

Relationships and Sex Education Policy



Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

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1. Scope

This policy applies to all schools within Swale Academies Trust.

2. Aims

The aims of relationships and sex education (RSE) within our Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support character development to prepare young people for the future

3. Statutory Requirements

At our schools we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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](#).

At our schools we teach RSE as set out in this policy.

4. Policy Development

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

1. Review – a cross-Trust working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their views and thoughts about the policy. Schools are expected to continue consultative conversations with parents about the RSE curriculum, at least annually.
4. Pupil consultation – we investigated what exactly pupils want and need from their RSE. We continually seek the views of our pupils as we refine and develop the RSE curriculum.
5. Ratification – once amendments were made, the policy was shared with local governing bodies/challenge committees and ratified.

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across the different phases.

RSE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment.

RSE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, developmental needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum) · How a baby is conceived and born

RSE within our **primary** schools extends beyond what is covered within the national curriculum expectations for science.

Secondary sex education will focus on:

- Intimate sexual relationships and sexual health
- Online media including risky behaviours

For more information about our curriculum, see our curriculum map in Appendix 1.

7. Delivery of RSE

Across our Trust schools, RSE is 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 headed 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).

High quality resources support our RSE provision and delivery. These are reviewed regularly and enable the RSE curriculum to be embedded across all areas of the curriculum as an integral part of daily school life.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is taught within the broader curriculum, details of which can be found in Appendix 1.

In our **primary** schools relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The following statements outline what is covered within our **primary** RSE curriculum in addition to the statutory science curriculum:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum)
- How a baby is conceived and born

For more information about our RSE curriculum, see Appendices 1,2 and 3.

In our **secondary** schools, 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

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.

For more information about our RSE curriculum, see Appendices 1, and 2 or 3.

8. Inclusive & Adaptive Teaching for all including Pupils with Special Education Needs and Disabilities (SEND)

RSE is accessible for all pupils. We will teach about these topics in a manner that considers how a diverse range of pupils will relate to them and is sensitive to all pupils' experiences. We recognise the importance of planning teaching to be accessible for all pupils including those with special educational needs and disabilities. High quality teaching that is adapted and personalised will be the starting point to ensure accessibility.

8.2 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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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 pupils' experiences and won't provoke distress

Schools may choose to use external agencies or organisations to deliver aspects of the RSE curriculum. We will make sure that an agency/organisation and any materials used are age appropriate and in line with our legal duties.

The school will make 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.

9. Equality

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Within the Trust we make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice & Mainstream Core Standards when planning for these subjects.

10. Roles and responsibilities

10.1 The Governing Body

Local Governing Bodies are authorised to adopt the policy and ratify any local modifications in the policy. Local Governing Bodies will monitor the ongoing implementation of this policy.

10.2 The Headteacher

Headteachers are responsible for ensuring that RSE is taught consistently in schools across the Trust and for managing requests, where appropriate, to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

10.3 Staff

All staff in all schools across the Trust are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher of their school.

10.4 Pupils

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

11. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

In our Trust **primary** schools parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE as outlined below and in appendix 1.

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum)
- How a baby is conceived and born

In our Trust **secondary** schools parents have the right to withdraw their children from the non-statutory/non-science 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 form found in Appendix 4 of this policy and addressed to the headteacher of the school.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

12. Training

Staff should have access to training and expertise within school on the delivery of RSE as part of their continuing professional development.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as appropriate.

13. Assessment and Monitoring

The delivery of RSE is monitored by leadership teams in our Trust schools through systems including (but not limited to):

- planning scrutinies
- learning walks
- pupil voice & pupil conferences

Pupils' development in RSE is monitored as part of our internal assessment systems and are used to ensure all pupils gain a sound knowledge of all curriculum areas. Appropriate support and intervention is put in place as needed.

This policy will be reviewed by a cross-Trust working party annually. After every review, the policy will be approved by Trustees and then adopted by local governing bodies.

Appendix 1: Curriculum map

Curriculum Map:

Year 7:	Year 8:	Year 9:
<ul style="list-style-type: none"> ● How can I transition safely into secondary school? ● What made Jesus so radical? ● What can we do to build and maintain healthy relationships? ● How can I manage physical and emotional changes during puberty? ● What is good and challenging about being a Buddhist, Sikh or Muslim teenager? ● Should religious buildings be sold to feed the poor? 	<ul style="list-style-type: none"> ● How can I ensure that I am as healthy as I can be? ● How can people express their spirituality through music and art? ● What can make a relationship healthy or unhealthy? ● How can the choices I make now affect my future? ● What influences does religion have on people being good? ● Is death the end and does it really matter? 	<ul style="list-style-type: none"> ● To what extent does the world I live in affect my identity? ● Should happiness be the purpose of life? ● How are my family, friendship and social relationships changing? ● What is it important to understand about sex and consequences? ● How can relationships affect mental health? ● Are there any good solutions to suffering? ● What does it mean to believe?
Year 10:	Year 11:	<p>All resources are created and supported using the national PSHE Association and following government guidance.</p> <p>Bullet points 3 and 4 in each Year Group follow the RSE pathways.</p> <p>Further information and the withdrawal form can be found at:</p> <p>https://www.westlands.org.uk/page/?title=RADAR+Values&pid=82</p>
<ul style="list-style-type: none"> ● How can I promote positive mental health and wellbeing? ● How do people with Christian faith view life before and after death? ● How do I know if I am in a healthy relationship? ● How do I decide what I want my family to look like? ● What are religious attitudes towards crime and punishment? ● Can religion be a force for good? 	<ul style="list-style-type: none"> ● How can I prepare for the challenges of the year ahead? ● How do people of religious faith view marriage and family? ● What are the challenges of starting and maintaining a family? ● What are different religious attitudes towards conflict? ● How can I develop independence to make responsible choices? 	

Appendix 2: By the end of primary school pupils should know

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

<p>Respectful relationships</p>	<ul style="list-style-type: none"> · The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs · Practical steps they can take in a range of different contexts to improve or support respectful relationships · The conventions of courtesy and manners · The importance of self-respect and how this links to their own happiness · That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority · About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help · What a stereotype is, and how stereotypes can be unfair, negative or destructive · The importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Online relationships</p>	<ul style="list-style-type: none"> · That people sometimes behave differently online, including by pretending to be someone they are not · That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous · The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them · How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met · How information and data is shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> · What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) · About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe · That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact · How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know · How to recognise and report feelings of being unsafe or feeling bad about any adult · How to ask for advice or help for themselves or others, and to keep trying until they are heard · How to report concerns or abuse, and the vocabulary and confidence needed to do so · Where to get advice e.g. family, school and/or other sources

Appendix 3: By the end of secondary school pupils should know

Topic	Pupils 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 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); 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 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 (e.g. how they might normalise non-consensual behaviour or encourage prejudice) <ul style="list-style-type: none"> · 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

<p>Online and media</p>	<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
<p>Being safe</p>	<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)
<p>Intimate and sexual relationships, including sexual health</p>	<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 wellbeing · 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 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)

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| | <ul style="list-style-type: none">· 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 |
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Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.