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JACK HUNT ACADEMY

RELATIONSHIPS & SEX EDUCATION POLICY

VERSION 2.0

JULY 2025

Reviewed by SLT - July 2025

Date of next review - July 2028

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1. FOREWARD BY THE SECRETARY OF STATE FOR EDUCATION

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why the UK Parliament have made Sex and Relationships Education and Health Education compulsory in all secondary schools.

Our guiding principles align with those of the Department for Education: that all of the compulsory subject content must be age and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. We complement and reinforce this role.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further students' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

All of this content should support our wider work in helping to foster student wellbeing and develop resilience and character that we know are fundamental to students being happy, successful and productive members of society.

We teach this compulsory content within a wider programme of Personal, Social, Health and Economic Education.

*This is a section of the [statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education, 2020](#).

2. CONTEXT

2.1 Relationships and Sex Education (RSE) in our school

In our school, RSE enables young people to learn about emotional, social and physical aspects of their lives, about themselves and their relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips them with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help students to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. RSE enables young people to explore their own attitudes and those of others respectfully.

RSE makes a major contribution to fulfilling our school's aims and values, which are to provide high quality learning and teaching in a supportive and caring environment to develop the potential of each learner.

2.2 Context of Wider PDE and Citizenship

We deliver RSE as part of our wider provision of Personal Development Education, which includes Personal, Social, Health, Economic and Citizenship Education, and also includes statutory Health Education. Other areas of our work, such as teaching about fundamental British Values, are also relevant to our teaching in RSE.

The aims of RSE are further supported by interventions, extra-curricular and enrichment activities we provide. For example, our pastoral support provision, our Tutor Time resources, our activities programme, extra-curricular provision we offer, developing as a healthy school, social skills interventions.

We understand that our school environment must complement our RSE curriculum provision in order for it to positively affect students' behaviour and attitudes. We endeavour to ensure that all adults in schools act as positive role models for our students. All will take steps to ensure that our responses to homophobia, transphobia, sexism, sexual harassment and associated behaviour issues are addressed consistently, in line with our Behaviour for Learning Policy and Antibullying Policy. We may carry out activities to improve or reflect on our school environment in relation to the experience of students, using student voice groups and other evidence generated by students.

2.3 Aims and Intent of our RSE Curriculum

Through the delivery of RSE we intend to underpin our school's aims of providing a curriculum which is relevant to the needs of students, both now and in the future. It will enable students to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for RSE. We seek to enable our students to:

- develop interpersonal and communication skills to support them when relationships are good or when they are difficult
- develop and explore personal values and a moral framework to guide decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- promote equality and respect in their own peer groups, both on and offline, reducing prejudice and challenging stereotypes and harassment
- develop skills for healthy relationships based on mutual respect, trust and positive communication
- have a confident understanding of human biology and reproduction
- understand the role of sex in intimate relationships and strategies for considering readiness for sex, including the benefits of delaying sex
- be prepared for puberty, understand the emotional, physical and social effects of adolescent development and support others
- develop the attitudes and skills needed to understand their sexuality, sustain healthy intimate relationships, should they choose them, and maintain their sexual health

- explore the positive implications of new technologies for relationships and understand safety and privacy
- develop critical, media literacy skills, enabling them to reflect on relationships and sex portrayed in the media, including in pornography
- recognise and avoid exploitative, coercive and controlling relationships, including intimate relationships
- explore and confidently discuss issues and develop skills associated with consent in different relationships
- explore their own values and attitudes towards gender identity and sexism, and sexuality
- value, care for and respect their own bodies
- understand about safer sex, including contraception and the prevention of STIs, for people of all sexualities
- have the skills and knowledge to access advice and support from local and national services, on and off line.

3. IMPLEMENTING OUR POLICY

3.1 Inclusion

In relation to those with special educational needs or disability, we ensure our RSE programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We understand that students with SEND have as much right to receive the whole RSE curriculum as other students. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviours and understand private/public boundaries
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for students.

3.2 Equality

The [Equality Act 2010](#) has special resonance in RSE. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable students to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Also relevant here is our duty to teach fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs. We will ensure that our provision of RSE is not only equally accessible and inclusive for all students with protected characteristics, or who have family members with

protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that RSE meets the needs of all:

- We will reflect a range of lifestyles and family structures, in PDE lessons and beyond, so that all students see themselves and their families reflected back in the lesson content.
- We will teach about RSE themes in a way which is relevant to all, using examples of a variety of sexualities, gender identities, lifestyles and faith backgrounds.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will carefully consider the needs of non-binary students (i.e. those who do not identify as being either male or female), to ensure their needs are being met by the curriculum provision and our methods of delivery.
- We will not seek to gain consensus, but will respectfully listen, accept and celebrate difference.
- In order to ensure that students of all genders can access the information they need, to reduce taboos and to develop positive communication skills between genders, we will teach in mixed gender groups wherever possible.
- All adults in school will encourage respect and discourage abusive and exploitative relationships of any sort.
- We will not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work on Healthy and Safer Lifestyles, Relationships in the Media, Relationships & Sexuality and other areas of our Citizenship Curriculum.

3.3 Safeguarding

We understand the importance of high quality RSE as we fulfil our statutory safeguarding duties. RSE enables students to understand about mutual, consensual and reciprocated relationships in all their forms. Whether students are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Healthy Relationships' and 'Anti-bullying' supports us in fulfilling our statutory duty (as described in KCSIE) to prevent 'peer-on-peer' abuse.

In the case of RSE, we recognise that effective teaching may alert students to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Teaching RSE supports us in fulfilling our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding Policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

3.4 Consulting on our Policy

Before consultation activities, parents/carers, students and other stakeholders were given information about RSE and associated duties in accessible formats. They were asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for RSE.

Some parents/carers and students have been consulted directly through surveys and gauging response to communications. Parents/carers and students' views have also been represented by the student council, focus groups and parent/carer governors.

Further consultation with parents/carers and students will be carried out when the policy is reviewed, which happens at least every 3 years.

3.5 Development of the Policy

This policy has been developed in consultation with students, staff, governors and parents/carers. The needs of students and our community have also been taken in account.

All views expressed by students, staff, governors and parents/carers about the policy have been considered. Our consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the Senior Leadership Team/Headteacher, taking into account the needs of students and views of the school community. The policy was reviewed on 14 July 2025.

4. INVOLVING THE WHOLE SCHOOL COMMUNITY

4.1 Working with Staff

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their statutory duties connected with safeguarding, teaching statutory content, equality and inclusion.

Teachers responsible for delivering RSE have a duty to deliver statutory areas of the curriculum and will be supported to develop their skills in delivering content. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of RSE. We will also encourage the sharing of good practice. We may also use team teaching/shadowing to develop confidence.

Those with leadership responsibility for the development of RSE will be offered opportunities to consult with advisors and attend external training courses.

4.2 Engaging with Students

We will use a variety of teaching methods relevant to the needs of our students in RSE. We will use the outline assessment below in the initial stages of planning our Curriculum. Throughout, students will consider the skills they need to develop to sustain healthy relationships, including intimate relationships, both on and off line. They will consider the physical aspects of intimate relationships, their emotions and

how to manage them, and social aspects, such as positive and negative influences from friends.

AGE 11-13

Typical concerns of students of this age include puberty and hormones and how they will be affected by them, alongside concerns relating to 'normal' physical development. They will be encountering physical changes associated with puberty and often want reliable information about these and to consider how they affect their self-image, body image and relationships.

Students are often interested to explore the nature of sexual attraction and love. They are often considering how people make decisions about whether they are interested in sex, whether they want sex and whether to delay their first sexual encounters. They will be interested in the levels of sexual activity amongst their own and older peers. (In Cambridgeshire, approx 2% of Year 8s say they have ever had sex (HRBS 2018)).

They will be likely to be exposed to information about sex from a range of sources and will need support in exploring ways to assess these sources for reliability. They are often interested to explore attitudes about prejudice and will want to develop skills to challenge prejudice based on gender identity, sexuality or sexual orientation.

AGE 14-16

Many students will wish to revisit themes addressed earlier, but in new detail as their experiences broaden. They are likely to need to think more about consensual relationships and what this means for communication and behaviour.

Students are often interested to learn more about pregnancy and associated choices.

Most young people in this age group will not have had sex; most wait until they are older than 16. (In Cambridgeshire, approx 13% of Year 10s say they have ever had sex (HRBS 2018)).

They are often interested to explore ways of responding to pressure or expectation to have sex, what to expect of a partner and how to communicate and negotiate with them. They will need more information about contraception, sexual health and how to access services. All students will need information about the positive aspects of healthy sexual relationships, including those who identify as LGBTQ+. They will need information about coercion and other forms of abusive relationships, including peer on peer abuse.

We will involve students in the evaluation and development of their RSE in ways appropriate to their age. We will seek opportunities to discuss their views about the content of their RSE lessons.

- We will refer to local/countywide/national data e.g. the Health Related
- Behaviour Survey for our school/district.
- We will engage students in assessment activities to establish their development needs
- We will encourage students to ask questions as they arise by providing anonymous question boxes and other similar means.
- We will ask students to reflect on their learning and set goals for future learning.

- We will consult students (e.g. through Student Council or other student groups) about their perceptions of the strengths of our RSE programme and the areas to be further developed.
- We will ask the pastoral team for their reflections on issues presented by students asking for support.

4.3 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many young people like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering RSE. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers by newsletter or leaflet of forthcoming RSE topics;
- topics are also included in the curriculum map
- Inviting parents to learn more about the approach used in RSE and its content through online resources and FAQs
- Informing parents/carers about PSHCE/RSE programmes as their child joins the school through the school website
- Providing supportive information about parents' role in RSE
- Inviting parents to share their views and concerns about RSE with the Curriculum Area Leader - PDE (Email SMcCracken@jhs.pkat.co.uk)
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

4.4 Working with External Agencies and the Wider Community

We believe that all aspects of RSE are most effectively taught by those who know our students well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We recognise that inviting visitors from local services may increase the accessibility of services for students. We will work closely with visitors to ensure that the needs of our students are met.

In addition to our usual safeguarding procedures, we will follow this Code of Practice when inviting visitors to support our RSE provision:

- The care and management of students is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with students, but will be supported by a member of staff.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Curriculum Area Leader - PDE, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.

- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Curriculum Area Leader - PDE beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

5. CURRICULUM ORGANISATION

Our RSE Curriculum (see appendix) is consistent with the DfE statutory requirements for RSE and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider RSE to be a continuous process of learning, which begins before students enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All staff have a part to play in supporting the delivery of RSE and ensuring that their interactions with students support the RSE curriculum.

RSE is learning about:

- Families
- Respectful relationships, including friendships
- Online and Media
- Being Safe
- Intimate and sexual relationships including sexual health

Our curriculum for PDE does not separate delivery of RSE from Health Education and wider PSHCE. We deliver content which, taking the lead from student's lived experiences and their needs, considers related themes including development of knowledge, skills and attitudes in an integrated way. The topics where RSE is a significant driver are:

- Puberty and Body Image
- Healthy and Safer Lifestyles
- Relationships and the Media
- Relationships and Sex Education
- Relationships & Parenthood
- Domestic Abuse

RSE will be taught through:

- Designated PDE lessons, teaching by specialist teachers, tutor time, and on occasion focused events.
- Other curriculum areas, especially Science, English, RPE, PE, Computing, My World and during Tutor Time.
- Enrichment activities, our assembly programme, pastoral provision, support for 'vulnerable' young people, social skills groups, involvement in school trips and activities carried to support wellbeing in school.

Specific Units of Work on RSE are planned into our teaching programme every year from Years 7 to 13, as described in our PDE Road Map.

Those delivering RSE will have responsibility for assessing students' needs and selecting appropriate activities and methodologies to meet these needs, supported by the Curriculum Area Leader - PDE.

The Curriculum Area Leader - PDE is responsible for reviewing and evaluating RSE.

5.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all RSE lessons and across the wider curriculum. Our RSE lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions students will have the opportunity to engage with, rather than banks of knowledge they will acquire.

We understand that at times students will benefit from varying methods of delivering the RSE curriculum. For example, we may use small group teaching where this will help us to meet the needs of particular students more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Ground Rules: RSE is taught in a safe, non-judgemental environment where adults and students are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The avoidance of sharing personal information and asking personal questions
- Confidentiality
- Strategies for checking or accessing information, and identifying appropriate people with whom they may wish to share personal information/from whom they may wish to seek advice

Distancing Techniques: In order to protect student's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, case studies, roleplay, film and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

5.2 Curriculum Materials and Resources

We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are inclusive of LGBTQ+ students and provide a balanced view of sexual relationships
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the students
- appeal to adults and students

- are up-to-date in factual content and outlook
- are produced by a reputable organisation
- do not show bias e.g. towards a commercial product or religious/political view
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning, developing skills and attitudes, not just giving information
- conform to the statutory requirements for RSE.

5.3 Safe and Effective Practice

In our school we have a clear Safeguarding and Child Protection Policy, which is shared with staff, students and parents/carers. This policy is communicated to parents/carers in the School website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm.
- Students will be told if information is to be shared and will be offered appropriate support.

There are circumstances when confidentiality may not be upheld e.g. when Female Genital Mutilation or Child Sexual Exploitation is suspected, where an adult and child are in a sexual relationship. See our Safeguarding and Child Protection Policy for further details.

There are circumstances where confidentiality may be upheld e.g. there is no requirement to report disclosed sexual activity to a young person's parent/carer, although we may report it to the DSL to be sure there is no unknown underlying risk to the young person. (See Sexually Active Students – below)

Professionals, such as school nurses, pastoral support and youth workers are bound by their professional codes of conduct when offering advice and guidance to individual students in non-teaching situations such as health 'drop-ins'. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Safeguarding and Child Protection Policy. Teachers and Health professionals will ensure that students are aware of the different boundaries of confidentiality when beginning work with them.

Answering Questions: We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group, or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the Curriculum Area Leader - PDE.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or

comment from a student in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the DSL in line with school Safeguarding and Child Protection Policy.

Sexually Active Students: If a young person, especially one under 16, indicates to an adult that they are sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We are not required to inform the young person's parent/carer about sexual activity, but will usually pass the information to the DSL, in case there are unknown, underlying risks to the young person.
- We will inform young people of where they can obtain confidential support and information e.g. from local sexual health services, in-school health services. We will make it clear that they do not need their parent/carer's agreement to attend these services.
- Students seeking support will be given clear information about where contraception and sexual health advice may be accessed. Students whose parents have withdrawn them from sex education will also be given this information, if they seek it.
- Careful judgements will be made by the DSL as to whether the sexual activity is a safeguarding or child protection concern.

If the student is 12 years old or younger, sexual activity will always be referred to the DSL.

If the staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative they will log a concern according to our Safeguarding and Child Protection Policy and refer to the DSL. We offer guidance for all our staff to support their decisions relating to disclosure. The DSL will lead in this.

5.4 Assessment, Recording, Reporting

We have the same high expectations of the quality of students' work in RSE as in all other subjects. RSE will be assessed in a variety of ways, including the use of selfassessment and teacher assessment. Lessons at the beginning of topics will include formative assessment activities.

From time to time the Curriculum Area Leader - PDE will ask staff to reflect on the effectiveness of learning in particular units of work.

Key learning activities will be recorded in a student's PDE book or school IT workflows e.g. OneNote.

6. SEX EDUCATION

6.1 Our Definition of Sex Education

Following guidance from the DfE, we have considered the elements of our RSE curriculum from which parents may request to withdraw their child. These elements will be defined as 'sex education'.

We recognise that most students will not differentiate between Science, RSE, 'sex education' or Health Education provision. This distinction is only necessary to enable parents to enact their right to withdraw their child from what our school defines as 'sex education'.

We have consulted during this process with parents/carers, students, staff and governors.

As a starting point we have compared the statutory Science Curriculum with the statutory RSE curriculum and identified which topics appear in both. Any aspects of statutory RSE, appearing in the 'Intimate and Sexual Relationships' section, which are not included in Science were considered in this process.

We also took into account aspects of human sexual experience and response, sexual feelings and choices and influences relating to sexual activity which we feel are important to meet the needs of our students in addition to the statutory requirements for RSE.

As a result, these are the areas of learning from the DfE Guidance which, in our school, are defined as 'sex education':

- that they have a choice to **delay** sex or to enjoy intimacy without sex.
- 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).

6.2 Delivery of the areas defined as 'Sex Education'

'Sex Education' will be delivered as part of RSE/PDE. The content we have collectively defined as 'sex education' will not be taught as a separate subject, but it will be blocked into one theme to facilitate the right of parents to request withdrawal.

6.3 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of the areas we have collectively defined as 'sex education' delivered as part of statutory RSE. Before granting any such request the Head Teacher/Senior Leader/Curriculum Area Leader - PDE will discuss the request with parents/carers (and if appropriate with the student) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the student of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the student to receive the content we have defined as 'sex education' at school (e.g. same sex teacher). We will offer support to parents/carers who wish to deliver 'sex education' content at home.

If a student is excused from 'sex education', we will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

This decision will stand until three terms before the student turns 16. At this point, the student may request to receive 'sex education'. They will be entitled to receive the 'sex education' from which they were previously withdrawn. The school will ensure that they receive this in at least one of the three terms before their 16th birthday. We will work closely with the student to ensure that their needs are fully met.

7. MONITORING, REVIEW AND EVALUATION

Monitoring, review and evaluation of the Policy is the responsibility of the Curriculum Area Leader - PDE. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the Curriculum Area Leader - PDE, parents/carers and students to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it. It will next be fully reviewed in 2028.

Information gathered to inform the comprehensive review may include information about student progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from 'sex education'.

8. APPENDICES

8.1 Our RSE Curriculum

RSE is taught as part of the PDE Curriculum, a summary of which is set out below:

Week No.		Year 8		Year 9	
1	First aid champions homework	Intro to PDE/ Ground rules / Intro to Health Education: HealthyLifestyles SOW		Citizenship: Conflict SOW Set 'How do I deal with conflict?'	
2		1. Physical Health		1. What is conflict and howdowe deal with it?	
3		2. Mental Health & Wellbeing		2. Case study intro: what'sthefighting about?	
4		3. Internet Safety & Harms*		3. Case study cont - what'shappening to the people involved?	
5			4. Drugs: Tobacco & Vaping		4. Case study cont - whatarethe roots of the conflict?
6			5. Drugs: Alcohol		5. Preparation for assessment
7		6. Optional: Illegal drugs		6. Timed Assessment	
8		Catch-up		Catch-up	
Active Citizenship: Global Issues SOW					
9		1. Intro & Asking Questions 2. Anissue - focus on same issue - To be decided		Careers Education SOW: 1. Where am I now?	
10		3. More information		2. Where do I want to get to?	
11		4. Issues tree		3. Unifrog careers research	
12				4. How am I going to get there?	
13		5. Planning & Taking Action - part 1		Personal Finance SOW: YFF Resources 1. Money Management & the Basics of Banking	
14		6. Planning & Taking Action - part 2		2. Saving & Investing	
15		Assessment		3. Spending	
16		Citizenship: Media SOW 1. What is the media?		P14 Options booklet	
17		2. What makes a good news story?		Citizenship: the Role of Parliament & Government SOW* 1. What is Politics?	
18			3. What's in the news - part 1		2. Political Parties
19			4. What's in the news - part 2** Assessed sheet - analysis of bias in the media		
20		Relationships Ed: CEOPS: Consequences		3. Democracy	
21		Relationships Ed: CEOPS: Exposed*		4. Government	
22	Assessed homework and inquest overview	Citizenship: Crime SOW 1. Causes & Effects of Youth Crime		Health Education: Emotional Health & Wellbeing SOW 1. Learning about me - part 1	
23		2. Crime & Responsibility		2. Learning about me - part 2	
24		3. How are Young Offenders dealt with?		Choice of lessons - use student voice: Stress Management/Eating Disorders/ Self-harm (2 lessons) / Loss, death & grief	
25			4. The Youth Court	Choice of lessons - use student voice: Stress Management/Eating Disorders/ Self-harm (2 lessons) / Loss, death & grief	
26		5. Just Deserts	Choice of lessons - use student voice: Stress Management/ <i>Eating Disorders</i> / Self-harm (2 lessons) / Loss, death & grief		
27		Knife Crime / Other weapons - visiting speaker (PC Mark Ambrose)		Relationships&SexEducation: L8R SOW 1. Intro to the Characters	

28		Relationships Ed: Expect Respect 1. Unwritten rules & Managing Conflict		
29		2. Toxic Masculinity		2. First Night Nerves
30		3. Intro to Domestic Violence & Abuse		3. STIs
31		Relationships in the Media SOW 1. Intro to scrapbook		4. Marks out of 10
32		2. Analysing evidence Scrapbooks assessed		5. Episode 7
33		Careers Ed: Careers SOW 1. Skills & Qualities		5. Thinking about Drinking
34		2. Unifrog		Self-examination - breast cancer
35		3. Intro to Careers Research Project		Self-examination - testicular cancer
36		4. Careers Research Project		Relationships & Sex Ed:
37		5. Careers Research Project cont.		CEOPS: Exploited - part 1
38		6. Presentations. Peer & Self assessment		CEOPS: Exploited - part 2
39		Personal safety***		Pornography
				Exploring Sexual & Gender Identities
				HBT language

Week No.	Year 10	Year 11
1	Introduction to Work Experience Students can begin exploring/organising self placements *Self Placement Forms*	
2		IAG SOW: Introduction to P16 Options
3	Careers Ed SOW	
4	1. Exploring personal strengths	Apprenticeships & T-levels (Stamford/Pboro College - Rosie MacLennan) - TBC
5	2. Linking personal strengths to careers (Unifrog) - iPads needed	
6		P16 Research & Applications
7	3. Recognising and building personal skills * Fri classes misslesson *	P16 Research & Applications
8		
9		Personal Statement writing
10	RSE:L&R - ParenthoodSOW 1. Episodes1&2	
11		
12	2. Episode4	Careers SOW: Writing a successful CV
13		
14	3. Episodes 6 & 8,incabortion*	RSE SOW: Spiralling Domestic Violence SOW 1. Intro to Spiralling
15		2. What is Controlling Behaviour?
16	L8R Catch-uplesson	
17	Exploring the WorkExperienceDatabase - iPadsneeded	2. What is Controlling Behaviour?
18		3. Consent & Sexual Assault
19	Careers Ed SOW	
20	Applyingforjobs	4. What is Domestic Abuse?
21	Making the call/Interviews	
	Deadline for WEXApplications on d/base	Revision
22	PersonalFinance SOW	Revision
23	1. Budgeting	Relationships & Sex Education: Contraception
24	2. Managing debt	
25		RSE: STIs
26	3. Financial Risk & Security / Revision	

27	Drug Ed SOW 1. Risks & Fixes	Personal Safety
28		
29	<i>Monday Week A groups miss lesson</i> 2. Why do some people take drugs?	Revision
30		
31	3. County Lines	Revision
32		
33	Work Experience logbooks & preparation	Revision
34		
35	Work Experience	Revision
36		
37	Work Experience debrief	
38		
39	Personal safety	

8.2 Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21st Century’.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Understanding Relationships, Sex and Health Education and your Child’s School: Guide for Parents of Secondary School Children](#)

8.3 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Young People are entitled to:

- Be valued and respected for who they are, taking into account their
- background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a
- way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for
- their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training

- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their students
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.

9. VERSION HISTORY

9.1 Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy Compiled	CHRIS GAME/ STEPH McCRACKEN	05/07/2021
2.0	Policy reviewed and revised	CHRIS GAME/ STEPH McCRACKEN	02/07/2025
2.0	Policy approved by SLT	Jon Hebblethwaite	14/07/2025