



**Education
Partnership
Trust**

Creating outstanding schools
that transform learning, lives
and communities

RELATIONSHIP AND SEX EDUCATION POLICY

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1.0 Introduction

- 1.1** Our school recognises the importance that RSE can play in contributing to the development of healthy young people and this policy is designed to ensure that our students have access to all the teaching and resources that are required to enable them to make prudent judgements about sex and relationships.

2.0 Aims

- 2.1** 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
- 2.2** The objective of RSE is to help and support young people through their physical, emotional, and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- 2.3** The school will aim to:
- Foster self-esteem, self-awareness, and a sense of personal moral responsibility
 - Encourage self-respect and consideration for others
 - Help develop skills in communication, decision-making and assertiveness
 - Prepare students to avoid unnecessary risks and dangers

3.0 Statutory requirements

- 3.1** As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).
- 3.2** 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 Atherton High School we teach RSE as set out in this policy.

4.0 Objectives & Curriculum

- 4.1** Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils, and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so pupils are fully informed and don't seek answers online.
- 4.2** The school will endeavour to deliver relationship and sex education within a moral and values framework. This will be done through:
- Promotion of abstinence before the age of consent

- Promotion of committed relationships and the value of family life
- Teaching self-respect, dignity, self-restraint and respect for others
- Promotion of tolerance of all types of relationships, religions, and personal views
- Encourage students to reflect on their own relationships to develop an understanding of themselves, their sexuality and that of others so that their attitudes in relation to sexual activity are caring and responsible.
- Ensure that students appreciate the benefits of stable married life and the responsibilities of parenthood.
- Help students recognise the physical, emotional, and moral risks of casual and promiscuous sexual behaviour
- Present biological facts in an objective and balanced manner and to use appropriate terminology to enable students to discuss issues without embarrassment or fear of ridicule.
- Develop an awareness of an individual's legal responsibilities in relation to sexual behaviour.
- Ensure other models of family and relationships are recognised and understood.
- Using up to date information and resources
- Ensuring staff are confident in delivering sex education and using specialists to deliver areas of the curriculum where appropriate
- Regular reviewing of the RSE programme to ensure it meets the needs of students

5.0 Definition of Relationship and Sex Education

5.1 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.

5.2 RSE involves a combination of sharing information and exploring issues and values.
RSE is not about the promotion of sexual activity.

5.3 RSE is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love, and care. It is about the teaching of sex, sexuality, and sexual health. It is also about the development of the student's knowledge and understanding of himself/herself as a sexual being, about what it means to be fully human, called to live in a right relationship with oneself, others and being enabled to make moral decisions according to an informed conscience".

6.0 Roles and Responsibilities

6.1 **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 section 4).

6.2 **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 headteacher.

The staff responsible for the RSE curriculum are:

Debbie Gibson – Deputy Headteacher - Teaching and Learning

Russell Norton – Curriculum Leader for Personal Development

Laura Eaves – PSHE Coordinator

All form teachers are responsible for teaching RSE to their individual forms in dedicated PSHE lessons

All teaching staff are responsible for teaching RSE across the curriculum

6.3 Students: all students should be willing to listen and ask questions whilst being aware that a variety of other views exist regarding moral issues related to RSE. They will be expected to have a concern for, and accept responsibility for, his/her knowledge and understanding of his/her sexual development. The Wider Community: the school will make appropriate use of external agencies and their personnel. All outside speakers and visiting agencies will meet with Laura Eaves to discuss content and delivery of sex education related to topics. They will be made aware of School's Relationship and Sex Education policy and be expected to work within it. Visiting speakers will always be a way of enhancing the programme not as a substitute for it.

6.4 Parents: recognising that parents are the primary educators of their children; the school will seek to support them in this task. We will ensure that parents are kept informed of RSE within the school, and of our expectations of their children.

6.5 Governors: governors are consulted on the development of the policy and kept informed of RSE within the school.

7.0 Delivery

7.1 RSE will be taught as part of the regular rolling fortnightly PSHE lessons with form teachers, and across the other curriculum subjects by other members of the teaching staff as indicated on individual learning journeys for other subjects. PSHE 'drop-down' days are used to enhance the delivery of the PSHE curriculum.

7.2 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), and Life Studies.

Pupils also receive stand-alone sex education sessions delivered by specialist RSE teachers from outside agencies.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, and encourages to the students to make good and healthy choices 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.

7.3 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).

8.0 Parents' right to withdraw

8.1 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. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

8.2 Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

8.3 A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

9.0 Training

9.1 Staff are trained on the delivery of RSE as part of their induction and also regular training sessions as part of their continuing professional development.

9.2 The PSHE Co-ordinator, Laura Eaves, 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.

10.0 Complaints Procedure

10.1 Any complaints about the sex education curriculum should be made to the Headteacher to be dealt with in line with the school's complaint policy.

11.0 Monitoring arrangements

11.1 The delivery of RSE is monitored by the Curriculum Leader for Personal Development -Russell Norton, members of the Extended Leadership Team, and the Senior Leadership Team:

- Regular visits to lessons to observe teaching practice, to advise and support teachers, to continuously improve the quality of teaching and learning and to monitor standards.
- Scrutiny of class books by the PSHE co-ordinator and curriculum leader, as well members of the Extended Leadership Team, such as lead practitioners, to advise and support teachers, to continuously improve the quality of teaching and learning and to monitor standards.

Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS 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>



<p>Respectful relationships, including friendships</p>	<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>
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TOPIC	STUDENTS SHOULD KNOW
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Online and media

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

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

<p>Intimate and sexual relationships, including sexual health</p>	<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>
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Appendix 2: 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	