

# Relationships and Sex Education Policy

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**1 Introduction**

- 1.1 **The School believes that effective relationships and sex education is essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support. CYPXGfYwMchfYj Mk fYUbl rc Sexual Abuse in Schools (June 2021) has highlighted the essential role schools have in combating sexual harassment and sexual violence, with sufficient discussion time given over for key issues like consent and sexting.**
- 1.2 **The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.**
- 1.3 **The School recognises an aim of this policy is to help to create a culture of safety, equality and protection.**

**2 Scope and application**

- 2.1 **This relationships and sex education policy applies to the secondary age phases of the School.**
- 2.2 **The policy applies to all staff5602 Td [(a)7.00799(p)-3.00864(ons)h3hWTj /R52 12 Tl**



5.1.2 references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

**6 Responsibility statement and allocation of tasks**

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy

may affect physical and mental health and wellbeing. The education provided is age and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law. Role modelling of healthy and positive relationships takes place in a myriad of different ways throughout every school day with positive relationships being promoted and enforced through behaviour management, rewards and sanctions.

- 7.2 Sex education, as part of relationships and sex education in secondary schools includes the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues and using technology.

## 8 Curriculum content

- 8.1 By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education: families and people who care; caring friendships; respectful relationships; online relationships and being safe and the areas of sex education that are contained in the science curriculum. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; consent (including the challenging but vital topics of sexual harassment and sexual violence); issues around being online and the media; being safe and intimate and sexual relationships, including sexual health; See Appendix 1 for a broad overview of the curriculum map

## 9 Equality

- 9.1 The School will ensure that it considers the makeup of the pupil body, including the gender and the age range of the pupils and take this into account in the design of the curriculum and the teaching of relationships and sex education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.
- 9.2 The School will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified, recorded and tackled.
- 9.3 Pupils with special educational needs and disabilities



- 12.2 **Teachers will follow the School's policy on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best**





## Relationships and Sex Education curriculum map

Overview of the delivery of teaching units coverage across curriculum areas.

Year group	Curriculum Wellbeing (RSE topics)	Other academic lessons (Science, Philosophy & Theology)	Other Assemblies, tutor programme etc.
First Year	<p><b>Friendships &amp; conflict resolution</b></p> <p><b>Puberty, menstruation &amp; sexual intercourse</b></p>	<p><b>Science lessons:</b></p> <p><b>Fertilization</b></p> <p><b>Sexual Intercourse</b></p> <p><b>Foetus development, pregnancy &amp; birth</b></p> <p><b>Menstruation cycle</b></p>	<p><b>Tutor programme:</b></p> <p><b>Transition, including feelings and friendships</b></p> <p><b>Assemblies:</b></p> <p><b>Standalone key topics</b></p>
Second Year	<p><b>Fake news including body image</b></p> <p><b>Relationships online</b></p>		<p><b>Tutor programme:</b></p> <p><b>Assemblies:</b></p> <p><b>Standalone key topics</b></p>
Third Year	<p><b>Emotional literacy</b></p> <p><b>Puberty (emotional, physical &amp; neurological)</b></p> <p><b>Identity including gender identity &amp; sexual orientation</b></p> <p><b>Healthy relationships</b></p> <p><b>Contraception &amp; safe sex</b></p> <p><b>Consent</b></p> <p><b>Risky behaviour</b></p>		<p><b>Tutor programme:</b></p> <p><b>Standalone key topics</b></p> <p><b>Assemblies:</b></p> <p><b>Standalone key topics</b></p>

<p><b>Fourth Year</b></p>	<p><b>Menopause education</b></p>	<p><b>GCSE unit in Biology:</b></p> <ul style="list-style-type: none"> <li><b>Sexual/asexual reproduction</b></li> <li><b>Male/female reproductive systems</b></li> <li><b>Menstrual cycle</b></li> <li><b>Fertilization</b></li> <li><b>Embryo development</b></li> </ul> <p><b>Philosophy &amp; Theology:</b></p> <ul style="list-style-type: none"> <li><b>Sexuality &amp; sexual relationships</b></li> <li><b>Contraception</b></li> <li><b>Marriage &amp; divorce</b></li> <li><b>Families</b></li> <li><b>Gender equality</b></li> </ul>	<p><b>Tutor programme:</b></p> <ul style="list-style-type: none"> <li><b>Standalone key topics</b></li> </ul> <p><b>Assemblies:</b></p> <ul style="list-style-type: none"> <li><b>Standalone key topics</b></li> </ul> <p><b>External:</b></p> <ul style="list-style-type: none"> <li><b>RSE seminar</b></li> </ul>
<p><b>Fifth Year</b></p>	<p><b>Consent</b></p> <p><b>Effects of pornography</b></p> <p><b>Risky behaviour</b></p>	<p><b>Revision of GCSE Biology and Philosophy and Theology topics</b></p>	<p><b>Tutor programme:</b></p> <ul style="list-style-type: none"> <li><b>Standalone key topics</b></li> </ul> <p><b>Assemblies:</b></p> <ul style="list-style-type: none"> <li><b>Standalone key topics</b></li> </ul>
<p><b>Sixth form</b></p>	<p><b>Wellbeing workshops</b></p> <p><b>Transition to university</b></p> <p><b>RSE: Risky behaviour, healthy relationships, consent and reporting issues (external)</b></p>	<p><b>Sexual violence unit in Psychology</b></p> <p><b>and other feminist literature in English</b></p>	

**Parents' consultation**

**General principles**

**Teaching about relationships is nothing new for schools – in our school relationships education happens organically and also in our Wellbeing programme and in Science lessons.**

**We will consult with parents when developing and reviewing our policies for Relationships and Sex**

<p>Consideration of school-parent working parties on specific areas of concern</p> <p>Consideration of a 'Parent Champion' member of staff</p> <p>Consideration of specific parent focus groups e.g. how to manage conversations with your children about RSE</p>	<p>Highlighted as part of the School response</p> <p>Wellbeing webinar 1 February 2021</p> <p>EXC-YgMoWUbX:gm Ñk YV/bf, May 2021</p>
<p>Reconsideration of draft policy and curriculum provision in light of parent comments, with particular reference to changes that have been made as a result of consultation.</p>	<p>Completed by the end of Summer half term 2021</p>
<p>Presentation to parents of Relationships Education and Relationships and Sex Education Policy, the teaching units to be delivered and when, along with example resources e.g. lesson plans / books</p> <p>Explanation to parents of the right to withdraw, in what circumstances and how</p> <p>(Staff training to take place after the policy and scheme of work / curriculum map has finally be decided)</p>	<p>Completed before the end of Summer term 2021</p>