

Relationship and sex education policy



WESTCOUNTRY
SCHOOLS TRUST

Westcountry Schools Trust: Eggbuckland Community College

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1. 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

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
- Relationships Education, Relationship and Sex Education (RSE) and Health Education - [Statutory Guidance \(2019\)](#)

At Eggbuckland Community College we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to complete an online survey in January 2023 covering the content of RSE by year group to gather their views and allow individuals to receive email responses to any queries they had. The next parental online consultation will be sent on by the end of January 2025
3. Pupil consultation – we investigated what exactly pupils want from their RSE by using a student voice online survey at the end of every full term.
4. Ratification – once amendments were made, the policy was shared with governor hubs and ratified

4. Definition

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. RSE involves a combination of sharing information and exploring issues and values.

5. Curriculum

Our RSE 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, 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) 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 use two cancer charities (Testicular Cancer Trust and Coppafeel) to deliver cancer talks to Year 11 in their Spring term

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

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 HABs will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing hub will hold the headteacher to account for the implementation of this policy.

8.2 The headteacher

The headteacher 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 (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 wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff teaching RSHE (known as Wellbeing at ECC) September 2024-July 2025:

CTL: L Hewison

Other staff:

N Flippance

R Oakshott

L Hunt

J Scott

A Piper

E Polson

M Whaley

G Channing

S Wilson

T Ellison

S Wardman

A Dawe

S Matic-Booth

B Cooper

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 have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal are via a letter sent to parents when SRE is taught within KS3. Parents need to opt out via this letter.

Alternative school work will be given to pupils who are withdrawn from sex education, with an emphasis on healthy relationship behaviours.

Three terms before they turn 16, **a student can opt back into sex education lessons**. The school has a duty to provide sex education during one of the remaining three terms.

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 L Hewison through:

Learning Walks, the schools QA process and folder checks

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

This policy will be reviewed by L Hewison CTL of Wellbeing At every review, the policy will be approved by the HAB.

Appendix 1: Curriculum map

Relationships and sex education curriculum map – all resources are developed by the CTL for Wellbeing and are available to staff on the internal SharePoint System

Term	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn L1-L6	<p>Looking After ourselves:</p> <ol style="list-style-type: none"> 1. How do we learn and keep our brain healthy? (Sleep, breathing techniques, nutritious food) 2. How do we manage our emotions? 3. How do we look after our personal hygiene? (Personal, Dental Hygiene) <p>End of term online test and online student voice</p>	<p>Healthy Sex, Healthy Relationships:</p> <ol style="list-style-type: none"> 1. What can we remember about Puberty? 2. How do our bodies respond to an infection? 3. What are the symptoms, treatment, and long-term consequences of common bacterial and viral STIs? 4. What are the common contraceptives that can be used to prevent pregnancy and/or STIs? (incl LGBTQ+ perspective) <p>Online end of term assessment</p>	<p>Healthy Living:</p> <ol style="list-style-type: none"> 1. What lifestyle choices can affect our health? (incl STIs, taking drugs, not managing our emotions, online behaviour) 2. What are the dangers of some illegal and legal drugs? (Alcohol, Nicotine, MDMA, Cannabis, Ketamine) 3. How do we stay safe online and within the law? <p>End of term online exam style assessment (incl. scenario- based questions)</p>	<p>Healthy Relationships, Healthy Sex</p> <ol style="list-style-type: none"> 1. What is FGM and Honour based violence? 2. What's the problem with pornography? 3. What is consent and what are the laws related to it? 4. What does a healthy or unhealthy relationship look like? <p>End of term online exam style assessment (incl. scenario- based questions)</p>	<p>Maintaining your Mental Wellbeing</p> <ol style="list-style-type: none"> 1. What is mental wellbeing and why is it a problem for some? 2. How can I assess my own mental wellbeing? (STRESS BUCKET) 3. Why am I tried all the time? 4. What strategies can I use to support and maintain my mental wellbeing?
Spring L7 - L12	<p>Looking after ourselves:</p> <ol style="list-style-type: none"> 1. How do our bodies and emotions change during puberty? 2. How can lifestyle choices be dangerous? (Vaping – link back to the healthy brain) 3. What is acceptable online? (sexting and the law, online bullying) 	<p>Healthy Sex, Healthy Relationships:</p> <ol style="list-style-type: none"> 1. How can I deal with peer pressure in an intimate relationship? 2. What does a healthy relationship look like? 3. Why do some people take risks with their sexual health? (Including alcohol as well as risky behaviour) <p>Online end of term assessment</p>	<p>Healthy Living:</p> <ol style="list-style-type: none"> 1. How do we stay within the Law online? 2. Research: Where do we get help for alcohol, drugs, or online safety? <p>Mental Wellbeing:</p> <ol style="list-style-type: none"> 3. What is stress and how do we cope with it? 4. What are some ways that others struggle with stress and anxiety? (Self-harm, body image, OCD, anxiety, depression) <p>Online end of term assessment</p>	<p>Healthy Relationships, Healthy Sex</p> <ol style="list-style-type: none"> 1. How does the media influence us and our intimate relationships? 2. How does the body deal with infections such as STIs? 3. Revisiting STIs: symptoms, consequences, and treatments. 4. What is the big deal with HIV? (Gareth Thomas HIV and ME doc) 5. Revisiting contraception methods incl. LGBTQ+ perspective 6. Where to get help locally for STIs and contraceptive advice? <p>End of term and student survey</p>	<p>Financial capability including</p> <ol style="list-style-type: none"> 1. How do we live on a Low Wage? 2. How can we manage our debt? 3. How can we borrow money responsibly?

<p>Summer L13-L18</p>	<p>Looking after others: First Aid: 1. Why is First Aid important? 2. What is DRAB? (Danger Response Airways Breathing) 3. When do I put someone in the Recovery Position? 4. Recovery Position Peer Assessment. End of year online Exam (Drop Down day) First Aid: CPR, CPR Peer Assessment Dealing with Big Bleeds, Dealing with Clinical Shock</p> <p>End of year exam/Enrichment week/Rollover week (see 1 for yr 8)</p>	<p>Healthy Sex, Healthy Relationships: 1. What are the choices for a pregnant teenage girl? 2. How do criminal gangs exploit young people? (County Lines and Human Trafficking) 3. Where can a teenager get help locally? (school and wider community support for relationship concerns and criminal behaviour)</p> <p>End of year online assessment Enrichment Week Rollover week (see 1 for Yr 9)</p>	<p>Mental wellbeing: 1. Where can we seek help locally and nationally to help us with our mental wellbeing? The Right to Be Me: 2. How do people define their identity? 3. What is #MeToo? 4. How does body language work? 5. What is misogyny and why should we care?</p> <p>End of year online assessment (scenario-based) Enrichment week Roll-over week (see 1. For Yr 10)</p>	<p>Healthy Relationships, Healthy Sex 1. What are the pros and cons of adoption and abortion? 2. How do fertility rates change as you age? 3. What is the menopause and how does it affect women's health? 4. What are the short- and long-term impacts of being a teenage parent?</p> <p>Mock exams Work experience week Rollover week (see 1 for Yr 11)</p>	<p>Study Skills and extraction for extra Maths and English tuition</p>
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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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	PUPILS 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	PUPILS 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 (see attached letter)

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	

Appendix 3 continued Letter sent home to parents:

Dear Parent/Carer

As part of the Wellbeing curriculum in Year 8, your child will be given 3 basic sex education lessons. These form part of a module that we have called “Healthy Relationships, Healthy Sex.” The purpose of this module is to enable students to explore a variety of issues linked with teenagers, sexual health and the importance for students to reduce risky behaviours that may lead to sexual health problems. Current research recommends that such basic information is introduced to young people early on in secondary schools and then reinforced by repetition over two or three years.

We have included the module overview so you can see the main themes we cover. The traditional sex education lessons build on the science national curriculum puberty lessons that were taught in Year 7. The lessons include information related to sexually transmitted infections (STI’s) and different contraceptive methods and their effectiveness at preventing infection and/or unplanned pregnancy.

All staff delivering these particular lessons are well trained and deal with the topic in a sensitive manner. Students get opportunities to review their learning on these matters again in Year 10, where we deliver similar lessons, but we also then include potential relationship difficulties including abuse and coercive control.

As parents, you have the legal right to withdraw your child from these specific sex education lessons. **If you DO NOT wish your child to attend the sex education aspect of this module** (indicated in the Red Outlined box overleaf), **please complete the reply slip below** and ask your child to return it to their Wellbeing teacher. When these lessons are covered during the module your child will be given alternative work and will complete this under supervision elsewhere in the College. **If you ARE HAPPY for your child to attend these lessons you DO NOT need to do anything with the reply slip below.**

If you would like further information regarding the content of the sex education lessons, please feel free to contact the Wellbeing department and arrange to speak to your child’s Wellbeing teacher or contact me via email. In addition, a copy of the College’s Sex Education Policy is available on request.

Kind regards



Ms L M Hewison lhewison@egguckland.com
Wellbeing Curriculum Team Leader

I do **NOT** wish my child to attend the sex education lessons that are included in the Wellbeing Teenage Pregnancy Module.

Name of child: _____ Wellbeing Teacher: _____

Parent/Carer signature: _____ Date: _____

