



St Anne's
Church of England Academy

The best for everyone
The best from everyone
We have faith in our future

RELATIONSHIPS AND SEX EDUCATION POLICY

Approved By	Local Governing Committee
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1. Aims of the Policy

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

- contribute to the spiritual, moral, cultural, mental, and physical development of students.
- support the academy vision and values.
- equip students who are members of distinct faith communities to take their place in a rapidly changing and challenging world.
- provide a framework in which sensitive discussions can take place.
- prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- help students develop feelings of self-respect, confidence, and empathy.
- create a positive culture around issues of sexuality and relationships.
- teach students the correct vocabulary to describe themselves and their bodies.

2. Statutory Requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

The policy and the academy RSE curriculum have to been updated to comply with the statutory guidance from the DfE, “*Relationships Education, Relationships and sex education and health education*” which came into effect from September 2020 and is compulsory from the summer term 2021. The guidance clearly states the curriculum content that secondary schools should deliver in regard to RSE (and Health Education). It also sets out the legal duties with which schools must comply when teaching RSE, this includes ‘the relevant requirements of the Equality act 2010’ which states that, ‘under the provisions of the Equality act, schools have a duty not to discriminate against the nine protected characteristics that are defined in the act (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation).

3. Policy Development

This policy will be developed in consultation with staff, students, and parents. The consultation and policy development process involves the following steps:

- Review – a working group which includes the Deputy Headteacher with responsibility for curriculum, the Faculty Leader of Wellbeing, and the Course Director of PHSE and includes all relevant information including relevant national and local guidance.
- Stakeholder consultation and feedback – parents and carers’ consultation.
- Student consultation – the student council which involves representatives from all year groups are asked their opinions on the challenges they face, and support needed to help them make informed choices and stay safe in relation to relationships and sex education (RSE).

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

We have developed the curriculum alongside the DfE statutory framework for RSE (2020) which outlines what students should know by the end of secondary school to keep them happy, healthy, and safe (see Appendix 1).

It has been developed 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.

Parents have the right to see what their children are being taught, which gives them the opportunity to raise issues or concerns through the school's process. PSHE curriculum maps can be accessed by parents via the school website.

Delivery of Relationship and Sex Education (RSE)

RSE is taught within the PSHE education curriculum. Students receive one PSHE lesson per fortnight, taught by the course director and other nominated staff, expert practitioners are invited into the school to support delivery of the 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

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, LGBTQ+ 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. Roles and Responsibilities

The Local Committee

- The local committee will support and challenge the headteacher in policy implementation and development.

The Headteacher

- The headteacher 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 7).

Deputy Headteacher

- The deputy headteacher responsible for curriculum will ensure compliance with all legislation in relation to RSE and will support the Director of Wellbeing to quality assure and monitor the impact of all aspects of provision in relation to RSE.

Course Director of PSHE

- The course director is responsible for planning and monitoring the RSE curriculum within PSHE.

PSHE Teaching Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Engaging with appropriate training to support their delivery of RSE
- 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 deputy headteacher with responsibility for curriculum.

Students

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

7. 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 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 and addressed to the headteacher.

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

8. Training

Staff are trained on the delivery of RSE as part of their induction and bespoke support/training is scheduled when deemed appropriate to support curriculum delivery.

The middle leader with responsibility for PSHE 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.

9. Monitoring Arrangements

The delivery of RSE is monitored by the Course Director of PSHE and the Faculty Leader for Wellbeing, through:

- Planning the RSE curriculum (as part of the PSHE curriculum) and distributing to staff.
- Learning walks to support the delivery of PSHE.
- Pupil voice during faculty review.
- Staff feedback to course director.

Students' development in RSE is monitored by class teachers.

This policy and resources which support its implementation will be reviewed annually the deputy headteacher with responsibility for curriculum. At every review, the policy will be approved by the headteacher.

Appendix 1: DfE Statutory RSE guidance

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared, and used online</p>
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy, and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>