

 <p>Engaged. Happy. Successful.</p> <p>Working together to inspire, nurture and motivate everyone to fulfil their potential.</p>	<h2>Relationships and Sex Education (RSE) Policy</h2> <p>Policy updated: January 2024 Policy review: January 2025</p>
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Member of staff with overall responsibility: Executive Headteacher

Management Committee with reviewing responsibility: Full Committee.

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

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

2. Statutory requirements

As a maintained primary school we must provide relationships education to all students as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

At Elmbridge School and White Bridge College (Tameside Student Referral Service) we teach RSE as set out in this policy.

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

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

3. Policy development

TPRS will consult with parents, staff and students when making changes to the RSE SOP and it is good practice to consult with staff and students too. The consultation and policy development process involved the following steps:

1. Review – Teaching and Learning Leads will pull 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. Student consultation – Student voice
4. Ratification – shared with governors and ratified. RSE training and support will be made available to named staff. In depth, Personalised long-term planning will be provided by current Teaching and Learning Leads for the governors to review.

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 curriculum is set out as per Appendix 1

We have developed the curriculum in consultation with students and staff, taking into account the age, of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed.

Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum at KS2 and KS3.

Students may receive stand-alone sex education sessions delivered by a trained health professional.

At KS2:

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

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

At KS3 and KS4:

RSE focuses on delivering the information students 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 the wide spectrum of families.

Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

Sensitivity to individual circumstances is implicit (for example: cared for children or young carers).

7. Roles and responsibilities

7.1 The governing board

The Management Committee will hold the Executive Headteacher to account for the implementation of this policy.

7.2 The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE sensitively
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual students
- › Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/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 Head of Centre.

7.4 Students

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

8. Parents' right to withdraw

At KS2:

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

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Headteacher.

Alternative work will be given to students who are withdrawn from sex education.

At KS3 and KS4:

Parents have the right to withdraw their children from the [non-statutory] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Headteacher.

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

Alternative work will be given to students who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. A dedicated RSE training package will be developed by the current Teaching and Learning leads and will be delivered to the named staff that will be teaching RSE. This will be reviewed termly.

The RSE Policy will be shared with all staff during September Inset to ensure all staff are fully aware of content and purpose.

TPRS will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Heads of Centre through:

planning scrutiny, lesson observations, learning walks and book scrutiny.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
KS2	Autumn 1	Relationships: <ul style="list-style-type: none">• What causes conflict between me and my friends.• What to do when my friend makes me upset• How to resolve conflict with my family and friends.	
KS3/ 4	Autumn 1	Relationships <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 to take in a range of different contexts to improve or support respectful relationships.• In school and in wider society students can expect to be treated with respect by others. In turn they should show due respect to others, including people in positions of authority with different beliefs.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
KS4	Autumn 1	<p>Intimate and sexual relationships, including sexual health.</p> <ul style="list-style-type: none"> • Awareness of consent & the Law • Understanding of sexual transmitted infections • Identify a range of methods of contraception and how they work. • Understanding of how the body works and stages of puberty. • Identification of healthy and unhealthy relationships • Online safety and an understanding of consent • Reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. 	
KS2	Autumn 2	<p>Anti Bullying</p> <ul style="list-style-type: none"> • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage. • Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • How important friendships are in making us feel happy and secure, and how to choose and make friends. 	
KS3/4	Autumn 2	<p>Anti Bullying</p> <ul style="list-style-type: none"> • Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • Which behaviours within relationships are criminal, including violent behaviour and coercive control. • In school and in wider society students can expect to be treated with respect by others. In turn they should show due respect to others, including people in positions of authority and with different beliefs. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
KS4	Autumn 2	<p>Respectful relationships, including friendships.</p> <ul style="list-style-type: none"> • Characteristics of positive and healthy friendships. This includes different (non-sexual) relationships. • Identify practical steps to take in a range of different contexts to improve or support respectful relationships. • Stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability. • Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • Which behaviours within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable. 	
KS2	Spring 1	<p>Physical and online safety</p> <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. • Critical consideration of online friendships and sources of information including awareness of the risks associated with people students have never met. • How information and data is shared and used online. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
KS3/4	Spring 1	<p>Online safety</p> <ul style="list-style-type: none"> • Online risks including that any material someone provides to another has the potential to be shared online and the difficulty of removing such potentially compromising material. • Risks of providing material to others that they would not want shared further and not to share personal material acquired. • The same principles apply to online relationships as to face-to face relationships, including the importance of respect for others including when anonymous. 	
KS4	Spring 1	<p>Intimate and sexual relationships, including sexual health.</p> <ul style="list-style-type: none"> • Know that there is a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices and options available • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex and the importance of testing. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	
KS2	Spring 2	<p>Emotional wellbeing</p> <ul style="list-style-type: none"> • How to recognise different emotions. • Ways to make ourselves feel better if we are feeling sad. • Which activities are good for our emotional wellbeing. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
KS3/4	Spring 2	Staying Safe <ul style="list-style-type: none"> • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who are not known. • Privacy and the implications for both children and adults; including that it is not always right to keep secrets if they relate to safety. • How to recognise and report feeling unsafe or feeling bad about any adult. 	
KS4	Spring 2	Drugs Education <ul style="list-style-type: none"> • Recommended alcohol intake limits • Understand problems associated with alcohol and tobacco abuse. • Dangers of misuse of legal drugs • The classification system for illegal drugs • Health risks associated with the use of illegal drugs. • How the law is applied to possession and supply of illegal drugs 	
KS2	Summer 1	My changing body: <ul style="list-style-type: none"> • How human bodies change as we grow up, and how these changes affect us. • The different stages of puberty. • That each person's body belongs to them. The differences between appropriate and inappropriate or unsafe physical, and other, contact. 	

KS3/4	Summer 1	<p>Families</p> <ul style="list-style-type: none"> • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • That there are different types of committed, stable relationships. • 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. 	
KS4	Summer 1	<p>Emotional Wellbeing</p> <ul style="list-style-type: none"> • Understand possible causes of stress and the effects. • How stress can be managed • The meaning of prejudice • Consequences and implications of prejudice • How to deal with bullying • Study of selected mental illness, effects, and treatments <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • Healthy diet • The importance of exercise • local opportunities for promoting physical health. • How to access specialist sport • First aid • Appropriate choices to promote healthy relationships. 	
KS2	Summer 2	<p>Families</p> <ul style="list-style-type: none"> • How to recognise if family relationships are making students feel unhappy or unsafe, and how to seek help or advice from others if needed. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences. • The importance of family for children growing up as a source of love, security, and stability. 	

KS3/4	Summer 2	<p>Sex Education</p> <ul style="list-style-type: none"> • Facts about the full range of contraceptive choices, efficacy, and options available. • Strategies for identifying and managing sexual pressure, including peer pressure, resisting pressure, and not pressurising others. • 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, and friendship. 	
KS4	Summer 2	<p>Online and media</p> <ul style="list-style-type: none"> • Rights and responsibilities online • Online risks, including any material shared has the potential to be shared online and the difficulties removing thereafter. • Why it is important not to provide material to others who may share further • How to report material online • The impact of viewing harmful content. • Work on understanding that sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours • Sharing and viewing indecent images of children can lead to consequences including imprisonment. 	Share

At KS2:

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

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important providers of 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, but that differences should be respected.• That stable, caring relationships, which may be different, are 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.• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure.• 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

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps to 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. • There are 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
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone else. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when 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 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
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • The concept of privacy and the implications for both children and adults; including that it is not always right to keep secrets if they relate to not 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 including people they know or family members • 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

At KS3 and KS4:

Appendix 2: By the end of secondary school 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 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) • 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

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 imprisonment. • 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 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 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: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year	
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	

Insert title or logo here