

## Relationships and Sex Education (RSE)

<b>DRAFTED BY:</b>	DWE	<b>STATUS:</b>	Non-Statutory (Academies)
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### 1. Vision, Purpose and Strategic Objectives

- 1.1. The vision for the school is to provide young people with the information they need to help them develop healthy, nurturing relationships of all kinds within a framework in which sensitive, open discussions can take place.
- 1.2. This policy statement sets out the school's arrangements for, both, delivering effective relationships and sex education (RSE) which is an integral part of the school's ethos and values.
- 1.3. The strategic objectives are to:
  - Prepare students for puberty by providing them with an understanding of sexual development as well as the importance of health and hygiene
  - Help students develop feelings of self-respect, confidence and empathy
  - Create a positive culture around issues of sexuality and relationships
  - Teach students the correct vocabulary to describe themselves and their bodies.

### 2. Statutory Requirements

- 2.1. As a secondary academy school, we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

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2.2. 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](#).

2.3. 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

2.4. At Isleworth & Syon School we teach RSE as set out in this policy. In addition, Health Education is mandatory; this includes content on puberty.

### 3. Equality, Inclusion and Moral Issues

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

- Review - The PSHE Lead overseen by the Deputy headteacher has collated all relevant information including national and local guidance. This includes guidance from the PSHE Association and MIND.
- Staff consultation - teachers of PSHE were given the opportunity to look at the policy and make recommendations.
- Parent/carers and stakeholder consultation - parents/carers and any interested parties were invited to attend a meeting about the policy.
- Student consultation - student voice has determined what exactly students want from their RSE.
- Ratification - once amendments were made, the policy was shared with trustees and ratified.

### 4. Definition

4.1. RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information as well as exploring issues and values.

4.2. Crucially, RSE is not about the promotion of sexual activity.

### 5. Curriculum

5.1. RSE is compulsory in secondary schools. Our curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary.

5.2. We have developed the curriculum in consultation with parents/carers, students and staff, 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 they are fully informed and do not seek answers online.

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

### 6. Delivery of the RSE Programme

6.1. 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). Additionally, some areas of RSE are delivered during Study Support sessions, assemblies and in our wider learning

6.2. 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.

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- 6.3.** For more information about our RSE curriculum, see Appendices 1 and 2.
- 6.4.** These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of young people based on their home circumstances. We recognise that families can include single parent families, LGBT parents/carers, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. Teachers who deliver RSE do so sensitively knowing that some young people may have a different structure of support around them (for example: looked after children or young carers).
- 6.5.** 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.

## **6.6. INCLUSIVITY**

**6.6.1.** 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, supported and able to engage with the key messages

**6.6.2.** 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

## **6.7. USE OF RESOURCES**

**6.7.1.** The PSHE Association Quality Mark is awarded exclusively to lessons materials that meet best practice principles for safe and effective PSHE education. Where possible teaching staff will look and use these assured resources in the first instance.

**6.7.2.** In cases whereby there are no or limited resources available with PSHE Association Quality mark teaching staff will consider the following:

- 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**

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

**7.2.** 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.

**7.3.** We will:

**7.3.1.** 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](#)

**7.3.2.** Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

**7.3.3.** Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

**7.3.4.** Review any case study materials and look for feedback from other people the agency has worked with

**7.3.5.** Be clear on: What they're going to say and their position on the issues to be discussed

**7.3.6.** Ask to see in advance any materials that the agency may use

**7.3.7.** Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

**7.3.8.** Conduct a basic online search and address anything that may be of concern to us, or to parents and carer

**7.3.9.** Check the agency's protocol for taking pictures or using any personal data they might get from a session

**7.3.10.** Remind teachers that they can say "no" or, in extreme cases, stop a session

**7.3.11.** Make sure that the teacher is in the room during any sessions with external speakers

**7.3.12.** Share all external materials with parents and carers

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

**7.4.1.** Work with external agencies that take or promote extreme political positions

**7.4.2.** Use materials produced by such agencies, even if the material itself is not extreme

## **8. Role and Responsibilities**

### **8.1. THE ACADEMY TRUST BOARD**

The board has delegated the approval of this policy to the Standards committee of the Academy Trust.

### **8.2. THE CO-HEADTEACHERS**

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

### **8.3. STAFF**

**8.3.1.** Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

**8.3.2.** 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 Co-headteachers.

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#### **8.4. STUDENTS**

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

### **9. Parents/Carers' Right to Withdraw Their Son/Ward from Sex Education**

- 9.1. Parents/carers have the right to withdraw their son/ward from the non-statutory/non-science components of sex education within RSE up to and until three terms before the child turns 16 years of age. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this.
- 9.2. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Co-headteachers.
- 9.3. A copy of withdrawal requests will be placed in the educational record of the student. The Co-headteachers or a delegated representative will discuss the request with parents/carers and take appropriate action.
- 9.4. Likely actions include the provision of alternative PSHE activities for the student who has been withdrawn from sex education. These activities are likely to involve independent study.

### **10. Training**

- 10.1. Staff are trained on the delivery of RSE as part of their induction and it is included in the school's continuing professional development (CPD) calendar.
- 10.2. The Co-headteachers will also invite visitors from outside the school, such as school NHS nurses or sexual health professionals, to provide support and training to staff teaching RSE.
- 10.3. The lead for PSHE will also attend subject network meetings for RSE in order to develop and share expertise and high-quality resources.

### **11. Monitoring and Self-Evaluation**

- 11.1. The delivery of RSE is monitored by a Deputy headteacher through lesson observations, work scrutiny, learning walks, student voice, parental/carer surveys and impact reports.
- 11.2. Students' development in RSE is monitored by class teachers as part of our internal assessment system.

### **12. Approval and Review**

This policy will be reviewed by a Deputy headteacher on an annual basis. At every review the policy will be approved by the Co-headteacher, and the Standards Committee of the Academy Trust as required.

See appendices on the next pages.

## Appendix 1: Curriculum Map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 7	<p><b>Healthy friendships:</b></p> <ul style="list-style-type: none"> <li>• Things that cause conflict between me and my friends</li> <li>• What I do when my friend makes me upset</li> </ul> <p><b>Personal identity &amp; Diversity</b></p> <ul style="list-style-type: none"> <li>• Appreciating similarities as well as differences across our community</li> <li>• Managing peer pressure and developing confidence</li> <li>• Social media influences</li> </ul> <p><b>Healthy choices</b></p> <ul style="list-style-type: none"> <li>• Physical, mental and emotional health</li> <li>• Active lifestyle choices</li> </ul> <p><b>My changing body:</b></p> <ul style="list-style-type: none"> <li>• Puberty: How boys' and girls' bodies change as we grow up, and how these changes affect us</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE Association</li> <li>• MIND charity</li> <li>• Amnesty international</li> <li>• NHS nurses</li> <li>• Equality commission</li> <li>• LGBT foundation</li> <li>• Stonewall</li> <li>• PSHE borough network</li> <li>• News &amp; social media</li> <li>• L8R videos</li> <li>• TrueTube video clips</li> <li>• Pride - into film</li> <li>• The Day</li> </ul>
Year 8	<p><b>Personal identity &amp; Diversity</b></p> <p>Appreciating similarities as well as differences across our community</p> <p><b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>• Understanding how relationships affect everything we do in our lives</li> <li>• Understanding that relations can cause strong feelings and emotions</li> <li>• How to deal with the breakdown in relationships</li> </ul> <p><b>Healthy choices</b></p> <ul style="list-style-type: none"> <li>• Physical, mental and emotional health</li> <li>• Active lifestyle choices</li> </ul>	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Healthy sexual relationships</li> <li>• Consent</li> <li>• Appropriate sexual behaviour</li> <li>• Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery)</li> <li>• Healthy sexual choices - abstinence</li> <li>• Sexual health</li> <li>• Parenthood</li> <li>• Sex education</li> <li>• The law</li> <li>• Sexually transmitted diseases</li> <li>• Contraception</li> <li>• Abortion</li> <li>• Dangers of pornography</li> <li>• Families - fostering &amp; adoption</li> </ul>	
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Sexuality and identity</li> <li>• Prejudice and intolerance</li> <li>• LGBTQ+</li> <li>• Sexual orientation</li> <li>• Gender</li> <li>• Sexuality and the media</li> <li>• Political issues surrounding sex education</li> </ul>	
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Mental wellbeing &amp; health</li> <li>• Supporting yourself and others</li> <li>• Mental wellbeing toolkit</li> </ul>	
<b>Year 12</b>	<ul style="list-style-type: none"> <li>• Mental wellbeing &amp; health</li> <li>• Supporting yourself and others</li> <li>• Mental wellbeing toolkit</li> <li>• Future choices</li> </ul>	
<b>Year 13</b>	<ul style="list-style-type: none"> <li>• Mental wellbeing &amp; health</li> <li>• Supporting yourself and others</li> <li>• Mental wellbeing toolkit</li> <li>• Future choices</li> </ul>	

## Appendix 2: What Students Should Know

By the end of secondary school, students should know...

TOPIC	STUDENTS SHOULD KNOW
<b>Families</b>	<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 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>
<b>Respectful relationships, including friendships</b>	<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>• The importance of maintaining positive mental wellbeing and supporting others. Including a toolkit to manage mental health as well as where to seek advice and guidance.</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: LGBTQ+</li> </ul>



TOPIC	STUDENTS SHOULD KNOW
<b>Online and media</b>	<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>
<b>Being safe</b>	<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>
<b>Intimate and sexual relationships, including sexual health</b>	<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>

Please complete this form if you wish to request that your son/ward is withdrawn from the sex education element of the RSE curriculum.

The form should be sent to [school@isleworthsyon.org](mailto:school@isleworthsyon.org) and marked for the attention of the Co-Headteachers.

**PLEASE ENSURE THAT ALL SECTIONS OF THE FORM ARE COMPLETED, ELECTRONICALLY OR USING BLACK INK**

TO BE COMPLETED BY PARENT/CARER			
NAME OF CHILD:		FORM:	
NAME OF PARENT/CARER:		DATE:	
REASON FOR			
WHAT ARE YOUR REASONS FOR REQUESTING THAT YOUR SON/WARD IS WITHDRAWN FROM THE SEX EDUCATION ELEMENT OF RELATIONSHIPS AND SEX EDUCATION (RSE)?			
ANY FURTHER INFORMATION THAT YOU WOULD LIKE THE SCHOOL TO CONSIDER?			
PARENT/CARER SIGNATURE:			

TO BE COMPLETED BY THE SCHOOL REPRESENTATIVE	
AGREED ACTIONS FOLLOWING A DISCUSSION WITH PARENT/CARER:	
STAFF SIGNATURE:	