



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 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

As a secondary academy, we must provide RSE to all pupils 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 CHS we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to provide feedback on the policy
4. Pupil consultation – we investigated what exactly pupils 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 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 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 using guidance and resources from the PHSE Association which is endorsed by the DfE, in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

Full details of what is covered within the RSE curriculum can be found within the mapping document at the end of this policy.

6. Delivery of RSE

- Many of the RSE-related topics will be delivered throughout other areas of the curriculum including science and RE lessons. Content will also be covered during PSHE lessons each fortnight, through assemblies and sessions with visiting speakers such as school health. As appropriate, some sessions may be delivered to single sex groups; following student feedback.
- All content will be adapted to meet the needs of all children as much as possible and will be age appropriate

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 (RE).

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 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
- 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 pupils 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 pupils
- Responding appropriately to pupils 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.

All teaching staff and Teaching assistants, including some support staff (as appropriate such as the medical team) are required to deliver PSHE/RSE content.

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/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 pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

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

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 The Deputy Headteachers Pastoral and Curriculum as well as Year Team Leaders through:

The delivery of PSHE is monitored by The Deputy Headteachers, Pastoral and Curriculum and through Year Team Leaders via the calendared Quality Assurance process and will involve learning walks, work scrutinies and student and staff voice.

This policy will be reviewed by the Deputy Headteacher, Pastoral annually. At every review, the policy will be approved by the governing body.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

12. Mapping documents and Curriculum Content

Health and wellbeing

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
7	Introduction to mental health	Mental health: positive and negative coping mechanisms	Diet and what influences our choice	Personal hygiene: dental and sun safety	Personal safety including online i.e. sexting	Basic first aid
8	Mental health recap with a self harm focus on eating disorders	Puberty and mental wellbeing. Emotions focus	Vaccines (specifically link to HPV)	Legal highs: energy drinks (caffeine), vapes, tobacco	Exercise and sleep	Self esteem
9	Alcohol and drugs, what influences us	The laws on supplying drugs	Gambling	Contraceptive access, and risks of unwanted pregnancy	STIs and prevention	Testicles, breasts, and cervical screening

Relationships and sex

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
7	Building positive relationships	Online relationships and bullying	Sexual and gender identity	Grief and loss	Harmful sexual behaviour/inappropriate touch 1	Consent & Online safety
8	Being an upstander and the role of peers	Online safety	Families	Marriage and forced marriage	Sexual consent and the law	Harmful sexual behaviour/inappropriate touch 2
9	Values in relationships, focusing on trust	Gender rules, intimacy and choice to delay in sexual relationships	Media, relationships and online safety (sharing content in relationship including porn)	Abuse	Weapons and gangs	Harmful sexual behaviour/inappropriate touch 3

Living in the wider world

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
7	Challenging stereotypes in education/careers part 1	Routes into work	Behaviours in the work place – link to our core values	Informed decisions online	SAS preparation and support	Benefits of being online
8	Social media profiles linked to careers	Fake news	Finance part 1	SAS preparation and support	Communication	Emotional literacy
9	Employment rights and responsibilities – link to school values	Challenging stereotypes in education/careers part 2	Routes into work – link to options	Finance part 2	Finance part 3	SAS preparation and support

Health and wellbeing

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
10	Mental health	Self harm and seeking help	Substance abuse and its impact	Diet, sleep and exercise – link to mental health	Grooming online and online safety	Cancer screening
11	Sexual health	Healthy pregnancy and risks	Body modifications	Personal safety	CPR	

Relationships and sex

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
10	Online relationships and online safety	Drugs, alcohol and online behaviour	Abuse and coercive relationships	Managing strong emotions in relationships e.g. jealousy, control	Porn	Peer on peer relationships linked to county lines
11	Healthy Vs unhealthy relationships	Sexuality, partnerships and legal status	How to be a parent	Harassment and stalking	Extremism	

Living in the wider world

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
10	Interests linked to careers and opportunities	Employment opportunities and The Equality Act 2010	Your online profile linked to careers	Challenging stereotypes	Mock preparation 1	Mock preparation 2
11	Next steps (post-16 pathway)	Data gathering	Finance	GCSE preparation 1	GCSE preparation 2	

the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

H9

how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help to make informed lifestyle choices regarding sleep, diet and exercise

H10

H11

the benefits of having a balanced approach to spending time online

H12

to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

H13

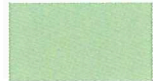
about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

H14

the purpose of blood, organ and stem cell donation for individuals and society

H15

H16	<p>how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p> <p>the ways in which industries and advertising can influence health and harmful behaviours</p>
H17	<p>the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p>
H18	<p>wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p>
H19	<p>to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p>
H20	<p>ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p>
H21	<p>strategies for identifying risky and emergency situations, including online;</p> <p>ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p>
H22	<p>to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>
H23	<p>to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others</p>
H24	
H25	



H26	the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)					
H27	about specific STIs, their treatment and how to reduce the risk of transmission					
H28	how to respond if someone has, or may have, an STI (including ways to access sexual health services)					
H29	to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services					
H30	about healthy pregnancy and how lifestyle choices affect a developing foetus					
H31	that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors					
H32	about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy					
H33	about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice					
R1	the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality					
R2	the role of pleasure in intimate relationships, including orgasms					
R3	to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary					
R4	the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships					

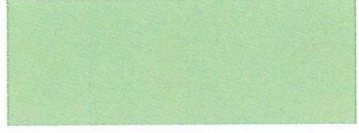
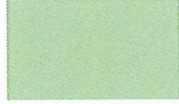
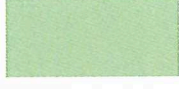
R5	the legal rights, responsibilities and protections provided by the Equality Act 2010
R6	about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
R7	strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
R8	to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
R9	to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
R10	to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity, to respect the role these might play in relationship values
R11	strategies to manage the strong emotions associated with the different stages of relationships
R12	to safely and responsibly manage changes in personal relationships including the ending of relationships
R13	ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
R14	the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
R15	the legal and ethical responsibilities people have in relation to online aspects of relationships

R16	to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help	
R17	ways to access information and support for relationships including those experiencing difficulties	
R18	about the concept of consent in maturing relationships	
R19	about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online	
R20	to recognise the impact of drugs and alcohol on choices and sexual behaviour	
R21	the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	
R22	to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences	
R23	how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner	
R24	the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support	
R25	the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families	
R26	the reasons why people choose to adopt/foster children	
R27	about the current legal position on abortion and the range of beliefs and opinions about it	

R28	to recognise when others are using manipulation, persuasion or coercion and how to respond		
R29	the law relating to abuse in relationships, including coercive control and online harassment		
R30	to recognise when a relationship is abusive and strategies to manage this		
R31	the skills and strategies to respond to exploitation, bullying, harassment and control in relationships		
R32	about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them		
R33	The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support		
R34	strategies to challenge all forms of prejudice and discrimination		
R35	to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs		
R36	skills to support younger peers when in positions of influence		
R37	to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help		
R38	factors which contribute to young people becoming involved in serious organised crime, including cybercrime		
L1	to evaluate and further develop their study and employability skills		

L2	to evaluate their own personal strengths and areas for development and use this to inform goal setting	
L3	how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability	
L4	about the range of opportunities available to them for career progression, including in education, training and employment	
L5	about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities	
L6	about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities	
L7	about the labour market, local, national and international employment opportunities	
L8	about employment sectors and types, and changing patterns of employment	
L9	to research, secure and take full advantage of any opportunities for work experience that are available	
L10	to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities	
L11	the benefits and challenges of cultivating career opportunities online	
L12	strategies to manage their online presence and its impact on career opportunities	
L13	the skills and attributes to manage rights and responsibilities at work including health and safety procedures	

- L14 about confidentiality in the workplace, when it should be kept and when it might need to be broken
- L15 about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it
- L16 how to effectively budget, including the benefits of saving
- L17 how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
- L18 to recognise and manage the range of influences on their financial decisions
- L19 to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
- L20 the skills to challenge or seek support for financial exploitation in different contexts including online
- L21 to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts
- L22 that there are positive and safe ways to create and share content online and the opportunities this offers
- L23 strategies for protecting and enhancing their personal and professional reputation online
- L24 that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
- L25 how personal data is generated, collected and shared, including by individuals, and the consequences of this



how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

strategies to critically assess bias, reliability and accuracy in digital content

to assess the causes and personal consequences of extremism and intolerance in all their forms

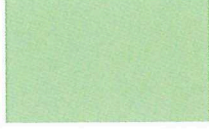
to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

L26

L27

L28

L29



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

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	