

Roundwood Park School



Relationships & Sex Education Policy

Reviewed: January 2025

Next review: June 2026

(Students, Families and Community Committee)

What is Relationships & Sex Education?

Relationships and Sex Education (RSE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

RSE combines Relationships Education, Sex Education and Health Education. We define these as below:

- Relationships Education is the teaching about the formation and maintenance of positive, respectful and healthy interpersonal relationships
- Sex Education is the teaching about the biological, physical and emotional aspects of sexual behaviour and prevention, for example proper condom use and the emotional implications of sexual relationships
- Health Education is the teaching of a spectrum of physical and mental well-being topics ensuring students understand how to maintain a healthy lifestyle. This has emphasis on broader health implications, destigmatising health conditions and encouraging responsible health-seeking behaviours.

Parents/carers should be aware that these subjects cross-over and elements of these may be present in the same topic.

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Roundwood Park School we teach RSE as set out in this policy.

Aims

At Roundwood Park the aims of RSE are to provide students with knowledge, skills and an understanding of attitudes and values around sexual health, enabling them to make safe, healthy, informed, responsible choices about their relationships, sexuality and sexual behaviour, whilst developing their feelings of self-worth and confidence. RSE is embedded within the overall pastoral care and support at RPS. It forms an integral part of the broader

framework of Personal, Social, Health & Citizenship Education in Key Stages 3, 4 and Tutorial in Key Stage 5.

The school's overall aim is to help young people understand themselves as individuals, their sexuality and their relationships with others by equipping them to participate in society as informed, competent, responsible and caring individuals. In order to achieve this the school aims:

- To help students understand the facts, which will be presented in an objective, balanced and sensitive manner, using the correct anatomical vocabulary.
- To encourage students to appreciate the value of a stable family life, loving commitment to a partner and the responsibilities of parenthood. To also recognise that many people lead fulfilling lives as single people.
- To recognise healthy and unhealthy behaviours within a relationship.
- To teach students key aspects of the law and make them aware of relevant legal provisions when relevant topics are being taught.
- To encourage students to recognise the physical, emotional and moral implications and risks of sexual behaviour.
- To help all students accept that they must behave responsibly and safely in sexual matters.
- To safeguard students (Children Act 2004) and help them develop self-esteem, so that they are more likely to develop caring relationships and are less likely to exploit or be exploited by others.
- To help young people develop the skills, knowledge, understanding and confidence required to make informed choices about their lifestyle so as to promote good health in themselves and others.
- To help students to manage their own mental fitness and to enhance their awareness of the wellbeing services available to them
- To inform young people about the health and welfare services available and how to use them.
- To create a better understanding of diversity and inclusion. Reduce gender-based, disability-based, faith-based, homophobic, transphobic, biphobic prejudice, bullying, abuse and violence.
- To help students keep themselves safe from harm, both on and offline.
- Ensure all statutory duties are met in relation to the delivery of RSE.

Roles and Responsibilities

- The Governing Board will approve and regularly review the RSE policy and hold the headteacher to account for its implementation
- The Headteacher will ensure the implementation of this policy and the appropriate training of staff delivering the content
- Staff are responsible for the safe and expert delivery of RSE, for the monitoring of provision and modelling positive attitudes to RSE. They will respond appropriately to individual student needs and assess progress. Staff will answer questions and manage potentially

controversial issues sensitively. They will signpost to support services where necessary and if the need arises.

- All form tutors, teaching staff and support staff may be required to teach RSE as part of their timetables, or as part of tutor time, or drop-down day provision. 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.
- Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Safeguarding

Staff are aware that effective RSE, which brings understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In these instances, staff will consult with the Designated Safeguarding team throughout the internal reporting structure.

Organisation and Delivery of Relationships and Sex Education

RSE is taught within the Personal, Social, Health & Citizenship programme in KS3 & KS4, through the Ethics curriculum in year 10, and through the Tutorial programme in KS5. RSE may be delivered by visiting professionals as well as school staff. Outside speakers will be used as and when appropriate and parents/carers will be notified in writing in advance. Sex education is also taught within science, by qualified Science staff. Biological aspects of RSE are taught within the Science curriculum and other aspects are touched on in other subjects.

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

An overview of the Health, Wellbeing and Relationships education across the school can be found below:

	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships
Year 7	Transition, safety and resilience Transition to secondary school and personal safety in and outside school. Resilience -Bounce Forward	Diversity Diversity, prejudice, and bullying <i>Form time: Citizenship – Human Rights</i>	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, <i>Form time: Citizenship – Precious liberties</i>	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries <i>Form time: Bully Free Form</i>
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use. Vaping Resilience	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia <i>Citizenship: Political System</i>	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception. FGM
Year 9	Peer influence, substance use and gangs Resilience, healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
Year 10	Mental health + Resilience Mental health and ill health, stigma, safeguarding health, including during periods of transition or change <i>Drop down day: Wellbeing</i>	Democracy + Government, rights and responsibilities PSHE: Addressing extremism and radicalisation Citizenship: Democracy, Commonwealth, legal system <i>Drop down day– Law & Crime</i>	Exploring influence The influence and impact of drugs, gangs, role models and the media	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography <i>Drop down day: RSE</i>
Year 11	Building for the future Resilience, self-efficacy, stress management, and future opportunities. Debt and gambling <i>Drop down day: Issues facing young people</i>	Families + Community Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships <i>Drop down day: Citizenship – Improving the community</i>	Independence Responsible health choices, and safety in independent contexts	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse
Year 12	Relationships Relationships, Values + Consent Types of relationship, prejudice and discrimination, Consent, Sexual Assault, Violence against Women <i>Future Options Day</i>	Health & wellbeing Sexual Health + Self Concept Managing life's phases body image, body modification, STIs, sexual health <i>Future Options Day</i>	Risk, Personal Safety + Drugs Going away and getting home safely, first aid, Police, organised crime, gangs, alcohol and drugs, spiking and drink driving <i>Future Options Day</i>	Bullying, Abuse + Discrimination Gaslighting, Coercion, controlling behaviour, Child-on-Child abuse, Harassment and stalking, deescalating aggressive situations, Sharia Law and <u>honour based</u> violence, culture and diversity
Year 13	Forming Respectful Relationships Building relationships, importance of relationships, personal safety, avoiding toxic relationships, breaking up.	Healthy Lifestyles + Mental Health Cancer, Vaccines, recognising illness, healthy diet, balancing work and life, mental health disorders and supporting others	Relationships Contraception + Parenthood Routes to parenthood, Unintended pregnancies and options, fertility, consent, contraception	

- These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).
- We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

- Teaching staff will work closely with the SEND department to make sure students are offered provision appropriate to their needs, taking specialist advice where necessary.
- Classroom ground rules are set for staff and students to enable all to feel safe and secure. These rules do not allow inappropriate personal questions to be asked and emphasise the right for all to be listened to with respect. No student will be asked to do or say anything they do not feel comfortable about.
- Teaching will include the giving out of factual information, but the importance of open discussion and role play will be recognised.
- A variety of resources will be used as appropriate to the age of the student. The school will continue to choose resources which give a fair and balanced view, especially for potentially sensitive topics such as abortion and gender identity.
- It is necessary to be quite explicit in the teaching of some topics (such as contraception and the transmission of HIV) but this will be handled sensitively. Some students may ask explicit questions and if a response to the whole class does not seem appropriate, the question may be answered only to the individual or small group of students. Unless otherwise specified in the outline scheme of work, all lessons will be taught in mixed sex groups.

Moral and Values Framework

Our moral and values framework has been drawn up with reference to government legislation and guidance which affirms the need to encourage students to have due regard to moral considerations and the value of family life.

Key elements of our framework.

- To emphasise the importance of loving committed partnerships as the ideal context for sexual activity
- To recognise the nature and importance of stable relationships for family life and bringing up children
- To consider the teaching of principal religions represented in Britain with regard to family life and sexual behaviour
- To accept the value of all people and understand that there may be differences in sexual attitudes between cultures
- To emphasise equality in relationships and responsibility
- To help young people resist the pressure to become prematurely involved in sexual activity and to present choosing not to have sex as a positive option
- To teach the current legislation relating to sexual behaviour
- To respond to the challenges that new technologies and trends pose

Specific Issues Statement

- Teachers will NOT advise individual students on contraception although certain general information will be presented which may include handling samples of contraceptive materials. If a teacher feels that it is appropriate for a student to receive some form of advice/further information on contraception or the student requests such information/advice,

a referral will be made initially to a member of the school's safeguarding team, potentially leading to a referral to either the school nurse or GP.

- Confidentiality within the classroom cannot always be guaranteed and on occasions it may be necessary for information to be brought to the attention of the relevant senior member of staff and, if appropriate, to the parents/carers of the students. However, the School Nurse and School Counsellor work within a different set of guidelines and can therefore respect greater confidentiality.
- On occasions, issues might arise within sex education classes which may cause the teacher to have some concerns about child sexual abuse. In such cases the LA guidelines will be followed (see School Child Protection Policy).
- Any complaints regarding the RSE Programme should be made in accordance with the Complaints Procedure for Parents as outlined on the school website.
- Health professionals and visitors will be involved in the delivery of certain parts of the programme. An appropriate member of staff will always be present during these times and will have agreed the content of the lesson with the visitor.

Parents' right to withdraw

All students are entitled to a programme of relationships and sex education. Parents/carers have the legal right to withdraw their child from all or part of the school's Sex Education Programme with the exception of National Curriculum Science, Health Education or the Relationships Education element of RSE. If parents/carers wish to exercise this right, they should notify the school in writing of their request. Such a request should be made at the beginning of the appropriate year or as soon as possible thereafter so that alternative arrangements can be made. 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. Parents/carers should also be aware that some aspects of sex education arise in subjects other than Science (e.g. the study of population in the Geography National Curriculum). Questions which arise naturally in the classroom will be answered by subject staff in a sensitive manner.

The Sex Education Programme is outlined below:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1						<i>Relationships, Values and Consent:</i> <ul style="list-style-type: none"> Consent, sexual norms and expectations Consent around the world Police investigating sexual assaults 	<i>Forming Respectful Relationships:</i> <ul style="list-style-type: none"> Exploring emotional intimacy
Autumn 2						<i>Sexual Health and Self-concept:</i> <ul style="list-style-type: none"> Importance of sexual health Sexual health misconceptions 	
Spring 2							<i>Contraception and Parenthood:</i> <ul style="list-style-type: none"> Routes to parenthood Unintended pregnancies and options Consent and boundaries Revisiting contraception
Summer 1	<i>Building Relationships:</i> <ul style="list-style-type: none"> Falling in Love 	<i>Identity and Relationships:</i> <ul style="list-style-type: none"> Consent Intro to contraception Sexing and image share danger 	<i>Intimate Relationships:</i> <ul style="list-style-type: none"> Beginning relationships Capacity to consent Contraception Condom negotiation Unplanned pregnancy Relationship expectation 	<i>Healthy Relationships:</i> <ul style="list-style-type: none"> Tip of the Iceberg: Sex Factor Drop Down Day <i>Ethics: Relationships:</i> <ul style="list-style-type: none"> What is love? Views on sex and laws Contraception 			

The right to withdrawal ceases three terms before a child's 16th birthday. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this. The school will need to discuss the student's wishes with the student as part of this process.

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

Dissemination of Policy and Working with Parents/Carers

- All parents/carers of students at Roundwood Park School will be signposted towards the Relationships and Sex Education Policy.
- The parents/carers of in-year admissions will be signposted once a place at the school has been confirmed.
- In the case of Secondary Transfer students, parents/carers will be signposted to this information when provided with other documentation during the summer term prior to transfer.
- A printed copy of the full policy statement will be available on request.

- If parents/carers have concerns or questions relating to the policy, they are invited to address them direct to the school.
- Parent/guardian meetings are held each year which outline the content of PSHCE delivered in school for KS3 parents/carers
- Regular updates on what topics students are studying in PSHCE and Tutorial, alongside parental signposting (eg Tooled Up) will be available in Round-Up which is sent to all parents/carers. Links and FAQs and a school contact for parental queries will be included.

Procedures for Policy Monitoring and Evaluation

The Governors and Senior Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy. The policy will be monitored regularly by the PSHCE Coordinator and the Assistant Head (Personal Development and Wellbeing), and formally reviewed by the Students, Families and Community committee regularly.

The following criteria will be used in monitoring the success of the policy:

- feedback from students at the end of work units
- the quality of students' written and oral work
- core skills assessments made by teaching staff for reports
- feedback from staff and students via online surveys
- the number of students withdrawn from sex education and the reasons for withdrawal
- number of parental complaints about the relationship and sex education programme
- student self-assessment

This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.