



**RELATIONSHIPS AND SEX EDUCATION
POLICY**

CHANGE CONTROL

<i>Date</i>	<i>Issue</i>	<i>Details of change</i>
	0.a	Initial Draft
June 2021	1.0	Policy approved at Board Meeting on 30.06.2021
December 2023	1.a	Issue Updated
December 2023	2.0	Policy approved at Board Meeting on 13.12.2023
Autumn 2024	2.a	Updated following review
Autumn 2024	3.0	Policy approved at Board Meeting on 04.12.2024
Autumn 2025	3.a	Updated following review
Autumn 2025	4.0	Policy approved at Board Meeting

Next Review	Autumn 2026
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AUTHORISATION

Approved at Board Meeting on 2nd December 2025

Signed:



2/12/25

Chair of Board

Date

Relationships & Sex Education Policy

Introduction

Whilst this policy pertains to all employees and, as appropriate, Governors, Trustees, Members, contractors, visitors and volunteers connected with Insight Multi-Academy Trust (IMAT), Local Academy Committee (LAC) of individual academies have been delegated responsibility to specify local arrangements for the operation of this policy within their academy. These are detailed within Appendices 1-4 of this policy.

Aim

The aims of Relationships and Sex Education (RSE) taught within the academies of IMAT are to:

- Provide a framework in which sensitive discussions can take place
- Give students an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Key Elements

1. Statutory requirements

We must provide RSE to all students 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.

When teaching RSE we ensure we adhere to the statutory guidance as included in Relationships Education, Relationships and Sex Education (RSE) and Health Education 2022.. Also ensuring that the curriculum is being prepared for updated guidance Relationships Education, Relationships and Sex Education starting September 2026.

2. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff and working group pulled together all relevant information including national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

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3. Pupil consultation – we investigated what exactly students want from RSE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

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.

4. Curriculum

Our curriculum is set out as per Appendix 2. It can be adapted as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account 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 students are fully informed and don't need to seek answers online or from another potentially unreliable source(s).

5. Delivery of RSE

Please see Appendices 2 and 3 for the way in which RSE is taught within this academy. 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

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).

6. Roles and responsibilities

6.1 The IMAT Trust Board

The IMAT board has delegated the approval of this policy to the appropriate sub-committee of the Local Academy Committee.

6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw students from the non-statutory components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring quality
- Responding to the needs of individual students and year groups.
- Responding appropriately to students 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.

6.4 Students

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

7. 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 academy will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the appropriate pastoral leader in the academy.

A copy of withdrawal requests will be placed in the pupil's educational record. The pastoral leader in the academy will discuss the request with parents and take appropriate action.

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

8. Training

Staff are trained on their part of the delivery of PSHE as part of their induction and it is included in our continuing professional development calendar. Teachers of RSE receive ongoing training.

The academy will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

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Monitoring and Evaluation

The Staffing & Standards Sub-Committee of the MAT Board will formally review this policy annually for more frequently if circumstances or legislation suggest it is appropriate.

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Appendix 1:

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

The PSHE curriculum is delivered during Form Time, three PSHE days and stand-alone RSE lessons for years 10 & 11 within the extra curriculum time provided within Maths lessons. It is delivered for years 7,8 & 9 in fortnightly stand-alone lessons. The RSE lessons are delivered by the Deputy Headteacher i/c Personal Development and Welfare (PDW), Assistant Headteacher PDW, Student Support Manager plus three other teachers.

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).

Monitoring and Evaluation within Sir Graham Balfour School

The delivery of RSE is monitored by the Deputy Headteacher i/c Personal Development and Welfare.

The RSE aspects of 'The Balfour Journey' are delivered by the Deputy Headteacher & Assistant Head within the PDW faculty, the Student Support Manager plus three other teachers. To ensure topics are dealt with sensitively and any issues arising from lessons are dealt with and fed back into

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future learning, there is a monthly meeting where guidance is shared on how to teach the range of topics. These are regularly updated using the PSHE Association website.

Students' development in RSE is monitored via student surveys and staff reflections.

This policy will be reviewed by the Deputy Headteacher i/c Personal Development and Welfare in consultation with relevant staff and members of the Student Leadership Group. It will be reviewed according to the Policy Review Schedule. At every review, the policy will be approved by the Staffing, Curriculum, Students and Community sub-committee.

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Appendix 2

Curriculum map

Relationships and sex education curriculum map at Sir Graham Balfour School

	PSHE Day 1 & HT	Relationships and sex education	PSHE Day 2 & HT	HT	PSHE Day 3 & HT	HT
Y7	Transition and safety; commitment to excellence Transition to secondary school and personal safety in and outside school, including first aid	Health and puberty; responsibility for ourselves and others Healthy routines, influences on health, puberty, unwanted contact, and FGM	Developing skills and aspirations; ambition for ourselves and others Careers, teamwork and enterprise skills, and raising aspirations	Diversity kindness and compassion for ourselves and others Diversity, prejudice, and bullying	Building relationships; responsibility for ourselves and others Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making; ambition for ourselves and others Saving, borrowing, budgeting and making financial choices
Y8	Drugs and alcohol; responsibility for ourselves and others Alcohol and drug misuse and pressures relating to drug use	Identity and relationships; kindness and compassion for ourselves and others Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Community and careers; Ambition for ourselves and others Equality of opportunity in careers and life choices, and different types and patterns of work:	Discrimination; Kindness and compassion for ourselves and others Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing respect; kindness and compassion for ourselves and others Mental health and emotional wellbeing, including body image and coping strategies	Digital literacy; responsibility for ourselves and others Online safety, digital literacy, media reliability, and gambling hooks
Y9	Respectful relationships; kindness and compassion for ourselves and others	Intimate relationships; kindness, compassion for ourselves and others Relationships and sex education including	Setting goals; ambition for ourselves and others Learning strengths, career options and goal setting as	Healthy lifestyle; Responsibility for ourselves and others Diet, exercise, lifestyle balance and healthy	Peer influence, substance use and gangs; responsibility for ourselves and others	Employability skills; ambition for ourselves and others Employability and online presence

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	PSHE Day 1 & HT	Relationships and sex education	PSHE Day 2 & HT	HT	PSHE Day 3 & HT	HT
	Families and parenting, healthy relationships, conflict resolution, and relationship changes	consent, contraception, the risks of STIs, and attitudes to pornography	part of the GCSE options process	choices, and first aid	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	
Y10	Mental health; Responsibility for ourselves and others Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Healthy relationships; respect, kindness and compassion for ourselves and others Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Work experience; ambition for ourselves and others Preparation for and evaluation of work experience and readiness for work	Addressing extremism and radicalisation kindness and compassion for ourselves and others Community cohesion and challenging extremism	Exploring influence; responsibility for ourselves and others The influence and impact of drugs, gangs, role models and the media	Financial decision making; ambition for ourselves and others The impact of financial decisions, debt, gambling and the impact of advertising on financial choices
Y11	Next steps; ambition for ourselves and others Application processes, and skills for further education, employment and career progression	Communication in relationships; respect, kindness and compassion for ourselves and others Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence; kindness, respect and compassion for ourselves and others Responsible health choices, and safety in independent contexts	Building for the future: ambition for ourselves and others Self-efficacy, stress management, and future opportunities	Families; respect, kindness, compassion for ourselves and others Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships (possibly Curriculum as a method of delivery)	Financial decision making; ambition for ourselves and others The impact of financial decisions, savings accounts, money and mental health, budgeting, borrowing, student finance, the world of work (poss. PSHE day 3)

Appendix 3: 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

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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)

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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

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Appendix 4: 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			