
Contents

| | |
|--|----|
| 1. Aims | 1 |
| 2. Statutory requirements..... | 1 |
| 3. Definition | 2 |
| 4. Curriculum | 2 |
| 6. Delivery of RSE | 3 |
| 7. Roles and responsibilities | 5 |
| 8. Parents' right to withdraw..... | 5 |
| Appendix 1: Curriculum map | 6 |
| Appendix 3: Parent form: withdrawal from sex education within RSE..... | 12 |

1. Aims

The aims of Relationships and Sex education (RSE) at Weald is to equip young people to live healthy, safe, responsible and balanced lives. It is designed to empower young people and provide students with the resilience and skills needed to make informed personal decisions about their relationships and sexual health wellbeing to enable them to lead a happy and successful life now and in the future.

In doing this we:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- To assess readiness for intimate relationships.
- To understand in an age-appropriate way the importance of consent.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Support students to be safe, happy and be prepared for a fulfilling life during & beyond school.
- Offer accurate factual information and dispel myths.
- Develop the capacity of our students to make sound decisions when facing risk, challenges and difficult situations.
- Enable our students to know how and when to ask for help, and where to access support.
- Support our school values of Courage, Curiosity and Compassion.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This helps students to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This is delivered in a non-judgmental, factual way and allows young people to ask questions in a safe environment. Our teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and use where appropriate question boxes to allow students to raise issues anonymously.

Every student has the right to be as well informed as possible about issues surrounding relationship and sex in order to develop confidence, self-esteem and responsibility.

2. Statutory requirements

As a secondary academy school we must provide RSE and Health Education 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](#). Our teaching of RSE meets the requirements of the Department of Educations' statutory guidance on [Relationships and Sex Education and Health Education 2020](#). As such, this policy and our delivery of RSE must adhere to the requirements of other statutory guidance (see page 7 of the [RSE Guidance 2020](#)) such as the [Equality Act 2010](#) and [Keeping Children Safe in Education 2024](#). ***(At the time of writing of this policy, we are in line with current guidance. The draft RSE Guidance is not yet in force.)***

3. Definition

RSE stands for relationship and sex education. It supports 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 1 but we may adapt it as and when necessary. The content of the RSE and Health Education curriculum is set out in pages 25-29 and pages 35-38 of the RSE Guidance 2020. We have developed the curriculum based on national guidance and 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 the students are fully informed and don't seek answers online.

A curriculum map of the main topics taught in the school's RSE curriculum can be found in Appendix 1. A list of statutory content can be found in Appendix 2. There are two elements to the curriculum: relationships and sex education, and physical health and mental wellbeing. Much of this is supported in the wider school curriculum.

Relationships and Sex Education

Students are taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. Our teaching enables students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Students are taught to understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. Our students are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Students are taught the facts and the law about sex, sexuality and sexual health in an age-appropriate and inclusive way. Sexual orientation should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be discovering or understanding their sexual orientation. There are equal opportunities to explore the features of stable and healthy same sex relationships. This is integrated appropriately into the RSE programme rather than addressed separately or in only one lesson.

The starting principle when teaching such topics is that the applicable law/s are taught in a factual way so that students are clear on their rights and responsibilities as citizens.

Our students are well informed about the full range of perspectives and, within the law and are equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are also addressed sensitively and clearly.

As well as addressing this in the context of the law, students are given the tools to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and how to access support for oneself or others at risk.

Internet safety is also addressed. Students are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. In their PSHE lessons our students develop a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Physical health and Mental Wellbeing

Our starting point for health and wellbeing education is focused on enabling students to make well-informed, positive choices for themselves. This enables students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge aims to enable students to understand where normal variations in emotions and physical complaints end, and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in primary school continues in secondary school in year 7, so that students are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

Emphasis is given to the steps students can take to protect and support their own health and wellbeing. They are taught to recognise that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Our PSHE program covers self-care, the benefits of physical activity and time spent outdoors. This is linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Additionally at Weald students know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They understand that humans are social beings and that outward-facing activity, especially that with a service focus are beneficial for wellbeing. This contributes to the development of the attributes for a happy and successful adult life.

Students are taught about problems and challenges. This includes factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. We also include and recognise the importance of teaching about negative body image and unhealthy coping strategies such as self-harm.

Students are taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. Where appropriate we appropriately signpost students to details on which adults in school, and externally, can help.

6. Delivery of RSE

The school has the same high expectations of the quality of students' engagement and work in this curriculum area as for other curriculum areas. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Aspects of Health Education are also taught in Science, Food and Nutrition and P.E. Internet safety and safe online behaviours are also taught in Computer Science lessons.

PSHE lessons are delivered in timetabled lessons. Each student will complete a program of PSHE lessons which will cover the statutory RSE and Health Education content by the end of Year 11. PSHE is also taught at Key Stage 5 and to Year 12 and 13.

Lessons are delivered by timetabled staff, most of whom are the students' form tutors. This is a common approach in schools, as the form tutor knows the students well, and has established a foundation of trust and understanding in the classroom within which to deliver the RSE content.

Sessions may also be delivered by other staff, such as pastoral leaders and other appropriate professionals with specific expertise. The school may also invite external visitors and experts to deliver sessions to support the curriculum if appropriate. There will be a clear understanding between visitors and the school about the content and purpose of the session.

On occasions we partner and work with external organisations to support the teaching of our PSHE curriculum. As a school we review the materials and content in advance for suitability and communicate with parents and carers in advance about the rationale and content of any such sessions.

Students' understanding of the RSE and wider PSHE curriculum is assessed in lessons through usual teaching pedagogy such as questioning, quizzes, presentations, self-evaluations, short written tasks and discussions. As in the wider curriculum, assessment for learning will be used to identify where students need extra support or intervention. There is no formal examined assessment of the RSE curriculum and as with the wider PSHE programme, it is not assessed through formal assessments such as graded school tests.

It is important that the RSE and wider PSHE programme is delivered with sensitivity and care. At Weald, students are told in advance of the content of the forthcoming lesson/s by their form tutor and this information is shared on our communication screens. Students are forewarned about any material that some students may find too challenging or upsetting and encouraged to speak to a trusted adult in school or at home.

Resources are internally created but drawn from well-known and highly reputable sources, such as the PSHE Association. Sensitive material and discussions are based on resources that use 'distancing', such as fictional or real scenarios involving characters rather than relying on the students' own life experiences. Our resources will use examples and scenarios that seek to represent a variety of contexts and represent the students we teach. Students will be presented with a range of opinions so they can explore ideas and values without distortion.

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).

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

Issues such as abortion, pregnancy, STIs and contraception, as well as legal and illegal drugs, will be dealt with factually. Students will be presented with the legal framework and facts about the issue.

If a student seeks advice or confidential discussion with a teacher as a result of these RSE lessons:

- Staff must not promise confidentiality to students as there may be safeguarding issues that arise from the discussion.
- However, students are entitled to confidential sexual health guidance.
- The member of staff will not offer one-to-one personal advice or guidance on sexual behaviour.
- The member of staff can provide the contact details of an advice centre or helpline, or refer to the school nurse if a child under the age of 16 discloses that they are sexually active, the school will encourage the student to share this information with a parent/carer. The school will follow the Safeguarding Policy and consult with local health agencies such as a sexual health clinic, school nursing service, counselling and the student's GP.

7. Roles and responsibilities

7.1 The Board of Trustees

The Trustees approve the RSE policy and hold the headteacher to account for its implementation. The Personal Development linked Trustees meet with senior staff and review the implementation of

this policy. The Trustees will review this policy within a three-year cycle, or when deemed necessary to incorporate changes in statutory guidance.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and supporting the Senior Leadership member of staff responsible for Personal Development/Lead of PSHE to manage requests to withdraw students from non-statutory/non-science components of RSE. The Headteacher has the final say on permitting any withdrawal requests.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress in PSHE lessons;
- Responding to the needs of individual students;
- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE by following this up with the PSHE Lead and Head of Year.

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/PSHE Lead.

A member of the Senior Leadership Team (responsible for Personal Development) is responsible for leading the delivery and monitoring of the RSE and wider PSHE curriculum. The Leader of PSHE and the Heads of Year take the lead on the planning and delivery of RSE and PSHE. The Leader of PSHE, Heads of Year and the Senior Leadership Team coordinate the quality assurance of the RSE and PSHE curriculum, including learning walks.

7.3 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in line with the school's values and Positive Behaviour Policy.

8. Parents' right to withdraw

Parents have the right to withdraw their children from some parts, or all, of the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. It is good practice for the Lead of PSHE/SLT member responsible for Personal Development to discuss this request with the parent/carer, including the benefits of receiving this education and the detrimental effects that withdrawal might have on the child. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. Once a child is 16 years old or three terms before turning 16 it becomes their right to receive sex education and the school can teach this content.

A copy of withdrawal requests will be placed in the student's educational record. Alternative appropriate and meaningful work will be given to students who are withdrawn from sex education.

There is no right to withdraw from Relationships Education or Health Education.

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|--------------------------|--------------------------------|-----------------|-----------|
| Author/s: | E Hardman A Roberts | Date: | July 2025 |
| Next Review Date: | July 2028 | Trustee: | FTB |
| Ratified: | Ratified at 7 October 2025 FTB | | |

Appendix 1: Relationships and sex education curriculum map

This programme of study has been produced by the Lead of PSHE. The programme of study is updated annually and made available to parents and carers ahead of the new academic year. Highlighted is SEX EDUCATION.

| | TERM 1 16 September-14 October 2025 | TERM 2 11 Nov-9 Dec 2025 | TERM 3 6 Jan-24 Feb 2026 | TERM 4 10 Mar-24 Mar 2026 | TERM 5 21 April-19 May 2026 | TERM 6 9 June-7 July 2026 |
|-------------|---|--|---|--|--|--|
| KS3 | | | | | | |
| YR 7 | -Introduction to PSHE -Personal Strengths -Emotions and Self esteem | -Road safety (External Talk KCC) -Self Care strategies -Self-esteem and the media | -Online Safety and Peer Pressure -Cyber bullying -Healthy and Unhealthy Relationships | - Friendships -Bullying and the role of bystanders -Puberty | -Periods and the Menstrual Cycle -Coping with Periods -Vaping and Smoking | -FGM -Health Campaign Presentations |
| YR 8 | -Healthy Habits -Ways to wellbeing and self-care -Emotional Empathy | -Online Safety and Social Media -Responsible Social Media use -Sexting Risks and Laws | -Intimate relationships and marriage -Marriage Debate -The role of Parents -Consent | -Body Image Appearance ideals and the media (External Speaker BHM) -Body affirmations and positive body image | -UNIFROG (Work Shadow day Preparation) -Budgeting -Democracy and Laws | -Political parties -Mock Election -Summer Safety |
| YR 9 | -Alcohol -Drugs -Mental Health and Self Harm | -British Values -Prejudice in Society and role of social media -Racism | -Sexism and Misogyny -Radicalisation and Extremism -Sexual Orientation/LGBT History month | -Exploitation and Grooming -Gangs and Knife Crime -St Johns Ambulance First Aid Course | -St Johns Ambulance First Aid Part 2 -Consent -Contraception and STIs | -Contraception methods and STIs Practical -Contraception and STI Campaigns -Summer safety |

| | | | | | | |
|--------------|--|--|---|---|---|--------------------------|
| YR 10 | -Healthy Body and Healthy Mind | -Cosmetic and Aesthetic Procedures | -Sexual Harassment | -Employability (External Speaker-InvestIN) | -Finance and Debt | Managing Online Presence |
| | - Mental Health (Stress,Anxiety and Depression) | -Breast Cancer (External Speaker Coppa feel) | -Healthy relationships and coercion | -Intro to banking | -Paths to Parenthood RSE | -Careers journey |
| | -Why do people take drugs and the implications on mental health | -County Lines | -Global Issues for Women -IWD and women in the workplace | | -Pregnancy Facts and miscarriage/termination | |
| YR 11 | -First Aid and Alcohol | -Career pathways Apprenticeships and A Levels | EXAMS | -Pornography SEX ED | -Next steps and hopes and aspirations Image boards | PUBLIC EXAMS |
| | -Pregnancy choices and contraception recap | - Managing sixth form study/choosing A levels | -Consent - (Talk Consent- External Speaker) | -Assertiveness in relationships | | |
| | -Being a young parent | -Preparing for WEX | -Sex: Assumptions and norms? SEX ED | | PUBLIC EXAMS | |
| YR 12 | -Intro to PSHE and making the most of sixth form. Tips for Wellbeing | - Men's Health and testicular cancer | -Driving Awareness Talk (External Speaker) | - 'We are with you' Drugs and Alcohol Talk (External Speaker) | -EXAMS -UCAS (External Speaker) | -UCAS |
| | - Financial Choices – Pensions and Tax | - Driving Awareness course with | -STI's and Testing -Gaslighting and coercive relationships | -Alcohol and Consent-'Blurred lines?' | -UCAS | -PREP WEX and conduct |

| | | | | | | |
|--------------|-------------------------------|------------------|----------------------------|----------------------------|---------------|---------------|
| | -Gambling Risks | KCC (2 sessions) | -Revenge Porn/Deep fakes | | | |
| YR 13 | -Alcohol and risks of spiking | -Menopause | EXAMS | -Budgeting | PUBLIC | PUBLIC |
| | -Fertility | -Health Services | -Diversity and Inclusion | -Student Finance and Loans | EXAMS | EXAMS |
| | -Infertility in men and women | | -Representation and racism | -Revision for exams | | |
| | | | -Debating | | | |

Appendix 2: RSE Statutory Content

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 |

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 | |
| | |