



MacIntyre Academies Discovery Academy

Relationships and Sex Education (RSE) Policy

Version	Changes	Responsibility	Date
V8	<p>Parent consultation undertaken in Dec 2024 as part of this review.</p> <p>Changes:</p> <p>Opening sentence added to policy document</p> <p>Section 1: New Aim added "to encourage pupils to have open dialogue with parents"</p> <p>Section 2: Added "We provide a balanced and factual information about human reproduction with attention to the broader education of emotions, ethical religious and moral dilemmas of sexual health"</p> <p>Section 3: Added consideration of cognitive ability</p> <p>Section 5: Removed reference to RE, replaced with across whole curriculum</p> <p>Section 8: Added "All parents who withdraw their child from RSE will in the first instance be offered an appointment with the Assistant Principal responsible for PSHE to seek a resolution."</p> <p>Appendix 1 updated, Appendix 2 removed</p>	Principal	Jan 25

Person Responsible:	Principal
Type of policy	Statutory
Date of first draft:	July 2015
Date of staff consultation:	Sep 2015
Date adopted by MAT Board:	Sep 2015
Date of implementation:	Jan 2025
Date reviewed:	Jan 2027
Date of next aligned review:	

Our policy has been redrafted in light of the Department for Education guidelines which came into effect in March 2021 and has been written in consultation with staff, parents, governors and pupils.

1. Aims

The aims of relationships and sex education (RSE) at Discovery are to:

- Encourage the development of self-esteem and valuing of others
- Encourage students towards independent of choice and judgement with the parameters of the Education ACT 1993
- Encourage students to be responsible for their own sexual behaviour
- Develop the understanding of different personal relationships i.e. the nature and functions of 'family' life and personal relationships in all their varieties
- Prepare students for adult life
- Encourage students to seek advice and guidance from School staff and agencies
- Encourage students to have an open dialogue with parents
- Ensure opportunities are available for all students to develop the social skills to enable them to make informed choices
- Encourage students to be positive about sexual health, their own sexuality and appreciate the similarities and differences encountered in others.
- Provide a framework in which sensitive discussions can take place
- Teach learners the correct vocabulary to describe themselves and their bodies (Protective Behaviours)

2. Statutory Requirements

We provide relationships and sex education to all learners as per section 34 of the [Children and Social work act 2017](#) and with due regard to the DfE statutory guidance for RSE [\(2019 Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

We began to implement this policy in September 2020 and continue to refine our policy and practice.

We follow a curriculum that is an adapted National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

We provide a balanced and factual information about human reproduction with attention to the broader education of emotions, ethical religious and moral dilemmas of sexual health.

Primary aged learners should be taught Relationships Education, Secondary Sex and Relationships Education.

3. Definition

RSE is about the emotional, social and cultural development of learners and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

4. Curriculum

Our curriculum is appropriately sequenced for pupils to build knowledge and understanding appropriately and effectively.

We have developed the curriculum in consultation with parents, learners and staff, taking into account the age, needs, cognitive ability and feelings of learners. If learners ask questions

outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

5. Delivery of RSE

RSE is taught within our Ready for life education curriculum – see appendix 1 for where it fits into this. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in all areas of the curriculum to embed a whole school approach.

PRIMARY:

- Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- Healthy, positive friendships
- Online communication
- Respectful relationships;
- Families and people who care for me
- Being safe and knowing how and where to get support
- Meaning and importance of giving consent
- Appropriate and inappropriate behaviours

SECONDARY (including Post 16):

- 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 and knowing how and where to get support
- Intimate and sexual relationships, including sexual health.
- Peer pressure
- Stating what is meant by consent
- Loss and bereavement

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, LGBTQ 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).

6. Roles and responsibilities

6.1 Local Advisory Board

The LAB will approve the RSE policy, and hold the Principal to account for its implementation.

6.2 Senior Leadership Team

A designated member of the Senior Leadership Team has responsibility for ensuring that RSE is taught consistently across the school.

6.3 Staff

Staff are responsible for:

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

7. Training

Staff are trained on the delivery of Ready for life (incorporating RSE) as part of their induction and it is included in our continuing professional development calendar.

Staff receive a comprehensive suite of training as part of their induction (incorporating RSE) and is included in our continuing professional development.

The Principal 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.

8. Parents' right to withdraw

PRIMARY:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory and non-science curriculum components of sex education within RSE.

Requests for withdrawal should be put in writing to the Principal.

Alternative work will be given to learners who are withdrawn from sex education.

SECONDARY (incl Post 16):

Parents and Carers have the right to withdraw their children from the non-statutory and non-science curriculum 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 to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to learners who are withdrawn from sex education.

All parents who withdraw their child from RSE will in the first instance be offered an appointment with the Assistant Principal responsible for PSHE to seek a resolution.

9. Monitoring arrangements

The delivery of RSE is monitored by the SLT through:

- QA and Monitoring Calendar activities.
- Learners' development in RSE is monitored by class teachers as part of our internal assessment systems

- Safeguarding monitoring through self-assessment and externally through audit also contribute to monitoring the effectiveness of our RSE curriculum.
- Our LAB (Local Advisory Board of governors) link governors for safeguarding, wellbeing and curriculum may also monitor this policy and its impact in their roles.

Changes at previous reviews:

Version	Changes	Responsibility	Date
V7	<p>Page 2(2) Addition of “and with due regard to the DfE statutory guidance for RSE (2019) Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)”</p> <p>Page 2 (2) clarification that we do follow the National Curriculum in an adapted format.</p> <p>Page 2 (4) change to “Our curriculum is appropriately sequenced for pupils to build knowledge and understanding appropriately and effectively.”</p> <p>Page 4 (9) – Added 2 bullet points under monitoring</p> <p>Page 2 Aims – streamlined and updated</p> <p>Page 5 Delivery of RSE - streamlined</p> <p>Page 7 Appendix 2 Whole school curriculum</p> <p>Page 6 (2) roles and responsibilities</p>	Executive Principal	Aug2023

Appendix 1

Appendix 1

Whole School Long Term Planning Summary

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health and well being	Relationships	Living in the wider world	Health and well being	Relationships	Living in the wider world
KS2	Mental health	Respect and bullying	Careers	Substances	Staying safe	Media literacy
KS3	Mental health and wellbeing	Friendships and managing influences	Careers	First aid and keeping safe	Relationships	Moving forward
Year 9	Healthy lifestyles	Respectful relationships	Employability skills	Peer influence, substance use and gangs	Intimate relationships	Setting goals
Year 10	Mental Health	Addressing Extremism	Work life	Exploring influence	Healthy Relationships	Financial decision making
Year 11	Health and well being	Communication in relationships	Next steps	Independence	Families	
Post 16	Mental health and emotional wellbeing	Diversity and inclusion	Readiness for work	Health choices and safety	Respectful relationships	Financial choices

Appendix 2