



**SBL**  
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**ACADEMY**

# Relationships & 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 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, we must provide RSE to all students 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 SBL we teach RSE as set out in this policy and as part of our PSHE policy, the full details of this program is included as appendix 1 to this policy.

### 3. Policy development

This policy has been developed in consultation with staff, students 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 attend a meeting about the policy.
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 RSE curriculum is set out as per Appendix 1 as part of our PSHE program, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

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

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum to mixed gender classes taught in age similar year groups. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education which we call our Values and Beliefs 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 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 students will relate to them.
- › Is sensitive to all students' experiences.
- › During lessons, makes students feel:
  - Safe and supported.
  - Able to engage with the key messages.

We will also:

- › Make sure that students 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 students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our students.
- 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 students' 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 students. 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 students' 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 local governing committee

The local governing committee 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 students 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 students.
- › Responding appropriately to students 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.

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

Alternative schoolwork 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 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 a Deputy Headteacher through monitoring arrangements, such as planning scrutiny, learning walks and student voice.

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

This policy will be reviewed by the Local Governing Committee, the policy will be approved by the local governing committee.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Transition	Family	Personal health
Online safety	Careers	
RSE	British values	
Mental wellbeing	Money and Finance	

Term	Year 7	Year 8	Year 9	Year 10
<b>1</b>	Transition: Starting a new school	Families: Types of family	Internet safety: Explicit images and the law	Transition to Yr10: Important dates and how exams work
	Transition: Making new friends	Families: Functions of families	Internet safety: Harmful content	Revision: why we do and how
	Social Networking: Dangers and recognising them	Families: Marriage and its different forms	Internet safety: privacy online, data harvesting and mobile gaming	Managing change
	Social Networking: How to keep safe in practice	Families: How to manage challenges within our families	Internet safety: Sharing thoughts online	Managing stress
<b>2</b>	Healthy Relationships: What makes for a healthy relationship	Intimate relationships: Online safety	World of work: What is working	British values: Prevent, recognizing extremism
	Healthy relationships: how to recognise unhealthy behaviours	Intimate relationships: sharing images online	World of work: Range of careers, thinking about what suits us best	British values: Critical thinking online
	Remembrance	Remembrance	Remembrance	Remembrance
	Healthy relationships: Maintaining good relationships	Intimate relationships: Inappropriate sexual behaviours	World of work: How our options relate to our future	British values: equality and the changing landscape
<b>3</b>	Reflection	Mental wellbeing: what is mental health	Relationships: How relationships change as you get older	Relationships: Consent



	Internet safety: Being online	Mental wellbeing: What can lead to poor mental health	Relationships: Consent and the importance of it	Relationships: navigating consent and gendered impact
	Internet safety: harmful content	Mental wellbeing: Dealing with mental health	Relationships: navigating consent	Relationships: coercion and healthy boundaries
<b>4</b>	British values: Introduction to politics	British values: Equality in the UK	Mental health: Recap from year 8	Ethics: Abortion
	Political values and how it works	British Values: Function of taxes	Mental health: New challenges you are facing	Ethics: Stereotyping
	Voting law and political parties	British values: Politics in action, how this has an impact on your life	Mental health: managing our changing mental health/ stress	Ethics: Appearance vs reality
<b>5</b>	Money and Finance: Need vs wants	Personal Health: General hygiene	RSE - Personal identity	Revision for Mocks
	Money and finance: Cost of living	Personal health: Importance of sleep	RSE - Gender identity	Revision for mocks
	Money and Finance: Saving money	Personal Health: Healthy lifestyles	RSE - Understanding community	The Future: Working
<b>6</b>	Health: Dangers of smoking	Money and Finance: Recap previous learning	Health: Dangers of smoking and vaping	Coping with Stress: Things that cause stress
	Health: Dangers of alcohol consumption	Money and Finance: What is borrowing and why do people do it?	Health: Dangers of alcohol consumption	
	Health: Healthy lifestyles	Money and Finance: Challenges of borrowing money and saving alternatives	Health: Navigating new changes to our lifestyle and how to maintain	
	End of year reflections	End of year reflections	End of year reflections	

**Appendix 2: By the end of secondary school students should know as a minimum:**

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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)</li> <li>• 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.</li> <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>

TOPIC	STUDENTS SHOULD KNOW
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	STUDENTS 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>