

WHOLE SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY (RSE) - SECONDARY

Presented to:

**Trustee Standards Meeting
19 June 2025**

Date approved: ¹	27 June 2019
Date reviewed: ²	19 June 2025
Date of next review: ³	Summer 2028

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus three years

- Headteacher also means Head of College and Principal
- School also means College, Academy or Academies
- References to School are taken to mean any school within the Four Cs Multi-Academy Trust

WHOLE SCHOOL RELATIONSHIP AND SEX EDUCATION POLICY (RSE) - SECONDARY

This policy is freely available to the entire school community. It will also be made available on the school website.

1.0 DEFINITION

The Trust is fully committed to ensuring every student receives a comprehensive understanding of relationships and sex education. When considering relationship and sex education we are concerned with lifelong learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, developing skills and informing positive beliefs, values and attitudes. The Trust is particularly keen to ensure that students can make informed choices regarding issues related to their physical and emotional health.

2.0 AIM

To deliver effective RSE to ensure that young people are able to make well informed decisions about their health and life. To work collaboratively with parents to ensure a combined approach and to make certain they feel empowered and confident discussing RSE with their child.

3.0 OBJECTIVES: STUDENTS SHOULD KNOW BY THE END OF SECONDARY SCHOOL

(Please note, lessons and content will be age appropriate and developmentally appropriate for all students. The scheme of work can be found on the school website).

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 eg 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 (eg 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.
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 Female Genital Mutilation (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).
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, eg 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.

	<ul style="list-style-type: none"> • 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.
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4.0 MORALS AND VALUES FRAMEWORK

Students are encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. They will consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity of other's needs, loyalty and fidelity. They will consider the physical, emotional and moral implications and risks of certain types of behaviour. Young people will be given RSE facts in a clear, objective, balanced and sensitive manner; all presented within a clear framework of values and the laws. Students will be encouraged to develop their resilience, develop their personal attributes such as kindness, integrity, generosity and honesty with the outcome to be well-rounded citizens in society.

5.0 PROVISION AND DELIVERY

RSE is delivered through a timetabled PSHE curriculum, Science, Collapsed Days and enrichment activities. The basic biology of reproduction is taught through Year 7 Science lessons, as part of the Science National Curriculum. Through PSHE, RSE is taught by skilled teachers who feel comfortable in delivering the topic. Team members include experienced teachers, health professionals and other professional bodies. Post 16 RSE is delivered during their Personal Development lessons.

6.0 SEND AND INCLUSION IN TEACHING

The Trust is committed to ensuring that Relationships and Sex Education is accessible to all students, including those with special educational needs and disabilities (SEND). Teaching will be differentiated and personalised where appropriate to meet the developmental needs of individual students. Staff will use a range of approaches, including visuals, structured discussion, and additional support materials to ensure understanding. The Trust recognises that students with SEND may be more vulnerable to exploitation, bullying or other issues related to relationships and sex education, and will ensure that content is delivered in a way that is clear, sensitive and inclusive. All staff delivering RSE will work closely with the SENCO and relevant pastoral staff to ensure the curriculum is fully inclusive and that no student is left behind in their learning.

7.0 INCLUSION, EQUALITY AND RESPECT FOR DIVERSITY

The Trust is committed to delivering Relationships and Sex Education that is inclusive, respectful and reflective of the diverse society in which we live. The curriculum recognises and celebrates different family structures, including same-sex parents, single-parent families, blended families and extended families. It also includes teaching about LGBTQ+ relationships in a factual, age-appropriate and sensitive way, in line with statutory guidance and the Equality Act 2010. While the Trust respects the religious and cultural beliefs held by members of its school communities, it has a duty to ensure that all students receive accurate, inclusive and legally compliant education. Teaching will acknowledge different faith and cultural perspectives, while promoting mutual respect, equality and the importance of understanding and valuing the experiences of others. The aim is to ensure that every student feels represented, respected and supported within the RSE curriculum.

8.0 RSE AND CONFIDENTIALITY

A teacher taking a RSE lesson is not in a position to promise that all information that might emerge would be kept confidential. If issues arise which may suggest sexual abuse or an illegal sexual activity, the teacher cannot guarantee confidentiality. Any concerns need to be reported to the designated teacher responsible for child protection, who will then work with Peterborough Child Protection Procedures for the Education Services or refer to the relevant health professional. Refer to the Trust's Child Protection Policy for more detailed information.

9.0 CONTRACEPTIVE ADVICE

Schools will provide general education on contraception. However, it is not the responsibility of any member of staff to offer individual student advice on contraception. It is however appropriate that these young people are made aware of relevant health professionals and services available who can offer a comprehensive service. Young people will always be encouraged to discuss these issues with their parents/carers.

10.0 HYPA (Health and Young Persons Advice Clinic) is provided on site weekly during a lunchtime. Students from Year 9 upwards are made aware of the clinic and what it offers if they ever feel the need to access it for confidential advice on the following areas:

- Sexual health, including STI's, contraception and pregnancy
- Drugs
- Smoking
- Alcohol
- Health issues
- Friendship issues

The service is manned by fully trained professionals in:

- Sexual Health and Contraception
- Alcohol Awareness
- Drugs Awareness
- Youth Workers
- Qualified Nurses

All run through the NHS Integrated Contraception and Sexual Health Service (iCaSH).

11.0 USE OF EXTERNAL AGENCIES

Some areas of RSE are supported by visiting professionals from local authorities. These visitors will be made aware of the Trust's RSE policy and will be asked to discuss the material to be presented with the appropriate staff before the session. This will ensure that the content fits into the RSE framework appropriately. A teacher will always be present and responsible for the class welfare.

12.0 EQUAL OPPORTUNITIES

In presenting information on RSE, different rates of physical, intellectual and emotional development will be considered. Questions from individual students will be handled sensitively. We are aware of different religious and cultural views and aim to present a balanced view in our resource material. We will also ensure that the work is relevant to all students, without exclusion, in line with the Equality Act 2010.

13.0 PARTNERSHIP WITH PARENTS/CARERS

13.1 The partnership between home and school is crucial in shaping how young people behave, particularly in accordance to their health and making informed choices. Each needs to support and reinforce the positive messages of the other. Communication between school and home is a vital part of this policy to ensure parents/carers feel fully informed and included within the RSE education of their child.

13.2 Information will be available on the website. Parents/carers have the right to withdraw their child from Sex RSE lessons but NOT relationship RSE or statutory Science lessons unless this conflicts with religious or cultural beliefs. However, should a parent/carer be considering such a step, it is suggested that they talk it through with their child and then the PSHE lead. If the parent/carer decides this step is necessary, then the Head of PSHE will provide a resource pack for the parent/carer to fulfil the task of educating their child on the topics being missed. A parent / carer can only withdraw up until 3 terms before the child's 16th birthday. The child may then decide to opt-in.

14.0 ROLE OF THE TRUSTEES / GOVERNORS

Trustees and Governors will be responsible for ensuring that the Trust's policy is upheld and can also offer guidance in areas where they have professional expertise.

15.0 MONITORING AND REVIEWING

15.1 Monitoring and reviewing of RSE will be ongoing.

15.2 RSE lessons taught in Science will be reviewed within the schemes of work by the Science department.

15.3 RSE lessons taught through PSHE will be reviewed through termly PSHE meetings and lesson observations. The PSHE Lead will sample students' work, feedback from students, and keep up to date with issues via discussions with local health professionals.

15.4 The school Performance Management system will ensure that the quality of RSE is consistently delivered.

15.5 The PSHE Lead will review the policy in light of changes to the curriculum and national agenda.

- 15.6 Teachers of RSE will continue to be given the opportunity to further their skills through peer observation or courses as appropriate.
- 15.7 This policy has been written to reflect the needs and views of teachers and students, to ensure it is fully inclusive.
- 15.8 The RSE Policy is overseen by the PSHE Lead.

16.0 Policy Review

The Trustees will review this policy in line with the procedure for policy review. Date for review - If no other reason for review (see policy review procedure) this policy will be reviewed in three years.