



RELATIONSHIP & SEX EDUCATION (RSE) POLICY

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Reviewed by	Academic Standards, SEND and Educational Trips Committee

Signed: 
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Chair of Governors

Dated: 13/02/2025

Signed: 
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Principal

Dated: 13/02/2025

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1. AIMS

The aims of relationships and sex education (RSE) at Goldington Academy, through implicit and explicit learning experiences, are to:

- Provide a framework in which sensitive discussions can take place
- Ensure that RSE is integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way
- Prepare students for adolescence and beyond, by promoting an understanding of puberty, sexual development and the importance of health, wellbeing and hygiene, including responsibilities and experiences of life
- Encourage students to develop a sense of self-respect, confidence and empathy
- Promote enjoyment of safe relationships based upon mutual trust, respect and free from abuse
- Create a positive culture around sexuality and relationships
- Value and embrace similarities and differences between genders
- Teach and encourage students to use the correct anatomical terminology when discussing the human body
- Forge and nurture positive a working alliance between adults and students to ensure sensitive support as they grow and mature
- Create an atmosphere of trust and confidence where opinions and views can be freely shared

- Work to forge relationships with external agencies to enrich students' understanding of the RSE curriculum
- Adopt a whole-school approach, embedding RSE core values across all curriculum areas.

The school will work towards these aims in partnership with students and parents.

The aim of this policy is to clarify the context and manner in which RSE is delivered in this school.

2. STATUTORY REQUIREMENTS

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools *must* cover from September 2020.

As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#). In September 2020, most PSHE education became statutory, including Relationships Education at key stages 1 and 2, RSE at key stages 3 and 4 and health education in both primary and secondary phases.

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](#).

3. DEFINITION

RSE is about the emotional, social and cultural development of students, 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 or particular lifestyles and identities.

4. CURRICULUM

Our curriculum is outlined in Appendix 1 and is based upon the programme of study provided by the PSHE Association (recommended by the government), adapted as and when necessary.

We have developed the curriculum with consideration to the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed.

For more information about our curriculum, see our curriculum map in Appendix 1.

5. DELIVERY OF RSE

RSE is primarily taught within the personal, social, health and economic (PSHE) education curriculum, which is delivered via form tutors in timetabled Life Skills sessions. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), food technology, sport science and computing.

Students may also receive stand-alone sex education sessions delivered by a trained health professional as part of the age-appropriate schemes of learning.

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
- Personal safety
- Committed 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 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).

All teachers are supported in terms of handling controversial topics, about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

RSE is part of the school's provision for Spiritual, Moral Social and Cultural (SMSC) development. The following are protocols for discussion-based lessons with students:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
- If at any point a disclosure is made by a student, or a concern is raised, it is the responsibility of the member of staff to follow the school's safeguarding policy and notify the School's Designated Safeguarding Lead.

6. SEN

Young people with Special Educational Needs will not be withdrawn from RSE but will be given help to develop skills through materials and teaching styles appropriate to their learning needs. Work may be planned and delivered in different ways in order to meet the individual needs of the young people.

7. ROLES AND RESPONSIBILITIES

7.1 The governing body

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

7.2 The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual students.

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 principal.

Victoria Andrews, as curriculum leader for PSHE, will oversee development and implementation of RSE within both Life Skills and the wider curricula across school.

7.4 Students

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

8. RIGHT TO BE EXCUSED FROM SEX EDUCATION

We are required, as stated by the Department of Education's statutory guidance, to teach RSE as part of our PSHE curriculum. We will notify parents when RSE will be taught, via our termly curriculum summaries. An overview of the Life Skills curriculum will also be permanently displayed on the Life Skills subject page of the Goldington website.

Current regulations and guidance from the Department for Education state that parents have the right to withdraw their children from the aspects of **sex education** that are not part of NC Science. We hope, however, that parents will realise the value of their child learning age-appropriate content in a professional and safeguarded environment, and discussions between the curriculum leader for Life Skills and parents seek to clarify the exact nature of the content being covered in order to allay any concerns a parent may have.

The request to withdraw from sex education lessons may take place 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.

The vast majority of the aspects of our Life Skills programme fall within Relationships Education or Health Education and therefore preclude the right to withdraw.

Requests for withdrawal from sex education components within Life Skills lessons should be put in writing and addressed to the Principal.

9 . TRAINING

Staff will be trained on the delivery of RSE as appropriate.

Visitors from outside school, such as school nurses or sexual health professionals, will be invited in to provide support and training to staff teaching RSE, as appropriate.

10. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Victoria Andrews (Assistant Headteacher), Alexandra Cassan (Second in Life Skills), Yasmin Geoghegan (Life Skills Champion), Lorna Luck (Life Skills Champion) and the Senior Leadership Team through:

- Learning walks
- Student work scrutiny
- Student voice.

Students' development in RSE is monitored by form tutors.

A nominated link governor (Ashani De Sylva/Vicky Stoeter) will have the responsibility of making the necessary connections between the school and the Governing Body.

This policy will be reviewed annually. At every review, the policy will be approved by the Governing Body and Principal.

Any questions in relation to the policy will be dealt with by the Principal or Senior Link, dependent on the nature of the enquiry.

11. DISSEMINATION OF THE POLICY

The policy is available at all times to staff, governors, parents and students at Goldington Academy, via the school's website.

12. LINKS TO OTHER POLICIES

This policy is to be reviewed and undertaken considering the links with other whole school policies related to PSHE, Child Protection and Safeguarding, Anti-Bullying, and e-safety.

Appendix 1: Curriculum map

Relationships and sex education within the broader PSHE (Life Skills) curriculum map

GOLDINGTON ACADEMY: BIG QUESTIONS IN LIFE SKILLS EDUCATION						
	Health and wellbeing	Relationships and Sex Education	Life beyond school/Living in the wider world			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	What is self-awareness and why is it important?	What do I need to know, to keep myself safe and healthy?	What underpins positive, healthy relationships?	What impact can negative language and behaviour have on a person's life?	What skills and attributes are linked to different careers?	What are the benefits and risks associated with an online profile?
Year 8	What promotes good mental health and emotional well-being?	What does empowerment look like in a relationship?	What are the key structures and standards in the workplace?	What are the misconceptions about illegal substances and how can I protect myself?	What are the benefits of long-term, stable and respectful relationships?	Citizenship
Year 9	What support is needed to sustain good mental health and emotional well-being?	What influences adolescents and why does it hold so much sway?	What are my post-16 options and how does KS4 impact this?	What do I need to know in order to identify, assess and reduce risk successfully?	How do financial decisions affect career choices?	When is the right time for sexual intimacy and on what basis should this decision be made?
Year 10	How do I make sense of my future finances?	How do external influences affect my social, emotional and personal well-being?	What influences my mental health and how can I take care of it?	How do I make sense of the emotional and social aspects of personal and sexual relationships?	What are the laws and organisations that govern our nation, and how do they fit into the wider global context?	What are my post-16 pathways and what are my next steps linked to these?
Year 11	How can I ensure the physical health and safety of myself and others?	What are my future options when it comes to family planning?	How do we communicate with others to ensure healthy relationship boundaries?	How can I develop more resilience?	Am I exam-ready?	

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS 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	STUDENTS 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	STUDENTS 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