



# **THE ARNEWOOD SCHOOL**

**11 – 19 Academy**

**ARN/0045**

## **Relationships, Sex Education, and Health Education Policy**

## POLICIES AND PROCEDURES PROFORMA

<b>Subject and Version of Document:</b>	Relationships, Sex Education and Health Education Policy
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<b>Persons/Committees etc. consulted whilst document in draft:</b>	SLT
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<b>By whom agreed:</b>	The Arnewood School Governing Body
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<b>Responsibility for dissemination to new staff:</b>	Heads of Centre / Induction Tutors
<b>Principal Target Audience:</b>	All staff

### Amendments Summary:

Amend. No.	Issued	Page	Subject
1	11/03/25	All	Change of review timeline. Addition of 3.8, Section 5.0, renumber of section 6.0 and 7.0. Update of curriculum in appendix 1 and Addition of appendix 2.

## **1.0 Scope**

### **1.1** In accordance with DfE guidance this policy: -

- defines relationships and sex education
- sets out the subject content, how it is taught, and who is responsible for teaching it
- describes how the subject is monitored and evaluated
- includes information about a parent's right to request that their child be excused from sex education within RSE only
- confirms the date by which the policy will be reviewed.

### **1.2** This policy outlines the schools' approach to teaching RSE. It should be read in conjunction with school policies on safeguarding and child protection, equality and anti-bullying.

## **2.0 Relationships and Sex education (RSE)**

### **2.1** RSE as just one part of a lifelong process of learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, for example, understanding how law applies to sexual relationships and furthermore, developing skills and forming positive beliefs, values and attitudes. Children and young people are growing up in an increasingly complex world, to give one example, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. RSE is given to all students in such a manner as to encourage them to have due regard to more considerations and the value of family life.

### **2.2** The Gryphon trust must provide RSE **and** Health Education to all students as per section 34 and 35 of the Children and Social work act 2017. Similarly, it must be delivered in line with DfE guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. It recognises that parents and carers are the prime educators for children on many of these matters, however our aim is to complement and reinforce this role. It involves teaching children about sexuality, sexual health, relationships, consent, human rights and individual rights and responsibilities in relation to health. RSE **must not** promote early sexual activity or any particular sexual orientation.

### **2.3** RSE is facilitated in a manner that embraces the challenges of creating a happy and successful adult life, enabling our young people to make informed decisions about their well-being, health and relationships and to build their self-efficacy.

- 2.4** Our teaching of RSE will enable students to know what all healthy relationships look like, including those that are LGBTQ+. Students are explicitly taught what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We aim to teach what is acceptable and unacceptable behaviour in relationships, to help students 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. This content is delivered in a factual and age-appropriate way.
- 2.5** RSE is inclusive and accessible for all students. It upholds the protected characteristics of the Equality Act 2010 which are:
- Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex, and
  - Sexual orientation.
- 2.6** Approved outside agencies, with specialist knowledge may be utilised to assist in the delivery of current information as part of this programme. The providers have included Yellow Door, St. Giles Trust and the school's nursing team.

### **3.0 Curriculum – Content and Teaching**

- 3.1** RSE does not encourage early sexual experimentation. It aims to teach young people to understand human sexuality and to respect themselves and others. It should enable young people to mature, build their confidence and self-esteem. The RSE curriculum is developed to support students in becoming resilient, reflective and outward-looking individuals. The curriculum supports our students in developing safe, fulfilling and healthy sexual and non-sexual relationships, at the appropriate time. We aim to impart knowledge about safer sex and sexual health to ensure that our students are equipped to make safe, informed and healthy choices as they progress through adult life.
- 3.2** The PSHE/RSE curriculum is taught in a non-judgmental, factual way. It allows scope for students to ask questions in a safe environment, with teachers equipped to respond or find answers sensitively. The curriculum is sequential so that students are able to build on their knowledge and skills in an age-

appropriate way.

### **3.3 FGM (Female Genital Mutilation)**

Part of the statutory requirements for PSHE includes the teaching of FGM to secondary school pupils. Guidance states that schools should address the physical and emotional damage caused by FGM. Students should also know where they can find support and that it is a criminal offence to perform or assist in the performance of FGM. Furthermore, students should know that it is an offence to fail to protect a person for whom they are/ will be responsible for from FGM. The Trust ensures that FGM is taught in a sensitive and safe environment. Students are equipped with the knowledge of where to find trusted adults and how they can report their concerns or problems. Student knowledge of FGM is not only an important part of their PSHE curriculum but also a critical element in their safeguarding.

### **3.4 Where visiting speakers are invited to support delivery of certain aspects of the RSE curriculum, they will be subject to the school's usual procedures for vetting visiting speakers. In addition, the member of staff responsible for the talk will brief them in advance regarding the school's safeguarding procedures including the duty of all visitors to report safeguarding concerns through the correct channels.**

### **3.5 We will ensure a safe learning environment by requiring that appropriate ground rules are established for each session and clearly understood by all those that take part. These may vary depending on the age of the students but are likely to include: A general expectation of confidentiality and/or a gentle reminder to not share sensitive information that they are not comfortable with their peers. Staffing will be timetabled to help ensure that students have a trusted adult and a place of consistency and support. Specific attention will be given to safeguarding children – see separate policy for detailed guidance.**

### **3.6 We make reasonable adjustments to alleviate disadvantage and implement the SEND Code of Practice when planning for the provision of RSE and other subjects. All lessons are provided with appropriate guidance in how to adapt learning to support those with SEND. The School will refer to the SEND code of practice, where appropriate, and will also be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.**

### **3.7 In teaching RSE, we will ensure that the needs of all students, including those who are LGBTQ+ are appropriately met and that all students understand the importance of equality and respect. LGBTQ+ content has been specifically interwoven throughout the PSHE/RSE curriculum, it does not stand alone as a topic. All teaching will be sensitive and age appropriate, in both approach and content/time, space and support is offered to students exploring their personal identity and sexuality.**

**3.8** At Arnewood, where appropriate, RSE will be taught in Tutor groups by the Tutor. Where this is not possible, the school will attempt to ensure a consistent staff member is timetabled to the group. Students will receive the following allocation:

- Year 7: 2 hours a fortnight with additional sessions throughout the year
- Year 8 – 11: 1 hour a fortnight with additional sessions throughout the year

**3.9** Further guidance is available from Mr Nicholson, Head of Geography & PSHE at Arnewood School and Mrs C. Whitlock, Head of PSHE and Assistant Headteacher of Personal Development at Eaglewood School. The government website for RSE also provides clear insight. It can be found at: -

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements>

#### **4.0 Monitoring and Evaluation**

**4.1** The RSE curriculum and its delivery is monitored by the Heads of PSHE and senior line managers in line with the Teaching and Learning Policy. Staff and students are surveyed in order to evaluate the effectiveness of the delivery and impact of PSHE lessons. Lessons are adapted where appropriate, given particular needs of a given cohort. We recognise RSE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSE curriculum. In teaching RSE, we will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect. All teaching will be sensitive and age appropriate, in both approach and content.

**4.2** The Gryphon Trust regularly reviews and evaluates the school curriculum – its intention, implementation and impact. This process assures that we comply with the Equality Act 2010. The Gryphon Trust aims to ensure no unlawfully discrimination against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics) is permitted/We will also be conscious of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

## **5.0 Roles & responsibilities**

### **5.1 The Governing Body**

The Governing Body will approve the policy and hold the headteacher to account of its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for ensuring RSE curriculum is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of the RSE curriculum. (see section 6.3)

### **5.3 Head of PSHE**

The Head of PSHE is responsible for ensuring the RSE curriculum meets the statutory requirements as set out by the government, and for ensuring the curriculum is fully resourced.

### **5.4 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive and professional way
- Modelling positive and inclusive attitudes
- Monitoring progress
- Responding to the needs of individual students.
- Managing student requests to withdraw for non-statutory elements of the curriculum with the Head of PSHE & Headteacher

## **6.0 Parent's/Carer's Rights**

**6.1** We recognise that parents and/or carers play a key role in teaching their children about relationships and sex. Our schools aim to work with parents and carers to support them in preparing their children for happy and fulfilled relationships in adult life.

**6.2** Parents and carers have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, we shall grant up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will plan for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. Requests for withdrawals should be put in

writing and addressed to the headteacher. Withdrawals will be considered on a case-by-case basis and in consultation with professionals. A copy of withdrawal requests will be placed in the student's educational record.

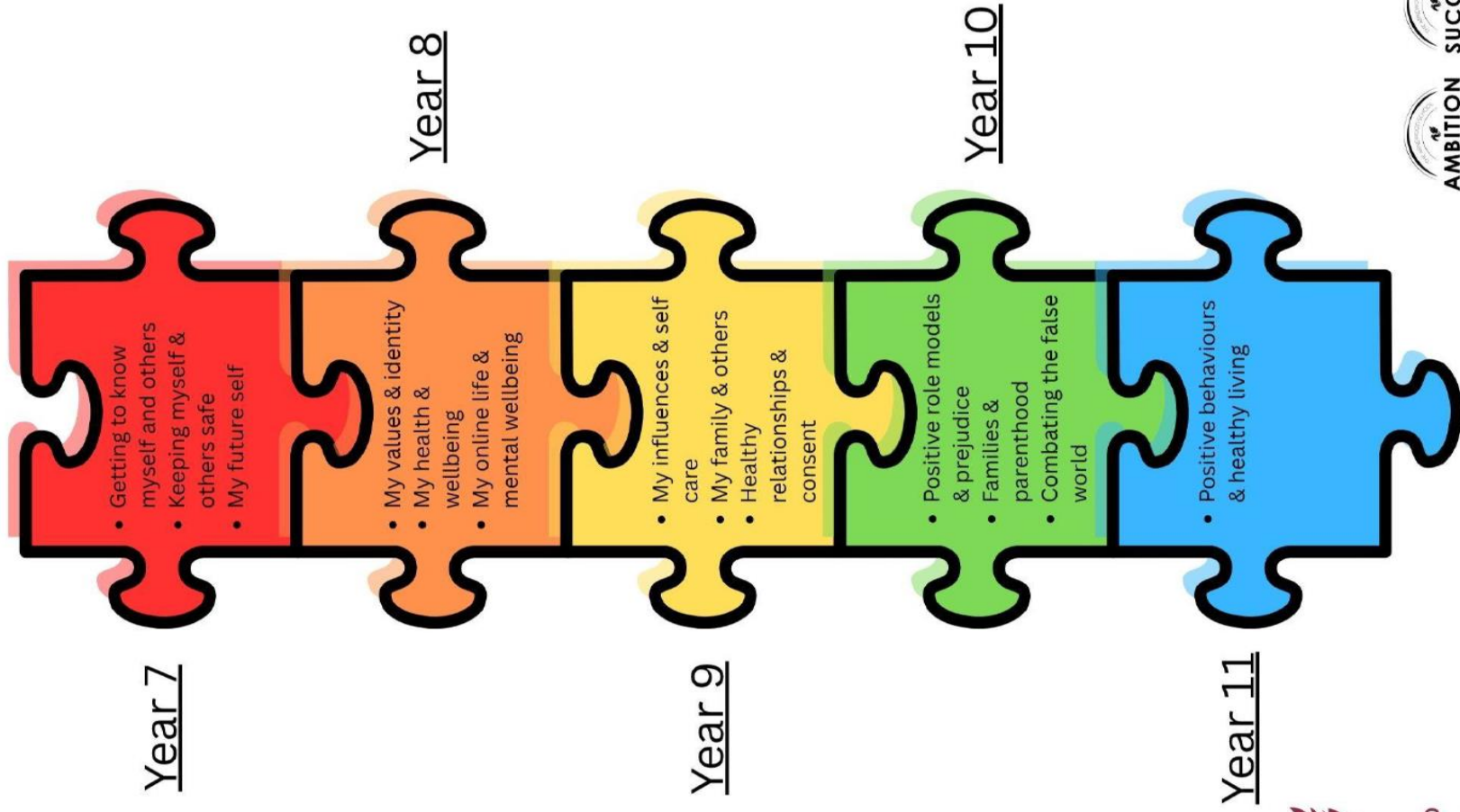
- 6.3** There is no right to withdraw from relationships education or health education at secondary school as the government maintains the contents of these subjects – such as family, respectful relationships (including friendships), safety (including online safety) – are important for all children to be taught.

## **7.0 Policy Review**

The policy will be reviewed in accordance with the schedule published on the front page of this document.



# The Arnewood School PSHE



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

**Families:**

- 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:**

- 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 nonconsensual 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

**Online and media:**

- 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:

- 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)

#### Intimate and sexual relationships, including sexual health:

- 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