

# Relationship and Sex Education (RSE) Policy – Secondary

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## Embleton View

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## 1. 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.

## 2. Statutory requirements

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

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

At Embleton View we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, members of the school Advisory Board and parents. The consultation and policy development process involved the following steps:

1. Review – our Headteacher has collated all relevant information including relevant national and local guidance.
2. Staff consultation – our Learning and Development Coordinators were given the opportunity to look at the policy and make recommendations.
3. Parent/carer consultation – a selection of parents/carers were asked to consult on the school policy.
4. Ratification – once amendments were made; the policy was shared with all staff at Embleton View.

## 4. Definition

RSE concerns 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 RSE curriculum is embedded within PSHE and linked cross-curricular within subjects such as British Values and Science. Please see Appendix 1 (Curriculum Map PSHEE/RSE).

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner, so they are fully informed and reduce the risk of students seeking answers online.

## 6. Delivery of RSE

RSE is mainly taught within the personal, social, health and economic (PSHE) education curriculum and links to other subject areas through cross-curricular learning opportunities. Biological aspects of RSE may be taught within the science curriculum. Students also receive stand-alone sex education sessions delivered by a trained health professional.

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 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, LGBT parents, families headed by

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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).

## **7. Roles and responsibilities**

### **7.1 The School Advisory Board**

The Advisory Board will provide advice and guidance on the RSE policy and support the Headteacher with 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.

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive and accessible 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.

At Embleton View our Learning and Development Coordinators (LDC) are responsible for the teaching of RSE supported by Learning Coaches. Advice and guidance on the implementation of RSE within our PSHE curriculum is provided by our Headteacher.

### **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 'Withdraw from RSE form' provided by the Headteacher at the beginning of each academic year. This should be addressed and sent 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. Training**

All LDCs are trained in the delivery of RSE and are competent in the delivery of RSE within the PSHE curriculum.

The Headteacher or other members of the SMT 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by or Headteacher through:

- Session observations
- Learning walks
- Scrutiny of work

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Students' development in RSE is monitored by LDCs as part of our internal assessment systems.  
This policy will be reviewed by our Headteacher on an annual basis.

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## Appendix 1: Curriculum Map (PSHE/RSE)

Key Stage	Term	Year	Topic/Theme
3	Autumn 1	1	<b>Health &amp; wellbeing</b> - Diet, exercise and how to make healthy choices
3	Autumn 2	1	<b>Living in the wider world</b> - Enterprise skills and introduction to careers Careers – self-esteem and raising aspirations
3	Spring 1	1	<b>Relationships</b> - Puberty, Healthy Relationships and Consent
3	Spring 2	1	<b>Health &amp; wellbeing</b> - The risks of alcohol, tobacco and other substances
3	Summer 1	1	<b>Relationships</b> - Exploring relationships with family and others including diversity, stereotypes and manners
3	Summer 2	1	<b>Living in the wider world</b> - Fair trade and ethical shopping
3	Autumn 1	2	<b>Health &amp; wellbeing</b> - First aid and personal safety
3	Autumn 2	2	<b>Living in the wider world</b> - Diversity, prejudice and bullying including cyber bullying
3	Spring 1	2	<b>Relationships</b> - Sexual Orientation and Gender, Relationship Values, Consent
3	Spring 2	2	<b>Health &amp; wellbeing</b> - Mental health and emotional wellbeing
3	Summer 1	2	<b>Relationships</b> - Introduction to Contraception and Parenting
3	Summer 2	2	<b>Living in the wider world</b> - Money management and budgeting
3	Autumn 1	3	<b>Health &amp; wellbeing</b> - Gangs: Managing Risks and Staying Safe
3	Autumn 2	3	<b>Living in the wider world</b> - Money, accounts, loans, savings and pensions
3	Spring 1	3	<b>Relationships</b> - Starting out in romantic relationships, capacity to consent and preventing STIs
3	Spring 2	3	<b>Health &amp; wellbeing</b> - Loss, grief and bereavement
3	Summer 1	3	<b>Relationships</b> - Contraception, Condom negotiation, Unplanned pregnancy and pregnancy choices, Relationship expectations (Pornography and sexting)
3	Summer 2	3	<b>Living in the wider world</b> - Internet safety and Sexting

Key Stage	Term	Year	Topic/Theme
4	Autumn 1	1	<b>Health &amp; wellbeing</b> - Mental health and ill health, tackling stigma
4	Autumn 2	1	<b>Living in the wider world</b> - Money – Earning, Spending and Payments
4	Spring 1	1	<b>Relationships</b> - Family life and Friendships
4	Spring 2	1	<b>Health &amp; wellbeing</b> - Exploring the influence of role models - a knife free lifestyle
4	Summer 1	1	<b>Relationships</b> - Exploring relationships, marriage and parenting
4	Summer 2	1	<b>Living in the wider world</b> - Money – Currency, Interest and Insurance

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4	Autumn 1	2	<b>Health &amp; wellbeing</b> - Credit and debit
4	Autumn 2	2	<b>Living in the wider world</b> - Independent Living
4	Spring 1	2	<b>Relationships</b> - Positive relationships and selfies
4	Spring 2	2	<b>Health &amp; wellbeing</b> - Online Grooming
4	Summer 1	2	<b>Relationships</b> - Inclusion, Belonging and Addressing Extremism
4	Summer 2	2	<b>Living in the wider world</b> - Interpersonal Skills

Appendix 2: By the end of school students should know

Topics	Students should know
<b>Families</b>	<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. This will include new legislation on the Marriage and Civil Partnership (Minimum age) Act 2022.</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>
<b>Respectful relationships, including friendships</b>	<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> </ul>

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	<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>
<b>Online and media</b>	<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 imprisonment</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<b>Being safe</b>	<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>
<b>Intimate and sexual relationships, including sexual health</b>	<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>

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**Legal Status:**

- Complies with The Education (Independent School Standards) (England) Regulations currently in force.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 (DfE: July 2019)
- Sections 34 and 35 of the Children and Social Work Act 2017 (HM Gov: 2017)
- Keeping Children Safe in Education (DfE: 2021)
- The Equality Act 2010
- SEND Code of Practice: 0 to 25 years (DfE: January 2015)
- *Sexual Offences Act 2003* (HM Government: 2003)
- *Sexual violence and sexual harassment between children in schools and colleges* (DfE: September 2021)

**Applies to:**

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours
- Pupils accessing Embleton View
- All staff (teaching, support and admin staff), pupils on placement, the proprietors, agency staff and volunteers working in the school.

**Availability**

- This policy is made available to parents/carers, staff and pupils as a hardcopy upon request from the school office.

**Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.




The Headteacher and/or the Proprietors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

**Related Documents:**

- Curriculum, Teaching and Learning Policy
- PSHE Policy
- SMSC Policy
- British Values Policy

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