



RELATIONSHIPS AND SEX EDUCATION POLICY

Netherhall Learning Campus High School

Developed by: Marcus Shufflebottom/Sarah Hymanforth/Leanne Smith

Approved by: Governing body

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From September 2020 the Government will rename Sex and Relationships Education- Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education, but 'health education' is not currently covered in this policy

1. Vision & Objectives

Vision

At Netherhall Learning Campus we believe that our high-quality Relationships and Sex Education will stay with our pupils for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Netherhall Learning Campus is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Netherhall Learning Campus we are committed to the important role that RSE plays pupils' holistic education and we aim to build on the RSE programmes covered in Primary School. The theme of consent underpins all of our RSE workshops and modules. We introduce pupils to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

Objectives

At Netherhall Learning Campus our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the pupils including SEN, autistic, visually impaired pupils and any other disabilities that require a bespoke curriculum
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure pupils can identify the qualities of **healthy and unhealthy relationships**
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make pupils aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare pupils for the journey from **adolescence to adulthood**
- Provide pupils with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that pupils have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop pupils' understanding of the dangers of pornographic material

2. Legal Requirements

As a maintained secondary school, we must provide RSE to all pupils under section 34 of 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 also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' has become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. **See appendix 1 for further information on curriculum content.**

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

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3. Course Content

Our curriculum content will cover the required themes as set out in **Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**. See appendix 2 for our programme of study in each year group.

- Family
- Respectful relationship, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

RSE curriculum for SEN pupils

Where possible all pupils will remain with their class for RSE lessons. Pupils with SEN or pupils who have been identified as likely to need SEMH support with RSE will either receive differentiated support and activities during lessons or arrangements will be made for specific pupils to be given specialist support from the Thrive Experts. The SENCO will make the relevant plans at the start of each academic year, in consultation with parents.

4. Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play

2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others
5. Teachers and pupils will show respect for all genders, sexualities and different types of families
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
9. Teachers should also be aware that they may be dealing with pupils who are HIV positive or who have close links with others who are.

5. Organisation and Delivery

1. Relationships & Sex Education is taught in: In Y7-8 through "Thrive" lessons and a specialist unit in Y8 Citizenship, in Y9-Y11 through "Thrive" lessons and through assemblies and curriculum days.
2. All pupils within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities
3. Identified SEN pupils will receive a differentiated RSE programme as required (outlined in section 3 Course Content)
4. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy and have training related to the delivery of sensitive topics.
5. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

5.1 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- 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 components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Duncan Richards

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 head teacher.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. This is done primarily via Brook Learning [Home | Brook Learn](#) with all staff being expected to do online courses set.

6. Working with Parents

1. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education we respect the primary role of the parents in educating their children about these matters
2. Our RSE programme is outlined in the appendix and parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials.

3. Parents have been consulted regarding their understanding of RSE and the proposed Curriculum outline.
4. Concerns have been addressed through further staff training and presentation evenings will be available to further outline the content of the curriculum and the rationale.
5. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum. Parents with concerns or considering withdrawing their child for RSE should in the first instance contact their child's Head of Year, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSE then a request should be made in writing to Marcus Shufflebottom, the Assistant Head teacher responsible for curriculum.

7. Confidentiality

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
2. When a member of staff learns from an under 16-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen-year-old pupil is contemplating having sexual intercourse with a pupil below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

8. The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

9. Monitoring and Evaluation

The delivery of RSE is monitored by Marcus Shufflebottom through: Learning walks, Pupil Voice, Staff voice, Parental voice. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Marcus Shufflebottom – Assistant Head for Personal Development.

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors biannually.

10. Linked Policies

- Safeguarding Policy
- E-safety Policy
- Anti-Bullying Policy

Appendix 1: RSE Curriculum

Year Group	RSE Theme (2020 statutory guidance)	RSE Topics in the NLC HS Curriculum	Content covered from the 2020 statutory guidance	Curriculum Area delivered	When
Year 7	<ul style="list-style-type: none"> • Respectful Relationships including friendships 	Celebrating Differences	<ul style="list-style-type: none"> • What is your identity? • Equality Act 2020 • Breaking down Stereotypes • Prejudice and discrimination 	Thrive lessons Assemblies	Aut 1
Year 7	<ul style="list-style-type: none"> • Families • Respectful Relationships including friendships • Being Safe 	Friendships, Respect and Relationships	<ul style="list-style-type: none"> • Consent and Boundaries • Respect and Relationships • What makes a good friend? • Being positive and Self esteem • What does it mean to be a man? 	Thrive lessons	Sum 2
Year 8	<ul style="list-style-type: none"> • Respectful Relationships including friendships 	Proud to be me	<ul style="list-style-type: none"> • A supportive Friend • Being assertive, passive and aggressive • Self esteem 	Thrive lessons	Spr 1
Year 8	<ul style="list-style-type: none"> • Respectful Relationships including friendships • Online and the Media 	Physical Health and Mental Well being	<ul style="list-style-type: none"> • Positive body image • Child abuse • Types of bullying 	Thrive lessons	Sum 1
Year 8	<ul style="list-style-type: none"> • Families • Online and the Media • Being safe 	Dangerous Society	<ul style="list-style-type: none"> • Online safety – Cyber Bullying • Grooming boys and girls • Child Exploitation and online protection 	Thrive lessons Assemblies	Aut 2
Year 8	<ul style="list-style-type: none"> • Families • Respectful Relationships 	LGBTQA	<ul style="list-style-type: none"> • LGBT What is it? • Homophobia in schools • Supporting those who are LGBT 	Thrive lessons	Spr 1
Year 8	<ul style="list-style-type: none"> • Intimate and sexual relationships including sexual health 	Identity and relationships	<ul style="list-style-type: none"> • Introduction to relationships and sex education • Healthy relationships • Sexual Orientation • Gender Identity • Introduction to contraception • What is love? • Periods and menstrual cycle. 	Thrive lessons	Spr 1
Year 9	<ul style="list-style-type: none"> • Online and the Media 	Body Confidence	<ul style="list-style-type: none"> • Media and airbrushing 	Thrive lessons	Aut 1
Year 9	<ul style="list-style-type: none"> • Families • Respectful relationships • Intimate and sexual relationships including sexual health • Being Safe 	Sex, the law and consent	<ul style="list-style-type: none"> • Sexual consent and the law • FGM and the law • Delaying sexual activity • Why have sex? • Relationships and Partners • Pleasure and Masturbation • What are STIs? 	Thrive lessons Assemblies	Spr 2
	<ul style="list-style-type: none"> • Intimate and sexual relationships including sexual health • Being Safe 	Contraception and STIs	<ul style="list-style-type: none"> • STIs • Contraception Available • The Condom lesson • Exploring the realities of Contraception • Sexual Harassment and Stalking • HIV and Aids • AIDs – Prejudice and Discrimination 	Thrive lessons Assemblies Tutor Time	Spring 2

Year 10	<ul style="list-style-type: none"> • Families • Online and the Media 	Rights and Responsibilities	<ul style="list-style-type: none"> • Targeted Advertising • Marriage – What is it? • Knowing the Law 	Thrive lessons Assemblies Tutor Time	Aut 2
Year 10	<ul style="list-style-type: none"> • Families • Intimate and sexual relationships including sexual health • Online and the Media • Being Safe 	Violence, Crimes and Seeking Safety	<ul style="list-style-type: none"> • Honour based violence • Forced Marriages • Keeping data safe 	Thrive lessons Assemblies Tutor Time	Aut 2
Year 10	<ul style="list-style-type: none"> • Intimate and sexual relationships including sexual health • Online and the Media • Being Safe 	Exploring Relationships	<ul style="list-style-type: none"> • Campaigning against FGM • Sexting • Porn life v Real life • Porn materials and attitudes • Domestic abuse and violence • Sexual Violence • Sexualisation of the Media 	Thrive lessons Assemblies Tutor Time	Sum 2
Year 11	<ul style="list-style-type: none"> • Respectful relationships • Intimate and sexual relationships including sexual health 	Looking After Yourself	<ul style="list-style-type: none"> • Teenage Pregnancy choices • Abortion (morals, laws and thoughts) • Preventing testicular cancer • Preventing Cervical and Breast Cancer • Parenthood • Love and abuse are not the same 	Thrive lessons Assemblies Tutor Time	Aut 2
Year 11	<ul style="list-style-type: none"> • Intimate and sexual relationships including sexual health 	Sexual Health	<ul style="list-style-type: none"> • Peer on peer bullying • Fertility and what impacts it • Alcohol and sex • Revisiting sexual health • Revisiting contraception • Period Power – feminine products 	Thrive lessons Assemblies Tutor Time	Aut 2

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)
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