



**Redborne Upper School**

# **Relationship and Sex Education Policy**

This policy will be evaluated and reviewed every three years by the Assistant Headteacher: Designated Safeguarding Lead (Kirsty Wheeler)

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Head teacher.

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## **School acknowledgement**

This policy was developed in response to The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

# Relationship and Sex Education (RSE) Policy

## 1. Curriculum aims and outline

1.1 RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. The focus is on everyday sexism, misogyny, homophobia and gender stereotypes.

1.2 Staff have an important role to play in modelling positive behaviours to support all pupils.

1.3 Our RSE programme aims to prepare students for an adult life. So when they finish their education at Redborne they should be familiar in topics under the following categories:

### 1.4 Families

- 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 – 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.
- 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 parents 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), how to seek help or advice, including reporting concerns about others, if needed.

### 1.5 Respectful relationships, including friendships

- the characteristics of positive and healthy friendships, in all contexts including online, such as:

- 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
- 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 (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- 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
- 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

### **1.6 Online and media**

- 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, 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
- 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

## **1.7 Being safe**

- 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

## **1.8 Intimate and sexual relationships, including sexual health**

- 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, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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 and 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

## **1.9 The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law,

but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## **2. Organisation and Content of Sex and Relationships Education**

2.1 RSE is delivered primarily through PSHE (Y9) and Enrichment (Y10, Y11) lessons, with some additional learning taking place in PSHE tutor sessions, IT, PE and science lessons at KS3 and KS4. Dedicated assemblies also support and extend learning.

2.2 Sixth Form students learn about RSE in tutor time sessions and assemblies.

2.3 RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

2.4 The science curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. IT staff deliver aspects of the RSHE curriculum that relate to online safety. PE staff cover aspects that relate to first aid and screening.

2.5 RSE lessons may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

2.6 When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

2.7 All teaching is sensitive and age appropriate in approach and content.

### **3. Inclusion**

#### **Supporting students from all ethnic and religious backgrounds**

3.1 We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups.

3.2 We will respond to all parental requests and concerns.

3.3 Lessons comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

#### **Supporting students with SEND**

3.4 We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

3.5 A list of suitable resources for use in the Learning Support Department is available from the subject leader for PD.

3.6 All lessons are taught sensitively and are age appropriate and developmentally appropriate and delivered with reference to the law.



## **Gender Identity and Sexual Orientation**

3.7 The statutory guidance states that schools should not teach about the broader concept of gender identity. Staff will teach the facts about biological sex and not use any materials that present contested views as fact, including the view that gender is a spectrum. We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

3.8 Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them. All students will understand the importance of equality and respect.

## **4. Right of Withdrawal**

4.1 Some parents prefer to take the responsibility for aspects of this element of education.

4.2 Parents have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory curriculum.

4.3 We would make alternative arrangements in such cases. Parents are made aware of this right prior to their child's admission to the school.

4.4 Parents are welcome to review any RSE resources the school uses.

## **5. Confidentiality, Controversial and Sensitive Issues**

5.1 School staff cannot offer unconditional confidentiality.

5.2 They are not legally bound to inform parents or headteacher of any disclosure unless the headteacher has specifically requested them to do so.

5.3 In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the designated safeguarding lead under the school's procedures.

- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

5.4 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

5.5 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

## **6. School Nurse**

6.1 The school nurse provides a referral service for students.

6.2 Whilst the service covers general health the nurse is also able to advise on sex and relationships and refer to the appropriate agency.

## **7. School Hub**

7.1 The school hub provides a drop in support service for students.

7.2 The DSL and DDSL are able to offer advice on sex and relationships and refer to the appropriate agency where required.