



*Better Together*  
LEARNING TRUST

## BETTER TOGETHER LEARNING TRUST

### Relationships and Sex Education Policy (RSE)

#### STATUTORY POLICY

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#### Glossary

The term '**School**' is used as standard to mean the educational establishment that is adopting this policy.

The term '**Headteacher**' is used to refer to the person with overall day-to-day responsibility of the **School**.

**Directors** are the Trustees of the Board.

**LGB** is the Local Governing Body.

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## 1. Aims

The aims of sex and relationship education (RSE) 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
- Ensure the delivery of RSE is factual, sensitive and balanced. Staff will avoid the imposition of personal opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics
- promote meaningful, loving and healthy relationships

The RSE policy is underpinned by the ethos '*Every child, every chance, every day*' and values throughout the school; *respect, honesty, integrity, resilience and kindness*.

Within our School Relationships and Sex Education (RSE), Personal, Social, Health and Economic Education (PSHE), Careers Guidance (CEIAG) Life Skills and Social, Moral, Spiritual, Cultural Education (SMSC) programmes weave together to promote our schools' overarching aims.

These, alongside all other opportunities to develop our young people holistically, are under the umbrella of '**Curriculum for Life**'.

## 2. Statutory Requirements

A secondary school (including SEND) must provide RSE to all students 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.

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted diseases such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement. Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2019) • Children and Social Work Act (2017)

Across the Trust we teach RSE as set out in this policy.

### 3. Policy Development

This policy has been developed in consultation with staff, students and parents.

### 4. Definition

Sex and Relationship Education (RSE) has been renamed as RSE: Relationship and Sex Education (RSE) to emphasize the relationships aspect of RSE. It is about the emotional, social and cultural development of students, 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

For students with SEND, the lessons may need deeper thought and repetition, to ensure that all students are receiving age-appropriate, useful RSE that ultimately enables them to live healthy, safe lives.

We consider the make-up of our own student body, including the gender and age range of our pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with protected characteristics.

When adapting resources and lessons we ask: who are our students exactly and what are their specific needs? Not all disabilities are the same, and not all special needs have the same requirements.

**Students with severe learning difficulties** will take part in the programme, which will be adapted according to their ability. Work will largely focus on self-awareness, gender awareness, and body parts recognition.

Young people with SEND can be particularly vulnerable to sexual abuse and non-consensual sexual experiences, so the delivery of an appropriate, informative curriculum affords them the same right to enjoy safe, healthy relationships and positive sexual experiences with their own bodies and with other people's.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This may be in lessons or form learning time. Biological aspects of RSE are taught within the science curriculum, and some aspects are included in the Ethics curriculum. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Across the faiths, there is ~~obviously~~ some variation in attitudes and outlooks in regard to relationships and sex. The teaching of RSE across the Trust is respectful of all cultural and religious differences. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds. This includes:

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

These key aspects of learning are mapped out into termly topics, based on the Planning Framework for Pupils with SEND from the PSHE Association. These topics are:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of RSE)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of RSE)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of RSE)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

The Planning Framework for Pupils with SEND accompanies the PSHE Association's Programme of Study and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education (RSHE).

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.

## **7. Roles and responsibilities**

### **7.1 The Board of Trustees**

The Board of Trustees have delegated approval of the RSE policy to the Local Teaching and Learning Governor, and hold the head teacher to account for its implementation.

### **7.2 The Headteacher**

The head teacher 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 8).

### **7.3 Staff**

Staff are responsible for:

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

The programme will be taught by a variety of teachers, sometimes working together, and with support staff. Students will sometimes be taught in separate gender groups, or in small groups according to their maturity and understanding.

We shall work closely with parents and carers who are welcome to come to school at any time to discuss any matters relating to the sex education programme.

#### **7.4 Students**

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

#### **Specific Issues**

If disclosure takes place during a lesson, or to a member of staff:

- Teachers should not promise confidentiality.
- Teachers are expected to inform a DSL (Designated Safeguarding Lead) and follow the safeguarding policy and procedures.

We hope that any disclosure will be treated in a calm and supportive manner without causing any further anxiety and distress.

Appropriate methods for sex education use activities that distance the subject matter from the students by using pictures, stories and models, which encourage discussion about what the fictional characters do, say and feel. This lessens the scope for pupil responses like do/did/would do and also serves to protect staff from personal questions.

#### **8. Parents' right to withdraw**

Schools have existing mechanisms in place to engage parents/carers and draws upon these as they respond to the new legal framework.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

**Parents cannot withdraw their child from sex education which sits in the National Curriculum as part of science. The science curriculum includes content on human development, including reproduction.**

**You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.**

Requests for withdrawal should be put in writing using the form found in the appendices 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 and take appropriate action.

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

## **9. 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.

**Contraceptive Advice:** Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse always involves using a condom. Questions about contraception will be answered accurately and honestly within the pupils' ability to understand. If pupils need further personal advice about contraception, counselling and support will be sought from appropriate agencies. The School Nurse offers a weekly drop-in clinic at lunch-time for Key Stage 3 & 4 students.

## **10. Monitoring and Review**

The PHSE leader is responsible for monitoring student outcomes and the quality of teaching in respect of RSE. They are also responsible for supporting colleagues in the teaching of all aspects of the curriculum area; informing staff of current developments; and for providing a strategic lead and direction for the subject in the academy. We allocate special time for the vital task of reviewing student outcomes and for visiting classes to observe units of the RSE being completed. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

## Appendix 2: Learning outcomes

## RELATIONSHIPS AND SEX EDUCATION SECONDARY

Topic	Content grids from the DfE statutory guidance: Relationships and Sex Education (Secondary) By the end of secondary school <u>pupils should know</u> :	PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4  Section and row references:
Families	<ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> </ul>	Changing and Growing: CG4, CG5
	<ul style="list-style-type: none"> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>	Changing and Growing: CG3
	<ul style="list-style-type: none"> <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> </ul>	Changing and Growing: CG5
	<ul style="list-style-type: none"> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>	Changing and Growing: CG5
	<ul style="list-style-type: none"> <li>the characteristics and legal status of other types of long-term relationships.</li> </ul>	Changing and Growing: CG3, CG5
	<ul style="list-style-type: none"> <li>the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.</li> </ul>	Changing and Growing: CG5
	<ul style="list-style-type: none"> <li>how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships 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>	Managing Feelings: MF2 Changing and Growing: CG2, CG5 Self-Care, Support and Safety: SSS2, SSS6
Respectful relationships including friendships	<ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (both on and offline) 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> </ul>	Self-Awareness: SA4, SA6 Changing and Growing: CG2, CG3 Managing Feelings: MF1
	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>	Self-Awareness: SA3, SA5 Changing and Growing: CG3
	<ul style="list-style-type: none"> <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> </ul>	Self-Awareness: SA3

	<ul style="list-style-type: none"> <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 tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.</li> </ul>	Self-Awareness: SA3
	<ul style="list-style-type: none"> <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> </ul>	Self-Awareness: SA4
	<ul style="list-style-type: none"> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>	Managing Feelings: MF3 Self-Awareness: SA4 Changing and Growing: CG3
	<ul style="list-style-type: none"> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>	Changing and Growing: CG3
	<ul style="list-style-type: none"> <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>	The world in which I live: WILI 1
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> </ul>	Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> <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> </ul>	Self-Care, Support and Safety: SSS3, SSS6
	<ul style="list-style-type: none"> <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> </ul>	Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> <li>what to do and where to get support to report material or manage issues online.</li> </ul>	Self-Care, Support and Safety: SSS2, SSS4, SSS6
	<ul style="list-style-type: none"> <li>the impact of viewing harmful content.</li> </ul>	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	<ul style="list-style-type: none"> <li>that specifically sexually explicit material (e.g. pornography) often 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> </ul>	Changing and Growing: CG4 Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> <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> </ul>	Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> <li>how information and data is generated, collected, shared and used online (partly).</li> </ul>	Self-Care, Support and Safety: SSS2
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> </ul>	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4

<p>••</p>	<ul style="list-style-type: none"> <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>	<p>Changing and Growing: CG4</p>
<p>Intimate and sexual relationships including sexual health</p>	<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> </ul>	<p>Changing and Growing: CG3, CG4</p>
	<ul style="list-style-type: none"> <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> </ul>	<p>Healthy Lifestyles: HL1</p>
	<ul style="list-style-type: none"> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> </ul>	<p>Changing and Growing: CG4</p>
	<ul style="list-style-type: none"> <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> </ul>	<p>Changing and Growing: CG4 Self-Care, Support and Safety: SSS1</p>
	<ul style="list-style-type: none"> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>	<p>Changing and Growing: CG4, CG5</p>
	<ul style="list-style-type: none"> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>	<p>Changing and Growing: CG4</p>
	<ul style="list-style-type: none"> <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> </ul>	<p>Changing and Growing: CG5</p>
	<ul style="list-style-type: none"> <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> </ul>	<p>Changing and Growing: CG4</p>
	<ul style="list-style-type: none"> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> </ul>	<p>Changing and Growing: CG4</p>
	<ul style="list-style-type: none"> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>	<p>Changing and Growing: CG4</p>
<ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	<p>Changing and Growing: CG4</p>	

## 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	