



# HELE'S SCHOOL

## Relationships and sex education policy

This policy was originally developed on 14/2/2020 and updated on 01/02/23

Review Date: Spring 2025

### Abbreviations used in this policy

### PSHE- Personal, Social and Health Education

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## 1. Aims

The aims of relationships and sex education (RSE) at Hele's School 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

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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 relationships

## Vision and Objectives

### Vision

At Hele's School we believe that our high-quality Relationships and Sex Education will stay with our pupils for life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people, and in the future as adults. RSE at Hele's School is an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. We are committed to the important role that RSE plays in pupils' holistic education and we aim to build on the RSE programmes covered in primary school.

### Objectives

Heals school our relationships and sex education programme seeks to:

- be age appropriate and differentiated to the needs of the pupils including SEND, autistic, visually impaired pupils and any other disability that may require a bespoke curriculum
- present information in an objective, balanced and sensitive manner
- encourage the development of social skills and strategies which will reduce the risk of exploitation, misunderstanding and abuse
- be fully inclusive of all genders, sexual orientations, and all types of families (LGBT inclusive)
- Develop a clear understanding of the importance of consent ; how to give, withdraw, ask for and recognise consent
- reinforce the importance of loving relationships rooted in mutual respect
- represent all types of families and to explore the different methods for starting a family
- ensure people can identify the qualities of healthy and unhealthy relationships
- allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity
- make pupils aware of how and where to seek help if they are in an unhealthy or abusive relationship
- prepare pupils for the journey from adolescence to adulthood
- provide pupils with a safe environment to learn about sexual orientation and gender identity reinforcing the importance of mutual respect and tackling stereotypes
- ensure that pupils have a clear understanding of sexual and reproductive biology including knowledge of HIV and other sexually transmitted diseases
- ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception
- place paramount importance on online safety and the risks of using social media and the Internet for sexual purposes

## 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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 Hele's School we teach RSE as set out in this policy. This policy pays due regard to the trust funding agreement.

### 3. 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 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 stakeholders were provided with information regarding proposed content to be delivered, and invited to make recommendations
4. Pupil consultation – we investigated what exactly pupils want from their RSE and when they felt it needed to be delivered
5. Ratification – once amendments are made, the policy will be shared with Hub Advisory Members and ratified

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, 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 by subject area and available on our website; we may need to adapt it as and when necessary.

We have developed the RSE curriculum in consultation with parents, pupils and staff, taking into account the age, 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.

### 6. Delivery of RSE

RSE is taught as a strand within the PD curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in RS. Some aspects of RSE are also delivered discreetly in other subject areas, and this is mapped across the curriculum.

Trained health professionals support the delivery of aspects of our RSE curriculum for all students, including those with special educational needs.

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

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).

## **7. Roles and responsibilities**

### **7.1 The Hub Advisory Board**

The Hub Advisory Board will approve the RSE policy, and hold the Principal to account for its implementation.

### **7.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE .

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE

- Responding to the needs of individual pupils

- Ensuring information is up to date and current

- 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 Leadership Team:

Sarah Smith – Head of PSHE

Andrea Ayres -DIP to PSHE

Clare Pomfret – Deputy Head Curriculum

Justine Mason – Principal

### **7.4 Pupils**

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

Where possible all pupils will remain with their class for RSE lessons. Pupils with SEN will either receive the support of a learning support assistant during their RSE lessons, or arrangements will be made for specific pupils to be withdrawn to receive an adapted version of the RSC programme delivered within the SEND department. The SENDCO and Head of PSHE will make the relevant plans at the start of each academic year in consultation with parents .

Pupils will be signposted to members of staff, agencies and website links that may be useful

## **8. Parents' right to withdraw**

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 and addressed to the Principal.

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

E.g. the student may work with supervision on suitable alternative work

Appropriate and purposeful work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff receive an induction delivered by the PSHE lead which focuses on the delivery of sensitive topics and creating a respectful classroom, Staff are provided with guidance documents to support the delivery of units; these documents are of particular significance for topics of a sensitive nature.

Visitors from outside the school, such as school nurses or sexual health professionals, are invited in to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored as part of the whole school quality assurance process including Drop-ins, student voice, staff feedback and Work Scrutiny.

This policy will be reviewed annually. At every review, the policy will be approved by Principal and the Hub Advisory Members.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

RSE in the Whole School Curriculum		
<b>Relationships Education</b> <b>ALL STUDENTS (Y7-11)</b> <b>OPTIONAL SUBJECTS</b>		
Families	History	History -Trustworthy sources of information
	Drama	Blood Brothers – Families – positive & negative (Y8) Evacuees (Y9)
	Religious Studies	Types of family, Roles of Men & Women, Nature & Purpose of marriage, Humanist attitudes, marriage outside religion, cohabitation, adultery, why marriages fail, divorce, separation, arranged marriages, sexual relationships (Y10)
	English	<b>GCSE</b> Macbeth – Abusive relationships – Macbeth and Lady Macbeth <b>GCSE</b> An Inspector Calls – Roles and responsibilities of parents – Birling family <b>GCSE</b> Love and relationship poetry - Range of stable and dysfunctional relationships (abusive relationships, suffering loss etc) <b>GCSE</b> A Christmas Carol – Crachits – positive family relationships
	Sociology	Families & Households –relationship of family to social structure & social change, Changing patterns of marriage, cohabitation, separations, divorce, childbearing, gender & domestic labour, nature of childhood (Y12)
Respectful Relationships (including Friendships)	PSHE	Healthy relationships, British Values

	History	Who are the British? (Y7) Gender Stereotypes (Y8) Civil Rights Movement (Y9) Treatment of the Jews (Y10)
	Drama	Midsummer Night's Dream – Friendships & Respect (Y8)
	Religious Studies	Equality & Respect, Hate Crime, Apartheid (Y9) Human Rights, Good & Evil (Y9 Y10 Y11)
	MFL	Cultural Stereotyping (Y7-13)
	English	<b>GCSE</b> An Inspector Calls – Gerald's and Eric's relationship with Eva Smith. Power dynamics and sexual violence. <b>GCSE</b> English Language – writing about relationships in creative writing tasks.
	Business Studies	Working relationships – work place rules and employment law (Y11)
	Psychology	Relationships (Y12/13)
	Criminology	Unit 1 Domestic Violence, Honour killings, 'Dark side of family' (Y12)
Online & Media	History	Domesday – Using knowledge & media as forms of control (Y7) Propaganda (Y8 & Y10)
	Computing/ICT	E-safety – communicating online, hiding identity online (Y7) Cloud computing and ways of communicating (Y8) Cultural, Economic, Legal & Environmental issues in computing (Y10-13)
	Business Studies	Market Research, Digital Footprint, Data Collection using social media (Y10)
Being Safe	EPiC/Religious Studies	Relationships - Sexual Consent, Rape (Y10)
	English	<b>GCSE</b> An Inspector Calls – Eric and Eva – suggested issues with consent.
	Drama	Devised Stimulus Performance (Y10-11 2019-10)
	Criminology	Unit 1 Domestic Violence,

Intimate and sexual relationships including sexual health	EPIc/Religious Studies	Relationships – Fidelity, promiscuity, purpose of sex, attitudes to sex, contraception, attitudes to contraception, family planning, chastity, celibacy, same sex relationships (Y10 ) <a href="#">Abortion/ProLife/Pro Choice (Y11 Full course)</a>
	Science	Facts about reproductive health, fertility, impact of lifestyle on fertility (Y7) Puberty & Menstrual Cycle, Controlling fertility – oral contraceptives, barrier contraceptives, sterilization, abstinence (Y10) Bacterial Diseases including gonorrhoea, Viral diseases including HIV – transmission and treatment (Y10) <a href="#">Communicable diseases HIV/Aids (Y12)</a>
<b>Health Education</b>		
Mental Wellbeing	PE	<a href="#">Health &amp; Wellbeing (GCSE)</a>
	MFL	Staying Health – Exercise & Diet (Y9-11)
	English	<b>GCSE</b> Macbeth-GCSE -Lady Macbeth’s mental breakdown <b>GCSE</b> poetry – coping with loss and the ending of relationships; psychological impact of relationships
	<a href="#">Business Studies</a>	<a href="#">Motivation in the workplace (Y10)</a>
	Science	<a href="#">Biology – Mental Ill Health (Y12)</a>
	Drama	<a href="#">Drama performance supports the development of student motivation, team camaraderie, overcoming anxiety and controlled emotion.</a>
	<a href="#">Computing/ICT</a>	<a href="#">Cultural, Economic, Legal &amp; Environmental issues in computing (Y10-13)</a>
	<a href="#">Psychology</a>	<a href="#">Psychopathology – Depression (Y12)</a>
Internet Safety & Harms	History	Comparing propaganda to advertising (Y8)
	<a href="#">Computing/ICT</a>	<a href="#">Browsing habits, impact of adverts, instagram influencers (Y7-13)</a>
	MFL	<a href="#">New Technologies (Y9-10)</a>
	<a href="#">Psychology</a>	<a href="#">Virtual Relationships (Y13)</a>
Physical Health & Fitness	PE	<a href="#">Health &amp; Wellbeing (GCSE) Diet &amp; Nutrition (Cam Nat)</a>



	Science	Physical effects of an unbalanced diet (Y8) Cardiovascular disease (Y9) Health & Disease – Definition of Health, Physical and Mental Health, linking diet to physical and mental health, risk factors for non-communicable disease – diet, lifestyle, stress, smoking, obesity (Y10) Danger of waves – cancer (Y10)
	MFL	Health Risks (Y9)
	History	Development of Healthcare system in the 20thC (Y10) Modern Medicine (Y10)
	PE	Anatomy & Physiology (Y13)
Healthy eating	PE	Health & Wellbeing (GCSE) Diet & Nutrition (Cam Nat)
	Science	Obesity & Diet – Diabetes (Y10)
	History	Cancer case study – causes and treatment (Y10)
	Hospitality	Nutrition
Risks to Health -Drugs, alcohol & tobacco	History	Should smoking and alcohol be banned? Purpose of the Law (Y9) Prohibition (Y12) Development of Health care system (Y10)
	Science	Effects of smoking on the foetus (Y7) Effects of disease and lifestyle on the breathing system (Y8) How have attitudes to smoking changed?(Y8) Risks of smoking (Y10)
	Religious Studies	Religious views towards intoxicants (Y9)
	Psychology	Optional Unit – Addiction (Y13)
Health & Prevention	PE	Keeping fit – active lifestyles
	Science	Transmission of communicable diseases (Y10) Drugs, disease and antibiotics Immunization and Vaccination (Y10) Communicable diseases and transmission, Immunization and Vaccination (Y12)
	History	Medicine through time (Y10)
	Business Studies	Maslow's Basic Needs (Y10)
	PE	Anatomy & Physiology (Y13)

	Psychology	Biopsychology – Sleep (Y13)
Basic First Aid	DofE	Restart a Heart / First Aid
Changing Adolescent Bodies	Science	Male & Female reproductive systems (Y7)

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

### Appendix 3: 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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>