



# RELATIONSHIP AND SEX EDUCATION POLICY

Document Author –Jolene Carter – Head of Centre

Review date: September 2024

Created: September 2022

Ratified: September 2022

## TABLE OF CONTENTS

<b>Context</b> .....	<b>3</b>	2
<b>Aims</b> .....	<b>4</b>	
<b>Statutory requirements:</b> .....	<b>5</b>	
<b>Policy Development</b> .....	<b>5</b>	
.....	<b>5</b>	
<b>Definition</b> .....	<b>6</b>	
<b>Curriculum</b> .....	<b>6</b>	
<b>Delivery of RSE</b> .....	<b>6</b>	
<b>Responsibility</b> .....	<b>7</b>	
<b>Parents’ right to withdraw</b> .....	<b>7</b>	
<b>Training</b> .....	<b>8</b>	
<b>Monitoring arrangements</b> .....	<b>8</b>	
<b>Links</b> .....	<b>8</b>	
<b>Appendix 1</b> .....	<b>9</b>	
<b>Appendix 2</b> .....	<b>10</b>	
<b>By the end of secondary school pupils should know</b> .....	<b>11</b>	
<b>Appendix 3: Parent Form - Withdrawal from sex education in RSE</b> .....	<b>13</b>	

## Context

Esteem South Academy is an alternative provision academy supporting pupils who are permanently excluded or at risk of permanent exclusion. ESA supports up to 26 pupils ranging from KS1-KS4.

The statutory Government guidance 'Relationships education, relationships and sex education (RSE) and health education' (2019) frames considerations for disabled pupils and pupils with special educational needs (SEN) within the Equality Act 2010 and the Children and Families Act 2014. The act states that children, including those in taught in a special school must be taught Health and Relationships Education.

When planning RSE for our students we have sensitively worked towards accessible provision of the content set out in the Government guidance.

For key stage 3 and 4 the schemes of work have been created following guidance from the PSHE Association, which incorporates the DfE's new statutory guidance for Relationships and Sex Education (RSE), and Health Education.

The schemes are based on the three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

They encompass three skill development areas:

- Independence and Aspirations
- Autonomy and Advocacy
- Choices and Influences

## Aims

The aims of relationships and sex education (RSE) at our school are to:

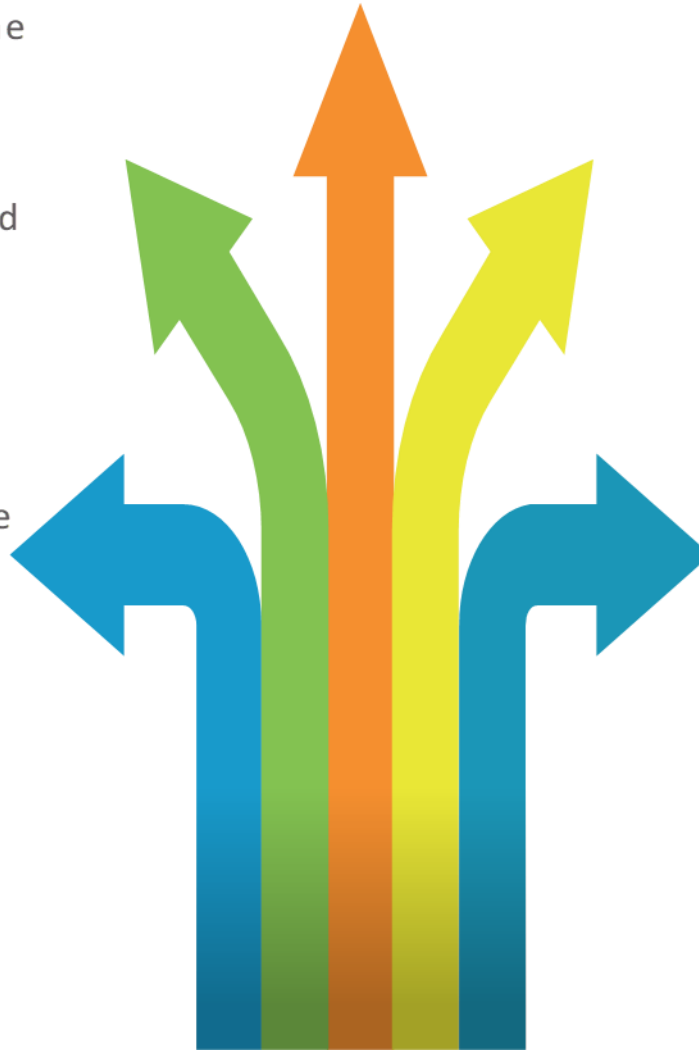
Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Teach pupils the correct vocabulary to describe themselves and their bodies

Provide a framework in which sensitive discussions can take place

Create a positive culture around issues of sexuality and relationships

Help pupils develop feelings of self-respect, confidence and empathy



## Statutory requirements:

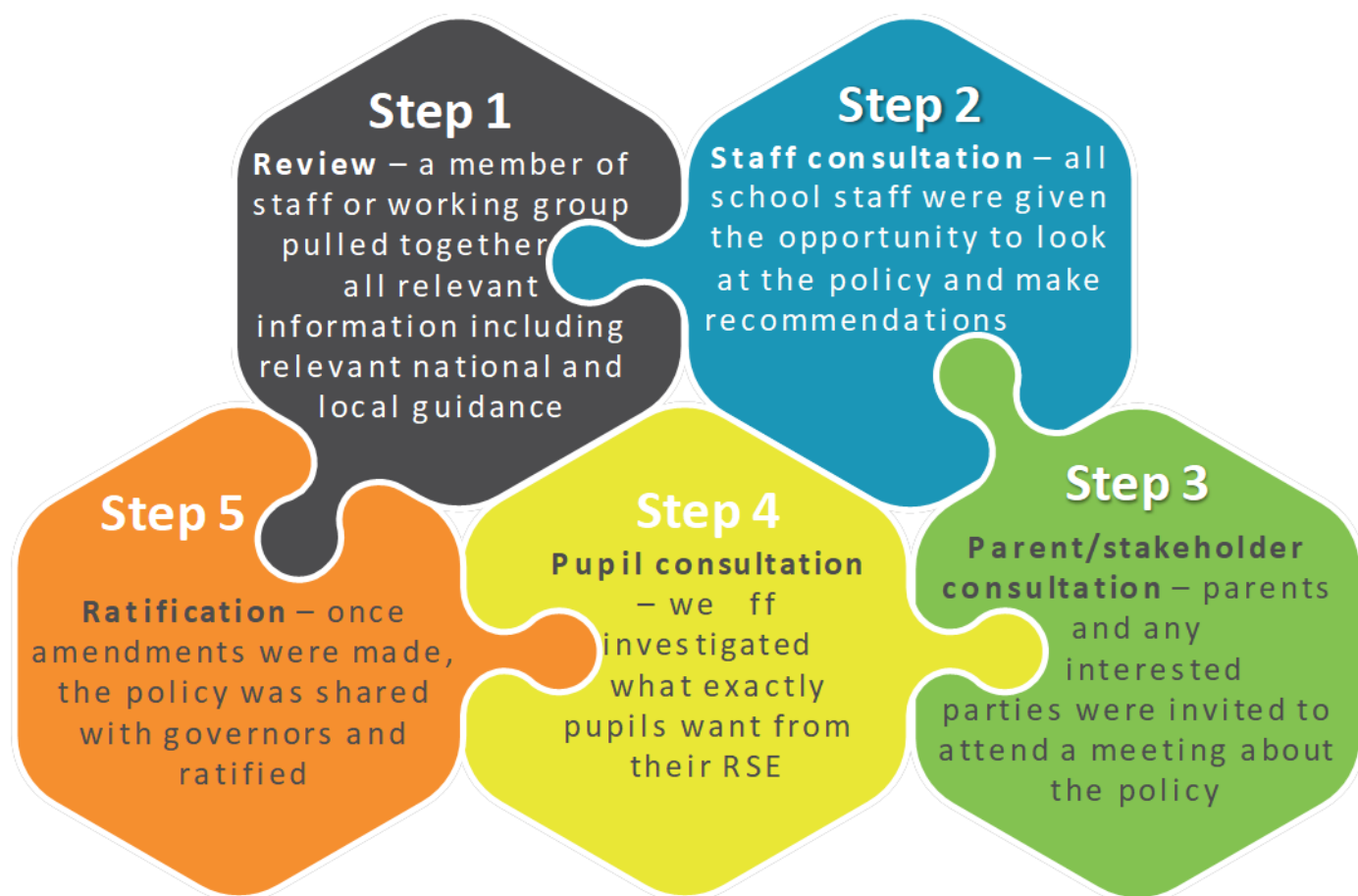
As an academy school with KS3 and KS4 departments we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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 Esteem South Academy we teach RSE as set out in this policy.

## Policy Development

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



## 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.

## 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.

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

## Delivery of RSE

RSE is mainly taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the KS4 science curriculum and in KS3 where appropriate. Other aspects may be covered as part of the GRIT and Character curriculums.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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).

## Responsibility

### The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see 'Parents' right to withdraw' section).

### Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/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 head teacher.

### Pupils

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

## 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 (see appendix 4). 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 head teacher will discuss the request with parents and take appropriate action.

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

## 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 teacher 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.

## Monitoring arrangements

The delivery of RSE is monitored by the senior leadership team through planning scrutinies, learning walks, lesson observations etc

Pupils' development in RSE is monitored by class teachers.

## Links

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

RSE for disabled pupils and pupils with special educational needs

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEF.pdf>



## Appendix 1

### Relationships and sex education curriculum map for keys stage 3

For further details please see the full PSHE sequencing

Year group	Term	Topic/theme details
KS3 Y1	Autumn	<ul style="list-style-type: none"> <li>Managing risk and personal safety</li> <li>Positive relationships</li> <li>Contraception and parenthood</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>Health related decisions</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>Forming and maintain respectful relationships</li> </ul>
KS3 Y2	Autumn	<ul style="list-style-type: none"> <li>Mental Health and Emotional Wellbeing</li> <li>Relationship values</li> <li>Bullying, Abuse and Discrimination</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>Puberty and sexual health</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>Consent</li> <li>Social influences</li> </ul>

## Appendix 2

### Relationships and sex education curriculum map overview for keys stage 4

For further details – please see the full PSHE sequencing

Year group	Term	Topic/theme details
KS4 Y1	Autumn	<ul style="list-style-type: none"> <li>▪ Positive relationships</li> <li>▪ Relationship values</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Health related decision</li> <li>• Sexual health and fertility</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Social influences</li> <li>• Consent</li> </ul>
KS4 Y2	Autumn	<ul style="list-style-type: none"> <li>• Mental health and emotional wellbeing</li> <li>• Positive relationships</li> <li>• Relationship values</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Managing personal risk and safety</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Social influences</li> <li>• Form and maintain respectful relationships</li> </ul>

## By the end of secondary school pupils should know...

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

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

## Appendix 3: Parent Form - Withdrawal from sex education in 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	
Headteacher signature	