

<b>Policy title</b>	Relationships & Sex Education
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<b>Policy owner</b>	St Leonards Academy

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### **1. Introduction**

1.1. At St Leonards Academy we are aware that 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.

1.2. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2021 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

### **2. Aims of Relationships and Sex Education**

2.1. The aim of Relationships and Sex Education (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 is acceptable and unacceptable behaviour in relationships. 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.

2.2. Our RSE policy will provide clear progression from what is taught in the primary curriculum. We will build on the foundation of learning and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, pupils 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.

2.3. Teaching of RSE at St Leonards Academy will enable pupils to:

2.3.1. distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;

2.3.2. 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;

2.3.3. 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;

2.3.4. be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age appropriate and inclusive way;

2.3.5. 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;

2.3.6. recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;

2.3.7. 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.

### **3. Delivery of Relationships and Sex Education**

3.1. St Leonards Academy acknowledges that 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.

3.2. 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 RSE will complement and be supported by our wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of our broader ethos and approach to developing pupils socially, morally, spiritually and culturally; along with our pastoral care system and safeguarding procedures. It should therefore be noted that delivery of RSE can occur through our assembly and tutor time programme as well as timetabled lessons. It should also be noted that we may sometimes have to adapt our RSE curriculum in response to specific safeguarding issues or trends at a local or national level.

3.3. The curriculum on health education will similarly complement and be supported by our education on healthy lifestyles through physical education, food technology, science and enrichment activities.

3.4. We will deliver the content in the context of a broad and balanced curriculum. 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.

3.5. The Head of Personal Development will work closely with colleagues in related curriculum areas (e.g. Science) to monitor the cross curricular nature of our RSE provision.

3.6. Where the delivery of the RSE curriculum is disrupted due to short- or long-term factors teaching plans will be adapted to ensure that the RSE curriculum is fully delivered as much as is practically possible.

3.7. PD Faculty: Delivery of RSE

The PD Faculty is mainly responsible for delivering modules on RSE in Years 7-11. The curriculum here is outlined in Appendix 1.

#### **4. Pupils with Special Education Needs And Disabilities (SEND)**

RSE 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. We are 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.

#### **5. Roles and Responsibilities**

5.1. The Principal/Head of School will ensure that:

5.1.1. All staff are informed of the policy and the responsibilities included within the policy;

5.1.2. All teachers explore how new pedagogies and technology can be fully utilised to support subjects;

5.1.3. The subjects are staffed and timetabled in a way to ensure that St Leonards Academy fulfils its legal obligations;

5.1.4. The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;

5.1.5. St Leonards Academy works with parents/carers when planning and delivering RSE to pupils through an annual Parent Information Evening in May;

5.1.6. Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

5.1.7. All staff will ensure that:

5.1.8. Expectations are established 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;

5.1.9. All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;

5.1.10. At all times teaching will take place in the context of an explicit moral framework;

5.1.11. All points of view they may express during the course of teaching RSE are unbiased;

5.1.12. They avoid any discussions which directly relate to their own personal sexual experience, orientation, religious belief or opinions (e.g. on controversial matters such as abortion) and ensure that pupils are made aware that people may hold different views and that it is the role of the teacher to present the information in such a way that they can confidently make up their own minds;

5.1.13. They avoid a situation where a teacher promises any confidentiality to pupils in potential disclosures;

5.1.14. The teaching of RSE is delivered in ways that are accessible to all pupils with SEND;

5.1.15. 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;

5.1.16. Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;

5.1.17. Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on matters such as contraception or answer questions about something they feel insufficiently knowledgeable or confident;

5.1.18. Where a pupil has embarked on a course of action likely to place them at risk, the member of staff will ensure that the pupil is aware of the implications of their behaviour. **The member of staff should report any potential concerns as per the usual safeguarding procedures at the academy.**

5.2. Parents/Carers:

At St Leonards Academy we acknowledge 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.

Therefore, we ask that parents/carers will be:

5.2.1. Encouraged to contribute to the development of RSE of their child;

5.2.2. Able to discuss any concerns with appropriate staff at St Leonards Academy.

## **6. The Right to Be Excused from RSE**

6.1. Parents have the right to request that their child be withdrawn from some or all of the curriculum delivered as part of statutory RSE. Before granting any such request, St Leonards Academy will require the parent to complete and return a 'Withdrawal Form' (Appendix 2) in the first instance. There will then be a follow up discussion further to this request with the Head of Personal Development (or another senior member of staff) and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

6.2. Following the discussions above we will, unless there are significant safeguarding concerns, respect the parents' request to withdraw their child, up to and until three terms before the child turns sixteen. After that point, if the child wishes to receive RSE instead of being withdrawn, the school should make arrangements to provide the child with RSE during one of those terms (likely to be Term 6 in Year 10).

6.3. The Head of Personal Development will ensure that where a pupil is excused from RSE, the pupil will receive appropriate, purposeful education during the period of withdrawal.

6.4. There is no right to withdraw from RSE related content that is part of the GCSE Biology syllabus.

## **7. Monitoring and Evaluation**

7.1. RSE will be monitored by the Head of Personal Development in the first place, and will be overseen by the Senior Leadership Team. The SENCO will be consulted for those children with special educational needs.

7.2. A Link Governor will also have a monitoring role.

7.3. This policy will be placed on the school website and full programmes of study are available on request to parents through the Head of Personal Development.

**Appendix 1:** Statutory curriculum map/checklist

<b>Pupils should know</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
that there are different types of committed, stable relationships	T2 S &R	T6 RSE			T3 Parenting
how these relationships might contribute to human happiness and their importance for bringing up children	T2 S &R	T6 RSE			T3 Parenting
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			T2 R&R		T3 Parenting
why marriage is an important relationship choice for many couples and why it must be freely entered into			T2 R&R		T3 Parenting

the characteristics and legal status of other types of long-term relationships					T3 Parenting
the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	T2 S & R				T3 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.	T2 S&R	T1 PA & T2 MH	T2 R&R		
The characteristics of positive and healthy	T2 S&R	T2 MH & T6 RSE	T6 RSE	Term 1 Mental health	



<p>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>	T2 S&R	T6 RSE	T6 RSE		
<p>how stereotypes, in particular based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or</p>	T2 S&R & T4 R&R	T2 MH	T2 R&R	Term 2 Community Education & Term 6 RSE	

encourage prejudice)					
that in school and 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	T1 CE, T2 S&R, T4 R&R	T1 Personal Attributes	T2 R&R	Term 2 Community Education	
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	T2 S&R	T1 PA & T2 MH	T2 R&R, T5 G.I		
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	T2 S&R		T6 RSE	T6 RSE	

what constitutes sexual harassment and sexual violence and why these are always unacceptable			T6 RSE	T6 RSE	
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	T4 R&R	T3 R&R	T2 R&R	T2 Community Education & T4 Ethics and Human Rights	
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	T2 S & R			T2 Community Education & Term 6 RSE	
about online risks, including that any material someone provides to another has the potential to be shared	T2 S & R	T2 MH		Term 6 RSE	

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	T2 S &R		T6 RSE	Term 6 RSE	
what to do and where to get support to report material or manage issues online	T2 S &R			Term 6 RSE	
the impact of viewing harmful content	T4 R&R	T6 RSE	T6 RSE	Term 6 RSE	
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		T6 RSE	T6 RSE		

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.		T6 RSE	T6 RSE	Term 6 RSE	
how information and data is generated, collected, shared and used online	T2 S&R	T6 RSE	T6 RSE		
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		T5 Drugs & Alcohol	T6 RSE	T6 RSE	
how people can actively communicate	T2 Tutor	T6 RSE	T6 RSE	Term 6 RSE	

and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)					
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		T6 RSE	T6 RSE		
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	T3 HL	T6 RSE	T6 RSE	T1 Mental health	T4 Staying safe

health and wellbeing					
the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause					T3 Parenting
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others		T6 RSE	T6 RSE	T6 RSE	
that they have a choice to delay sex or to enjoy intimacy without sex		T6 RSE	T6 RSE		
the facts about the full range of contraceptive choices, efficacy and options available		T6 RSE	T6 RSE	Term 6 RSE	T3 Parenting
the facts around pregnancy					T3 Parenting

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)					T3 Parenting
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 facts about testing		T6 RSE	T6 RSE	Term 6 RSE	
about the prevalence of some STIs, the impact they can have on those who contract them and key facts		T6 RSE	T6 RSE	Term 6 RSE	



about treatment					
how the use of alcohol and drugs can lead to risky sexual behaviour		T5 Drugs			T4 Staying Safe
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment		T6 RSE	T6 RSE	Term 6 RSE	
how to talk about their emotions accurately and sensitively, using appropriate vocabulary		T2 MH		T1 MH	
that happiness is linked to being connected to others	T4 R&R	T2 MH		T1 MH	
how to recognise the early signs of mental wellbeing concerns		T2 MH		T1 MH	
common types of mental ill health (e.g. anxiety and depression)		T2 MH		T1 MH	
how to critically evaluate when something they do or are involved in has		T2 MH		T1 MH	

a positive or negative effect on their own or others' mental health					
the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	T3 HL	T2 MH		T1 MH	
the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people curate a specific image of their life online, over-reliance on			T5 Global Issues	T1 MH & T2 Community Education	

<p>online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</p>					
<p>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</p>		<p>T1 PA</p>		<p>T2 Community Education</p>	
<p>the positive associations between physical activity and promotion of mental wellbeing, including as an</p>		<p>T2 MH</p>		<p>T1 MH</p>	

approach to combat stress					
the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health	T3 HL				
about the science relating to blood, organ and stem cell donation	T3 HL				
how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	T3 HL & T6 Community				
the facts about legal and illegal drugs and their associated risks, including the link between drug		T5 Drugs			T4 Staying safe

use, and the associated risks, including the link to serious mental health conditions				
the law relating to the supply and possession of illegal substances		T5 Drugs		T4 Staying safe
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood		T5 Drugs		T4 Staying safe
the physical and psychological consequences of addiction, including alcohol dependency		T5 Drugs		T4 Staying safe
awareness of the dangers of drugs which are prescribed but still present serious health risks		T5 Drugs		T4 Staying safe
the facts about the harms from smoking tobacco	T3 HL	T5 Drugs		T4 Staying safe

(particularly the link to lung cancer), the benefits of quitting and how to access support to do so					
about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	T3 HL & T6 Community Education				
about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	T3 HL & T6 Community Education				
(late secondary) the benefits of regular self-examination and screening			T6 RSE	T6 RSE	
the facts and science relating to immunisation and vaccination					T3 Parenting

the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn		T2 MH		T1 MH	
basic treatment for common injuries		T1 Personal Attributes			
life-saving skills, including how to administer CPR		T1 Personal Attributes			
the purpose of defibrillators and when one might be needed		T1 Personal Attributes			
key facts about puberty, the changing adolescent body and menstrual wellbeing	T6 Community		T6 RSE	T6 RSE	
the main changes which take place in males and females, and the implications for emotional and physical health		T6 RSE			

**Appendix 2:** Parent form for Withdrawal from Relationships and Sex Education (RSE) at St Leonards Academy

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from RSE			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Staff signature	



