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# RELATIONSHIPS AND SEX EDUCATION (RSE)

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<b>Policy Number:</b>	<b>75</b>
<b>Member of Staff Responsible for the Policy:</b>	<b>Julie Kettlewell</b>
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This policy has been drawn up after consultation with the Senior Leadership Team, teaching and support staff, students and parents/ carers.

## **Rationale**

At Huntington School we believe that parents/carers should be partners in Relationship and Sex Education. The school's stance in its Relationship and Sex Education Programme will be to emphasise the value of stable loving relationships and family life in its widest sense. Relationship and Sex Education (RSE) is lifelong learning about spiritual, moral, social and cultural development. It is about understanding the importance of stable and loving relationships, respect, consent and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this wouldn't be appropriate content to teach.

RSE is a core part of the schools' Personal Development programme that provides students with the knowledge they need to make decisions, strengthen them personally, and contribute to building their character. RSE also links to our core school values of Respect, Honesty and Kindness. We teach these values through our curriculum and it is at the forefront of everything we do.

As outlined in the [guidance](#) issued by the secretary of state, the aim of 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 enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches 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.

## **Statutory requirements**

As a maintained secondary school, we must provide RSE to all students under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state (Appendix 2), as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our 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

## **Policy development**

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

1. **Review** – The Subject Leader for Personal, social, health and economic (PSHE) education and the Senior Leadership Team (SLT) Line Manager have ensured all relevant information, including relevant national and local guidance as well as statutory material is covered within the policy.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make any suggested recommendations.
3. **Parent/Carer consultation** – parents/carers were sent a link to review the policy and given one week to respond.
4. **Student consultation** – we obtain information on what students want from their RSE curriculum, which will be reviewed annually for this specific policy.
5. **Ratification** – once amendments were made, the policy was shared with governors at the Teaching and Learning committee and then ratified by the Full Governing body. The policy will be reviewed on an annual basis.

## **Definition**

The PSHE (personal, social, health and economic) and RSE curriculum is where students develop their knowledge, skills and attributes that they need to manage their lives, both now and in the future. PSHE education helps students to stay healthy, safe and prepared for life and work in modern Britain.

RSE is about the spiritual, social, moral and cultural development of students and involves learning about relationships, consent, 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 but is about teaching our students to keep safe and make well considered decisions in life.

## **Curriculum Intent**

Our RSE curriculum is set out as per Appendix 1 and Appendix 2. We may, at times, need to adapt the sequence of content in order to respond to the needs of our students.

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

## **Delivery of PSHE**

RSE is taught in every year group from Year 7 to Year 13. RSE is taught at different times to different year groups to support the needs of our students. RSE covers all areas of the statutory guidance such as relationships, family life, consent and sexual health.

Lessons are planned with differentiated resources to ensure all students, whatever their starting point, can access the curriculum. Students will receive additional intervention if it is deemed they need further support to understand some of the subject content.

Where appropriate, tutors will liaise with Warren Lowe, Assistant Headteacher & SENDCO as well as the Learning Support Department should additional support be required.

Where any parent/carer of a child with SEND makes a request to withdraw them from PSHE and RSE, the Headteacher may want to take into account the student's specific needs arising from their SEND when making their decision.

RSE is taught within the PSHE education curriculum, for example biological aspects of RSE are taught within the science curriculum and healthy eating features within the food technology curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see the [curriculum intent document](#).

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **Inclusivity**

We will teach about these topics in a manner that:

- Uses clear, factual, consistent language
- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
  - Safe and supported
  - Able to engage with the key messages

We will also make sure that students learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

We will give careful consideration to the level of differentiation needed

## **Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

## **Use of external organisations and materials**

We will make sure that agencies and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with students' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)



- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

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

## **Roles and responsibilities**

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 Chair of Governors and Headteacher.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see the section on parents' right to withdraw).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory 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.

PSHE & RSE lessons are delivered by form tutors, someone who knows the students well.

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

### **Parents' right to withdraw**

There is no right to withdraw from relationships education or health education, however parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Requests for withdrawal should be put in writing using the form found in *Appendix 3* of this policy and addressed to the Headteacher.

Before granting any such request the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept in the student's educational record

Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms.

This process is the same for students with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

If a student is excused from sex education, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.



## **Training**

In all lessons teachers are given the tools that enable them to approach controversial topics feeling well informed. Lessons are well planned with detailed lesson plans. There is a QR code on the school desktop that teachers can use to give feedback about any training needs they have and there is a training folder available to staff with recordings for staff on topics they have requested. Particularly challenging topics are delivered as narrated PPTs in order to support staff and allow them to concentrate on managing the classroom environment (e.g., many students find the topic of FGM distressing, therefore a narrated PPT allows the tutor to focus on being vigilant to students' needs and offering support where needed). Staff can also ask for specific training on any content they require specialist training – this will be delivered by the Subject Leader for PSHE.

The Subject Leader for PSHE 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, where this is considered to be required.

## **Monitoring arrangements**

The delivery of RSE is monitored by the Subject Leader for PSHE and the SLT Line Manager for PSHE. This is carried out by:

- Collaborative planning
- Scheduled Line Manager meetings
- Feedback from tutors at Year Group Meetings
- Scheduled Learning walks
- Work scrutiny/review
- Evaluation of individual topics and lesson through student and teacher voice
- The content of PSHE is reviewed annually
- Visits by the PSHE Link Governor

This policy will be reviewed by the Subject Leader for PSHE annually. At every review, the policy will be approved by the governing board and the Headteacher.

## Appendix 1: Curriculum map

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### Relationships and sex education curriculum map

Year 7	<ul style="list-style-type: none"><li>• Legal rights and responsibilities regarding equality</li><li>• Anti-bullying awareness</li><li>• Domestic abuse</li><li>• Healthy and unhealthy relationships</li><li>• Managing conflict</li><li>• Introduction to consent</li><li>• Managing conflict and appropriate online behaviours</li><li>• FGM</li><li>• Sexual exploitation</li></ul>
Year 8	<ul style="list-style-type: none"><li>• Legal rights and responsibilities regarding equality</li><li>• Anti-bullying awareness</li><li>• Relationship values</li><li>• Consent</li></ul>



Year 9	<ul style="list-style-type: none"><li>• Legal rights and responsibilities regarding equality</li><li>• Respectful relationship behaviours</li><li>• Consent</li><li>• Managing the ending of relationships</li><li>• Sexual health and contraception</li><li>• Anti-bullying awareness</li><li>• Prejudices and stereotypes</li><li>• Domestic abuse</li><li>• Grooming</li><li>• Equality</li></ul>
Year 10	<ul style="list-style-type: none"><li>• Legal rights and responsibilities regarding equality</li><li>• Family life and long-term commitments</li><li>• Pregnancy</li><li>• Characteristics of healthy one-to-one intimate relationships</li><li>• How the use of alcohol and drugs can lead to risky sexual behaviours</li><li>• Criminal behaviour in relationships</li><li>• Anti-bullying awareness</li><li>• The impact of pornography</li><li>• Domestic abuse</li></ul>



Year 11	<ul style="list-style-type: none"><li>• Legal rights and responsibilities regarding equality</li><li>• Long term commitments</li><li>• Harassment and stalking</li><li>• Determining whether a relationship is safe/ unsafe</li><li>• Anti-bullying awareness</li><li>• Equality</li><li>• Different types of relationships</li><li>• Sexual health</li></ul>
Year 12	<ul style="list-style-type: none"><li>• Legal rights and responsibilities regarding equality</li><li>• Healthy relationships</li><li>• Anti-bullying awareness</li><li>• Consent</li><li>• Characteristics of healthy one-to-one intimate relationships</li><li>• Sexual health</li><li>• Managing sexual pressure</li><li>• Pornography</li><li>• Sexual harassment</li><li>• Pregnancy choices</li></ul>



Year 13	<ul style="list-style-type: none"><li>• Legal rights and responsibilities regarding equality</li><li>• Anti-bullying awareness</li><li>• The impact of alcohol and drugs on choices over sex</li></ul>
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**Appendix 2: By the end of secondary school students should know**

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents 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>



TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"><li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li><li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li><li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li><li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li><li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li></ul>



TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"><li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li><li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li><li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li><li>• What to do and where to get support to report material or manage issues online</li><li>• The impact of viewing harmful content</li><li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li><li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li><li>• How information and data is generated, collected, shared and used online</li></ul>
Being safe	<ul style="list-style-type: none"><li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li><li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li></ul>





TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"><li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li><li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li><li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li><li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li><li>• That they have a choice to delay sex or to enjoy intimacy without sex</li><li>• The facts about the full range of contraceptive choices, efficacy and options available</li><li>• The facts around pregnancy including miscarriage</li><li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li><li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li><li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li><li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li><li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li></ul>



Appendix 3: Parent form: Requesting 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	