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# INVICTUS

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Education Trust



Pedmore  
High School

*Aspire. Persevere. Succeed.*

# Relationship and sex education policy

## Document Control and Version Control

<b>DOCUMENT CONTROL</b>	
<b>POLICY TITLE:</b>	Relationship and Sex Education Policy
<b>POLICY AUTHOR:</b>	PHILLIPA HARRIS AND MATTHEW FENN
<b>VERSION NUMBER:</b>	1
<b>DATE APPROVED:</b>	September 2023
<b>DATE EFFECTIVE:</b>	September 2023
<b>DATE DUE FOR REVIEW:</b>	September 2025
<b>POLICY STATUS:</b>	Statutory Policy
<b>POLICY TYPE:</b>	School Specific – based on Trust template
<b>REQUIRED TO PUBLISH:</b>	Yes
<b>TRUST LEAD:</b>	Phillipa Harris
<b>APPROVAL LEVEL (TEMPLATE):</b>	Trust Board
<b>APPROVAL LEVEL (BESPOKE):</b>	Executive Approval

<b>VERSION CONTROL</b>			
<b>VERSION</b>	<b>AUTHOR</b>	<b>DATE</b>	<b>CHANGES</b>
1	PHILLIPA HARRIS AND MATTHEW FENN	September 2023	n/a

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

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 **Pedmore High School**, we teach RSE as set out in this policy.

### **3. Policy development**

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

1. Review – The PSHE lead, working alongside their line manager and Senior Leadership Team, pulled together all relevant information including relevant national and local guidance. The RSE curriculum was developed collaboratively with the Designated Safeguarding Lead (DSL) to ensure a sequenced and coherent RSE curriculum and policy.
2. Staff consultation – The developed RSE curriculum, along with the RSE policy, was shared with all school staff. Staff were given the opportunity to look at the curriculum and policy and make recommendations. This information was discussed by the PSHE lead and their line manager. Amendments made where necessary.
3. Parent/stakeholder consultation – parents and any interested parties were invited to view the RSE policy and a full breakdown of the PSHE curriculum that identified where RSE was being taught as part of PSHE. Feedback from this consultation was discussed by the PSHE lead and their line manager. Amendments made where necessary.
4. Pupil consultation – Student voice conducted to identify what exactly pupils want from their RSE curriculum. This was conducted across the school taking into account both Key Stage 3 and Key Stage 4. Feedback from this consultation was discussed by the PSHE lead and their line manager. Amendments made where necessary.
5. Ratification – once amendments were made, the policy was shared with governors and ratified by Invictus Education Trust.

### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

### **5. Curriculum**

Our RSE 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, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

## 6. Delivery of RSE

At Pedmore High School, we value the positive impact that the quality teaching of relationship and sex education can offer our students. An effective RSE curriculum will help children and young adults stay healthy, safe and prepared for life in modern Britain. To achieve this, the approach to delivering RSE at Pedmore High School will include:

- A fully sequenced and mapped PSHE curriculum that has RSE topics effectively integrated throughout. This will ensure that all pupils can make meaningful connections throughout their studies.
- A flexible PSHE curriculum which will enable staff to tailor RSE content to their curriculum and context.
- An evidence informed RSE curriculum that takes account of the rigorous application of best practice and the science of learning.
- A diverse RSE curriculum that is committed to diversity in the language, texts and media used so that all pupils feel positively represented.
- An accessible RSE curriculum that addresses the needs of all pupils. This is prioritised through the thorough planning of teaching and learning resources that take into account evidence informed accessibility guidelines. Form Tutors are best placed to understand the individual needs of their students and therefore can provide support in response to the needs of all students. Regular support from the PSHE lead and through training will ensure that the requirements of all pupils is met effectively.

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).

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

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

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.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The Trust Board

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

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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.

All form tutors will be responsible for the teaching of RSE to their tutor group at Pedmore High School as part of their PSHE curriculum.

## **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents have the right to withdraw their children from the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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

## **10. Training**

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

The headteacher 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.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Mr M Fenn through:

- Half-termly updates with teachers of RSE regarding content being covered and areas of sensitivity.
- Regular exercise book scrutiny to ensure quality-first teaching.
- Learning walks in conjunction with the school's Quality Assurance (QA) calendar.
- Student surveys.



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- Staff surveys.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mr M Fenn annually. At every review, the policy will be approved by the Trust Board at Executive level.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Autumn Term 1	<p>Families: Relationships and Human Happiness</p> <ul style="list-style-type: none"> <li>• Committed, stable relationships</li> <li>• Positive relationships for raising a child</li> <li>• Wider family relationships</li> </ul>
	Autumn Term 1 & 2	<p>Respectful Relationships: Respect and Friendship</p> <ul style="list-style-type: none"> <li>• Positive and healthy friendships</li> <li>• Respecting difference</li> <li>• Boundaries, privacy and consent</li> <li>• Conflict and reconciliation</li> <li>• Ending friendships/relationships</li> </ul>
	Spring Term 1 & 2	<p>Mental Wellbeing: Talking about emotions</p> <ul style="list-style-type: none"> <li>• What is mental wellbeing?</li> <li>• Why is connecting to others important?</li> <li>• How does time online affect our mental wellbeing?</li> <li>• Our behaviours, thoughts and feelings</li> <li>• Dealing with grief</li> </ul>
	Summer Term 2	<p>Changing Adolescent Body: Puberty and Menstrual Wellbeing</p> <ul style="list-style-type: none"> <li>• Exploring puberty</li> <li>• The brain during puberty</li> <li>• First sexual feelings</li> <li>• Hygiene</li> <li>• Menstrual Health: Expectations</li> <li>• Menstrual Health: Understanding your body</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 8	Autumn Term 1	Families: Stable Relationships and Marriage <ul style="list-style-type: none"> <li>• Marriage and cohabiting</li> <li>• Parenting Roles</li> </ul>
	Autumn Term 1 & 2	Respectful Relationships: Stereotypes and Bullying <ul style="list-style-type: none"> <li>• Types of bullying</li> <li>• The impact of bullying</li> <li>• The imbalance of power</li> <li>• Unlawful discrimination and stereotyping</li> <li>• Respect and tolerance</li> <li>• Help for victims of stereotyping and bullying</li> </ul>
	Spring Term 1	Mental Wellbeing: Recognising Concerns <ul style="list-style-type: none"> <li>• Outward signs of mental wellbeing</li> <li>• Subtle signs of mental concerns</li> <li>• Taking action to minimise mental concerns</li> <li>• Early interventions</li> </ul>
	Summer Term 1	Internet Safety and Harms: Body Image <ul style="list-style-type: none"> <li>• Body image introduction</li> <li>• Idealised projections</li> <li>• Beliefs about beauty</li> <li>• Puberty and body image</li> <li>• Support for body image issues</li> </ul>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer Term 1 & 2	Mental Wellbeing: Common Types of Ill Health <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Depression</li> <li>• Stress</li> <li>• Self-harm</li> <li>• Eating disorders</li> </ul>
	Summer Term 2	Internet Safety and Harms: Relationships and Social Media <ul style="list-style-type: none"> <li>• The positives of social media</li> <li>• Issues with 'oversharing'</li> <li>• Real life friendships in comparison to online friendships</li> <li>• Influencers</li> <li>• Maintaining a healthy relationship with social media</li> </ul>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
		<ul style="list-style-type: none"> <li>• What makes a healthy online relationship</li> </ul>
Year 11		<p>Mental Wellbeing: Recognising Problems and Seeking Support</p> <ul style="list-style-type: none"> <li>• Coping with exam stress/anxiety</li> <li>• Breaking down mental health stigma</li> <li>• Panic disorder/panic attacks</li> <li>• Everyday stressors and triggers in adult life</li> <li>• Post-traumatic stress disorder (PTSD)</li> <li>• Suicidal thoughts</li> <li>• Social Anxiety Disorder (SAD)</li> <li>• Maintaining positive mental health into adulthood</li> </ul> <p>Being Safe: Honour Based Violence and FGM</p> <ul style="list-style-type: none"> <li>• What is forced marriage?</li> <li>• What is honour based violence</li> <li>• What is female genital mutilation (FGM)</li> <li>• FGM support</li> </ul> <p>Intimate Sexual Relationships: Pregnancy and Parenting</p> <ul style="list-style-type: none"> <li>• Pregnancy signs and testing</li> <li>• Abortion</li> <li>• Pregnancy</li> <li>• Labour</li> <li>• Miscarriage and still birth</li> <li>• Alternative ways of having a baby</li> </ul>

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

TOPIC	PUPILS 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 friendships	<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 normalise non-consensual behaviour 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 behaviour within relationships are criminal, including violent behaviour 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>



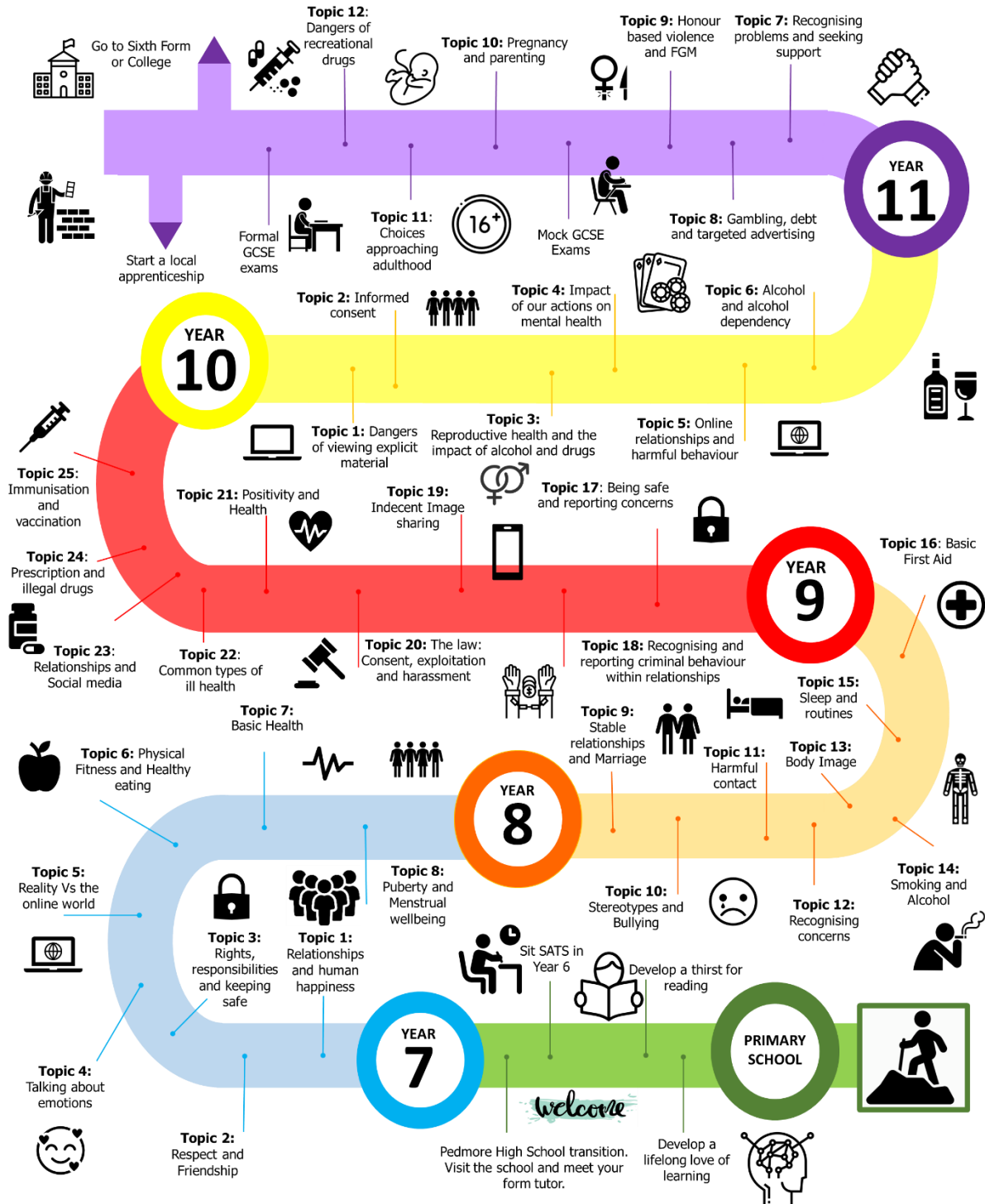
TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides 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 behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</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>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

# Appendix 3: Pedmore High School PSHE Learning Journey



## Personal, Social, Health and Economic Education



PSHE helps children and young people stay healthy, safe and prepared for life – and work – in modern Britain.

\* Our flexible curriculum enables staff to tailor content to their curriculum and context.



## Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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