

We are an ambitious and inclusive Trust of schools  
strengthening communities through excellent education.



# Relationships and Sex Education (RSE) Policy – Secondary

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## 1.0 Policy Statement

- 1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

## 2.0 Aims

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

- 2.1 Provide a framework in which sensitive discussions can take place
- 2.2 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 2.3 Help pupils develop feelings of self-respect, confidence and empathy
- 2.4 Create a positive culture around issues of sexuality and relationships
- 2.5 Teach pupils the correct vocabulary to describe themselves and their bodies

## 3.0 Definition

3.1 For the purpose of this document:

- Members, Trustees/Directors and Governors are referred to as Trustees;
- The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

## 4.0 Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

## 5.0 What is Relationship and Sex Education

- 5.1 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.
- 5.2 RSE involves a combination of sharing information, and exploring issues and values.
- 5.3 RSE is not about the promotion of sexual activity.

## 6.0 Legal framework

- 6.1 The legal framework is set out in statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 6.2 Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.
- 6.3 The statutory guidance applies to
  - 6.3.1 Relationships Education (for Primary education)
  - 6.3.2 Relationships and Sex Education (for Secondary Education)
- 6.4 The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

## 7.0 Principles and values

- 7.1 The Trust believes that RSE should:
  - 7.1.1 Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
  - 7.1.2 Be an entitlement for all young people;
  - 7.1.3 Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- 7.2 Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
  - 7.2.1 Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
  - 7.2.2 Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
  - 7.2.3 Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
  - 7.2.4 Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers;

## 8.0 Relationships & sex education

8.1 Relationships and Sex education covers three main elements:

### 8.1.1 Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

### 8.1.2 Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### 8.1.3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

## 9.0 Organisation and Content

9.1 Schools within the Trust specifically deliver Relationships and Sex Education through their PSHE Programme, RE and Science lessons at KS3, and KS4.

9.2 Much of the Relationship and Sex Education takes place within PSHE and Science lessons. The Curriculum will have support from professionals where appropriate.

9.3 RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

9.4 Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that

answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

9.5 More expert or specialist teachers support PSHE teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE coordinator who will help with planning or delivery lessons if required. Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

9.6 See appendix for curriculum map

## 10.0 Inclusion

10.1 Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

10.2 Students with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

10.3 Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

10.4 Regard will be given to ensure all protected characteristics (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are recognised as part of the delivery of RSE within school.

## 11.0 Roles and responsibilities

11.1 Trustees

The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 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 section 11).

11.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual 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.

#### 11.4 Pupils

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

### 12.0 Roles and responsibilities

12.1 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.

Requests for withdrawal should be put in writing and addressed to the headteacher.

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

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

### 13.0 Confidentiality, Controversial and Sensitive Issues

13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

13.2 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

13.3 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### 14.0 Training

14.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

14.2 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.

### 15.0 Monitoring arrangements

15.1 The delivery of RSE is monitored by Sarah Scarlett.

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

15.3 This policy will be reviewed by Sarah Scarlett annually. At every review, the policy will be approved by Trustees.

## 16.0 Policy circulation

- 16.1 This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule
- 16.2 This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- 16.3 The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

## 17.0 Appendix

### 17.1 Appendix 1: Curriculum Map

#### Relationships and sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS                                                                                                                                                                                                                                                                                                                       | RESOURCES                                         |
|------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 7          | 3    | <b>Healthy Habits:</b><br>Including lessons on puberty (including changes in our bodies and feelings) and online safety (including positive internet, online safety, harassment and grooming).                                                                                                                                            | JBACC booklet:<br>Year 7 Cycle 3 – Healthy Habits |
| 8          | 3    | <b>Healthy Interactions</b><br>Including lessons on healthy relationships and friendships, assertiveness, managing conflict, self-image and body image, romantic relationships, consent, nudes and pornography, marriage and cohabitation, keeping ourselves safe in romantic relationships                                               | JBACC booklet: Year 8 – Healthy Interactions      |
| 9          | 3    | <b>Healthy Choices</b><br>Including lessons on recognising a healthy relationship, making choices about sex, consent, sex and contraception, consequences of unprotected sex and sexual harassment.                                                                                                                                       | JBACC booklet: Year 9 – Healthy Choices           |
| 10         | 3    | <b>Healthy Relationships</b><br>Including lessons on attraction, attachment and intimacy; relationships, the media and porn; power in relationships and when to walk away; love and loss; relationships, gender and sexual orientation; bodily autonomy; arranged vs. forced marriage; families and pregnancy; periods and the menopause. | JBACC booklet: Year 10 – Healthy Relationships    |



## 17.2 Appendix 2: By the end of secondary school pupils should know

| TOPIC                                           | PUPILS 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 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                                                      | PUPILS 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 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> |

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