



Relationship and Sex Education Policy

1. Purpose:

The Reach Free School believes that its pupils are entitled to a responsible and relevant relationship and sex education (RSE) as one of the strands of the Relationships, Enterprise, Aspirations, Citizenship and Health (REACH) programme.

2. Aims:

This policy aims:

- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory Requirements

3.1 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 The Reach Free School we teach RSE as set out in this policy.

4. Policy Development

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

Review - The Deputy Headteacher - Quality of Education pulled together all relevant information including relevant national and local guidance

Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation - parents and any interested parties were invited to attend the parents forum about 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

5. Definition

5.1 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.

5.2 RSE involves a combination of sharing information, and exploring issues and values.

5.3 RSE is not about the promotion of sexual activity.

6. Curriculum

6.1 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, guardians and carers, 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 pupils are fully informed and don't seek answers online.

7. Delivery of Relationships and Sex Education (RSE)

7.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum which we brand as (Relationships, Enterprise, Aspirations, Citizenship and Health) REACH Time. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Humanities.

7.2 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 friendship
- Online and with the media
- Being safe
- Intimate and sexual relationships, including sexual health

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

7.3 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, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents or 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).

7.4 Pupils will be assessed by their teachers using low stakes testing for example via GoogleForms and through their attitude to learning. This will be reported to parents, guardians and carers alongside other subjects as part of REACH time.

8. Roles and Responsibilities

8.1 The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher will review the RSE policy, and hold the Deputy Headteacher - Quality of Education to account for its implementation.

8.3 The Deputy Headteacher - Quality of Education

The Deputy Headteacher - Quality of Education 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 9).

8.4 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, guardians and carers 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 Deputy Headteacher - Quality of Education.

8.5 Pupils

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

9. Parents', Guardians' and Carers' right to withdraw

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

9.2 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Deputy Headteacher - Quality of Education.

9.3 A meeting will need to take place between parents, guardians or carers and the Deputy Headteacher - Quality of Education to confirm withdrawal and agree arrangements and actions for the pupil.

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

10. Training

10.1 Staff are trained on the delivery of RSE as part of their induction, and it is included in our continuing professional development calendar.

10.2 The Deputy Headteacher - Quality of Education 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.

Procedures

11. Complaints

11.1 It is important that there is a partnership between home and The Reach Free School in all aspects of the pupils' education, including sex education.

11.2 In the event of a parental, guardian or carer complaint with regard to sex education, the Head of House will discuss the problem with the parent, guardian or carer. In the event of the

matter remaining unresolved it will be passed on to the Deputy Headteacher - Quality of Education and then to the Headteacher and the Governing Body to make a decision.

11.3 A parent, guardian or carer may withdraw their child from part of the sex education programme, when after meeting the Headteacher and a Governor they still believe that the material is unsuitable for their child. In the event of a child being withdrawn from sex and relationships education, they will be supervised by an available member of staff to complete work related to another area of the REACH Time curriculum.

12. Monitoring and Review

This policy will be monitored by the Governing Body for The Reach Free School and reviewed every three years.

Links with other policies

PSHE and Citizenship
Teaching and Learning
Drug and Alcohol Education
Equality Scheme

Created: January 2013

Revised: March 2023

Ratified by the Governing Body: October 2013

Date of Last Review: March 2023

Date of Next Review: Spring 2026

Change History	Date	Change(s) Made	Change Author	EDI ¹
V1.0		Policy created	NSI	
V1.1		Minor amendments to the policy to reflect how SRE is delivered	RBO	
V2.0		Policy re-written as a result of the introduction of new DfE Guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education which is statutory for September 2020	ASM	
V2.1		Appendix 1: Curriculum map updated	ASM	
V2.2	March 2023	Minor changes linked to changes in role	ASM	Yes

¹ Any changes or revisions to the policy have considered equality, diversity and inclusion.

Appendix 1: Curriculum map

Year	Term	Topic details
7	Spring	<p>Influences on relationships online and in the media</p> <ul style="list-style-type: none"> • <i>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</i> • <i>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.</i> • <i>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</i> • <i>what to do and where to get support to report material or manage issues online.</i> • <i>the impact of viewing harmful content.</i> • <i>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.</i> • <i>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</i> • <i>how information and data is generated, collected, shared and used online.</i>
7	Spring	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>practical steps they can take in a range of different contexts to improve or support respectful relationships.</i> • <i>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).</i> • <i>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.</i> • <i>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</i> • <i>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</i> • <i>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</i> • <i>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.</i>
8	Autumn	<p>Families</p> <ul style="list-style-type: none"> • <i>that there are different types of committed, stable relationships.</i> • <i>how these relationships might contribute to human happiness and their</i>

		<p>importance for bringing up children.</p> <ul style="list-style-type: none"> ● <i>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.</i> ● <i>why marriage is an important relationship choice for many couples and why it must be freely entered into.</i> ● <i>the characteristics and legal status of other types of long-term relationships.</i> ● <i>the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.</i> ● <i>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.</i>
8	Spring	<p>Being safe/ Healthy relationships</p> <ul style="list-style-type: none"> ● <i>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.</i> ● <i>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).</i>
9	Autumn	<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> ● <i>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.</i> ● <i>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.</i> ● <i>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</i> ● <i>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</i> ● <i>that they have a choice to delay sex or to enjoy intimacy without sex.</i> ● <i>the facts about the full range of contraceptive choices, efficacy and options available.</i>
9	Spring	<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> ● <i>the facts about the full range of contraceptive choices, efficacy and options available.</i> ● <i>the facts around pregnancy including miscarriage.</i> ● <i>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).</i> ● <i>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.</i> ● <i>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</i> ● <i>how the use of alcohol and drugs can lead to risky sexual behaviour.</i>

		<ul style="list-style-type: none"> • <i>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</i>
10	Summer	<p>LGBT and Parenting themes</p> <ul style="list-style-type: none"> • <i>Understand gender identity and sexual orientation</i> • <i>how the pride movement started and has impacted on the lesbian, gay, bi and trans community</i> • <i>What 'Pride' is</i> • <i>LGBT History</i> • <i>The impacts of becoming a parent</i> • <i>The logistics of being a parent</i> • <i>Pregnancy, paternity and maternity</i>

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 its 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, guardians or carers with respect to raising 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
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

	<ul style="list-style-type: none"> ● 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

	<p>who contract them and key facts about treatment</p> <ul style="list-style-type: none">• 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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Appendix 3: Parent, Guardian or Carer Form: Withdrawal from sex education within RSE

This form should be emailed to the Deputy Headteacher - Inclusion or submitted as a hard-copy via reception marked FAO: Deputy Headteacher - Quality of Education

To be completed by parents, guardians or carers:

Pupil Name:	Form:
Name of parent, guardian or carer:	Date:
Reason for withdrawing from sex education within relationship education	
Any other information you would like the school to consider	
Signature:	

To be completed by the school:

Agreed actions from discussion with parents, guardians or carers:	
Action	Staff responsible