



**Sheffield Springs Academy**

The best in everyone™

Part of United Learning

# RELATIONSHIPS AND SEX EDUCATION POLICY 2024/ 2025

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. (DFE, 2019)

Date of Last Review – May 2023

Review Frequency – 1 Year

Review Date – May 2024

Person responsible for the Policy – Christopher Howard

Ratified by Governors – September 2024



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## 1. Aims

Sheffield Springs Academy is committed to the spiritual, moral, social, cultural, mental and physical development of every child and young person. This policy sets out the aims of our Relationships, Sex and Health Education Policy at Sheffield Springs Academy and its approach in ensuring that all children are prepared for experiences and responsibilities of adult life in keeping with its core aims and values to bring out the 'best in everyone'.

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

At Sheffield Springs Academy we teach Relationships and Sex Education as set out in this policy.

This policy has been developed in line with the DfE guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). Statutory guidance published by DfE in June 2019 can be found [here](#).

United Learning schools must have full regard to this guidance and any updates when preparing their delivery of these subjects. Sheffield Springs Academy is part of a Multi-Academy trust encompassing Primary, Secondary and Special Academies we must work to the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Sex and Relationship Education is compulsory for all secondary age students.

Note: In June 2020 DfE published a short update document here which set out that schools can delay teaching the content until the beginning of the summer term 2021 if the period of school closures has meant they are not ready to deliver teaching sooner.

## 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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents 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

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. The general framework of the programme is designed to help young people identify and build positive relationships. Effective RSE should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

#### 5. Curriculum

Our curriculum is set out as per Appendix 1 and is based on the statutory guidance for RSE. We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed.

#### 6. Delivery of RSE

RSE is taught within the Alternative Curriculum Experience Days (ACE) and through the science and RE curriculum. Ace Days includes Careers, and personal, social, health and economic (PSHE) education curriculum- through which the RSE is delivered. Biological aspects of RSE are taught within the Year 7 science curriculum, and other aspects are included in religious education (RE).

All students (from years 7-10) are taught aspects of RSE that are age appropriate. In year 9 however students do a more detailed and deeper learning of Relationships. In year 10, students receive stand-alone sex education sessions mostly delivered by their form tutors and in some instances by trained health professionals.

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 ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

#### 7. Approaches to teaching

A variety of teaching and learning styles will be used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for

example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Students will normally be taught in mixed ability and mixed gender groups but, if appropriate, some topics may be delivered to single sex groups. The teaching of RSE will be handled sensitively by the teacher and it will be a matter of common practice that:

- Neither teacher nor student will be expected or required to answer a personal question;
- No-one will be forced to take part in a discussion;
- Sensitivity will be shown towards those of particular faith backgrounds;
- Nothing will be said that could be construed as embarrassing or offensive to other students.

Where appropriate, external speakers/organisations will be used to deliver aspects of the RSE curriculum.

## 8. Roles and responsibilities

### The governing board

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

### 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).

### 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.

### 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 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 and take appropriate action.

Alternative 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 as part of their continuing professional development.

The PSHE coordinator 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. Child Protection

Effective RSE could lead to disclosure of a child protection issue. If a student indicates that he/she is being, has been or is at risk of being abused, teachers will respond by dealing with it as a matter of child protection. This will be dealt with by the Academy's Designated Safeguarding Team. Please see Safeguarding and Child Protection Policy.

## 12. Equal Opportunities

Sheffield Springs Academy aims to ensure that the RSE programme is accessible and relevant to all students and takes into consideration specific needs in relation to learning style and to race, religion and gender issues. The academy will teach RSE to all students, regardless of ability.

Sheffield Springs Academy recognises that some students with special needs may be more vulnerable in dealing with personal relationships. Teachers and Teaching Assistants will discuss a student's individual educational needs and to ensure that they can fully access the programme. Some students with special needs will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. Sheffield Springs Academy recognises that these students will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. Where necessary, staff will ensure that content is delivered at the appropriate cognitive level for the child.

Parents/carers who have concerns in relation to how the programme is delivered should discuss these with staff in the relevant Academy so that the issues can be resolved. Resources used will be checked for racial or gender stereotyping, which will be avoided.

## 13. Monitoring arrangements

The delivery of RSE is monitored by SLT and Heads of Year during a variety of arrangements such as monitoring arrangements, such as planning scrutinies, learning walks, etc. Pupils' development in RSE is monitored by Form Tutors as part of our internal monitoring systems. This policy will be reviewed by Assistant Headteacher: Pupil Experience and Deputy Headteacher: Safeguarding annually. At every review, the policy will be approved by the governing board and Headteacher.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map



SS PSHE Scheme of  
Work March.pdf



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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"> <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>

TOPIC	PUPILS SHOULD KNOW
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>



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>
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 form: withdrawal from sex education within RSE

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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a subject to be agreed by the Head of Year in the Library.</p>