

Relationships and Sex Education (RSE) Policy

June 2025



Date of previous review	November 2023
Review frequency	Annually
Date of next review	June 2026

1. Policy development

This policy was developed by the school governors and the PSHE department and the PDE/ RSE Lead teacher, in consultation with students (school council) /staff/parents and carers/ and wider community partners.

2. Links to other school policies

This policy should be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Management Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equalities Policies
- Inclusion and SEND Policy
- Drug, Alcohol and Tobacco Education policy

3. Compliance with statutory requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes RSE and Health Education statutory in all secondary schools.

as well as mental health guidance:

[Suicide prevention strategy for England: 2023 to 2028 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Suicide_prevention_strategy_for_England_2023_to_2028.pdf)

Our policy complies with the following statutory requirements and recommendations, as outlined, and delivered through our PSHE/PDE curriculum:

- Relationships and Sex Education will be compulsory in all Secondary Schools (or those students receiving Secondary Education) – this includes academies, free schools and independent schools.
- Health Education will be compulsory in all Secondary Schools (or those students receiving Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

4. Purpose of RSE Policy

This policy has been written as part of our statutory requirement to produce an RSE Policy and sets out the following:

- Our approach to delivering statutory RSE and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE, including RSE, Health Education and Living in the Wider World
- Our definitions for RSE and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and carers about what is taught and when in PSHE education along with specific information about their involvement with RSE, including clarification that parents do not have the right to withdraw from Relationships and Health Education but do have the right to withdraw from any non-statutory Sex Education taught
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review

5. Aims of Policy and Objectives

The aims of relationship and sex education (RSE) at JRCS are to:

- Foster healthy and respectful whole school relationships and behaviour between students and provide a framework in which sensitive discussions can take place.
- To ensure students are given information to make informed decisions and to allow them to keep themselves safe.
- Help students develop feelings of self-respect, confidence, empathy and increase self-esteem.
- To dispel myths.
- To assist students with their emotional literacy to describe themselves, their relationships and their bodies.

- To promote students' spiritual, moral, social, and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.
- The school will comply with the relevant provisions of the Equality Act 2010.

At JRCS, our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, faiths, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, is based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that all students have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services.

RSE involves consideration of several sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias or promote personal views.

Delivering a broad and balanced life-skills PSHE curriculum, through our three strands of RSE, Health Education and Living in the Wider World (refer to Appendix 1), is essential for us in helping our young people to stay healthy and safe, while preparing them to make the most out of school, work and life.

Further to this, the following aims will be achieved by providing students with the knowledge, skills, attitudes and attributes within the RSE elements of the programme, supporting them to be able to:

- develop confidence to talk, listen and think about feelings and relationships.
- address concerns and correct misunderstandings and be able to protect themselves and ask for help.
- develop positive attitudes and values and respect differences in opinions.
- develop a positive self-image and high self-esteem.
- know about the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.
- develop skills to make and maintain healthy, nurturing and positive relationships of all kinds, including family relationships, friendships, intimate relationships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.
- gain accurate knowledge and understanding about the facts and law about sex, sexuality, sexual health including contraception, and gender identity in an age-appropriate and inclusive way.
- be clear about issues relating to consent within all relationships, including when developing intimate relationships, and resisting pressure and/or not applying pressure to have sex.
- develop personal responsibility for one's actions.
- know where to get confidential advice and support.

6. Definitions for RSE and Health Education

Relationships and Sex Education (RSE)

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is learning about the physical, social, emotional and legal aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. It should equip young people with the information, skills and positive values to have happy, healthy and safe relationships, to enjoy their sexuality, to take responsibility for their sexual health and wellbeing, now and in the future.

Health Education

Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.

At JRCS, Relationships and Sex Education is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Relationships and Sex Education involves a combination of sharing information and exploring issues and values.

Relationships and Sex Education is not about the promotion of sexual activity.

7. Why is Relationships and Sex Education in schools important?

High quality Relationships and Sex Education helps create safe school communities in which students can grow, learn and develop positive, healthy behaviour for life.

It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older students frequently say that sex and relationships education was 'too little, too late and too biological'. Therefore, we aim to combat these concerns and provide age appropriate information to empower our students.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risk in relationships.

8. Organisation of RSE at JRCS

- Timetable allocation: 1 hour per week, summer term (6/7 lessons for KS3) KS4 6/7 lessons on a rotation with other PDE/PSHE topics.
- Groupings: The PSHE curriculum will be delivered through whole class/form lessons.
- Staff Involved: The course will be delivered by a member of the specialist PDE/RSE team. It is important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.
- Where taught: Dedicated PDE lessons for KS3 and dedicated PSHE lessons for KS4, and wellbeing weeks/assemblies where appropriate or necessary.
- KS5 ONLY: At JRCS a health professional is available to consult with KS5 students on sexual health related matters and relationships. Condoms may only be issued by a health professional who has received the appropriate training. Every young person being given condoms will have the opportunity to discuss issues relating to their health and sexual relationships.

9. Content of PSHE curriculum:

We deliver our comprehensive PSHE curriculum under the following three areas:

- Relationships and Sex Education, including Sex Education in Statutory Science Curriculum
- Health Education
- Living in the Wider World

See the JRCS website for the PSHE Education curriculum overviews or Appendix 2 for the Key Stage curriculum overview.

10. Approaches for delivering effective PSHE

Creating a safe and supportive learning environment

PSHE often works within students' real-life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all students across the school, and referred to during PDE/RSE lessons. Additionally, all RSE (or topics on drugs, alcohol drug abuse) students are shown and directed to a

safeguarding information slide each lesson to ensure students are aware of the many organisations both inside and outside of school for help, guidance or support. This helps to secure an atmosphere within which students feel able to discuss concerns, feelings or sensitive issues.

Confidentiality

During RSE lessons, students may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Safeguarding and Child Protection Policy to ensure that they are clear about what is required in such circumstances.

PDE/RSE teachers ensure that students know that staff cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality must be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

Staff understand that they cannot offer unconditional confidentiality to students. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

A range of learning approaches

Active and interactive engagement is most effective in PDE/RSE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD-ROMS, the internet and visits by theatre groups.

Relevant resources

Resources will be assessed to ensure that they are current, relevant, and appropriate to the age and maturity of students. They will consider equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

Use of external organisations

We work with various external organisations to enhance the delivery of PSHE across our planned programme, to bring in specialist knowledge and different ways of engaging with our young people.

We work in partnership with all external organisations to ensure that all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our Safeguarding and Child Protection Policy to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students. We currently use external organisations such as Explore, Chain Reaction, CATS, Paul Hanford and Joe Sheerer.

Responding to students' questions

Furthermore, we encourage curiosity in young people as it is an important part of their learning and they ask questions related to RSE, both in and outside of lessons.

It should be recognised that questions from students will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate

Responding to sex education questions:

At JRCS, we feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question, staff will follow our safeguarding procedures. We need to be mindful that young people who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

Meeting the Needs of SEND Students

RSE lessons need to be accessible to all students including those with special educational needs and disabilities. The SEND Code of Practice outlines the need for schools to prepare young people for adulthood outcomes. These students can be more vulnerable to exploitation and bullying which means that sensitive and age appropriate SRE and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all students by using appropriate resources, small group work and providing CPD for teachers.

11. An inclusive approach through a moral and values framework

As an inclusive school, we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and Equal Opportunities Policy, considering the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for themselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities; we need to know what these are and can exercise them
- Young people are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds

At JRCS we believe that students should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of young people based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children, or when considering the characteristics and legal status of other types of long-term relationships.

Within the RSE elements of our programme, young people are supported and guided in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we aim to help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life, and to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

In exploring their own feelings and attitudes, and those of peers and the wider society, our students will develop values on which to base decisions about relationships, health and living in the wider world.

Sexual identity and sexual orientation

JRCS believes that RSE should meet the needs of all students regardless of their developing sexuality. All RSE lessons are inclusive of all sexualities. Homophobic bullying is dealt with strongly yet sensitively. The expectation of inclusiveness is taught within the Year 7 anti-bullying lesson and explicitly in the scheme of work of Year 8 'Valuing Differences.' This reinforces British law and fundamental values of respect and tolerance from a Citizenship perspective.

The lessons are sequenced as follows:

- Celebrating difference - exploring diversity in terms of race, religion and sexualities
- Feminism - the root movement, different types of feminism, LGBTQ+ rights and the gender pay gap
- Gender and Sexuality - understanding the associated terms, differences between gender and sexuality, exploring the Equality Act 2010
- Pride - myths, facts and history
- Homophobic bullying - why are our words powerful? How can we challenge homophobic language? How can we work towards equality for LGBTQ+?
- Wellbeing and mental health - impact of homophobic language and ways to help those in need.

This sets the foundation of zero-tolerance to homophobic behaviour and ensures the year-on-year spiral curriculum includes scope for discussion around the LGBTQ+ community.

Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds. Some students and staff will identify as LGBTQ+. Families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

12. Assessing PSHE and monitoring the programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, student work scrutiny and discussions with those involved
- Supporting staff to assess students' progress, in line with the school's assessment procedures
- Evaluation of the programme will be made by assessing the attitudes of the students, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of students, staff and parents/carers will be sought and considered as the programme develops and changes.
- Recommending targets for whole-school development

13. Training staff to deliver PSHE/RSE

It is important that staff delivering RSE work within the values framework of this policy feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/in-house CPD/external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving students in their own learning
- Managing sensitive issues

14. Disseminating and monitoring the RSE Policy

A copy of this policy will be supplied to all staff and governors. A full copy will be published on the school website and made freely available to parents/carers on request. Copies will also be supplied to other professionals whose work relates to PSHE or who may be involved in its delivery.

15. The right to withdraw

Although the guidance states that Sex Education is statutory, it also states that parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. They can be withdrawn by the parent/carer up to and until three terms before the child turns 16 when Sex Education would become statutory once again. If the withdrawn student wishes to receive sex education lessons after this point, they can opt themselves back in. Parents/carers should complete the form in Appendix 3 and return to the School Office.

The sex education lessons that we deliver are (these are the only lessons that students can be removed from):

Year Group	Sex Education
7	N/A
8	<p>Questions on sex / scientific element of conception / the law on consent and sexting / the dangers of pornography.</p> <p>No images are shown - all age-appropriate resources are used.</p>

9	Questions on sex / the importance of safe sex / reasons why people have sex or delay it / the consequences of unsafe sex (STIs/ teenage pregnancy).
10	Questions on sex / importance of safe sex
11	N/A

We will take every opportunity to inform and involve parents/carers:

- By making our commitment clear in this policy
- By informing parents via the Seagull/MCAS
- By inviting parents/carers to discuss personal development when their child enters the school
- By inviting parents/carers to a meeting to discuss RSE in the school, if requested

If parents/carers want to withdraw their child, they need to meet in person with the Headteacher and discuss their reasons and concerns. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy. Letters to withdraw students will not be accepted. A copy of the withdrawal request will be placed on the student's educational record.

Students cannot be withdrawn from national curriculum science, Relationships Education or Health Education. Students can however be withdrawn from Sex Education, following discussions with the Headteacher and an agreement in writing.

Following discussions with a member of the Senior Leadership Team, except in exceptional circumstances, the school should respect the parents'/carers' request to withdraw the child; up to and until three terms before the child turns 16. After this point, if the child wishes to receive Sex Education rather than be withdrawn, the school should make arrangements to provide the child with Sex Education during one of those terms. This process is the same for students with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

Appendix 1: Statutory Requirements

Statutory Relationships, Health and Sex Education and the Science Curriculum Relationships and Sex Education (RSE)

(KS3 & 4: Age 11-16 years)

- Families
- Respectful Relationships, including Friendships
- Online and Media
- Being Safe
- Intimate and Sexual Relationships, including Sexual Health

Statutory Science Curriculum (contributing to Sex Education alongside RSE)

Key Stage 3 (age 11-14 years)

Students should be taught about:

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

Key Stage 4 (age 14-16 years)

Students should be taught about:

- Health, disease and the development of medicines;
 - the relationship between health and disease
 - communicable diseases including sexually transmitted infections in humans (including HIV/AIDS); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.
- Co-ordination and control;
 - principles of hormonal co-ordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception
 - evolution, inheritance and variation
 - sex determination in humans

Health Education

(KS3 & 4: Age 11-16 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Living in the Wider World

(KS3 & 4: age 11-16 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

Appendix 2: RSE JRCS Outline

Year 7	<u>Relationships and Sex Education</u> <ol style="list-style-type: none"> 1. Puberty 2. Puberty - Periods 3. FGM 4. Bullying Banter 5. Positive Relationships 6. Family & Marriage
Year 8	<u>Relationships and Sex Education</u> <ol style="list-style-type: none"> 1. Self-awareness 2. Managing own behaviour 3. Conception 4. Consent 5. Sexting 6. Pornography 7. Child Sexual Exploitation
Year 9	<u>Relationships and Sex Education</u> <ol style="list-style-type: none"> 1. Types of Contraception 2. STIs/HIV 3. Body Image 4. Teenage Pregnancy 5. LGBTQ+
Year 10	<u>Relationships and Sex Education</u> <ol style="list-style-type: none"> 1. Intro to sex ed 2. Contraception 3. STIs 4. Harmful Sexual Behaviour/Public Sexual Harassment 5. Stereotypes and Final reviews
Year 11	Bespoke programme of learning which consolidates prior learning and builds on the above.
Year 12	<ol style="list-style-type: none"> 1. Harmful Sexual Behaviour 2. Consent and Coercive Relationships
Year 13	Consent / sexual offences / bystander intervention / legality

Appendix 3: Parent/carer form for withdrawal from Sex Education within RSE at JRCS

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent/carer	