination planning Sixth Form applications	MESMAC Mind Matters for Education Refresh
	Autumn 2	National Citizenship Service presentation Revision skills & sessions Citizenship 6-week module incl. FBV (Fundamental British Values)	NCS

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 1	Finance CSE (Child Sexual Exploitation) & CCE (Child Criminal Exploitation) Awareness sessions Reproductive and Sexual Health Managing Well Being	Lloyds Bank Police and VEMT Team (Vulnerable, Exploited, Missing and Trafficked) Biology Dept. Mind Matters for Education
	Spring 2	Revision skills and mock exams	
	Summer 1	Sexual Health – STIs (Sexually transmitted infections) & Pregnancy Mental Health -stress buster	MESMAC Mind Matters for Education

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

TOPIC	STUDENTS 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	STUDENTS 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	STUDENTS 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>