



**Stanchester**  
Academy

**Relationships, Sex and Health  
Education Policy  
2024 - 2026**

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## **Our Vision**

*Stanchester Academy is a community built on the values of mutual respect and ambition for everyone.*

This vision underpins our Relationships, Sex Education and Health Education policy and is reflected in the decisions we have made about the support for these topics within in our school.

## **Introduction**

At Stanchester Academy we are committed to providing an environment that nurtures and transforms the lives of the children and young people attending our schools, ensuring that they receive a well-balanced curriculum that caters for their academic, as well as personal, social, health and emotional needs. An education that also prepares our young people with the knowledge and understanding to make appropriate decisions about their personal and social behaviour, in a world where our young people's lives are lived both on and offline.

Stanchester Academy acknowledges that much of this education is received at home and as such the curriculum at Stanchester Academy is already designed to complement and build on what our children learn at home, ensuring that all of our children receive the same level and breadth of education. In this, all of our students currently receive Personal, Social, Health Education (PSHE) alongside their academic subjects.

Since September 2020, the specific teaching of Relationship and Sex Education (RSE) and Health Education to all children in KS1 – KS4 has been a statutory requirement. In line with the DfE guidance Stanchester will use PSHE to build on the statutory content already outlined in the national curriculum, the school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Much of this curriculum is already taught within PSHE and some elements are covered within the curriculums for Science, IT and PE, RE and in other areas of our pastoral provision. This document sets out to formalise the RSE curriculum that each of our young people will receive at Stanchester Academy.

Relationships and sex education (RSE) is an important part of PSHE and is compulsory for all secondary school pupils.

This policy is based on the Department for Education (DfE) Guidelines (2020 and the updates from 2021)

Full details of what each child should know by the end of their secondary education are set out in Appendix 1.

## **Definitions & Rationale**

We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand the relationship they have with those around them and their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender

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roles and decision-making. It is about the physical, emotional, social, cultural, moral and legal dimensions of personal identity, human relationships and sexuality as well as factual teaching about sex, sexuality and sexual health.

We define 'health education' as learning about how to maintain good physical, mental and emotional health, whilst also recognising and learning to manage circumstances which may be detrimental to our health. We aim to educate our students with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Although it is now a statutory requirement, at Stanchester Academy we believe it is important to address this area of the curriculum. Our young people have a right to an education that will inform and empower them to make safe and healthy decisions about their bodies, their health and their relationships, both off and online. The planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSE & HE is a key component in our approach to safeguarding our pupils through the curriculum. Our provision will be adapted and proactive in dealing with all of the elements of RSE, Health education and PSHE and is designed to support, develop and respond to the modern world in which our young people live.

RSE is not about the promotion of sexual activity but is part of education around safe choices and education

### **Schools Commitment**

The RSE & HE curriculum at Stanchester Academy will:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Enable pupils to identify healthy relationships, both on and offline.
- Create a positive culture around issues of sexuality and relationships, including addressing the issue of harmful sexual behaviour within schools.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of overall good health and personal hygiene.
- Create a positive culture around issues of mental wellbeing and managing mental wellbeing.
- Enable pupils to develop healthy routines to support their physical and mental wellbeing, as well as educating pupils on the potential risks to their physical and mental wellbeing.

The curriculum will be delivered in a supportive and safe environment, which celebrates our diversity and allows students to discuss, share and evaluate RSE, in a way that provides a basis for lifelong learning.

### **Statutory Responsibilities**

All students within KS1 – KS4 must be provided with relationships education, as per section 34 of the Children and Social work act 2017.

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All students within KS3 – KS4 must be provided with sex education, as per section 34 of the Children and Social work act 2017.

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.

### **Policy Development**

This policy has been developed by Stanchester Academy. The RSE policy has been developed in consultation with staff, pupils and parents and involved the following steps;

1. Review – Relevant members of staff have collated all appropriate information including relevant national and local guidance
2. Staff consultation – all school staff have been given the opportunity to read the policy and make recommendations through an online consultation. Staff consultation will continue to take place, in the development of the RSE & HE curriculum, on an annual, informal basis.
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy through an online consultation for the original policy in 2020. Parents will be consulted on any significant changes to the RSE & HE curriculum going forward.
4. Pupil consultation – pupils had the opportunity to share through online consultation. Pupil consultation on RSE & HE continues through regular student voice meetings.
5. Ratification – the policy will be reviewed on an annual basis, to ensure the policy and the teaching of RSE & HE are in line with one and other. Following this review, the policy will be shared with Academy governors and ratified.

### **Structure, Outcomes and Curriculum**

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by Stanchester Academy's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of Stanchester Academy's broader ethos and approach to developing pupils socially, morally, spiritually and culturally, and its pastoral care system.

Stanchester Academy will deliver the content set out in Appendix 2 in the context of a broad and balanced curriculum which complements, rather than duplicates, the content covered in national curriculum subjects such as citizenship, science, computing and PE.

Through the RSE curriculum at KS3 and KS4, we aim for our young people to

- Understand that good nutrition and appropriate exercise supports a positive physical, emotional and mental health, including positive self-esteem;
- Make and maintain healthy, fulfilling relationships, both on and offline;

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- Understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- Distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- Be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- Understand the physical, hormonal and emotional factors linked to puberty, reproduction, pregnancy and birth.
- Recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- Recognise when their behaviour or that of a peer, could be considered harmful sexual behaviour and have strategies to challenge and change those behaviours for healthy, positive interactions.
- Recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- Be able to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- To recognise the emotions associated with loss or change within a relationship, such as divorce, separation and new family members and manage them positively or know where to seek help to do so.

Through the HE Curriculum at KS3 and KS4, we aim for children to be able to:

- Know and understand what positive mental wellbeing is and to evaluate when something is having a positive or negative effect on their mental wellbeing
- Evaluate the link between physical and mental wellbeing and the impact that they can have on each other
- Understand the similarities and differences between their behaviour and that of others when online and offline and how to manage the potential negative aspects of being online
- Develop and maintain healthy routines and understanding the benefits of exercise and healthy eating in preventing ill health
- Know and understand facts relating to legal and illegal substances
- Understand the potential effects of the use of drugs, alcohol and tobacco on physical and mental health and the consequences of addiction
- Know how to maintain good physical, dental and sleep hygiene
- Understand how to identify, prevent and treat ill health with self-examination and medical check-ups, vaccination and the proper use of medicine including antibiotics.
- Carry out first aid for basic injuries, carry out CPR and understand the use and operation of a defibrillator
- Understand the changing adolescent body and the physical and emotional changes which will take place during puberty.

A full breakdown of the DfE RSE policy for KS3 & KS4 can be found in Appendix 2.

The PSHE programme of study at Stanchester Academy is built on a spiral curriculum, combining resources from the 'Healthy Minds' curriculum, produced by Bounce Forward, resources from the PSHE association and resources developed in school, to ensure full

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coverage of the expected outcomes for RSE & HE and wider learning in other non-statutory topics. These will cover a \*range of topics including -

\*Note, topics are not exclusive, will not necessarily be taught in this order and will be amended for age appropriateness and global/local conditions.

<b>KS3</b>		
<b>Year groups</b>	<b>Topics covered</b>	<b>Additional details</b>
<b>7</b>	<ol style="list-style-type: none"> <li>1. Resilience Skills</li> <li>2. Buildingrelationships</li> <li>3. Diversity, prejudice and bullying</li> <li>4. Media influences, including social media</li> <li>5. Health, hygiene, puberty &amp; first aid</li> <li>6. Community</li> </ol>	<p>Practising skills that help students to develop resilience, which in turn supports learning in setting boundaries and conflict resolution within relationships and friendships, both on and offline, in person and in the wider world.</p>
<b>8</b>	<ol style="list-style-type: none"> <li>1. From school to life</li> <li>2. Drugs &amp; alcohol</li> <li>3. Social media investigated</li> <li>4. Discrimination</li> <li>5. Identity and consent</li> </ol>	<p>Practising skills in planning ahead, problem solving and setting goals which in turn supports learning around choices related to alcohol, drugs and external pressures. Looking at equality of opportunities in careers and life choices. Discrimination in all forms including racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia. Gender identity and sexual orientation, consent, 'sexting' and an introduction to contraception. Online safety.</p>

<p><b>9</b></p>	<ol style="list-style-type: none"> <li>1. Resilient relationships</li> <li>2. Healthy Lifestyle</li> <li>3. Intimate relationships &amp; respect</li> <li>4. Peer influence in drugs &amp; gangs</li> <li>5. Mental illness investigated</li> <li>6. County lines, gangs, risky behaviour</li> </ol>	<p>Further development of skills in boundary setting, decision making, self efficacy and emotional regulation within relationships, friendships and online. Substance misuse and gang exploitation. GCSE option process. Diet, exercise, lifestyle balance and healthy choices and their impact on physical and mental wellbeing. RSE including consent, contraception, risk of STIs and attitude to pornography.</p>
<p><b>KS4</b></p>		
<p><b>10</b></p>	<ol style="list-style-type: none"> <li>1. Financial decision making</li> <li>2. Life skills and planning for the future</li> <li>3. Intimate healthy relationships</li> <li>4. Breathe and preparing for exams</li> </ol>	<p>Deepening skills in emotional regulation, boundary setting, planning and resilience to further assist with financial planning and decision making, supporting healthy intimate relationships and understanding relationships and sex expectations, myths, pleasure and challenges including the impact of media and pornography. Preparation for work experience and readiness for work. Developing skills in self management of stress and recognising when to seek help.</p>
<p><b>11</b></p>	<ol style="list-style-type: none"> <li>1. Resilient learners, energy and strengths</li> <li>2. Independence</li> <li>3. Families</li> </ol>	<p>Using the resilience skills already learnt and practiced identifying strengths and weaknesses, planning to support academic progress and looking forward to future education and careers. Responsibility for individual health including testicular and breast health, STD testing and blood donation. Relationship challenges and responsible health choices. Pregnancy, marriage and forced marriage.</p>

The lesson program is supported by a suite of assemblies, which build on the existing knowledge and skills developed in the taught lessons. We take a cross curricular approach to RSE, PSHE and health education, alongside our embedding of SMSC values and British values and different elements appear in different elements of other curriculum areas. This enhances our lesson and tutor programme.



## **Inclusion and Equality**

In teaching RSE we recognise that young people will bring prior learning and real-life experiences to their learning and our curriculum endeavours to respect and build on them.

In this way, our curriculum recognises and respects pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

## **Pupils with special educational needs and disabilities (SEND)**

RSE will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Stanchester academy will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

Stanchester Academy is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

## **Assessment of Learning**

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.

Young people do not pass or fail in this area of learning. Opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them will be provided. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

We will assess pupil's learning through; in class question and answer, discussion, group work, peer assessment, self-assessment and marking. As with all our curriculum areas, staff use the online Learning Guide (OLG) to ensure all lessons are planned and delivered well and meet the needs of all learners.

## **Roles and Responsibilities**

The Trust

The Trust will:

- Monitor the implementation of the BTCT RSE policy across all Academies within the Trust



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- Monitor pupil progress to ensure that pupils achieve expected outcomes but aspire to achieve beyond their personal best
- Support the professional development of all staff, in relation to RSE & HE, across BTCT, including inset training, as required.

### The Board of Governors

The Board of Governors will ensure:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- That the quality of provision is subject to regular and effective self-evaluation;
- That the teaching of RSE & HE is staffed and resourced in a way that ensures that Stanchester Academy can fulfil its legal obligations.

### Headteacher of Stanchester Academy

The Headteacher of Stanchester Academy will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure BCT and the Academy fulfils their legal obligations;
- The teaching of RSE & HE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- The Academy works with parents/carers when planning and delivering RSE & HE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

### Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE & HE are unbiased;
- The teaching of RSE & HE is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSE & HE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices; Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their

behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

### Parents/Carers

Stanchester Academy acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents/carers are the first educators of their children. They have the most significant influence in enabling their children to grow, mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of RSE & HE;
- Encouraged to participate in the development of RSE & HE;
- Able to discuss any concerns directly with Stanchester Academy.

### Pupils

Pupils are expected to:

- Engage fully in lessons and activities of the RSE & HE curriculum;
- Abide by the agreed ground rules and structures put in place to allow safe and respectful conversations to take place;
- Treat others with respect and sensitivity;
- Seek help, support and clarification from appropriate teaching/pastoral staff, who may direct them to an alternative member of staff or external agency;
- Understand that in the teaching of RSE & HE, teachers/pastoral staff will not provide personal advice.

### **Right to be excused from sex education**

The withdrawal of any student from sex education is permitted where it is delivered as part of the SRE programme (for Stanchester this means as part of our PSHE curriculum). This includes lessons over and above that which is included in the National Curriculum for Science. However, the procedures for doing so are set out below.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Stanchester Academy, before granting any such request, will require the Headteacher of Stanchester Academy to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, Stanchester Academy will respect the parents' request to withdraw their child, up to and until three terms before the child turns sixteen. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The Headteacher of Stanchester Academy will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

In line with the DfE guidance on SRE and HE, there is no right to withdraw from Relationships Education at secondary as we believe the content of these subjects – such as family,

friendship, safety (including online safety) – are important for all children to be taught. There is no right to withdraw from the national curriculum.

### **Working with external agencies**

Stanchester Academy is aware that working with external partners will enhance the delivery of RSE & HE and will support Academies to bring in specialist knowledge and implement different ways of engaging with young people.

Where Academies use external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. Academies will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. Schools will work with external agencies to ensure that the content delivered is age appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by Stanchester Academy in advance of the session.

Stanchester Academy will ensure a member of staff accompanies all visitors. Visitors should not be alone with pupils/children unless the school has assured itself that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks).

Stanchester Academy will also ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy.

### **Safeguarding, reports of abuse and confidentiality**

Stanchester Academy recognises that at the heart of RSE & HE, the focus is on keeping children safe, and acknowledges the significant role we have in preventative education. We aim to educate and empower children to make informed decisions which minimises risk to their own safety, physical, mental and emotional wellbeing and that of others.

At Stanchester Academy we will allow children a safe and open forum in which to discuss potentially sensitive issues, whilst also educating children on the appropriateness of when and how to share such information to prevent further risk to themselves or others.

We are aware that education and discussion of the topics within the RSE & HE curriculum can lead to increased safeguarding disclosures. Children will be made aware of the processes to enable them to raise their concerns or make a disclosure and how the disclosures will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE 2024), should a child inform staff or indicate that they or another young person is being abused or neglected, Stanchester Academy safeguarding policy will be followed.