



Relationships and Sex Education Policy

September 2023



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1. Introduction & Aims

Children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is.

This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. Teaching of RSE will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

2. Statutory Requirements

- As a secondary school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).
- In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).
- 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](#).
- Statutory guidance on RSE and health education <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Keeping children safe in education: for schools and colleges [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)
- Equality Act 2010: advice for schools <https://www.gov.uk/guidance/equality-act-2010-guidance>

At Madeley School we teach RSE as set out in this policy.

4. Policy Development

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

1. The Personal Development lead attending an RSE course
2. Reviewing all relevant information including relevant national and local guidance
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to reflect on the current delivery of RSE in school, read the statutory guidance (sent out) and offer their input and reflection on the development of this policy and the RSE programme in school.
5. Pupil consultation – At The outset in 2020 we investigated what exactly pupils want from their RSE and used this to plan the RSE curriculum. This will be reviewed in 2023
6. Ratification – once amendments were made, the policy was shared with governors and ratified and regularly reviewed.

4. Links with other policies:

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy

- Anti-Bullying Policy
- E-Safety Policy
- Personal Development Policy & SMSC
- Smoking & Drugs policy
- Mental Health Policy

5. Curriculum

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

Our curriculum is set out as per Appendix 2 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.

High-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

The RSE programme is currently delivered by form tutors as part of the School's Personal Development Programme. At key stage 3 (Y7-9) pupils have weekly lessons and at Key Stage 4 as part of timely, considered personal development drop down days. (Y10 -11). The drop down days are run with a specific focus once each half term for each year group. The time devoted to these is equivalent to one hour per week so they receive the same contact as at KS3.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school.

The curriculum on relationships and sex will complement and be supported by, wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of the broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by education on healthy lifestyles through physical education, food technology, science and its sport, extra-curricular activity and school food.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The RSE programme has been carefully structured and sequenced in line with the RSE pyramid in Appendix A . The pyramid is used as a guide and some topics may overlap into the next age range. This is to allow the pupils to access age appropriate materials that reinforce previous learning while developing their ability and skills to assess healthy and unhealthy relationships to make informed decisions about their own lives. Appendix B Shows the RSE structure by year group.

6. Pupils with special educational needs and disabilities (SEND)

Pupils with special educational needs and disabilities (SEND) Relationships Education, RSE and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. We will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages or for those requiring additional support.

7. Roles and Responsibilities:

7.1 The Academy Council

The Academy Council will approve the RSE policy and hold 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, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

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 principal / Personal Development Co-ordinator.

Staff training takes place in the summer term where we hold our development days. Staff work in groups on the upcoming years PD delivery to update, improve, enhance the materials we are using for delivery. Staff are given the opportunity to highlight any issues arising from the upcoming topics i.e FGM in year 7. Resources are then updated, adapted to remain appropriate and give staff the skills and confidence to deliver them.

7.4 Pupils

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

7.5 Parents/Carers:

The School acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE;
- Able to discuss any concerns directly with the School.
- The RSE policy will be circulated to parents for at each review for comment and feedback.

8. Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, this will require the Principal to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the School will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The parts of the curriculum where a parental request for withdrawal from aspects of the lessons for a child will be considered are highlighted in the SOW in Appendix B. Appendix C should be completed if a parent wishes to withdraw their child.

The Principal will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal. This will take place in the inclusion room (ACE). There is no right to withdraw from the national curriculum.

9. Working with external agencies

At times it is helpful to bring in specialist knowledge and implement different ways of engaging with young people. External agencies will be DBS - checked .

The School will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. Schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved in advance of the session.

The School will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Safeguarding Policy.

Below is a list of agencies we frequently work with:

- Families and communities

- MIND
- VIP
- GLO
- Brighter Future
- Loudmouth Productions
- NHS – range of services

10. Safeguarding, reports of abuse and confidentiality

The School recognises that at the heart of RSE, the focus is on keeping students safe. In our School, we will allow students an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Students will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead or deputy designated safeguarding leads and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged. This may mean that links to the police and other agencies are utilised and the knowledge of the any particular local issues, where appropriate may be addressed in lessons.

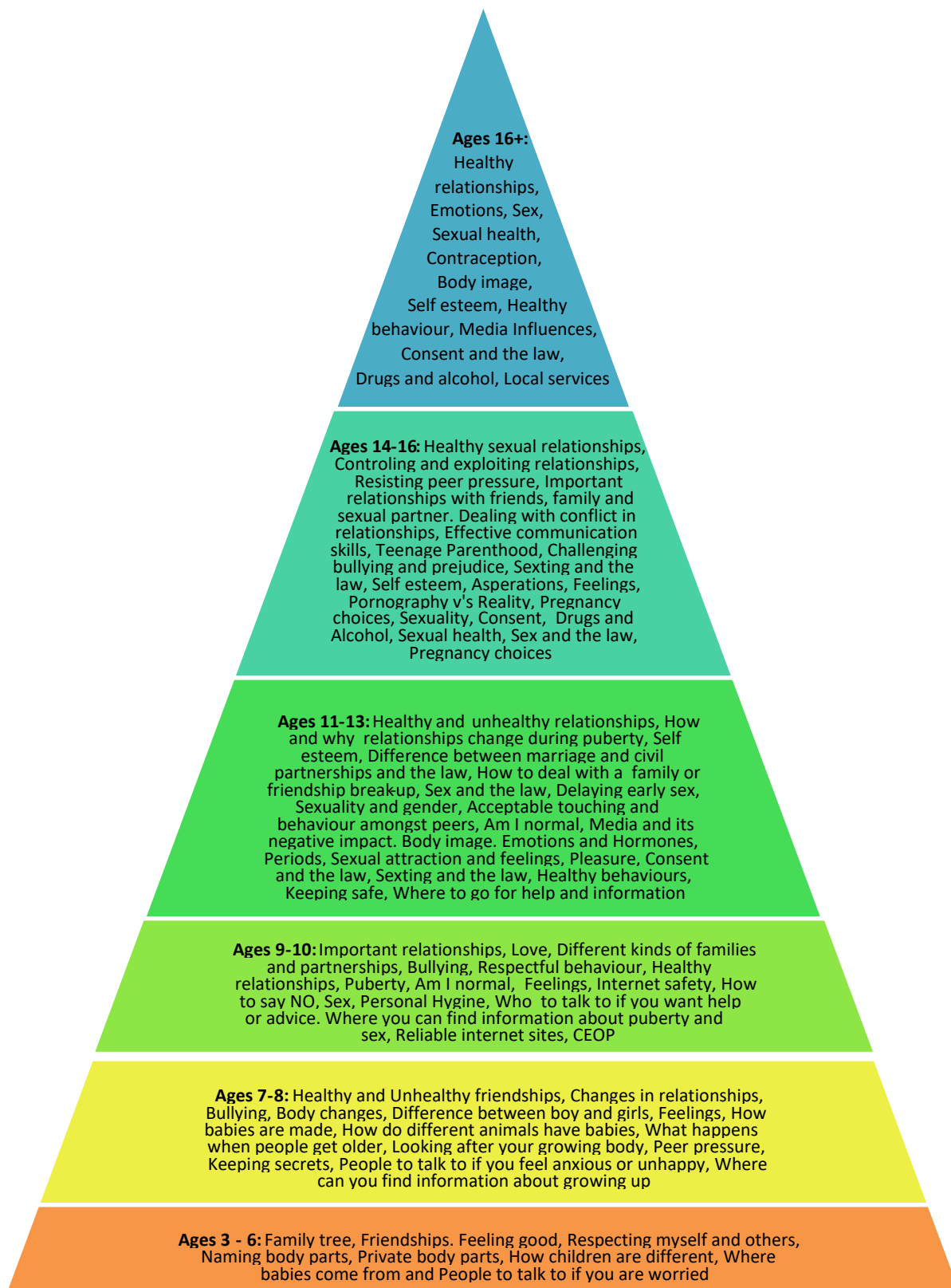
11. Monitoring arrangements

The delivery of RSE is monitored by Mr Royall, Assistant Principal with responsibility for the Personal Development programme and Heads of year through learning walks, assessment scrutinies

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

This policy will be reviewed by The Personal Development Co-ordinator every two years or as necessary. At every review, the policy will be approved by the academy council.

Appendix A - RSE Pyramid



Appendix B – Curriculum Map

The curriculum map below show where each topic is taught in each year group.

| Topic | Pupils Should Know | Y7 | Y8 | Y9 | Y10 | Y11 |
|---|---|----|----|----|-----|-----|
| Families | • that there are different types of committed, stable relationships. | 1 | | | | |
| Families | • how these relationships might contribute to human happiness and their importance for bringing up children. | | | 1 | | |
| Families | • 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. | | 1 | | | |
| Families | • why marriage is an important relationship choice for many couples and why it must be freely entered into. | | | | 1 | |
| Families | • the characteristics and legal status of other types of long-term relationships. | | | | 1 | |
| Families | • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. | | | 1 | | |
| Families | • 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.reporting concerns about others, if needed. | 1 | 1 | 1 | 1 | 1 |
| Respectful relationships, including friendships | • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. | 1 | | | | |
| Respectful relationships, including friendships | • 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). | | | 1 | | |
| Respectful relationships, including friendships | • 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 including people in authority | | | 1 | | |
| Respectful relationships, including friendships | • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. | | 1 | | | |
| Respectful relationships, including friendships | • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. | | | | 1 | 1 |

| | | | | | | |
|--|---|---|---|---|---|---|
| Respectful relationships, including friendships | • what constitutes sexual harassment and sexual violence and why these are always unacceptable. | | | | 1 | 1 |
| Respectful relationships, including friendships | • 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. | | | 1 | 1 | 1 |
| Online & Media | • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. | 1 | | | | |
| Online & Media | • 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. | | 1 | 1 | 1 | 1 |
| Online & Media | • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. | 1 | 1 | | | |
| Online & Media | • what to do and where to get support to report material or manage issues online. | 1 | 1 | | | |
| Online & Media | • the impact of viewing harmful content. | | | 1 | 1 | 1 |
| Online & Media | • 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. | | | 1 | 1 | 1 |
| Online & Media | • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. | | | 1 | 1 | 1 |
| Online & Media | • how information and data is generated, collected, shared and used online. | | 1 | 1 | 1 | 1 |
| Being Safe | • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. | | | 1 | 1 | 1 |
| Being Safe | • 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). | | | | 1 | 1 |
| 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. | | 1 | 1 | 1 | 1 |

| | | | | | | |
|--|--|--|---|---|---|---|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> 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. | | 1 | 1 | | |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. | | | 1 | 1 | 1 |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. | | | 1 | 1 | 1 |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> that they have a choice to delay sex or to enjoy intimacy without sex. | | | 1 | 1 | 1 |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> the facts about the full range of contraceptive choices, efficacy and options available. | | | 1 | 1 | 1 |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> the facts around pregnancy including miscarriage. | | | 1 | 1 | 1 |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> 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). | | | 1 | 1 | 1 |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> 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. | | | 1 | 1 | 1 |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. | | | 1 | 1 | 1 |

| | | | | | | |
|--|--|---|---|---|---|---|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour. | | | 1 | 1 | 1 |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. | 1 | 1 | 1 | 1 | 1 |
| Changing adolescent body | <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. | 1 | 1 | | | |
| Changing adolescent body | <ul style="list-style-type: none"> • the main changes which take place in males and females, and the implications for emotional and physical health. | 1 | 1 | | | |

Appendix B SOW

Y7

| |
|--|
| L1 How can we be aspirational students |
| L2 How Can self esteem help us achieve |
| L3 Being a Resilient Student |
| L4 Keeping good friendships |
| L5 Family Relationships |
| L6 Falling in Love |
| L7 Bullying or Banter |
| L8 Cyber Bullying |
| L9 Keeping safe & Positive Rels |

Y8

| |
|----------------------------|
| L1 Resolving Conflict |
| L2 Domestic Conflict |
| L3 Puberty |
| L4 Body Image MALE |
| L5 Body Image FEMALE |
| L6 Sexting & Image Sharing |
| L7 Consent |
| L8 Contraception |

Y9

| |
|----------------------------------|
| L1 Body Image & Eating Disorders |
| L2 Child Exploitation |
| L3 Abusive relationships |
| L4 Dealing with Peer Pressure |
| L5 RECAP: Consent, contraception |
| L6 Stis |
| L7 Pornography |

Y10

| |
|-------------------------------------|
| L1 Relationships with Role Models |
| L2 Conflict Management |
| L3 Harrassment & Stalking |
| L4 Gender & Trans Gender Identitivy |
| L5 Same Sex Relationships |
| L6 Forced & Arranged Marriage |
| L7 Revenge Porn |

Y11

| |
|----------------------------------|
| L1 Bullying - Body Shaming |
| L2 Types of Relationships |
| L3 Consent Rape and Sexual Abuse |
| L4 Safe Sex |
| L6 Relationship Break ups |
| L7 Positivity |

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

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

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

Policy Review:

Signed by: (Principal) Signed by: (Chair of
Academy Council)

Date:

Next Review Date: September 2026

