

Relationships and Sex Education Policy Y7-Y13

This policy has been written according to government guidance, in consultation with Governors, teaching staff, parents and senior students, in order to meet the needs of students and parents and reflect the community this School serves.

Every senior is provided with relationships and sex education, unless excused from sex education according to the DfE guidelines. The School will continue to 'have regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools.' As this is specifically a Christian school of designated religious character, we serve families who have chosen to send their children to a school where the teaching will be from a biblical point of view, but the school will gradually cover the statutory curriculum on RSE and will also include teaching on all the protected characteristics of age, disability, race, sex, marriage, pregnancy and maternity, religion or belief, sexual orientation, civil marriage and gender reassignment, with the last three being taught in Years 10-11, but all of them being covered by the end of Year 11.

The children will be taught that freedom to hold other faiths and beliefs is protected in law. They will be taught that people with different faiths or beliefs to oneself (including those who leave their faith or have no faith) should be accepted and respected and should not be the cause of prejudicial or discriminatory behaviour.

The children will be helped to understand that there needs to be 'mutual respect and tolerance of those with different faiths and beliefs.' All the teaching has the aim of encouraging respect.

Consultation

Parents have been formally consulted and informed of their right to withdraw from any or all topics in Sex Education. They have been informed that students who are withdrawn will be given other work to do during the RSE lesson, such as PACE work. Parents have had the purpose and content of Relationships and Sex Education explained to them. The school has shown them the proposed resources and they have had the opportunity to ask questions.

The School has listened to the views of the parents and taken them into consideration. This policy will be published on the school's website. It will be reviewed next year with the staff and governors, taking into account any updates, in order to consider feedback on how the lessons have been going and to determine whether any adjustments are necessary. It will be reviewed with parents and senior students every 3 years.

The final policy has been produced by the Head with the Governors but reflects the views of teachers, parents and students.

Introduction

Relationships and Sex Education will sometimes be taught separately and sometimes within other subjects, as appropriate, e.g. Science, Scripture or Literature.

The religious background of all students will be taken into account. Religion or belief is a protected characteristic.

Teaching will reflect the law on relationships and protected characteristics so that young people clearly understand what is/not allowed, and the legal implications of decisions they may make.

RSE will be taught from a Christian faith perspective. Balanced debate may take place about contentious issues. Teaching will also reflect on the implications of the teaching for certain individuals and how churches support people in these matters.

Each proposed resource will be assessed before use to ensure that it is appropriate for the age and maturity of the students and sensitive to their needs. Examples will be provided to parents.

The School will make reasonable adjustments to alleviate disadvantage and be mindful of the needs of children with SEND when planning lessons and activities. The School will also consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (who are potentially at greater risk).

The School will act to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and to provide an environment which challenges perceived limits on pupils based on their sex or any other protected characteristic.

The School will ensure that:

- all teaching is sensitive and age appropriate in approach and content.
- all students understand the importance of equality and respect.
- the needs of all students are appropriately met.

The teaching will be delivered in a non-judgmental, factual way and allow scope for young people to ask questions in a safe environment, using techniques such as distancing, setting ground rules to manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

The School aims to:

1. give students the knowledge of how God intends human beings to live in relationship with him and one another
2. give students the information and understanding they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships.
3. enable them to know what a healthy relationship looks like and what makes a good friend/colleague/successful marriage etc.

4. help them know what is acceptable and unacceptable behaviour in relationships
5. know when a relationship or situation is unsafe and how to act if it is and how to get further help
6. engender respect.
- 7.

Protected characteristics

The school will provide teaching on the protected characteristics of age, disability, race, sex, marriage, pregnancy and maternity, religion and belief, including people with no faith belief and those who have left their faith, sexual orientation, civil marriage and gender reassignment, working to engender respect in the students for people with these protected characteristics and to make sure they understand that they are protected in law. We will also take into account the legal implications of the ruling of April 2025, where it was ruled that transgender certification does not change the legal sex of the individual for the purposes of the Equality Act. The last three characteristics above will be taught in Year 10-Year 11, but all the characteristics will be covered by the end of Year 11.

Sex Education

The teaching is planned to be in line with statutory guidance. Parents have been informed of their right to withdraw and will be given notice of the school's intention to teach on these matters and will be reminded of their right to withdraw from all or some topics. If parents ask to withdraw, the Head will discuss this with them, reminding them of the importance of the material in affecting their child's life happiness and chances and any negative aspects that might attach to withdrawal. The Head however will give permission to withdraw if the parents still want to go ahead, but will be pleased if the parent decides to undertake this teaching themselves at home. The Head will keep note of such discussions with the parents and their outcome.

The student will return to the Learning Centre during these lessons, usually to work on individualised or other supervised work.

Students who have been withdrawn from Sex Education by their parents will be given one term's teaching on Sex Education while they are 15, if they ask for it.

Girls may be taught separately from boys in some lessons to reduce embarrassment and to allow freedom of discussion.

Relationships Education

The focus is on giving students the information they will need for their life now and to prepare them for adult life, taking care to engender understanding of the issues and

allowing sensitive discussion on contentious matters. The teaching will be from a biblical and Christian point of view but will comply with the law.

The teaching is designed to give students the understanding that the freedom to hold other faiths and beliefs is protected in law and to help them accept that people having different faiths or beliefs to oneself (including those people who leave their faith or those who hold no faith) should be accepted and respected and should not be the cause of prejudicial or discriminatory behaviour.

The teaching aims to help students build positive relationships, with particular reference to the biblical basis in friendships, family relationships, relationships with their peers and with adults, including appropriate courtship behaviour and marriage.

Relationships go to the core of Christ's teaching and his summary of all the commandments: love God with all your heart, soul, might and mind and love your neighbour as yourself.

There is no right for parents to withdraw their child from the part of RSE which focuses on Relationships Education, as the contents of these subjects are important for all children to be taught. They relate to their safety and affect their lifetime opportunities and happiness.

The subject content of Relationships and Sex Education is set out in the RSE Plan. This will normally be taught in taught lessons by the appropriate supervisor. Sometimes visiting speakers may be invited in, but the usual rules for visiting speakers will apply.

Teaching will be from a Christian perspective with a biblical worldview and will include how churches and other Christian bodies support people in these matters.

Students will be taught the law and teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Students will be taught in separate year groups for some sensitive items and when teaching about the protected characteristics, but will normally be taught in larger groups for the rest of the teaching.

Right to withdraw

There is no right to withdraw from Relationships Education however parents have a right to withdraw their child from all topics in sex education or from some (until 3 terms before the student is 16, when they may request one term of sex education. (See below).

The School will ensure that parents know in broad terms what will be taught and when and will clearly communicate to parents that they have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any such request, the Head teacher will discuss with the parents the nature and purpose of the curriculum and the benefits of receiving this education. The Head will explain any detrimental effects that withdrawal might have on the child, such as the social and emotional effects of being excluded or the child hearing their peers' version of what was said, rather than what was directly said by the teacher. The Head will also talk this over with the child to ensure that their wishes are understood. It is understood that any detrimental effects may be mitigated if the parents undertake to deliver this education to their child at home. The Head will document this process.

After discussion, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms (*i.e from the age of 15-16*).

This is the same for children with SEND, although in exceptional circumstances the Head may want to take a student's specific needs into account when making this decision.

If a pupil is excused from sex education, the school will provide the student with appropriate, purposeful education during the period of withdrawal. This will usually mean a return to the Learning Centre and their individualised work.

The School has decided when it is appropriate for our students to learn about sexual orientation, civil marriage and gender reassignment, balancing purity with what they are likely to encounter. (See RSE Plan).

Virtue

Students are trained in character and virtue. A different character trait is taught each week and each PACE contains another trait. The students are taught 90 positive character traits over three years. They are consistently taught such things as, to be kind, merciful, forgiving, respectful, to show consideration and respect for others and to respect people in authority, as well as the importance of honesty, generosity and truthfulness; the importance and relevance of acting with integrity, humility and trustworthiness and of responding to difficult situations with courage. They are helped to learn how to go about trying to mend relationships. They are taught how to speak to one another and other people politely and courteously and how to behave well. They are taught how to handle difficult situations, including with their peers. At the same time, they are taught to speak up about bullying and cyber bullying and other forms of wrong-doing that affect their and others' well-being.

Character training is built into the methodology we use. We deliberately cultivate character, through, for example, weekly teaching in assembly, material in their workbooks and the consistent teaching and modelling of supervisors. Staff work to build resilience, helping students to believe they can achieve, persevere and work towards long-term rewards and continue despite setbacks. The A.C.E. curriculum methodology is designed to encourage this. Virtue is inculcated in various ways.

Visiting speakers

Teaching will usually be given by supervisors but visiting speakers may sometimes be asked to take a lesson, or a short series of lessons. Visiting speakers will be asked to show the material they plan to use in advance, and we will discuss their approach with them to ensure that it is in line with this policy. They will be monitored throughout by the attending supervisor.

The School will check the visitor or visiting organisation's credentials and will ensure that the teaching delivered by them fits our planned programme and this policy.

The Head or appropriate supervisor will discuss how the visitor will deliver their sessions to ensure that the content is age-appropriate and accessible for the pupils. They will ask to see the materials and a lesson plan in advance, and ensure it meets the full range of pupils' needs, including those with SEND. They will agree how confidentiality works and ensure that the visitor understands how safeguarding reports should be dealt with. (See p35 of the Guidance for further details).

Monitoring

Taught lessons in RSE will be part of the standard monitoring of academic staff, including lesson observations and mentoring.

Evaluation

The students' understanding will be evaluated through a range of techniques including oral quizzes, written tests/essays, and other activities, appropriate to the child's age and stage.

Schemes of work have also been prepared, setting out at what point each topic will be taught, at a depth appropriate to their age and stage. The content will be made accessible to all students, including those with SEND. The school will make reasonable adjustments to alleviate disadvantage and be mindful of the needs of children with SEND.

Teaching will be differentiated and personalised to ensure accessibility and to enable all children to be sufficiently prepared for adulthood, especially those with social, emotional and mental health needs or learning disabilities.

Equality Act 2010

The school will comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics.

The School is aware of provisions within the Equality Act which allow us to take positive proportionate action to deal with particular disadvantages affecting one group, because of a protected characteristic.

The staff will keep in mind the implications of the Equality Act 2010 and the Departmental Guidance, under which religion or belief are amongst the protected characteristics. The religious background of all students is taken into account when planning teaching, in order to handle the topics in the core content appropriately.

The School will not unlawfully discriminate against students because of any protected characteristic, including age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnerships.

The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics who are potentially at greater risk.

Resources

The School will assess each resource before using it to ensure it is appropriate for the age and maturity of pupils, and sensitive to their needs. We will provide parents with examples of the resources we plan to use.

Respect

The School will work to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and to provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The School will train students towards respectful behaviour to members of staff and to one another, dealing firmly with sexism, misogyny, homophobia and negative gender stereotypes and taking positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff will be expected to model consistently positive behaviour.

The School will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect.

Staff will be trained to know that all teaching must be sensitive and age appropriate in approach and content.

Family Circumstances

Staff will be supported to give sensitive and well-judged teaching based on knowledge of pupils and their circumstances.

The School will ensure that there is no stigmatisation of children based on their home circumstances and needs - some children are not in straightforward families, e.g. looked after children or young carers.

Managing difficult questions

Careful and considered answers should be given to difficult questions, in an age and stage appropriate way.

A child may need a one-one conversation to answer the question, or it may be appropriate for the whole group or part of the group.

Children with SEND may need individual answers or conversations in small groups.

Some questions should not be dealt with in front of the whole class.

Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Governors

Ensure that with regard to Relationships and Sex Education:

- all students make progress in achieving the expected educational outcomes
- subjects are well led, effectively managed and well planned
- quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to withdraw their child from sex education
- subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Content:

By the end of Y11, students will have covered the whole required curriculum. Students in the 6th Form will continue to discuss issues relating to RSE but in more detail.

For details of the content, please see RSE Plan March 2024

See also:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [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 schools, including advice for appropriate behaviour between pupils)
- [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)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools
- [Sexual violence and sexual harassment between children in schools and colleges](#).
- [The Equality Act 2010 and schools: Departmental advice](#).

- **Public Health England** has produced a website for young people which covers a broad range of health issues in a format which is accessible for young people, targeted at secondary- age pupils. This includes Rise Above resources for lessons linked from the PSHE Association website. See Annexe B of the DfE Guidelines.*

Review this policy with staff and Governors: 2025

Review this policy with parents and senior students: 2027

Brenda Lewis

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Reviewed Justine Golamhossen

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