



# **Blue Coat**

Church of England School  
& Music College



## **Relationship and Sex Education**

Blue Coat CE Secondary School

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**Policy Date:** June 2023

**Review Date:** Jun3 2026

## Document History

Version	Status		Date	Author	Summary Changes
V1			26.06.2023	S Clemo	Update to school vision Bible verse.
V2			26.06.2023	S Clemo	Hyperlinks to policies updated to the most up-to-date versions.
V2			26.06.2023	S Clemo	Change to the assessment of policy impact: Removal of 'reviewed by teaching and learning committee' to 'reviewed by the head of PSHE'

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## 1. Rationale

### 'Living Life in all its fullness' (John 10:10)

1.1 The rationale behind the Relationships and Sex Education (RSE) is to support students through their physical, emotional and moral development. RSE provide the understanding, vocabulary and strategies children need to keep themselves safe and to thrive within good relationships of all kinds. RSE will promote the spiritual, moral, cultural, mental and physical development of students. It prepares them for the responsibilities and experiences of adult life, enabling them to flourish and gain the opportunity to live fulfilled lives.

1.2 The principles of this policy are in accordance with our school values:

#### 1.3 Care

- RSE reiterates our caring ethos. It equips students' with the knowledge and skills to help them to understand how to care for themselves and others, encouraging them to develop safe and fulfilling relationships.

#### 1.4 Hard work

- RSE will promote the highest standards of relationships and attitudes towards others.

#### 1.5 Respect

- RSE encourages students to be respectful of each other and other student's opinion. Encouraging students to listen to each other and to show empathy.

#### 1.6 Integrity

- RSE encourages students to make honest, sound judgements, good choices and have strong moral principles.

#### 1.7 Servanthood

- RSE enables students to grow in understanding of themselves, their identity and self-worth. RSE helps to equip them with knowledge and skills to help and advise others.

#### 1.8 Togetherness

- RSE reinforces that we are a community that embraces all. Students and staff of all languages, ethnicities and nationalities, those with special educational needs and disabilities, those who are LGBTQ+, those of all family structures, of all socio-economic backgrounds, of all body types, of all faiths and none.

#### 1.9 Definition

- RSE is about the emotional, social and cultural development of Students, and involves age appropriate learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity, staying safe and personal identity.
- RSE involves a combination of acquiring and sharing information, exploring issues and forming positive beliefs, values and attitudes.
- RSE is not about the promotion of sexual activity.

## 2. Statutory Requirements

2.1 The new RSE and health education curriculum will be mandatory from September 2020. As a secondary academy we must provide RSE to all Students 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 Blue Coat Academy, we teach RSE as set out in this policy.

Further information can also be found on the Department for Education website:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

2.2 The policy should be read in conjunction with:-

- Keeping Children Safe in Education
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of Students' spiritual, moral, social and cultural (SMSC) development).
- Valuing All God's Children, Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Anti-bullying policy

## Policy development

This policy has been developed in consultation with staff, Students and parents. The consultation and policy development process involved the following steps:-

- Review – a member of staff or working group 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 a meeting about the policy
- Student consultation – we investigated what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

### Assessment of Policy's Impact

The effectiveness of this policy and its impact will be assessed by the head of PSHE who will monitor the outcomes and impact of this policy every 3 years. The evidence base for assessment will be presented as agenda items at PSHE line management meetings.

### General Principles

- Relationship and Sex Education will be taught at Blue Coat primarily in the PSHE programme in all Years (7 – 13). It will therefore be considered within and alongside other issues relating to personal, social and family matters and not in isolation.
- Certain aspects of sexual activity and human reproduction will also be covered in the science curriculum in compliance with the national curriculum requirements in that subject. Such teaching will take note of the wider work undertaken in the PSHE programme and be phased to fit in with that so that they complement each other.
- In addition to basic factual information, students will be encouraged to express their own opinions and consider those of others in the class and those introduced by the teachers to ensure balance.
- The teaching of the RSE curriculum considers that different cultural backgrounds, religious beliefs and communities may have differing moral opinions on some matters of relationships and sex education.' It is vital that Students are aware of the variety of opinion within society and are given the opportunity to explore these in a spirit of openness and tolerance and within a controlled situation in the classroom.
- The overarching objective will be that Students will eventually develop a responsible personal attitude towards sexual activity based on considered autonomous decision making.
- Our approach to RSE is rooted in the Church of England teaching of the human person. In which sexual matters are discussed appreciating the benefits of a stable

- family life, the responsibilities of parenthood and the validity of being single.
- The legal framework relating to sexual activity will be part of the agenda of the relationship and sex education programme at all stages.
- Students will be encouraged to develop personal relationship skills and learn the value of many different kinds of friendship, including platonic and in their right not to be sexually active.
- As part of this teaching, students are signposted to support networks should they wish to discuss these matters further

## Aims

The aim of RSE is to give young people the information they need to help them develop healthy relationships of all kinds, not just intimate relationships.

RSE will provide information that enables young people to identify what a healthy relationship looks like and what is acceptable and unacceptable behaviors in a relationship. This will help young people understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The sex education elements contained in the science curriculum covers anatomy, puberty and Biological aspects of sexual reproduction. RSE provided in the PSHE curriculum allows for emotional development and is complementary to and distinct from the science curriculum.

- Provide a framework in which sensitive discussions can take place, providing young people with the confidence and self-esteem to communicate effectively, value themselves and others and show respect for individual conscience.
- To understand about the range of relationships, including the importance of family for the care and support of children.
- To recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- To understand the significance of cultural and religious beliefs on all aspects of sexual health.
- To know how the law applies to sexual relationships.
- To enable young people to understand the dangers and risks online, including sexting.
- To understand what consent means, how to both give it and recognise it in others, as well as the laws around sexual exploitation, abuse, grooming, harassment and domestic abuse.
- Prepare young people for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach Students the correct vocabulary to describe themselves and their bodies.

- RSE will be delivered in line with our schools' ethos and values.

## Curriculum

Relationships Education, RSE and Health Education must be accessible for all students. 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, students and staff, taking into account the age, needs and feelings of Students. If Students ask questions outside the scope of this policy, teachers will respond in an appropriate and professional manner according to the class, age and subject matter being discussed

As a school, we are required by law to adhere to the Equality Act 2010 and the Public sector Equality Duty (section 149 of the act). Under the provisions of the Equality Act, schools must not unlawfully discriminate against Students 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).

As a Church of England School, we follow the guidance set out in the document valuing all God's Children to ensure these above characteristics are protected. 'This guidance helps schools to offer the Christian message of love, joy and the celebration of our humanity without exception or exclusion'.

## Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual Students in respect to Students' different abilities, levels of maturity and personal circumstances; Lessons will help children to realize the nature and consequences of discrimination, teasing, bullying and aggressive behaviors (including cyber- bullying), use of prejudice-based language and how to respond and ask for help.

## 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 Education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional or trained member of staff. 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, including Sexting and online grooming.
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum,

see Appendix 1.

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).

### The Framework for Relationship and Sex Education

The DFE identifies three fundamental dimensions of the relationship and sex education programme.

#### Knowledge and understanding

It is important that Students should be provided with clear and straightforward factual information concerning human reproduction, contraception, and sexually transmitted diseases. It is important that misconceptions and prejudice are challenged.

It is also important to acknowledge that they will already have some knowledge gained by simply living in society as well as knowledge given at earlier stages by parents, teachers, siblings and friends.

Visitors and supporting agencies will be used where appropriate to enhance learning and will not replace teaching by the teacher. As with any visitor to the school all visitor or visiting organisation's credentials will be checked.

#### We will include: -

- Social Skills
- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;

- Consequences of unprotected sex such as HIV/AIDS, unwanted pregnancy,
- Sexually Transmitted Diseases Sexual identity and orientation
- Social, cultural and creedal norms and differences in sexual practices.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- Students will be signposted to supporting agencies.

Much of the teaching of PSHE will be discussion led, enabling students to develop social skills and tolerance for the opinions of others

It is essential that this process is encouraged against a background of tolerance so that each Student can be allowed to develop his or her own self-esteem.

- Learning to manage emotions and relationships confidently and sensitively developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

### Attitudes and Values

It is essential that it is recognised that human relationships are complex and multi-faceted and that there are differences in attitudes to sexual activity. It is the role of education to see that they have considered the values of others and respect them and be able to empathize with them.

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making.

### Roles and Responsibilities

#### **The Trust Standards Committee**

The Standards Committee of the Trust Board will approve the RSE policy

#### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from some components of RSE (see section 8).

## Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual Students
- Responding appropriately to Students whose parents wish them to be withdrawn from some 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 Headteacher.
- The lead for the planning of the RSE curriculum falls with the Head of PSHE.

## Students

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

## Parents Right to Withdraw

Parents have the right to withdraw their children from sex education within RSE, except in those elements which are required by the National Curriculum science orders, 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 and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the Student's educational record. The designated Senior Leader will discuss the request with parents and take appropriate action.

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

## Training

PSHE teachers receive regular training to upskill them in delivering RSE lessons.

Senior staff/Head of PSHE 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.

## Monitoring and Evaluation

Lessons are planned to include opportunities for reflection on learning, in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. This is carried out in a variety of formal and informal ways.

The Head of PSHE will monitor the provision of the various dimensions of the programme by reviewing schemes of work, learning walks, student, staff and parent feedback and sampling students work at regular intervals. The programme will be evaluated annually with the various stakeholders.

The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements including CPD and policy review.

### **Responsibility**

The Inspire Education Trust Board of Directors have a responsibility for the oversight of this and all policies within the Trust's academies and may delegate the implementation and review of this policy in accordance with our Scheme of Delegation.

Appendix 1: By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• 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</li></ul>

Respectful relationships, including	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalize non-consensual behavior or encourage prejudice)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behavior within relationships are criminal, including violent behavior and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
Online and Media Friendships	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behavior apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviors, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• The laws and risks of Sexting and sharing nudes' photographs</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>

Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
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## Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

The Church of England Education Office faith-sensitive and inclusive approach to Relationship, Education, Relationships and Sex Education<sup>1</sup> (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

*So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV) I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)*

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.



All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

### Key Principles

The Church of England's Pastoral Advisory Group has set out some principles for living well together, accommodating difference and diversity within churches<sup>2</sup>, especially in relation to LGBTI+ people, which provide helpful context and principles for schools.

Church of England schools should ensure that their RSHE<sup>3</sup> curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage,



different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.



1 -Where, after consultation with parents and carers, primary schools decide to include elements of sex education in their curriculum.

2 -[www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf](http://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf)

3 -The rest of this document uses RSHE to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context

RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others<sup>4</sup>. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.

All schools and academies are required to act within the requirements of the law, including the Equality Act of 2010<sup>5</sup>. The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. It is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but we encourage schools (following consultation with parents) to offer age- appropriate provision. In Church of England secondary schools Relationships, Sex and Health Education will be taught. In all schools where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'.<sup>6</sup>

All schools should approach RSHE in a faith-sensitive<sup>7</sup> and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

4 SIAMS Evaluation Schedule, page 11. Available at

5 *Equality Act 2010*. Available at [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

6 *Relationships Education, Relationships and Sex Education (RSE) and health education 2019* – Available at [www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) page 18 - paragraph 49.

7 The use of this term draws on Dr Jo Sell's her recent research '*Relationships and Sex Education: Giving voice to young people of different faiths and none in regard to faith-sensitive relationships and sex education*', which is due to be published by UCL

#### A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>8</sup>

In Blue Coat School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

#### **We commit:**

- I. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.**

It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

**That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act<sup>9</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

3. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

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<sup>1</sup> RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

<sup>2</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity

1. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
2. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and

maturity.

3. To take a particular care to meet the individual needs of all pupils including those **with special needs and disabilities**. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
4. To seek pupils' views about RSHE so that the teaching can be made relevant to their **lives**. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers

#### Useful links

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools: [https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf)

#### Keeping children safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

#### Understanding RSE at your Secondary school – A guide for parents:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

RSE: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

#### Equality Act

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

#### SEND

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Sexual violence and sexual harassment between children in schools and colleges: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

## Extract for the Prospectus

### Relationship and Sex Education

We regard parents as partners in this important aspect of personal relationships. We believe that there are three areas of any planned relationship and sex education programme. These are: -

#### Knowledge

We regard it as a right that Students are given factual information on sexual matters. No information would be withheld that was genuinely sought.

#### Social Skills

Students need to be allowed to develop skills to enable them to make informed decisions in their own lives.

#### Attitudes and Values

By encouraging an openness and tolerance of each other's views and opinions we aim to move the Students to a position where they can understand the feelings of others, make personal decisions and act responsibly in the context of the wider community.

Many parents will discuss these issues with their children and we value this. Much merit is gained however, from discussion in a classroom situation where values and opinions can be tolerantly examined and stances refined

This work will begin in year 7 with exploring puberty issues and go through all years as part of the PSHE programme and certain aspects will be covered in the science curriculum as part of the national curriculum.

In any examination of sexual activity, it is impossible to avoid discussing potentially controversial areas. Our overriding aim is to encourage the Students to think issues through responsibly, and come to their own considered opinions, whilst respecting those of others.

Teachings of the Church of England will be considered as part of the context in which sexual matters are discussed appreciating the benefits of a stable family life, the responsibilities of parenthood and the validity of being single.

## Relationship and Sex Education Policy

**Written by:** Head of RE & PSHE June 2023

**Reviewed by:**

**Next Review Date:** June 2026

**Approved by Directors:** 19.07.23

Signed:



LOIS WHITEHOUSE  
CEO

Signed:



DAVID BERMINGHAM  
Chair of the Trust Board