

**Relationship and Sex Education Policy**

*for Secondary Schools*



**Policy Monitoring, Evaluation and Review**

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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3.0	November 2022	ACU	Updated Appendices Inclusion of LGBT section
2.0	Jan 2020	TMET	To update in line with revised legislation in place-Sep 2020
1.0	March 2018	TMET	New Trust Policy Template

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## Relationships and Sex Education Policy

### 1. Introduction

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

### 2. Statutory requirements

As a secondary school, we must provide relationship and sex education (RSE) to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

The Trust's funding agreements require it to have regard to RSE [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#), when teaching RSE.

### 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE (only where this was deemed age appropriate and beneficial)
5. Ratification – once amendments were made, the policy was shared with Trustees 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.

The curriculum has been developed 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.

If significant or repeated issues occur within the academy or its community these will be addressed through the curriculum.

## 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 education (RE).

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, 2 and 3.

## 7. Lesbian, Gay, Bisexual and Transgender (LGBT)

TMET Schools will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools will ensure that they comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching will be sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, this content will be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson.

Inclusion of Lesbian, Gay, Bisexual and Transgender within the context of family life will be carefully planned, taking care to ensure that there is no stigmatisation of children based on their home circumstances, recognising that there is a wide variety of different family types and parenting arrangements.

## 8. Roles and responsibilities

### 8.1 The Board of Trustees

The Board will approve the RSE policy and hold the Principal to account for its implementation.

### 8.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 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 Principal.

### 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 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. The lessons that parents have the right to remove their child from are identified with an asterisk (\*) in appendix 1.

Requests for withdrawal should be put in writing and addressed to the Principal, and can be submitted via email to [etopley@orchard-tmet.uk](mailto:etopley@orchard-tmet.uk)

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal (or other appointed senior leader) will discuss the request with parents 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, and it is included in our continuing professional development calendar.

## 11. Monitoring arrangements

The delivery of RSE at Orchard Mead is monitored by Emma Topley and members of the Senior Leadership Team in line with the school's calendar for quality assuring the quality of education.

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

This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be approved by the Board of Trustees.

**Appendix 1: Relationships and sex education curriculum map**

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	HT1	<p>All about me.</p> <ul style="list-style-type: none"> <li>- What are the reproductive organs?</li> <li>- What is puberty?</li> <li>- How does puberty affect my personal hygiene?</li> <li>- What is FGM?</li> <li>- Why do I need to go to the dentist?</li> <li>- Why do people smoke?</li> <li>- What’s the harm in vaping?</li> <li>- Should I bother with teen vaccines?</li> </ul>
	HT3	<p><b>What does a healthy relationship look like?</b></p> <ul style="list-style-type: none"> <li>- What does a good friendship look like?</li> <li>- Why do some people bully?</li> <li>- What is an online troll?</li> <li>- What are the online dangers?</li> <li>- Why are boundaries important in relationships</li> <li>- What is child on child abuse?</li> <li>- What is honour violence?</li> <li>- What is domestic violence?</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 8	HT2	<p>How do people gain a sense of identity?</p> <ul style="list-style-type: none"> <li>- <u>What is Identity?</u></li> <li>- <u>Is a woman's place in the home?</u></li> <li>- <u>What is Stonewall?</u></li> <li>- <u>What does sexual orientation mean?</u></li> <li>- <u>Why have people been so against same sex marriage?</u></li> <li>- <u>Why couldn't some people show who they are?</u></li> </ul>
	HT3	<p><u>Prejudice, discrimination and diversity</u></p> <ul style="list-style-type: none"> <li>- <u>Why is black lives matter movement so important?</u></li> <li>- <u>What is the significance of Loving v's Virginia?</u></li> <li>- What are stereotypes and how can they affect relationships?</li> </ul>
	HT5	<p>Relationships:</p> <ul style="list-style-type: none"> <li>- Abuse within relationships</li> <li>- Breakdown of relationships</li> <li>- Child on child abuse</li> <li>- Forced marriage</li> <li>- Love and family</li> <li>- Marriage and the legalities</li> <li>- Parenting</li> <li>- Sexting: what is it? What is the law?</li> <li>- Stereotypical relationships &amp; relationships in the media</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	HT4 /5	<p><b>Why are relationships so complicated?</b></p> <ul style="list-style-type: none"> <li>- Stable relationships</li> <li>- Do all stable relationships look the same?</li> <li>- Sexual orientation and identity</li> <li>- Abuse within relationships</li> <li>- What is coercion?</li> <li>- What happens when relationships break down?</li> <li>- What is consent?</li> <li>- What is grooming and how does it link to Child sexual exploitation [CSE]? [Kayleigh Hayward]</li> <li>- Are you ready for sex? *</li> <li>- What is sexting? What does the law say?</li> <li>- What effect does increasing exposure to pornography have on relationships? *</li> <li>- Contraception</li> <li>- What are STI's?</li> <li>- What are the roles and responsibilities of parents?</li> <li>- Condom demonstration *</li> </ul>
Year 10	HT2	<p>Prejudice and discrimination:</p> <ul style="list-style-type: none"> <li>- What is the Equality Act?</li> <li>- What is unconscious bias?</li> <li>- What influences a persons attitudes towards homosexuality</li> <li>- HIV &amp; AIDS: stigma</li> <li>- Blood donation and the law</li> <li>- What was the contaminated blood scandal?</li> </ul>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
	HT3	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- How do I know I'm ready to have sex? *</li> <li>- How do we keep sex safe? [contraception]</li> <li>- How do I know if I'm ready to have a child?</li> <li>- Why might some people choose to foster or adopt?</li> <li>- Why might an abortion be necessary in some situations ?</li> <li>- Is abuse always physical?</li> </ul>
Year 11	HT4	<p><b>Why are relationships so complicated?</b></p> <ul style="list-style-type: none"> <li>- What happens when relationships break down?</li> <li>- What is consent? What does the law say?</li> <li>- What effect does increasing exposure to pornography have on relationships? *</li> <li>- Contraception</li> <li>- How do I know if I'm ready to have a child? [pregnancy focus]</li> </ul> <p>Condom demonstration *</p>

**Appendix 2: Knowledge that pupils should have by the end of primary school**

*Secondary schools should continue to develop knowledge on the topics specified for primary as required. For further details, please refer to [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)*

TOPIC	BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</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 those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g., family, school and/or other sources</li> </ul>

### Appendix 3: Knowledge that pupils should have by the end of secondary school

Secondary schools should continue to develop knowledge on the topics specified for primary as required. For further details, please refer to [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

TOPIC	BY THE END OF SECONDARY SCHOOL, PUPILS 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed</li></ul>

TOPIC	BY THE END OF SECONDARY SCHOOL, PUPILS 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, such as: <ul style="list-style-type: none"> <li>○ trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict</li> <li>○ reconciliation and ending relationships, this includes different (non-sexual) types of relationship</li> </ul> </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 (for example, 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	BY THE END OF SECONDARY SCHOOL, PUPILS 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, for example 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> <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>

TOPIC	BY THE END OF SECONDARY SCHOOL, PUPILS SHOULD KNOW
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>
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, for example 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 and menopause</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 and 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 4: Parent form: withdrawal from sex education within RSE

Parents can request withdrawal from sex education within RSE as per section 9 of this policy.

Requests for withdrawal should be put in writing and addressed to the Principal, or submitted via email to: [etopley@orchard-tmet.uk](mailto:etopley@orchard-tmet.uk)

Parents may wish to use the form below. All requests should include: the name of the child, the child's class or tutor group, the name and signature of the parent requesting withdrawal, the date that the request was submitted and the reason for withdrawal.

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	