



# Relationship and Sex Education policy

2025-2027

Approved by:

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## 1. Our 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

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Craven PRS, we teach RSE as set out in this policy.

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Craven PRS we teach RSE as set out in this policy.

### **3.Policy development**

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

1. Review – a member of staff 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/carers and any interested parties were invited to attend a meeting about the policy
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

Relationships and Health Education is defined as: learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality, sex and sexual health.

It supports students in gaining accurate information, to develop skills and to form positive beliefs, values and attitudes.

It also gives students essential skills for building positive, enjoyable, respectful, loving and non-exploitive friendships and relationships, staying safe both on and offline.

This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Sex Education is defined as: learning about the fertilisation of a human egg.

## 5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary to meet the needs of the pupils.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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 make sure 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 and 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 will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- › Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- › Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

## 8.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers on request, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

## 8.3 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/carers wish them to be withdrawn from the non-statutory/non-science 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.

Emma Marsden is the PSHCE lead , with the guidance of headteacher.

## 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory/non-science 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 headteacher will discuss the request with parents/carers and take appropriate action.

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

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

## 11. Monitoring arrangements

The delivery of RSE is monitored by

Emma Marsden- DSL and Behaviour lead and the Head teacher through:

- learning walks,

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

This policy will be reviewed by Emma Marsden- DSL and Behaviour lead and the Head teacher- Yearly

At every review, the policy will be approved by the governing board

Appendix 1: Curriculum map

**Relationships and sex education curriculum map**

PSHCE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	HALF TERM	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	1.9.25 Relationships	8.9.25	15.9.25	22.9.25	29.9.25	6.10.25	13.10.25	20.10.25		3.11.25 Staying safe	10.11.25	17.11.25	24.11.25	1.12.25	8.12.25	15.12.25
Main curriculum	What is a relationship  Unhealthy relationships	What is a balanced relationship  Domestic violence	Respect and tolerance  Changes in our bodies	The law and relationship  Consent	Contraception  Sexual relationships	STI and STD  Signs of pregnancy	Pregnancy  Teenage pregnancy and birth	Unwanted pregnancy  Recap and test		Relationships and viewing explicit imagery  Online behaviours	Risks in the community  Gun and Knife crime	Exploitation  Grooming	County lines  What is an addiction	How addiction affects people  Gambling and compulsive buying	Smoking and vaping  Drugs and alcohol	Family stress at Christmas  Recap and test
Literacy key words Recall opportunities Assessment																
	CHRISTMAS	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	HALF TERM	Week 22	Week 23	Week 24	Week 25	Week 26	EASTER	Week 27	Week 28
		5.1.26 Challenging discrimination	12.1.26	19.1.26	27.1.26	2.2.26	9.2.26		23.2.26 Emotions	2.3.26	9.3.26	16.3.26	23.3.26		13.4.26 Our health	20.4.25
Main curriculum		Challenging discrimination  Stereotypes	Bullying  Honour based violence	Forced marriage  FGM	What is radical behaviour?  What is terrorism?	British values  British values	Human Rights  Recap and test		What are our emotions?  How can I manage challenging emotions?	Emotions - self esteem  Emotions - self esteem	Feeling down and lonely  What is depression?	Social anxiety disorder  Emotions and anxiety	Recap and test		Healthy living  Balanced diet	Importance of exercise and wellbeing  Sleep
Literacy key words Recall opportunities Assessment																
	Week 29	Week 30	Week 31	Week 32	HALF TERM	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	SUMMER HOLIDAYS			
	27.4.26	4.5.26	11.5.26	18.5.26		1.6.26 Media and online behaviours	8.6.26	15.6.26	22.6.26	29.6.26	6.7.26	13.7.26				
Main curriculum	Selfcare awareness  Dental care	Self-harm  Eating disorders	PTSD  Suicide and suicidal thoughts	Maintaining positive mental health  Recap and test		Social media and reality  Staying in control online	Online- Is everything you see real  How online use can impact our lives	Online dangers viewing explicit  Internet safety	Fake news  The impact of fake news	Managing influences  How to report concerns online	Basic first aid  First aid and CPR	Staying safe in the summer  Recap and test				

KS4 planning for 2025/26- PSHCE

PSHCE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	HALF TERM	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	1.9.25 Relationships	8.9.25	15.9.25	22.9.25	29.9.25	6.10.25	13.10.25	20.10.25		3.11.25 Staying safe	10.11.25	17.11.25	24.11.25	1.12.25	8.12.25	15.12.25
Main curriculum	What is a relationship  Unhealthy relationships	What is a balanced relationship  Domestic violence	Respect and tolerance  Changes in our bodies	The law and relationship  Consent	Contraception  Sexual relationships	STI and STD  Signs of pregnancy	Pregnancy  Teenage pregnancy and birth	Abortion  Recap and test		Relationships and viewing explicit imagery  Online behaviours	Risks in the community  Gun and Knife crime	Exploitation  Grooming	County lines  What is an addiction	How addiction affects people  Gambling and compulsive buying	Smoking and vaping  Drugs and alcohol	Family stress at Christmas  Recap and test
Literacy key words Recall opportunities Assessment																
	CHRISTMAS	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	HALF TERM	Week 22	Week 23	Week 24	Week 25	Week 26	EASTER	Week 27	Week 28
		5.1.26 Challenging discrimination	12.1.26	19.1.26	27.1.26	2.2.26	9.2.26		23.2.26 Next steps	2.3.26	9.3.26	16.3.26	23.3.26		13.4.26 Our health	20.4.25
Main curriculum		Challenging discrimination  Stereotypes	Bullying  Honour based violence	Forced marriage  FGM	What is radical behaviour?  What is terrorism?	British values  British values	Human Rights  Recap and test		GCSE prep  Next steps	College courses  Different careers	C.V  Application forms	Personal finances  Budgeting money	Banking  Recap and test		Healthy living  Balanced diet	Importance of exercise and wellbeing  Sleep
Literacy key words Recall opportunities Assessment																
	Week 29	Week 30	Week 31	Week 32	HALF TERM	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	SUMMER HOLIDAYS			
	27.4.26	4.5.26	11.5.26	18.5.26		1.6.26 Media and online behaviours	8.6.26	15.6.26	22.6.26	29.6.26	6.7.26	13.7.26				
Main curriculum	Selfcare awareness  Dental care	Self-harm  Eating disorders	PTSD  Suicide and suicidal thoughts	Maintaining positive mental health  Recap and test		Social media and reality  Staying in control online	Online- Is everything you see real  How online use can impact our lives	Online dangers viewing explicit  Internet safety	Fake news  The impact of fake news	Managing influences  How to report concerns online	Basic first aid  First aid and CPR	Staying safe in the summer  Recap and test				

## 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/carers 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/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	