



The Blue Coat School

RELATIONSHIPS AND SEX EDUCATION POLICY

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1. Aims

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

- contribute to the spiritual, moral, cultural, mental and physical development of students.
- support the mission statement of the school, summarised as Faith, Vision, Nurture.
- equip students who are members of distinct faith communities to take their place in a rapidly changing and challenging world.
- 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 school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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](#).

At Blue Coat 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:

- Review – a working group which included the deputy headteacher with responsibility for curriculum, middle leader with responsibility for wellbeing and directors of learning years 7-11, synthesising all relevant information including relevant national and local guidance.
- Stakeholder consultation and feedback – parents and interested parties were invited to attend a meeting about the policy and resources developed to support implementation.
- Pupil consultation – the student council which involves representatives from all year groups were asked their opinions on the challenges they face, and support needed to help them make informed choices and stay safe in relation to Sex and Relationship Education (SRE)

The policy has also been shared with the Local Governance Committee.

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.

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

RSE is not about the promotion of sexual activity or sexual orientation.

5. Curriculum

We have developed the curriculum alongside the DfE statutory framework for RSE (2021) which outlines what students should know by the end of secondary school to keep them happy, healthy and safe (see Appendix 1).

It has been developed in consultation with parents, pupils and staff, taking into account the age, 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.

Our curriculum is also underpinned by the latest Keeping Children Safe in Education guidance.

6. Delivery of Relationship and Sex Education (RSE)

RSE is taught within the Wellbeing education curriculum. This happens once a fortnight on a 'P' Monday. It is predominantly taught by key members of staff who have wider pastoral responsibilities but at times, expert practitioners are invited into the school to support delivery of the 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 Appendix 1

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, LGBTQ+ 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).

7. Roles and Responsibilities

7.1 The Local Governing Committee

The Local Governing Committee will support and challenge the Headteacher in policy implementation and development.

7.2 The Headteacher

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

7.3 Deputy Headteacher

The Deputy Headteacher responsible for curriculum will ensure compliance with all legislation in relation to RSE and will support the Director of Wellbeing to quality assure and monitor the impact of all aspects of provision in relation to RSE.

7.4 Director of Wellbeing

The Director of Wellbeing will support the Deputy Headteacher to ensure compliance with all legislation and will quality assure and monitor the impact of all aspects of provision in relation to RSE and ensure the form tutors leading RSE have appropriate training and support. This will be done alongside the Directors of Learning.

7.5 Directors of Learning

The Directors of Learning alongside the Director of Wellbeing will quality assure and monitor the impact of all aspects or provision in relation to RSE and ensure the form tutors leading RSE are well supported.

7.6 Year 7-11

Key members of staff who have wider pastoral responsibilities are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Engaging with appropriate training to support their delivery of RSE.
- 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 deputy headteacher with responsibility for curriculum.

7.7 Pupils

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

8. 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 and addressed to the Headteacher.

The Headteacher will discuss the request with parents and take appropriate action.

9. Training

Staff are trained on the delivery of RSE as part of their induction and bespoke support/training is scheduled when deemed appropriate to support curriculum delivery.

The middle leader with responsibility for Wellbeing 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.

10. Monitoring Arrangements

The delivery of RSE is monitored by the Deputy Headteacher responsible for curriculum and the Director of Wellbeing through:

- Termly learning walks
- Bi-annual student voice
- Year Team briefings

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

This policy and resources which support its implementation will be reviewed annually the Deputy Headteacher with responsibility for curriculum. At every review, the policy will be approved by the Headteacher.

11. Cross References

- Transgender Policy
- Curriculum Policy

Appendix 1: Curriculum Map

Relationships and sex education curriculum map against statutory framework

The RSE curriculum is delivered through the Wellbeing programme.

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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.</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The characteristics and legal status of other types of long-term relationships.</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>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.</p>
Respectful relationships, including friendships	<p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>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).</p> <p>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.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>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.</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>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.</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p>The impact of viewing harmful content.</p> <p>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.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How information and data is generated, collected, shared and used online.</p>
Being safe	<p>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.</p> <p>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).</p>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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.</p> <p>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.</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>The facts around pregnancy including miscarriage.</p> <p>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).</p> <p>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.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>