

# Relationships and Sex Education Policy



## 1. Rationale and Aim

Samuel Whitbread Academy (SWA) believe that all students are eligible to receive high quality relationship and sex education, and that it is an integral part of each student's development, in preparation for adolescence and puberty and when dealing with present and future relationships. It is embedded within the Personal, Social and Health curriculum and complies with the requirements of the DfE Relationships education, relations and sex education (RSE) and health education (2021).

Relationships and Sex Education (RSE) describes the teaching and learning we offer to the students in our academies, helping them to understand their own and others sexuality and to develop skills for relationships and informed decision making.

SWA believe that RSE is for all students and are committed to delivering it within the context of a broad and balanced programme of health education underpinned by values promoting equality and respect.

SWA aim:

- To ensure that RSE is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way.
- To foster self-esteem and respect for others as the cornerstone of good health education and of therefore good RS education.
- To encourage personal responsibility in all forms of behaviour.
- To provide support and information for young people and their parents.
- To provide clear facts concerning sexual matters.
- To generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- To give the students the skills for dealing with their relationships they may experience in later life.
- To ensure that students feel safe and able to discuss their sexuality with others confidently.
- To ensure that students with SEN and Disabilities feel able to contribute and that they are in an inclusive environment when discussing RSE and its responsibilities.

The aim of this policy is to clearly communicate to staff, governors, parents, visitors and students the manner in which Relationships and Sex Education will be delivered in this school.

## 2. Policy

The Relationships and Sex Education programme will be taught through tutor time and specific PSHE lessons/sessions which may also include drop down days if required, whereby the topics and themes will be built upon each year and covered in more depth. We are aware of and value the learning that takes place within the home and feel that this, along with school links, will provide knowledge, skills and attitudes which will allow the students to manage their lives in a responsible and healthy way. It is important to involve, inform and educate parents when necessary offering support and guidance where required.

When teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or beliefs are amongst the protected characteristics.

### 3. Procedure

The content of Relationships and Sex Education at SWA is as follows.

#### a) Attitudes and values

- Learning the importance of values, individuals' conscience and moral considerations.
- Learning the value of family life, how families are shaped, that there are different types of committed, stable relationships and how these relationships might contribute to human happiness and their importance for bringing up children. Within these different types of family will be discussed such as same sex families, single parent families, adopted and foster families and extended families.
- Learning the value of respect, love and care.
- Develop understanding of same sex and transgender relationships.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Developing a respect for the different types of relationships people can be involved in – same sex for example.

#### b) Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and without prejudice.
- Being aware of the consequences that their choices could bring upon themselves and others.
- Managing conflict.
- Learn how to recognise and avoid exploitation and abuse.
- Learn about the dangers that mobile technology and social networking pose to themselves and others.

#### c) Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, and the avoidance of unplanned pregnancy including the legalities of abortion.
- Develop understanding of STI's and how they are contracted including HIV and AIDS.
- Develop understanding of laws and responsibilities around sexual exploitation, sexual assault and rape. This should also include understanding of the term consent.

#### Organisation

- Co-ordination is essential to ensure continuity and progression. The work is mainly co-ordinated by the SMSC co-ordinator, but the Head of Science, is responsible for the Sex Education taught through the Science curriculum.
- Delivery is through planned aspects within the PSHE curriculum, addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects.
- A variety of teaching approaches are used to give students relevant information, to enable discussions and to acquire appropriate skills. Details can be seen in the schemes of work.
- Students will be taught in mixed ability grouping but if deemed appropriate then in single sex groups, which will both be subject to the same information.
- Wide ranges of resources available to teachers, including the use of our PSHE booklets and external visitors are also a valuable resource.
- It is extremely important that staff feel comfortable with the subject matter, support is available to staff from the Personal Development co-ordinator and through in-service training.

## **Specific Issues**

Due to the nature and content of RSE, the following issues may arise.

### **Confidentiality and advice:**

- Ensuring that students know that teachers cannot offer unconditional confidentiality.
- Reassuring students that their best interest will be maintained encouraging students to talk - to parents or carers and supporting them in this issue.
- Reassuring students, that if confidentiality has to be broken, they will be informed and supported.
- Any possibility of abuse will follow the schools Safeguarding Procedure.
- Informing students of sources of confidential advice and help.
- Using ground rules, which should be set in the first lesson - refraining from use of names, no personal questions, etc.
- If a student makes a disclosures during RSE sessions, the school's Safeguarding procedures will be followed accordingly.

### **Relationships**

Within the context of talking about relationships, students will be taught about a wide range of relationships, including same sex, and different family arrangements, emphasising the positive qualities of family life in all its forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

### **Complaints procedure**

Any complaints about the Sex Education curriculum should be made to the Assistant Principal in charge of Personal Development, Andrew O'Rourke.

### **Parental partnerships**

SWA value and encourage the partnership with parents. Parents do have the right to withdraw their child from the RSE delivered through PSHE but this does not extend to the Sex Education taught as part of the science curriculum. A letter will be sent to all parents making them aware of their rights, if parents wish to exercise this right then they will need to express their wishes in writing and discuss with the member of the Senior Leadership Team with responsibility for Personal Development regarding this matter.

## **4. Monitoring and Evaluation**

The Personal Development co-ordinator will be involved in the monitoring of RSE. The co-ordinator will also ask staff for feedback on lessons and schemes of work, in order to assess their success. Students will be asked for their evaluations on the RSE.

## **5. Implementation and Review**

This Policy will be given to all members of staff and the governing body. It will be published on the academy website and hard copies available on request from the academy office. This policy will be reviewed by the SWA Governors annually.

## **6. Links to other Policies**

PSHE  
Equal Opportunities/Equality  
Safeguarding (Incorporating Child Protection)

## **7. Author and Date**

Associate Principal Emma Foreman  
Updated by ESF – April 2022  
Updated by TAR – March 2023  
Updated TAR – March 2024  
Updated CEK – March 2025

Date ratified by Governors – April 2025  
Next review date - March 2026