

Relationships and 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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school supports students in achieving the best they can and endeavours to prepare them for the opportunities, responsibilities and experiences they may meet in their future lives. We aim to help students develop confidence in talking, listening and thinking about sex and relationships.

2. Statutory requirements

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

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 Gillotts School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – our PSHE Subject Leader 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 – all parents and any interested parties were given the opportunity to look at the policy and make recommendations;
4. Pupil consultation – we asked pupils what they 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 pupils, 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 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 they 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. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS). Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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 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).

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 these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, make pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that is 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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, development stage and background of pupils
- 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 pupils' 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 pupils. 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

- o Are in line with pupils' developmental stage
- o 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:
 - o What they're going to say
 - o 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 governing body

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

The governing body has delegated the approval of this policy to the Curriculum and Student Progress Committee.

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 pupils from some or all sex education delivered as part 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 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. All teachers may teach RSE as part of the school's PSHE programme, which is delivered through five off timetable days per year, as well as through tutor time.

8.4 Pupils

Pupils 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 children from some or all sex education delivered as part of 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 pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action. Alternative work will be given to pupils 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 Gemma Silk, PSHE Subject Leader, through learning walks. It is also formally monitored as part of the school's formal Quality Assurance processes.

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

This policy will be reviewed by the Headteacher every two years. At every review, the policy will be approved by Curriculum and Student Progress Committee.

Approved by:	Curriculum and Student Progress Committee.
Last reviewed on:	21 May 2024
Next review due by:	May 2026

Appendix I: Curriculum map

Relationships and sex education curriculum map

Curriculum Structure: Relationships education, relationships and sex education (RSE) and health education

The main way in which we deliver this element of our curriculum is through tutor sessions and off-timetable PSHE Days. Although we have mixed aged tutor groups, the majority of the topics listed below are taught through horizontal sessions which involve students of the same age. This ensures that age-appropriate material can be taught. The PSHE Days involve three half days (periods 3-5) and two whole days when the normal school timetable is suspended. These days are also taught in year groups.

Year 7 Curriculum Plan

Term	Details of content
1	<p>Tutor sessions covering</p> <ul style="list-style-type: none">• Their rights, responsibilities and opportunities online and that expectations of behaviour apply in all contexts, including online.• About online risks, content 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.• How information and data is generated, collected, shared and used online.• Sepsis• Nude image sharing
2	<p>Tutor sessions covering:</p> <ul style="list-style-type: none">• Mental health
3	<p>Assembly delivered by the PSHE subject leader covering:</p> <ul style="list-style-type: none">• The law relating to FGM.

	<p>Tutor sessions covering:</p> <ul style="list-style-type: none"> • Healthy lifestyle including discussion on vaping
4	<p>PSHE day covering:</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) and the ending of relationships. This includes different (non-sexual) types of relationships. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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>Tutor sessions covering:</p> <ul style="list-style-type: none"> • Drugs – awareness
5	<p>PSHE day covering:</p> <ul style="list-style-type: none"> • Healthy food • Immunisations • Personal Hygiene • Smoking/Tobacco • Sleep • Exercise • Sepsis <p>Tutor sessions covering:</p> <ul style="list-style-type: none"> • Brain development
6	<p>Tutor session covering:</p> <ul style="list-style-type: none"> • Vaping

Year 8 Curriculum Plan

Term	Details of content
1	<p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online and that expectations of behaviour apply in all contexts, including online. ● About online risks, content 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. ● How information and data is generated, collected, shared and used online. ● Sepsis ● Nude image sharing <p>Science lessons covering:</p> <ul style="list-style-type: none"> ● Reproduction ● Human reproductive organs ● Menstrual cycle ● Contraception ● Puberty ● Birth and gestation
2	<p>PSHE day covering:</p> <ul style="list-style-type: none"> ● What is health? ● Body Image <p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Mental health
4	<p>Tutor sessions covering:</p>

	<ul style="list-style-type: none"> ● Drug awareness <p>Science lessons covering:</p> <ul style="list-style-type: none"> ● Organisms <ul style="list-style-type: none"> - Breathing - Gas exchange - Effect of smoking and asthma on lungs - Importance of diet for the body - Effects of alcohol and drugs on the body
5	<p>PSHE day covering:</p> <ul style="list-style-type: none"> ● Families - safety, respect ● Cultural changes ● LGBTQ+ ● Bereavement <p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Brain development
6	<p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Tutor sessions covering: ● Vaping

Year 9 Curriculum Plan

Term	Details of content
1	<p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online and that expectations of behaviour apply in all contexts, including online. ● About online risks, content 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. ● How information and data is generated, collected, shared and used online. ● Sepsis ● Nude image sharing
2	<p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Mental health
3	<p>PSHE day covering:</p> <ul style="list-style-type: none"> ● 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). ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships. ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively. ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility. ● That there are a range of strategies for identifying and managing sexual pressure, resisting pressure and not pressurising others. ● That they have a choice to delay sex or to enjoy intimacy without sex. ● The facts about the full range of contraceptive choices, efficacy and options available. ● The facts around pregnancy including miscarriage. ● That there are choices in relation to pregnancy (including keeping the baby, adoption, abortion and where to get further help) ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced and the importance of and facts about testing. ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

	<ul style="list-style-type: none"> • How the use of alcohol and drugs can lead to risky sexual behaviour. • How and where to access and receive further advice. <p>Religious Studies lessons covering:</p> <ul style="list-style-type: none"> • Marriage: What it is, legal rights and protections, why it might be an important relationship choice and why it must be freely entered. • <u> </u>The characteristics and legal status of other types of long-term relationships.
4	<p>PSHE day covering:</p> <ul style="list-style-type: none"> • Drug awareness <p>Tutor sessions covering:</p> <ul style="list-style-type: none"> • Drug awareness
5	<p>Tutor sessions covering:</p> <ul style="list-style-type: none"> • Brain development
6	<p>Tutor sessions covering:</p> <ul style="list-style-type: none"> • Vaping

Year 10 Curriculum Plan

Term	Details of content
1	<p>PSHE day covering:</p> <ul style="list-style-type: none"> ● Mental health ● Physical health ● Knife crime <p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online and that expectations of behaviour apply in all contexts, including online. ● About online risks, content 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. ● How information and data is generated, collected, shared and used online. ● Nude image sharing ● Sepsis ●
2	<p>PSHE day covering:</p> <ul style="list-style-type: none"> ● 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). ● 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. ● The legal rights and responsibilities regarding equality (Equality Act 2010) and that everyone is unique and equal. <p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Mental health
4	<p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Drug awareness

5	Tutor sessions covering: <ul style="list-style-type: none"><li data-bbox="309 199 582 231">• Brain development
6	Tutor sessions covering: <ul style="list-style-type: none"><li data-bbox="309 335 436 367">• Vaping

Year 11 Curriculum Plan

Term	Details of content
1	<p>PSHE day covering:</p> <ul style="list-style-type: none"> ● Different types of committed, stable relationships and their importance in bringing up children. ● The roles and responsibilities of parents with respect to raising of children. ● To determine whether other children, adults or sources of information are trustworthy: judge when a family, friend or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help. ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ● What constitutes sexual harassment and sexual violence and why these are always unacceptable. ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours and can 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. ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. <p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online and that expectations of behaviour apply in all contexts, including online. ● About online risks, content 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. ● How information and data is generated, collected, shared and used online. ● Nude image sharing <p>Sepsis</p> <p>Science lessons covering:</p> <ul style="list-style-type: none"> ● Menstrual cycle ● Hormones in reproduction ● IVF/fertility issues and treatments

Term	Details of content
2	<p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Mental wellbeing
3	<p>PSHE day covering:</p> <ul style="list-style-type: none"> ● Dealing with emergencies ● First Aid ● Fire service <p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Healthy lifestyle including discussion on vaping
4	<p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Drug awareness
5	<p>Tutor sessions covering:</p> <ul style="list-style-type: none"> ● Staying safe/being responsible

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> ● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● 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 ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● 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 ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● 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) ● 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 ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● 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
Online and media	<ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● 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 ● 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 ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy 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) ● 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 ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		House/ Tutor group	
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	