



Relationships and Sex Education Policy

This Policy was approved by:

The Board of Trustees: January 2024

Date for Review: January 2026

I. **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 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 LGBTQ+ issues are discussed frequently, openly and to ensure that heteronormativity isn't the norm.
- Help students to understand that healthy relationships are an important part of their wellbeing.

In this school, RSE has three main elements, all of which are important for a balanced RSE programme.

Attitudes and Values:

- learning the importance of values, individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love, and care
- exploring, considering, and understanding moral dilemmas
- developing critical thinking as part of decision-making

Personal and Social Skills:

- learning to manage emotions and relationships confidently and sensitively.
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice.
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse.

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

2. Statutory requirements

As a secondary academy school we 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](#).

At Fred Longworth High School we teach RSE as set out in this policy.

3. 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 – a member of staff or working group pulled together all relevant information including but not limited to, 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 – parents and any interested parties were invited to look at the policy and query aspects to gain greater understanding.
4. Student consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.
6. Policy review – this policy will be reviewed every two years.

4. Definition

RSE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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 I but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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.

6. Delivery of RSE

All teachers are responsible for teaching about, and modelling, good relationships within school. Much of the general work in school is based on good relationships and in this regard, RSE is supported by the school's behaviour management policy. It is the responsibility of the Science department's staff to deliver the National Curriculum Science Order according to the Scheme of Work. RSE is delivered as part of the school's Personal Development programme and pastoral curriculum and can be identified clearly within the school's programme for each year. Key topics and areas taught are outlined in Science and Personal Development schemes of work. Ethical issues are also delivered within RS.

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

For more information about our RSE curriculum, see Appendices I 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, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have different structures of support around them (for example: looked after children or young carers).

7 Roles and responsibilities

7.1 The Board of Trustees

The Board of Trustees will approve the RSE policy and hold the Headteacher to account for its implementation.

7.2 The 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 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 Headteacher. Staff have had training on teaching sensitive topics and areas, and are given the resources to teach the subject well in advance. Any support required by staff will be given by Mr Thomson or Mr Whalley.

7.4 Students

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

8 Parents' right to withdraw.

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. 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 student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

9 Monitoring arrangements

The delivery of RSE will be monitored by learning walks and staff/student feedback so that the delivery remains current and age appropriate.

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

Mr Whalley, Deputy Headteacher, has strategic overview of the Personal Development Curriculum. This policy will be reviewed by himself and Mr J Thomson, Assistant Headteacher biannually. At every review, the policy will be approved by the Board of Trustees.

Appendix I: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn	Building relationships and Diversity. Self-worth, romance, and friendships (including online) and relationship boundaries. Diversity, prejudice, and bullying.	Childnet; NSPCC; PSHE Association: Rise Above
Year 8	Summer	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Barnardo's; Medway: NSPCC: PSHE Association
Year 9	Spring	Respectful relationships & Intimate relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes. Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Barnardo's; NSPCC: Rise Above: PSHE Association: Medway, use of council funded RSE team (Spectrum).
Year 10	Summer	Healthy relationships Relationships and sex expectations, myths, pleasure, and challenges, including the impact of the media and pornography	PSHE Association: Disrespect Nobody (Home Office): NSPCC; Alice Ruggles Trust
Year 11	Spring	Communication in relationships & Families Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	PSHE Association: PSHE Association: Disrespect Nobody (Home Office): NSPCC; Alice Ruggles Trust

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

TOPIC	STUDENTS 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. • 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

TOPIC	STUDENTS SHOULD KNOW
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		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	