



MURRAY PARK SCHOOL

Relationships and Sex Education (RSE) Policy

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| Title of Policy | Relationships and Sex Education (RSE) Policy |
| Date of adoption | Autumn 2024 |
| Originator | Joe Hyndman |
| Date of review | Autumn 2025 |
| Additional information | <p>Please also refer to UK GDPR DPA Policy.</p> <p>Please also refer to the Safeguarding Policy.</p> <p>Updated April 2021 following leaving the European Union; policy updated to refer to UK GDPR</p> |

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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 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; and
- teach pupils the correct vocabulary to describe themselves and their bodies.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). RSE teaches pupils what is acceptable and unacceptable behaviour in relationships.

Effective RSE enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. Alongside being taught about intimate relationships, pupils are taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. Pupils study the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. The pupils also learn what the law says about relationships and young people, in addition to broader safeguarding issues. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour are addressed and taught in a sensitive and clear manner. Pupils are taught the rules and principles for keeping safe online.

The importance of RSE is outlined in our curriculum rationale and in our ambition statement. Our PRIDE ethos and values focus on the importance of respecting each other, irrespective of race, sexuality or gender and the importance of positive mental health and wellbeing. Our health and wellbeing provision ensures that our pupils lead healthy and fulfilling lives and that every pupil has the knowledge and confidence to take care of their own health and wellbeing. Through our curriculum, our pupils develop the confidence to embrace the responsibilities that life has to offer.

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils 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](#).

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving secondary education must be taught RSE and Health Education.

Equality

Schools are required to comply with relevant requirements of the Equality Act 2010 and, in particular, the Public sector equality duty (PSED) (s.149 of the Equality Act).

Under the provisions of the Equality Act, 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). In teaching RSE, schools should ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

When teaching RSE, the religious background of all pupils must be taken into account when planning teaching. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Schools must make certain that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT+, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

3. Policy development

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

- Review – The Assistant Headteacher responsible for Personal Development has collated all relevant information including relevant national and local guidance
- Consultation with the governing board and with staff – all school staff were given the opportunity to study the policy and make recommendations
- Parent/carer/stakeholder consultation – parents/carers and interested parties were invited to comment and make recommendations regarding the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors 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. It is not about the promotion of sexual activity. Pupils will cover the following content:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

5. Curriculum

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

We have developed the curriculum in consultation with parents/carers, pupils, staff and governors, 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 do not seek answers online.

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, and other aspects are included in religious studies (RS). Pupils also receive sex education sessions delivered by trained health professionals. Lessons and resources are differentiated in order to meet the needs of all pupils and to ensure accessibility.

The teaching of RSE complements several national curriculum subjects. Links are drawn between subjects and teaching is integrated where appropriate. The national curriculum for citizenship at key stages 3 and 4 provides pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education fosters the pupils' awareness and understanding of how laws are made and upheld and prepares pupils to take their place in society as responsible citizens.

At key stage 3 and 4, the national curriculum for science includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.

The national curriculum for computing covers e-safety with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

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).

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

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from some or all of sex education delivered as part of statutory RSE.

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; and
- responding appropriately to pupils whose parents/carers wish them to be withdrawn from some or all of sex education delivered as part of statutory 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.

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'/Carers' right to withdraw

Parents/carers have the right to withdraw their children from some or all of sex education delivered as part of statutory 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 headteacher.

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

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

Parents have the right to see what their children are being taught in RSHE lessons. Parents wishing to view RSHE teaching materials can request copies by putting the request in writing addressed to the headteacher.

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. Training is provided by the RSE lead before the commencement of each unit of work.

The RSE Lead 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 the RSE lead, through the School's quality assurance system. This includes WalkThrus, scrutiny of the pupils' work and evaluations completed by pupils, teachers and external organisations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

When working with extremal organisations, the RSE lead is responsible for ensuring that checks on the credentials of the visitor and the visiting organisation are made. The RSE lead ensures that the teaching delivered by the visitor fits with the planned programme and this policy. The RSE lead discusses with the visitor how the sessions will be delivered and ensures that the content is age-appropriate and accessible for the pupils. The materials that the visitor will use are checked in addition to the lesson plan in advance, so that she can ensure that they meet the full range of the pupils' needs, including pupils with special educational needs. It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with School policy. The use of visitors is to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

This policy will be reviewed by the SLT on an annual basis. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

The curriculum map below details the topics and the themes that will be taught in each year group. Relationships and Sex Education lessons will take place in the Autumn term for KS3 and will start in the Autumn term and continue into the Spring term in KS4. Parents/Carers will be informed in advance of the sessions being delivered. As part of the Relationships and Sex Education programme members of staff will use the Unifrog PSHE (Personal, Social, Health and Economic education) and RSE (Relationships and Sex Education) resources. These fulfil the statutory requirements for Relationships, Sex and Health Education.

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| Diversity and anti-racism | Positive relationships | What is diversity? | Y 7 |
| Wellbeing and mental health | Mental health and emotional wellbeing | What is mental health? | Y 7 |
| Wellbeing and mental health | Self concept | Social media and mental health | Y 7 |
| Relationships, family and friends | Positive relationships | What makes a healthy relationship? | Y 7 |
| Relationships, family and friends | Forming and maintaining respectful relationships | Coping with change: bereavement, divorce and separation | Y 7 |
| Physical health | Drugs, alcohol and tobacco | Smoking and vaping: risks and consequences | Y 7 |
| Physical health | Healthy lifestyles | Healthy lifestyles: maintaining a balanced diet | Y 7 |
| Physical health | Healthy lifestyles | Female genital mutilation (FGM): facts and risks | Y 7 |
| Sexuality, gender and sexual health | Puberty and sexual health | Growing up: physical and mental changes | Y 7 |
| Sexuality, gender and sexual health | Puberty and sexual health | Understanding menstruation | Y 7 |
| Life skills | Bullying, abuse and discrimination | Recognising and preventing bullying | Y 7 |
| Online safety | Media literacy and digital resilience | Media literacy: staying safe online | Y 7 |
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| Diversity and anti-racism | Relationship values | Challenging gender stereotypes | Y 8 |
| Wellbeing and mental health | Mental health and emotional wellbeing | Mental health: talking about our emotions | Y 8 |
| Wellbeing and mental health | Self concept | Self-esteem and confidence | Y 8 |
| Relationships, family and friends | Positive relationships | Understanding marriage | Y 8 |
| Relationships, family and friends | | Overcoming conflict and finding forgiveness | Y 8 |
| Relationships, family and friends | Bullying, abuse and discrimination | Spotting unhealthy and abusive relationships | Y 8 |
| Physical health | Drugs, alcohol and tobacco | Addictive substances: alcohol | Y 8 |
| Physical health | Healthy lifestyles | Healthy lifestyles: exercising for physical and mental wellbeing | Y 8 |
| Physical health | Healthy lifestyles | Healthy lifestyles: taking responsibility for your physical health | Y 8 |
| Sexuality, gender and sexual health | Positive relationships | Sexuality and gender identity: an introduction | Y 8 |
| Sexuality, gender and sexual health | Consent | Consent: what is it and why is it essential? | Y 8 |
| Life skills | Managing risk and personal safety | Gambling: the facts | Y 8 |

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| Life skills | Managing risk and personal safety | Managing risk: looking after your personal safety | Y 8 |
| Online safety | Media literacy and digital resilience | Media literacy: interpreting information on the internet | Y 8 |

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| Diversity and anti-racism | Bullying, abuse and discrimination | Recognising and preventing discrimination | Y 9 |
| Wellbeing and mental health | Mental health and emotional wellbeing | Mental health: developing coping strategies | Y 9 |
| Relationships, family and friends | Social influences | Social influences: tackling peer pressure | Y 9 |
| Relationships, family and friends | Forming and maintaining respectful relationships | Relationships and conflict | Y 9 |
| Relationships, family and friends | Contraception and parenthood | Family life: parenthood and caring | Y 9 |
| Physical health | Drugs, alcohol and tobacco | Addictive substances: legal and illegal drugs | Y 9 |
| Physical health | Healthy lifestyles | Healthy lifestyles: health services, self examination and vaccination | Y 9 |
| Physical health | Healthy lifestyles | Healthy lifestyles: achieving balance | Y 9 |
| Sexuality, gender and sexual health | Contraception and parenthood | Practising safe sex STIs | Y 9 |
| Sexuality, gender and sexual health | Positive relationships | Sex, relationships, and the media | Y 9 |
| Life skills | Social influences | Social influences: young people and gangs | Y 9 |
| Online safety | Consent | Sex and consent online | Y 9 |

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| Life skills | Financial choices | Financial choices: managing finances in the world of work | Y10 |
| Life Skills | Financial Choices | Being self-employed or working freelance | Y10 |
| Diversity and anti-racism | Bullying, abuse and discrimination | Challenging prejudice and discrimination | Y10 |
| Wellbeing and mental health | Self-concept | An introduction to body image | Y10 |
| Wellbeing and mental health | | Recognising strengths in ourselves and others | Y10 |
| Relationships, family and friends | Relationship values | Changing relationships: managing your feelings | Y10 |
| Relationships, family and friends | Positive relationships | The impact of relationships | Y10 |
| Relationships, family and friends | Social influences | Navigating social influence and pressure | Y10 |
| Physical health | Health-related choices | What is a healthy lifestyle? | Y10 |
| Physical health | Drugs, alcohol and tobacco | Alcohol: risks, consequences, and safety | Y10 |
| Physical health | Health-related choices | Health-related choices: aesthetic procedures | Y10 |
| Physical health | Health-related choices | Health-related choices: blood, organ and stem cell donation | Y10 |
| Sexuality, gender and sexual health | Contraception and parenthood | Sexual health: choosing and accessing contraception | Y10 |
| Sexuality, gender and sexual health | Contraception and parenthood | Understanding pregnancy: your choices | Y10 |
| Sexuality, gender and sexual health | Positive relationships | Sexuality and gender identity: coming out | Y10 |

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| Life skills | Managing risk and personal safety | Managing risk: unsafe and emergency situations | Y10 |
| Online safety | Media literacy and digital resilience | Staying safe online: protecting your personal data | Y10 |

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| Life skills | Financial choices | Staying safe: protecting your finances | Y11 |
| Life skills | Financial choices | Financial choices: working and earning | Y11 |
| Diversity and anti-racism | Positive relationships | Know your rights: the Equality Act 20Y10 | Y11 |
| Online safety | Media literacy and digital resilience | Staying safe online: misinformation and extremism online | Y11 |
| Wellbeing and mental health | Mental health and emotional wellbeing | Mental health: revisited | Y11 |
| Physical health | Health-related choices | Managing our health: services and support | Y11 |
| Relationships, family and friends | Relationship values | Navigating conflict in relationships | Y11 |
| Relationships, family and friends | | Taking others' perspectives | Y11 |
| Physical health | Drugs, alcohol and tobacco | Illegal drugs: risks, consequences, and support | Y11 |
| Physical health | Drugs, alcohol and tobacco | Substance addiction: how to seek help | Y11 |
| Life skills | Managing risk and personal safety | Gambling: risks, consequences, and safety | Y11 |
| Sexuality, gender and sexual health | Consent | Understanding consent and intimacy: offline and online | Y11 |
| Sexuality, gender and sexual health | Positive relationships | Understanding pornography | Y11 |
| Sexuality, gender and sexual health | Sexual health and fertility | Sexual health: preventing and treating STIs | Y11 |
| Relationships, family and friends | Positive relationships | Rights and responsibilities: marriage and civil partnerships | Y11 |

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

| TOPIC | PUPILS SHOULD KNOW |
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| 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 |
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| 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). |
| 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/Carer form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS/CARERS | | | |
|--|--|-------------|--|
| Name of child | | Tutor group | |
| Name of parent/carers | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
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| Parent/Carer signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
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| Agreed actions from discussion with parents/carers | |
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