

Relationships and Sex Education Policy

Myton School



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Statement of Intent

At Myton, our vision is to equip students for lifelong success. We do this through our core principles of:

- Removing barriers
- Investing in futures
- Working together
- Developing self-assured learners

We guide students to CARE, so all students can achieve lifelong success by being:

- Community Minded: always thinking of others
- Aspirational: having high standards for themselves, their futures, and for those around them
- Respectful: of themselves, their peers and their community
- Engaged: in their learning and the world around them

1. Aims of this policy

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

At Myton, we aim to create a curriculum that challenges and inspires our students and encourages them to become aspirational young people. Our PSHE curriculum is used to facilitate an environment where students are able to master the skills which enable them to develop their own lines of enquiry; to reach reasoned and well-argued conclusions and to critically evaluate evidence, being analytical in their approach.

As well as knowledge and information students will be encouraged to consider the importance of the following values, which are derived from the School's aims:

- Self-respect and respect for others
- understanding of and sensitivity towards the needs of others
- responsibility for their own actions
- responsibility to the School, their family and the wider community.

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

3. 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.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Curriculum

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

We will share all curriculum materials with parents upon request.

5. Skills and abilities

Students will be helped to develop many skills including:

- making and keeping relationships
- assertiveness
- decision-making
- recognising opportunities to develop a healthy lifestyle
- dangers of risk-taking behaviour
- Personal reflection on own value structures

6. Delivery of RSE

- (a) **Sex education is jointly co-ordinated** by the PSHE Co-Ordinator, Personal Development Lead and the Pastoral Leadership Team, who are responsible for the overall planning, implementation and review of the programme.
- (b) **Delivery** is through:
- (i) Biological aspects through the Science curriculum
 - (ii) Aspects of RSE within in PSHE and World Views (Religious Studies)
 - (iii) The Tutor/Pastoral programme
 - (iv) Planned one-off events with visiting speakers/groups or specialists
 - (v) Addressing moral issues which may arise from apparently unrelated topics in all National Curriculum subjects.
- (c) **Teaching Approaches**
- Various approaches are used to give students relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. Details can be seen in the schemes of learning.
- (d) **Pupil groupings**
- Depending on the subject, students are taught in a range of groupings, including mixed ability, mixed gender groups, as well as ability sets and single gender groups.

(e) Resources

(i) A wide range of resources are available to teachers. They are also available for inspection by parents through the PSHE Co-ordinator.

(ii) Appropriately trained staff will be involved in teaching sex education including expert and experienced outside speakers approved by the School. Support will be offered through an in-service training programme.

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

(f) Time available

Sex education forms part of the curriculum in every year group.

(g) 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
- Share all external materials with parents and carers

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

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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

PSHE also addresses matters of physical health and mental wellbeing, including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

7. Specific matters

a) Family Life

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).

b) HIV/AIDS, Sexuality and Abortion

As part of the sex education programme and GCSE Religious Studies issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.

c) Gender and Sexuality

Will be taught throughout KS3 and KS4 including; gender and sexualities, discrimination various groups face and the need for respect, understanding and value when considering and discussing these genders and sexualities. Support will be made available for any student who requires it by referring to the pastoral team.

d) Complaints Procedure

Any complaints about the sex education curriculum should be made using the School's Complaints Procedure (available from the School).

8. Confidentiality and advice

Students will be made aware that no member of staff can promise confidentiality, and must understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all members of staff:

- (i) Requests for advice on contraception - students may be referred to the appropriate section of the sex education curriculum, but members of staff must not give advice on contraception to individual students. Students will be given advice about who to speak to for support; GP or practice nurse, community contraceptive clinics, genitourinary medicine (GUM) clinics, sexual health clinics (these offer contraceptive and STI testing services) and the appropriate local young people's services.
- (ii) Disclosure of pregnancy - students who are in difficulty should know that they can talk to the school nurse or an adult in the School and that they will be supported. Members of staff will refer to the Designated Safeguarding Lead for further support or advice.

9. Roles and responsibilities

The governing board

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

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 10).

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 non-statutory 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.

Staff delivering the RSE curriculum are given appropriate training, which is coordinated by the PSHE Co-ordinator working alongside the Senior Leaders responsible for Personal Development.

Pupils

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

10. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory 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 2 of this policy and addressed to the Headteacher.

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

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

There is no right to withdraw from Relationships Education or Health Education

11. 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.

12. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Coordinator and the Senior Leader in charge of Personal Development. Monitoring takes place through the usual QA cycle and mechanisms for monitoring all aspects of the school curriculum: learning walks, lesson observations, student voice panels, work scrutinies etc.

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

This policy will be reviewed by The Deputy Headteacher responsible for student welfare. At every review, the policy will be approved by the governing board.

13. Useful links

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 7	<p>Wellbeing, including: relationships with peers; healthy and unhealthy relationships; staying safe, and self respect. There will also be additional age appropriate lessons taught by specialists on the social and emotional aspects of Puberty, Gender and sexuality and Female genital mutilation.</p> <p>The ICT department covers staying safe online including, personal information, cyber bullying and privacy.</p>	All SOL and resources can be accessed via the class teacher or i/c PSHE on request.
Year 8	<p>Wellbeing, including: intrinsic and extrinsic motivation; types of love; communication with others; mental health and relationships.</p>	
Year 9	<p>Adult choices, including: drugs and sexual relationships; gender and sexuality; the law; dating; respect; contraception; STIs and sexual health,</p>	
Year 10	<p>Staying Safe and making adult choices, including: Rape; domestic abuse and healthy relationships; sexual abuse; porn; county lines; social media and mental health.</p>	
Year 11	<p>A reactive and responsive curriculum, through a programme of one off events and planned curriculum lessons, which review the elements of the RSE curriculum, according to needs identified and local issues that arise. Examples include sexting; revenge porn and healthy relationships.</p>	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 12 and 13	<p>Taking responsibility, including: Self-concept, mental health and emotional wellbeing, healthy lifestyles, managing risk and personal safety, sexual health, Drugs, alcohol and tobacco, relationship values, forming and maintaining respectful relationships, consent, contraception and parenthood, bullying, abuse and discrimination, choices and pathways.</p>	

DRAFT

By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)

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

Appendix 2: 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			