



Avonbourne Boys' & Girls' Academies
The best in everyone™
Part of United Learning

Relationship & Sex Education (RSE) Policy

Relationships and Sex Education Policy

Introduction

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

At Avonbourne Boys' and Girls' Academies our RSE Programme has its foundation in our core Character Values- Respect, Ambition, Equality, Community and Hard Work & Determination. That means, all RSE lessons will have as its fundamental underpinning, the values listed above. RSE forms part of the Character Education Programme.

Statutory requirements

As a secondary academy 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 Avonbourne Academies we teach RSE as set out in this policy.

Definition of RSE

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. The general framework of the programme is designed to help young people identify and build positive relationships. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

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, considering 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.

Delivery of RSE

RSE will be taught as an aspect of the Physical, Social and Health Education (PSHE) curriculum.

PSHE including RSE will be delivered by staff at Avonbourne Boys' and Girls' Academies. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), Physical Education (PE) and the tutor programme.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) 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).

The religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and that all relationship education teaching will meet the requirements of equality law.

We will ensure that RSE is accessible to all through high quality teaching that is differentiated and thoughtfully planned. We are also mindful of preparing for adult outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.

Roles and responsibilities

The Governing Board

The Governing board will approve the RSE policy and hold the principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

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 principal. RSE is taught in designated PSHE lessons at KS3 and KS5, by form tutors during the designated time in the tutor programme at KS4 and in some instances by trained professionals health care workers.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. National Curriculum Science is statutory. At KS3 and KS4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilization, gestation, birth, and HIV/AIDS. Information on **sex and relationships, staying safe online, and health education are taught within PSHE.**

Parents/Carers have the right to withdraw their children from the 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. Please note that students cannot be withdrawn from the relationships and health education components with RSE. If a parent wishes to withdraw their child from aspects of the RSE program, then they need to write a letter to the Principal stating their reasons for the request.

Where a Parent/Carer wishes to withdraw their child from sex education within RSE, the following will apply;

- The Principal should discuss with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Principal should discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g., safeguarding concerns), 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 should make arrangements to provide the child with sex education during one of those terms.
- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Principal will want to take a pupil's SEND into account when making this decision.

Monitoring arrangements

Each year a curriculum audit of the RSE statutory guidelines is carried out across the Academies to ensure the curriculum is responsive and comprehensive.

Evidence of the teaching of RSE (through the PSHE curriculum) is collected via **learning walks, collated resources** and **student work**. From these the PSHE lead will evaluate the efficacy of teaching and learning in RSE and assess how this affects student outcomes. Students may be consulted on the delivery and effectiveness of the lessons.


As a part of the United Learning survey, students will be given an opportunity to comment on the following areas related to RSE:

- 'My school teaches Relationships and Sex Education well.' Do you agree?
- 'When I have been taught Relationships and Sex Education it has been appropriate for my age (not too mature and not too immature).' Do you agree?
- 'If I wanted to report inappropriate sexual behaviour, I know who to tell and how to do this.' Do you agree? Responses from students are discussed at senior level and actions agreed in response.

Complaints

Any complaints about the Relationships and Sex Education programme should be made in accordance with the school's usual complaints procedure.

Policy Review

Date of last review. Reviewed by J Booler (no amendments made)	July 2024	Review period	1 Year
Type of policy	Statutory	Author	G Carmichael/G Creed
Date of this review	Summer 2025	Ratified by M Dyer 14.7.2025	
Next review due	Summer 2026		

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	Confidence	Confidence	Ambition	Ambition	Respect	Respect
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	<p>Valuing Myself & Others.</p> <ol style="list-style-type: none"> 1. Sharing perspectives & respecting differences 2. Factors affecting different relationships & mental and emotional health 3. Risky behaviours & presenting myself well 	<p>Responsibilities and Values</p> <ol style="list-style-type: none"> 1. Reviewing strengths and values & qualities in positive relationships 2. Healthy balance & family roles and responsibilities 3. Income inequality and ethics & values in relationships 	<p>Amplifying Voices</p> <ol style="list-style-type: none"> 1. Mental health stigma & social media opportunities and benefits 2. Media and self-image & media representations of relationships. 3. Responding when things go wrong online & social and environmental impacts of financial decisions 	<p>Making Safe Choices</p> <ol style="list-style-type: none"> 1. Presenting self online & sharing images 2. Reducing risk online & managing personal safety 3. First aid and common injuries & Establishing personal values and clear boundaries 	<p>Growing and Thriving</p> <ol style="list-style-type: none"> 1. What is FGM? & Peer influence and consent 2. Triggers for unhealthy coping strategies & strategies to manage puberty 3. Gender and sexuality & Recognising bullying 	<p>Healthy Futures</p> <ol style="list-style-type: none"> 1. Taking responsibility for physical health & A balanced diet: part of a healthy lifestyle 2. Positive and negative uses of drugs 3. Different types and patterns of work
Year 8	<p>Building Perspectives</p> <ol style="list-style-type: none"> 1. Seeking perspectives; assessing evidence 2. Discussing issues respectfully 3. Stereotyping, prejudice, and discrimination 4. Building resilience 5. Managing stress and emotional challenges 6. Goal setting 	<p>My Place in the World</p> <ol style="list-style-type: none"> 1. Routes into work and further education 2. Social media: opportunities 3. Building and undermining trust 4. Challenging harmful social norms 5. Strong feelings and boundaries 	<p>Intimate Relationships</p> <ol style="list-style-type: none"> 1. Stable, long-term relationships 2. Intimacy without sex 3. Consent in intimate relationships 4. Consent: legal and moral implications 5. Risks of unprotected sex 	<p>Responding to Risk</p> <ol style="list-style-type: none"> 1. The internet: risks and opportunities 2. Factors that contribute to young people joining gangs 3. Risks and facts associated with FGM 4. Cultural expectations that may limit aspirations 5. Internal and external influences on health decisions 	<p>Making Good Decisions</p> <ol style="list-style-type: none"> 1. How to access health services 2. Factors that influence decisions about diet 3. Benefits of exercise 4. The effect of drugs and alcohol (S) 5. Water safety 6. Consequences of carrying a weapon 	<p>Risks, Attitudes and Influences</p> <ol style="list-style-type: none"> 1. CPR and the use of defibrillators 2. Drugs, alcohol, and tobacco: misconceptions 3. Consequences of substance misuse 4. Strategies to manage influences on drug, alcohol and tobacco use 5. Different attitudes to finance and debt 6. Assessing and managing risk in

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						relation to financial decisions
Year 9	<p>Developing assertive communication, clarifying values and strategies to manage influence.</p> <ol style="list-style-type: none"> 1. Consent 2. Relationship Expectations 3. Abuse and Harassment 	<p>Developing agency and strategies to manage influence and access support.</p> <ol style="list-style-type: none"> 1. Relationships and Sexual Health 2. Maintaining Sexual Health (STIs) 3. Contraception 4. Unplanned pregnancy 	<p>Developing assertive communication, risk management and support seeking skills.</p> <ol style="list-style-type: none"> 1. Rights in the Community 2. Relationship Boundaries - Friendships 3. Unwanted Contact 	<p>Developing agency and strategies to manage influence and access support.</p> <ol style="list-style-type: none"> 1. Managing Transition to Key Stage 4 2. Managing Mental Health Concerns 3. Aspirations for the Future 	<p>Developing respect for beliefs, values and opinions and advocacy skills.</p> <ol style="list-style-type: none"> 1. Stereotypes, Prejudice and Discrimination 2. Promoting diversity and equality 3. Fertility, Adoption and Abortion 	<p>Developing decision making, risk management and support seeking skills.</p> <ol style="list-style-type: none"> 1. Friendship Challenges 2. Drugs and Alcohol (Case study) 3. Gangs and Violent Crime
Year 10	<p>Developing self-confidence, risk management and strategies to manage influence.</p> <ol style="list-style-type: none"> 1. Healthy and Unhealthy Relationships 2. Abusive Relationships 3. Sex and Healthy Relationships 4. Sexual Assault and the Impact of pornography 	<p>Developing analytical skills and strategies to identify bias and manage influence.</p> <ol style="list-style-type: none"> 1. Money Management, Developing resilience and self-management skills. 2. Gambling 3. Cyber Safety 	<p>Developing self-confidence, risk management and strategies to manage influence.</p> <ol style="list-style-type: none"> 1. Gangs and County Lines 2. Drugs and Alcohol 3. Assertive Communication 	<p>Developing confidence, agency and support-seeking skills.</p> <ol style="list-style-type: none"> 1. Making safe and Healthy Lifestyle Choices 2. Health Promotion 3. First Aid 	<p>Developing respect for diversity, risk management and support-seeking skills</p> <ol style="list-style-type: none"> 1. Arranged Marriage and Forced Marriage 2. Trafficking 3. FGM 	<p>Developing confidence, agency and support-seeking skills.</p> <ol style="list-style-type: none"> 1. Personal Safety Online 2. Extremism (Terrorism and Far-Right) 3. Preparing for Adult Life

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<p>Year 11</p>	<p>Developing agency and strategies to manage influence and access support.</p> <ol style="list-style-type: none"> 1. Mental Health Concerns (Self-Harm and Eating Disorders) 2. Drugs and Illegal Substances 3. Alcohol Abuse 4. Sexual Assault and the Impact of pornography* 	<p>Developing assertive communication, clarifying values and strategies to manage influence.</p> <ol style="list-style-type: none"> 1. Consent 2. Healthy and Unhealthy Relationships 3. Nudes and Semi Nudes 	<p>Developing assertive communication, clarifying values and strategies to manage influence.</p> <ol style="list-style-type: none"> 1. Promoting Diversity 2. Stereotyping and Discrimination 3. LGBTQ 	<p>Developing empathy, compassion and strategies to access support.</p> <ol style="list-style-type: none"> 1. Change, Loss and Bereavement 2. Healthy Coping Strategies 3. Pregnancy and Miscarriage 	<p>Citizenship</p> <ol style="list-style-type: none"> 1. Role of Parliament 2. Electoral Systems 3. Religious, Ethnic Regional Identities in the UK 	
<p>Year 12</p>	<p>Developing empathy, compassion and communication.</p> <ol style="list-style-type: none"> 1. Mental health and emotional wellbeing 2. Managing stress 3. Healthy coping strategies 	<p>Developing agency and strategies to manage influence and access support.</p> <ol style="list-style-type: none"> 1. Consent 2. Career Opportunities 3. Preparing for the World of Work 	<p>Developing self-confidence, risk management and strategies to manage influence.</p> <ol style="list-style-type: none"> 1. Living in a Diverse Society 2. Challenging Prejudice and Discrimination 	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ol style="list-style-type: none"> 1. Exploring future opportunities 2. Post-18 options 3. The Impact of Financial Decisions 	<p>Developing self-awareness, goal setting, adaptability and organisation skills.</p> <ol style="list-style-type: none"> 1. Independence and Keeping Safe 2. Travel 3. First Aid 	<p>Developing confidence, agency and support-seeking skills.</p> <ol style="list-style-type: none"> 1. Managing Stress 2. Boosting Mood 3. Body Image

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<p>Year 13</p>	<p>Developing self-awareness, goal setting, adaptability and organisation skills.</p> <ol style="list-style-type: none"> 1. Application Processes 2. Future opportunities 3. Career Development 	<p>Developing agency and strategies to manage influence and access support.</p> <ol style="list-style-type: none"> 1. Future opportunities and career development 2. Maintaining a Positive Professional Identity 	<p>Developing confidence, agency and support-seeking skills.</p> <ol style="list-style-type: none"> 1. Managing Money 2. Debt 3. Saving and Budgeting 	<p>Developing assertive communication, clarifying values and strategies to manage influence.</p> <ol style="list-style-type: none"> 1. Assertive Communication 2. Positive Relationships and Recognising Abuse 3. Dangerous Situations or Relationships 	<p>Developing self-awareness, goal setting, adaptability and organisation skills.</p> <ol style="list-style-type: none"> 1. Exploring future opportunities 2. Post-18 options 3. Saving and Debt 	