



**THOMAS ALLEYNES HIGH SCHOOL  
UTTOXETER**

**Opportunity, Progress, Individuality**

# **RELATIONSHIPS AND SEX EDUCATION POLICY**

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### 1. Aims

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

### 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 Thomas Alleyne's High 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:

1. Review – The policy creator pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy and make contact with the policy creator, should they have any concerns.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 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.

## 5. 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, 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.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. At Thomas Alleyne's High School, this is known as **the Thomas Character Curriculum**. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). 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

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).

RSE must be accessible for all pupils, which is particularly important when planning teaching for students with special educational needs and disabilities. As in all lessons, high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for all students. Where necessary, content and teaching will be tailored to meet the specific needs of students at different developmental stages. As with teaching across the school, teaching for RSE will be sensitive, age-appropriate, developmentally appropriate and delivered in reference to the law.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the Headteacher, assistant headteacher with responsibility for RSE and the teacher with responsibility for the RESPECT programme to account for its implementation.

### 7.2 The Headteacher, Assistant Headteacher with responsibility for RSE and RESPECT Coordinator

The **Head of School**, assistant headteacher with responsibility for RSE and the teacher with responsibility for the RESPECT programme are 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 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 **head of school**.

All form tutors teach RSE in the **Thomas character curriculum**.

RSE is also taught in a number of other subjects across the school, as detailed in Appendix 1.

### 7.4 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 using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The **head of school** or assistant headteacher with responsibility for RSE will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

The non-statutory components of sex education are defined as those parts of sex education which are not taught as part of the compulsory science curriculum. Parents are not able to withdraw their children from relationships education or health education, nor can they be withdrawn from national curriculum science lessons.

Content which parents may request to withdraw their children from include:

- Contraception – assembly given during Year 11 and Year 10, but not when taught as part of the science national curriculum.
- STIs and STDs – when covered in Thomas character curriculum programme, but not during compulsory Science lesson.
- Pornography – specifically sessions discussing the distorted view of sexual behaviour presented by pornography. Students may not be withdrawn from sessions discussing the law behind the sharing of sexual images.

## 9. 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 may 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 Assistant Headteacher with responsibility for RSE, the Teacher with responsibility for the Thomas character curriculum, Heads of Houses and Senior Leaders through learning walks, to ensure material is being delivered appropriately and consistently across the school. Work scrutinies may also be undertaken, to ensure students are receiving a high standard of RSE education.

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

This policy will be reviewed annually by the Assistant Headteacher with responsibility for RSE, alongside the teacher with responsibility for the Thomas character curriculum. At every review, the policy will be approved by the Headteacher, along with the Governing Body should substantial changes be required. Staff, student and parent voice will be considered during each review and further consultation may be undertaken with staff, students or parents should substantial changes be required.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Our Relationships and sex education curriculum has been designed to continue the work completed in the middle schools as part of the secondary curriculum.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9 Thomas character curriculum	Autumn 2	<p>Relationships</p> <ul style="list-style-type: none"> <li>Emotional aspects of relationships</li> <li>Indicators of positive, healthy relationships and unhealthy relationships, including online.</li> <li>Concept of consent in maturing relationships (inc. in all Year groups from September 2021 as not explicitly in previous scheme)</li> </ul>
Year 9 Thomas character curriculum	<p>Summer 2</p> <p>Summer 1</p>	<p>Drugs</p> <ul style="list-style-type: none"> <li>Information and Advice</li> <li>Messages about drugs</li> <li>How do you feel about drugs?</li> <li>Influence of others and staying safe in context i.e. parties, musical festivals.</li> </ul> <p>Diversity</p> <ul style="list-style-type: none"> <li>What is Diversity?</li> <li>The History of Diversity in the UK</li> <li>How Different Are We?</li> <li>How has Diversity Shaped Britain?</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10 Thomas character curriculum	Autumn 1	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Indicators of unhealthy relationships</li> <li>• Types of domestic abuse and behaviours</li> <li>• Seeking advice</li> <li>• Understanding the concept of consent in maturing relationships</li> </ul>
Year 10 Thomas character curriculum	Autumn 2	Teenage Pregnancy <ul style="list-style-type: none"> <li>• Social issues surrounding Teenage Pregnancy</li> <li>• Student Perceptions of Teenage Pregnancy</li> <li>• Pregnancy choices and outcomes.</li> </ul>
Year 11 Thomas character curriculum	Spring 1	Sex and Relationships <ul style="list-style-type: none"> <li>• Pornography</li> <li>• Sex and Social Media</li> <li>• Young People, The Media and Sexual Identities</li> <li>• The law relating to sending and receiving sexual imagery, including the handling of their own sexual content, understanding what is meant by sexting and understand what is and isn't appropriate in relation to their own use of social media.</li> </ul>
Year 10 BIOLOGY	Spring 2	Homeostasis <ul style="list-style-type: none"> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11 BIOLOGY	Autumn 1	<p>Infection and Response</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> </ul>
Year 11 BIOLOGY	Spring 2	<p>Variation and Inheritance</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>
Year 9 DRAMA	Autumn 1&2	<p>Anti-bullying</p> <ul style="list-style-type: none"> <li>• How to determine whether other children, adults or sources of information are trustworthy</li> <li>• 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</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> </ul>
Year 9 DRAMA	Spring 2	<p>Blood Brothers</p> <ul style="list-style-type: none"> <li>• How relationships might contribute to human happiness and their importance for bringing up children</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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)</li> <li>• 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)</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9 DRAMA	Summer 2	<p>Macbeth</p> <ul style="list-style-type: none"> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• Moral Choices</li> </ul>
Year 9 RE	Autumn	<p>RE – Religion, Human Rights and Social Justice</p> <p>Human rights</p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</li> <li>• Issues of equality, freedom of religion and belief including freedom of religious expression.</li> <li>• Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.</li> <li>• Social justice.</li> <li>• Racial prejudice and discrimination.</li> <li>• Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.</li> </ul>
Year 11 RE	Spring	<p>RE – Religion, Relationships and Families</p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Years 9, 10 and 11 PE	-	<p>Respectful Relationships and Friendships</p> <ul style="list-style-type: none"> <li>• Using teams work and working cooperatively to understand the characteristics of positive and healthy friendships.</li> <li>• Breaking down stereotypes in sport, activity and achievement.</li> <li>• Treating others with respect to ensure people are safe and rules are followed.</li> </ul>
Years 9, 10 and 11 ENGLISH	-	<p>Families and Relationships</p> <ul style="list-style-type: none"> <li>• The roles and responsibilities of parents</li> <li>• The characteristics of positive and healthy friendships and relationships, and practical steps taken to improve them.</li> <li>• Stereotypes</li> <li>• Sexual Violence and why this is always unacceptable.</li> </ul>

## **Science**

### **SRE Science Curriculum: Key Stage 4**

#### Key concepts

The key concepts of scientific thinking, applications and implications of science, cultural understanding, and collaboration will be addressed within this scheme of work.

#### Range and content

Year 10 – Homeostasis: Reproductive Health including fertility and the impact of lifestyle on fertility. Information about the full range of contraceptive choices available.

Year 11 – Variation and Inheritance: Understanding the choices available in pregnancy, including keeping the baby, adoption, abortion and where to go to get help.

Year 11 – Infection and Response: Understanding how STIs (including HIV and AIDS) are transmitted and how to reduce risk through safe sex. Information about testing for STIs and understanding the impact on those who contract them and how they are treated.

#### Curriculum opportunities

Throughout this scheme of work, there will be opportunities for students to consider how knowledge and understanding of science informs personal and collective decisions about sexual health. This will include examining issues of contraception, pregnancy and STDs. In the **Thomas character curriculum** students will focus more on the emotional side of these topics.

## ICT

### SRE ICT Curriculum: Key Stage 3 and 4

#### Key Concepts

The key concepts of safe online behaviour will be covered during curriculum ICT lessons, continuing the work undertaken in first and middle schools and alongside the work completed in **Thomas character curriculum** sessions.

#### Range and Content

Year 9 – The characteristics of positive and friendly relationships online

All Year Groups – Safety online.

All Year Groups (Assembly) – Cyberbullying and its impact on victims. The responsibility of bystanders to report bullying and understanding for all on how and where to get help.

#### Curriculum opportunities

Throughout this scheme of work, there will be opportunities for students to consider how knowledge and understanding of behavior online informs personal and collective decisions about their own behavior online. This will include examining issues of online relationships, online safety and cyberbullying. In **Thomas character curriculum** students will focus more on the repercussions of poor online safety and cyberbullying, alongside studying different aspects of sexualised online behaviour.

Alongside RSE studied in compulsory subjects, some students will also cover aspects of RSE in the following option subjects in Years 10 and 11.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10 BUSINESS STUDIES	Summer	Types of Discrimination Law <ul style="list-style-type: none"> <li>• Stereotypes</li> </ul>
Year 10 BUSINESS STUDIES	Summer	Equality Act <ul style="list-style-type: none"> <li>• Equal rights</li> </ul>
Year 9 – 13 GEOGRAPHY	-	Stereotypes <ul style="list-style-type: none"> <li>• The racial and developmental aspects of different cultures</li> </ul>
Year 10 DRAMA	Spring 1	Homelessness <ul style="list-style-type: none"> <li>• Judging whether people are trustworthy and how to report concerns about others.</li> <li>• Stereotypes</li> <li>• Treating others with respect</li> </ul>
Year 10 and 11 DRAMA	Year 10 – Summer 1&2  Year 11 – Autumn 1	DNA <ul style="list-style-type: none"> <li>• Judging whether people are trustworthy and whether friendships/relationships are safe.</li> <li>• Stereotypes</li> <li>• Treating others with respect</li> <li>• Understanding different types of bullying</li> <li>• Understanding criminal behaviours within relationships.</li> <li>• Understanding what a positive and healthy relationship looks like.</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10 and 11 HEALTH AND SOCIAL CARE	-	Families <ul style="list-style-type: none"> <li>• Different types of relationships and how they contribute to human happiness.</li> <li>• Marriage and why it is an important relationship choice for many couples, along with characteristics of other long-term relationships.</li> <li>• Roles and responsibilities of parents in bringing up children and characteristics of successful parenting.</li> </ul>
Year 10 and 11 HEALTH AND SOCIAL CARE	-	Relationships <ul style="list-style-type: none"> <li>• Characteristics of positive and healthy friendships and relationships</li> <li>• Being treated with/treating others with respect.</li> <li>• Different types of bullying and its impact</li> <li>• Legal rights and responsibilities regarding equality.</li> </ul>
Year 10 and 11 HEALTH AND SOCIAL CARE	-	Intimate and Sexual Relationships <ul style="list-style-type: none"> <li>• Recognising the characteristics of healthy one-to-one intimate relationships.</li> <li>• How aspects of health can be affected by the choices we make.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> </ul>
Year 10 and 11 CHILD DEVELOPMENT	-	Families/Relationships <ul style="list-style-type: none"> <li>• The importance of happiness for bringing up children</li> <li>• Equality and the legal rights and responsibilities surrounding it.</li> </ul>

Assemblies for all year groups will also reflect requirements of the RSE curriculum, with a varied and diverse assembly rota covering a range of topics. These will be led by both teaching staff and also external agencies where appropriate. Parents will be made aware of which assemblies, if any, they have a right to withdraw their children from. It must be remembered that parents only have the right to withdraw their children from the non-statutory components of sex education 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.

## Appendix 2: By the end of secondary school pupils should know

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

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

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

### Appendix 3: 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	
Staff Signature	