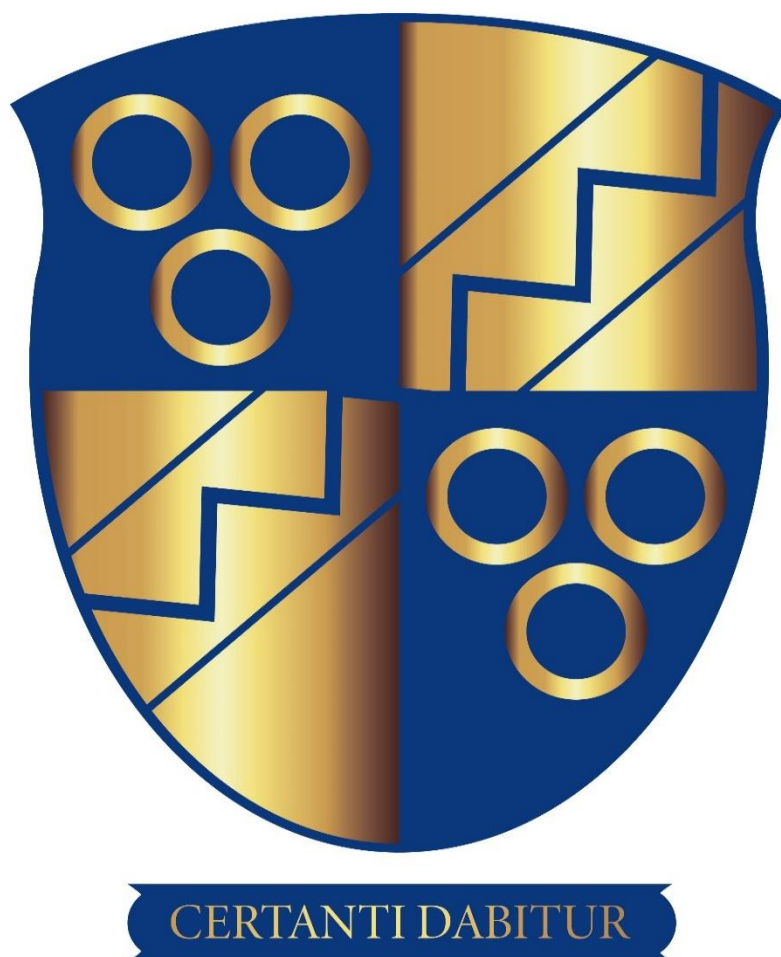


Relationships and Sex Education Policy

The Oldershaw School



Approved by:	Trust Board	Date:
Policy owner:	Vice Principal for Pastora/PSHE Lead	
Last reviewed:	November 2024	Next review due: November 2025

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1. Introduction

Children and young people are living their lives seamlessly both on and offline. Although this can present many positive opportunities and outlets for children and young people, there are challenges and risks. The Oldershaw School is committed to supporting parents/carers in developing the health and wellbeing of every pupil. The implementation of Relationship and Sex Education within the school will allow us to further educate our young people on how to be safe and healthy in all aspects of their academic, personal and social lives in a positive way, whilst embedding the school's core values of pride, kindness and resilience.

2. Aims

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

- Provide a framework in which sensitive discussions can take place
- Provide a framework that is fully inclusive to the needs and abilities of all pupils
- 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
- To explore healthy and unhealthy relationships of all kinds, not just intimate relationships, and the benefit of healthy, positive relationships to their mental wellbeing
- To educate pupils on the law surrounding Relationships and Sex Education
- Teach pupils the correct vocabulary to describe themselves and their bodies

- Help pupils understand the risks of being online and how to stay safe
- Align with our core values of Pride, Kindness & Resilience

3. Statutory requirements

As a secondary school, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#). and the new statutory Relationships and Sex Education requirements (2020).

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](#).

The policy has been developed, and should be read in conjunction with:

- [Statutory guidance on RSE and health education](#)
- [Keeping Children Safe in Education](#)
- [Respectful School Communities: Self Review and Signposting Tool \(a tool to support a whole school approach that promotes respect and discipline\)](#)
- [Behaviour and Discipline in Schools \(advice for headteachers and school staff\)](#)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years \(statutory guidance\)](#)
- [Alternative Provision \(statutory guidance\)](#)
- [Mental Health and Behaviour in Schools \(advice for schools\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [The Equality and Human Rights Commission Advice and Guidance \(provides advice on avoiding discrimination in a variety of educational contexts\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools \(guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural \(SMSC\)\)](#)
- [National Citizen Service guidance for schools](#)

As well as the above guidance, this policy should be read alongside the school's policies for:

- Anti-Bullying
- Child Protection and Safeguarding
- Equality Information and Objectives

All of the above policies are available on the school's website.

At The Oldershaw School we teach RSE as set within 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 member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all Oldershaw 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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with trustees and ratified

5. What is effective Relationships and Sex Education?

RSE is not about the promotion of sexual activity. It is lifelong learning about different types of relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE provides children and young people with the opportunity to receive information whilst exploring issues and values. RSE fosters the emotional, social and cultural development of pupils and develops resilience and character, all of which are fundamental to pupils being happy, successful members of society.

RSE teaches pupils about the importance of stable and loving relationships, in all capacities, and how to nurture and develop these. It supports pupils in being able to identify acceptable and unacceptable behaviour in relationships, when relationships are unhealthy and how these situations can be managed.

RSE is also designed to support the pupils growing up in an increasingly digital world and the significant challenges this presents, particularly for young people. RSE aims to provide pupils with the tools they need to make the right decisions and to keep themselves safe and happy.

In an age appropriate way and with a phased approach, RSE educates pupils on safer sex and sexual health. Knowledge in these areas is vital to ensuring pupils are prepared to make safe, informed and healthy choices as they progress through adult life. This is delivered in factual way, providing a balanced and objective view, allowing scope for pupils to discuss misconceptions and misinformation in a safe environment.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic education curriculum (PSHE). However, a number of related themes are also taught in a range of different curriculum areas. For example, biological factors of RSE will be delivered through the Science curriculum, some coverage of moral issues as well as other factors may be delivered through Religious Education (RE), online and media safety is addressed in the ICT/Computing curriculum and elements of healthy lifestyles is explored through Physical Education (PE). Some themes may also be covered in assemblies and/or presentations delivered by external facilitators. Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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
- The Law

These areas of learning are taught within the context of family life taking care to ensure 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, 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 aim to work with feeder primary schools to ensure learning is built on developmentally.

Due to the inclusive nature of the school, we are aware that there will be a need to adapt and tailor content and teaching to meet the specific needs of pupils at different developmental stages.

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

7. Roles and responsibilities

7.1 The Trust Board

The Trust Board will approve the RSE policy, and hold the Executive Headteacher to account for its implementation.

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 pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff 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 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. RSE is taught by all form teachers as part of weekly PSHE lessons.

7.4 Pupils

Pupils 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

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 principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Progress Leader will discuss the request with parents on behalf of the Executive Headteacher and take appropriate action. The signed withdrawal form will be recorded on Arbor and staff notified accordingly.

Alternative work will be given to pupils 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.

The Executive Headteacher will also 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 the Vice-Principal (Pastoral) and the RSE Lead through:

- Work scrutiny
- Learning walks
- Pupil voice

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

These monitoring styles will allow us to assess the overall effectiveness of the RSE curriculum.

This policy will be reviewed annually by Vice-Principal (pastoral) and RSE Lead. At every review, the policy will be approved by the Trust board.

11. Resources and teaching materials

All staff responsible for the delivery of RSE have access to a range of information, guidance, and quality assured resources through our subscription to [Wellio](#).

There is also signposting to a number of free resources within Annex B of the Statutory guidance for Relationships and Sex Education. This list is a guide and is not exhaustive. This can be found [here](#).

Staff will ensure all resources used are carefully assessed and adapted to ensure they are sensitive to the age, maturity and needs of their classes.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

The curriculum map is an ongoing working document developed throughout the academic year in partnership with Wellio. Resources are planned and created by Wellio. Below is an outline of what is covered throughout the year – this is subject to change.

	Area	Year 7	Area	Year 8	Theme	Year 9	Area	Year 10	Area	Year 11
Autumn Term 1	Transition and Safety	Getting Ready for High School	Drugs and Alcohol	Drug Laws UK	Peer influence, substance use and gangs	How To Have Healthy Relationships	Mental health	Rewiring our Brain for Happiness	Building for the future	Building Resilience
		Connecting With Your Teachers		Alcohol And Your Health		Positive vs Negative Humour		Developing Emotional Awareness		Sleep, Exercise & Diet
		From Strangers to Friends		Alcohol and Social Inhibitions		Together Against Bullying		Managing Stress & Overthinking		Embracing Emotional Agility
		Building A Sense of Belonging		Smoking and Nicotine Addiction		Knife Crime		Reframing Failure		Inclusivity & Belonging
		Communication Styles		Vaping: A Global Dilemma		Violence and exploitation by gangs		Countering The Negativity Bias		Discovering Your Life's Purpose
		Asking For Help		Peer Pressure Survival Guide		Substance Addiction		Phone Addiction		Setting Goals that Drive Success
Autumn Term 2	Developing skills and aspirations	First Aid Beyond Emergencies	Digital literacy	Drugs and County Lines	Setting goals	Overcoming Mob Mentality	Addressing extremism and radicalisation	Unrealistic Online World		Exam Stress
		Overcoming Limiting Beliefs		Gambling Addiction		Embracing Challenges & Discomfort		Extremeism		
		Resilience Toolkit		The Dangers Of Your Internet Algorithm		Taking Ownership		Online Radicalisation		
		Optimising Character Strengths		Social Media Addiction		S.M.A.R.T Goals		Striving For Equality		
		Strengths-Based Thinking		Online grooming		Living a Purposeful Life		Multi-Cultural Society		
		Taking Control With Worry Time		Online Relationships		Building Mental Agility		Fake News & Misinformation		
Spring Term 1	Building relationships	Assessing Your Mindset	Identity and relationships	Sharing Information Online	Intimate relationships	Harness the Power of Positivity	Healthy relationships	R.E.S.P.E.C.T	Communication in relationships	Sex & Substances
		Character Strengths In Focus		Viewing Harmful Content		The Changing Adolescent Body		Inclusivity & Belonging		Self-Examination and Screening
		Building Healthy Relationships		Understanding Consent		Safe & Healthy Sex		Safe Relationships Online		Examining Sexual Violence
		Building Stronger Friendships		Power Dynamics & Consent		Sexually Transmitted Infections		Sexting		Being Assertive
		Understanding Bullying		The Many Forms of Relationships		Reproductive Health		Gender Biases		The Psychology of Bullies
		Tackling Cyberbullying		Forced Marriages		Pregnancy Choices		The Distorted Reality of Pornography		Fertility & Pregnancy
Spring Term 2	Health & Puberty	Sexual Consent	Emotional Wellbeing	Relationships & Their Legal Status	Healthy Lifestyle	Discussing Pornography	Exploring Influence	Sexual Violence & Abuse	Independence	Understanding Vaccination And Immunisation
		Assessing The Trustworthiness of Others		Contraceptive Essentials		Sharing Illegal Images		Recognising Signs of Coercive Control		Organ Donation
		Oral Hygiene		Managing Anxiety		Healthy & Balanced Lifestyles		Drugs		Contraception Considerations
		Health & Hygiene		Understanding Eating Disorders		Mental Benefits of Exercise		Party Drugs		Female Genital Mutilation
		Healthy Eating, Healthy Living		Combating Negative Self Talk		Changing Emotions		Alcohol Dependence & Excessive Drinking		Smoking & Your Health
		Body Changes During Puberty		Real Life Resilience		The Mind-Body Connection		The Hidden Scars of Knife Crime		Saving Lives With First Aid
Summer Term 1	Financial Decision Making	Drug Awareness	Community and Careers	Thinking Traps	Employability Skills	First Aid Beyond Emergencies	Work Experience	Discrimination and the Equality Act	Next Steps	The Achievement Strength
		Introduction to FGM		Instagram vs Reality		Phones And Sleep		Respecting Difference		Specific Careers TBC - Internal Lesson?
		Digital Footprint		Volunteering In My Community		Safe Sharing Online		Career Pathways		Specific Careers TBC - Internal Lesson?
		Managing Privacy Online		Specific Careers TBC - Internal Lesson		Specific Careers TBC - Internal Lesson		Specific Careers TBC - Internal Lesson		Specific Careers TBC - Internal Lesson?
		FINANCE TBC - PENDING		Specific Careers TBC - Internal Lesson		Specific Careers TBC - Internal Lesson		Specific Careers TBC - Internal Lesson		Specific Careers TBC - Internal Lesson?
		FINANCE TBC - PENDING		Specific Careers TBC - Internal Lesson		Specific Careers TBC - Internal Lesson		Specific Careers TBC - Internal Lesson		Specific Careers TBC - Internal Lesson?
Summer Term 2	Diversity	FINANCE TBC - PENDING	Discrimination	Specific Careers TBC - Internal Lesson	Respectful Relationships	Specific Careers TBC - Internal Lesson	Addressing Extremism and Radicalisation	Is It Worth A Gamble?	Exams	
		Rising Above Cyberbullying		Racism and Discrimination		Relationships & Their Legal Status		FINANCE TBC - PENDING		
		R U OK?		Gender-Based Discrimination		Put A Ring On It		FINANCE TBC - PENDING		
		Homophobia		Gay Rights		Different Kinds of Intimacy		FINANCE TBC - PENDING		
		Exploring the Democratic Process		Religious Freedom in the UK		Different Types of Families		FINANCE TBC - PENDING		
		How laws are made		R.E.S.P.E.C.T		Domestic Conflict		FINANCE TBC - PENDING		
Ageism and Ableism	Multi-Cultural Society	Positive Parenting	FINANCE TBC - PENDING							
Respecting and celebrating Religious Diversity	Respecting Transgender Identities	Solutions for Homelessness	FINANCE TBC - PENDING							

Appendix 2: 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) • 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	PUPILS 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	PUPILS 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

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	
Staff signature	