



Relationships and Sex Education Policy

Approved by: Mr G Coles, Principal
July 2024

1. Aims

The aims of relationships and sex education (RSE) at our academy 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
- To support with providing our students with an education that allows them to live a life of meaning and purpose alongside embedding the values of integrity, resilience and ambition.

2. Statutory requirements

As a secondary academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#). In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Wells academy, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and families. The consultation and policy development process involved the following steps:

- **Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- **Staff consultation** – all academy staff were given the opportunity to look at the policy and make recommendations
- **Family/stakeholder consultation** – families and any interested parties were invited to attend a meeting about the policy
- **Student consultation** – we investigated what exactly students want from their RSE
- **Ratification** – once amendments were made, the policy was shared with Trust assurance leads and ratified

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum



Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary, in response to emerging data and information to best meet the needs of our students.

We have developed the curriculum in consultation with families, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online. We will share all curriculum materials with families upon request.

6. Delivery of RSE

RSE-related topics will be covered in personal development lessons at key stage 3. At key stage 4 RSE-related topics will be delivered in drop down days. Some elements of RSE will also be delivered in Science lessons. Resources will be adapted to ensure they are meeting the needs of all students, including those with special educational needs.

Sex education will be taught within the Science topics of Fi6 Genetics and Evolution. Sex education will also be covered within the relationships of the personal development lessons.

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 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families led by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences

During lessons, makes students feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The academy remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with students' developmental stage

We will comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

We will be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to families
- Check the agency's protocol for taking pictures or using any personal data they might get from a session



- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with families

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

The Board of Trustees

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

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the academy, for sharing resources and materials with families, and for managing requests to withdraw students from components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose family wish them to be withdrawn from 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.
- All staff within the academy will be responsible for the teaching of RSE on a rotation basis.

Students

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

Families' right to withdraw

Families have the right to withdraw their child from the 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 academy will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with families and take appropriate action. Alternative academy work will be given to students who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the academy, such as academy nurses or sexual health professionals, to provide support and training to staff teaching RSE.



Monitoring arrangements

The delivery of RSE is monitored by Samantha Bailey Assistant Principal through:

- Learning walks
- Preparation of resources
- Student voice
- Staff voice
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by **Samantha Bailey, Assistant Principal** annually.
At every review, the policy will be approved by **George Coles, Principal**.

Appendix 1: Curriculum map - Relationships and sex education curriculum map

/YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn	<p>Relationships:</p> <ul style="list-style-type: none"> • Building relationships • Different types of relationships • Comparison of positive and negative relationships • Managing influences and peer pressure • Introduction to protected characteristics 	
Year 7	Spring	<p>Health and Well-being:</p> <ul style="list-style-type: none"> • Integrity, resilience and ambition • British Values • What can impact well-being • Understanding our emotions and what influences them • Mental and emotional health • Support available for mental and physical health • Sexual harassment • Grooming • Female genital mutilation 	
Year 7	Summer	<p>Wider World:</p> <ul style="list-style-type: none"> • Understand what is meant by the term career • Identifying a possible dream career for the future • Self-reflection of interests and skills 	
Year 7	Science lesson	<p>Relationships:</p> <ul style="list-style-type: none"> • About the purpose, importance and different forms of contraception; how and where to access contraception and advice. • That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs) 	
Year 7	Religious Education	<p>Relationships:</p> <ul style="list-style-type: none"> • That marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion 	

/YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn	<p>Relationships:</p> <ul style="list-style-type: none"> • Awareness of support in relationships • How the media portrays and impacts relationships • The law around consent, ways to give and withdraw consent • Developing the understanding of protected characteristics 	
Year 8	Spring	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • Integrity, resilience and ambition • Building on the understanding of British Values • Home and school life balance • Language and stigma around mental health • Sexual exploitation • Female genital mutilation (FGM) • Gambling and how to manage influences from others • Puberty 	
Year 8	Summer	<p>Wider World:</p> <ul style="list-style-type: none"> • Options after post 16 including sixth form, college, technical qualifications, and apprenticeships • Introduction to higher education • Life skills • Employability skills 	
Year 9	Autumn	<p>Relationships:</p> <ul style="list-style-type: none"> • Importance of trust • Roles and responsibilities of individuals within the family • Nature and importance of stable long-term relationships • Readiness for sexual intimacy and contraception • Managing influences from others • Prejudice based language 	

/YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Spring	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • Integrity, resilience and ambition • Building on the understanding of British Values • Home and school life balance, focusing on sleep and exercise • Domestic violence • Honor based violence • Female genital mutilation (FGM) • Self-confidence and self-esteem • Influences from the media 	
Year 9	Summer	<p>Wider World:</p> <ul style="list-style-type: none"> • Identifying students' own personal brand • Working with the National Careers Service • Support with picking GCSE options • Next step options for higher education • Understanding of the labour market information and the skills required 	
Year 10	Spring 2	<p>Relationships:</p> <ul style="list-style-type: none"> • Controlling behaviour and misogyny. 	
Year 10	Science lesson	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • About specific STIs, their treatment and how to reduce the risk of transmission • How to respond if someone has, or may have, an STI (including ways to access sexual health services) • To overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services • About healthy pregnancy and how lifestyle choices affect a developing foetus • About the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy • That fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors 	
Year 11	Spring 1	<p>Relationships:</p> <ul style="list-style-type: none"> • Controlling behaviour and Consent 	

/YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Science lesson	<p>Relationships:</p> <ul style="list-style-type: none">• About the purpose, importance and different forms of contraception; how and where to access contraception and advice.• That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	

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

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of families with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in academy and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and well-being • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



Appendix 3: Family form - Withdrawal from sex education within RSE

TO BE COMPLETED BY FAMILY			
Name of child		Class	
Name of Family		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Family signature			
TO BE COMPLETED BY THE ACADEMY			
Agreed actions from discussion with family			