



An Active Learning Trust School

Relationships and Sex Education Policy 2024-25



The *Active Learning* Trust

DOCUMENT	Relationships and Sex Education Policy
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Review:	The document should be reviewed by a nominated member of staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process, or legislation.
Purpose of Document:	To give guidance on relationships and sex education to ensure that high standards are maintained.
Implementation:	The procedures will be accessed via the Staff Share on the V Drive
Dissemination:	The procedures will be available to all staff, teaching and non-teaching

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Vision and Values

Our vision is simply explained as:

$$\text{Opportunity} + \text{Success} = \text{Pride} \text{ Confidence}$$

Simply put, having opportunities to be successful, will result in a growth in confidence and an overall sense of pride.

Our vision for Neale-Wade and our community is one of opportunity, success, confidence and pride.

Experience tells us that we are happiest when we are at our most confident. It is confidence in ourselves and others, that enables us to be proud of who we are and our community.

Being able to progress with our learning and approach the future with optimism is crucial, not only for our own wellbeing, but also ensuring we are successful in our ventures.

Confidence is learned. It is only through opportunity are we able to discover new talents, develop our interests or progress our learning. Providing a range of opportunities in and out of the classroom is fundamental to our curriculum at Neale-Wade.

Recognising our successes is how we embed and reinforce these attributes. It is only through the support and recognition from others, that we are able to have the courage and motivation to continue our development.

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

The aim of our Life Skills curriculum is to create confident individuals who are able to live healthy, safe and fulfilling lives. Our students will become responsible citizens who pride themselves on making a positive contribution to society.

Our curriculum is influenced by the ethos, learning and relationships throughout the academy. Our spiral curriculum gives us the ability to be flexible, at times bespoke and to be innovative and current in the topics we teach. We can be reactive to events within school and society.

We strive to create a safe environment where students have the opportunity to explore, take risks and discuss and debate contentious issues from a personal perspective. This allows students to experience success in that others respect their opinions and they feel able to challenge views in a positive way which further helps to build their confidence.

2. Statutory requirements

As a secondary academy school 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](#).

We must also have regard to our 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 Neale-Wade Academy 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 are informed about the topics to be taught and given opportunities to discuss any concerns
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but can be adapted as and when necessary to take into account any contextual changes within the school.

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.

6. Delivery of RSE

The majority of RSE is taught within our Life Skills curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Ethics (Religious Education) as well as PE. Online safety and risks with social media are also covered in the IT curriculum.

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).

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 Body

The governing body will approve the RSE policy, and hold the Principal to account for its implementation.

8.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

8.3 Staff

RSE is taught through the Life Skills curriculum with some elements taught through the Science, PE and IT curriculums. Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents 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 Principal.

The Head of Life Skills is Miss Nina Rowe.

RSE in the Sixth Form is delivered through tutor times, assemblies and through collapsed timetable periods. The Head of Sixth Form is Mrs Heather Paul.

8.4 Students

Students 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 three 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 Principal.

A copy of withdrawal requests will be placed in the student's educational record. 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.

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 Head of Life Skills 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 Mrs Heather Paul, Assistant Principal, through:

- Learning walks, book scrutinies and other quality assurance processes in line with the Academy's QA Policy.
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Autumn	Drugs, alcohol and tobacco – physical and psychological risks associated with use (Science)
Year 7	Autumn	IT health and safety (IT)
Year 7	Autumn/ Spring	Girls puberty Boys puberty Personal hygiene/ dental hygiene Body image and the media Relationships, Consent and CSE Abuse, harassment, Peer on Peer Abuse, FGM & Honour Killings Screen addiction (IT) Predatory adults (IT) Cyber bullying (IT) Online relationships (IT)
Year 8	Autumn	Physical health and fitness (Science) Infection (Science) Puberty and the changes in the adolescent body (Science)

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 8	Spring	Consent, relationships & Peer on Peer Abuse Pornography, CSE and grooming Basic contraception and where to get support CCE: Gangs and knife crime Screen addiction (IT) Predatory adults (IT) Cyber bullying (IT) Online relationships (IT) IT health & safety (IT)
Year 9	Autumn	Non communicable diseases - cancer and cardiovascular health (Science) Cells and organisation - blood, organ and stem cell donation (Science)
Year 9	Spring	Healthy life choices Sexuality 1 Sexuality 2 Sexuality 3 and transgender The morality of abortion and differing religious views (Religious Studies)
Year 9	Spring	Types of families (including marriage) Changes in families Relationships Consent Contraception Condoms STIs

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	Spring	Pornography, sexting laws & Peer on Peer Abuse Pregnancy & miscarriage Abortion & adoption Teenage pregnancy Religions and drugs – how different religions consider the use of drugs (Religious Studies) Families – marriage and its importance in different religions (Religious Studies)
Year 10	Autumn	Infection and response – bacteria, viruses, spread, treatment and use of antibiotics (Science) Artificial response to infection – vaccination (Science) Homeostasis – hormonal control of the menstrual cycle (Science) Physical health and fitness (PE) First aid and healthy choices (PE)
Year 10	Summer	Relationships Online relationships Consent, Peer on Peer Abuse & Honour killings Sexual health 1 Sexual health 2: FGM
Year 11	Spring	Gender identity Effective communication Online safety Relationships & Peer on Peer Abuse Sex education

Year 12 & 13	Autumn	Promoting Healthy Lifestyles and sexual health awareness Driver Safety Self-awareness and self-checking – breast and testicular cancer
	Spring	Exploring and managing relationships – domestic abuse & coercive control Teenage illnesses & body image Stress and anxiety
	Summer	Managing Risk through drug and alcohol awareness. Managing workload and exam stress

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

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent 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	
Member of staff:	
Date:	