Pendle
Education Trust

Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Relationship and Sex Education Policy
Senior Manager Responsible:	Jack Farmer – Assistant Principal
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1. Vision & Objectives

Vision

At Colne Primet Academy, we intend for the learning in our Relationships and Sex Education to be taken with the students as they leave school and go through adult life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is intended to provide students 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 Colne Primet Academy is innovating a comprehensive and varied curriculum, designed to prepare the students for life outside of school and in the community, as well as providing valuable, practical knowledge that is relevant to the students during their school years. We believe in empowering our students to understand their bodies, cultivate a sense of ownership and autonomy of their own bodies, to develop a respect for the bodies and minds of others, 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, as well as promoting a culture of equality and diversity. At Colne Primet Academy, we are committed to the essential role that RSE plays in students' holistic education and we aim to build on the RSE programmes covered in primary school. The themes of respect and consent underpin all of our RSE workshops and modules, with students being introduced to these themes in Year 7, and revisiting them in all subsequent years.

Objectives:

At Colne Primet Academy, our Relationships and Sex Education Programme seeks to:

• Be age appropriate and differentiated to the needs of the students including SEN, autistic, visually impaired students 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 to all, including recognising all family types and relationships.
• 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.
• To represent all types of families and to explore the different methods for family planning.
• To ensure that members of our community with protected characteristics are positively represented in our curriculum.
• Ensure students can identify the qualities of healthy and unhealthy relationships.
• Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity.
• Make students aware of how and where to seek help if they are in an unhealthy or abusive

relationship.
• Prepare students for the journey from adolescence to adulthood.
• Provide students with a safe environment, reinforcing the importance of mutual respect and tackling misconceptions of those with protected characteristics
• Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
• Ensure students 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 students' understanding of the dangers of pornographic material.

2. Legal Requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required by our funding agreements to have regard to the statutory guidance Relationships and sex education (RSE) and health education - GOV.UK issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

Summaries of the RSE statutory guidance is available for parents/carers in different languages:
English - Understanding Relationships, Sex and Health Education - a guide for secondary school parents
Arabic - RSE_secondary_schools_guide_for_parents_v3_AR.pdf
Urdu - RSE_secondary_schools_guide_for_parents_v3_UR.pdf
Somali- RSE_secondary_schools_guide_for_parents_v3_SO.pdf

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

3. Roles and responsibilities

The governing board

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

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw their child from RSE.

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/carers wish them to be withdrawn from 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 Principal.

The named lead for the planning and delivery of RSE is Dianne Bielby (Head of Personal Development and RCS).

4. Course Content

The content of the Relationships & Sex curriculum will be made available to parents on request. 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 section 7 and appendix 2

Themes include:

- Family types and marriage
- Respectful relationships
- The Equality Act and protected characteristics
- Online Safety, AI and deepfakes
- extremism and media
- Incel and misogyny
- Keeping safe
- Child on child abuse
- Intimate and sexual relationships, including sexual health
- Mental Health and physical wellbeing

5. RSE curriculum for SEN students

Where possible all students will remain with their class for RSE lessons. Students with SEN or students who have been identified as likely to need SEMH support with RSE will either receive the support of a Teaching Assistant during their RSE lessons, or arrangements will be made for specific students to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the RSE programme delivered within the AND (Additional Needs Department). Provision for students with SEN will be Quality assessed by The SENCO and Subject Leader for RSE, who will then make any necessary adjustments based on these findings. The SECNO and the Subject Lead for RSE will make the relevant plans at the start of each academic year, in consultation with parents.

6. 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 students' 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. Teachers should establish a set of ground rules so that young people are aware of parameters.
3. Students should never be asked to disclose their sexual orientation or personal information about themselves or others
4. Teachers and students will show respect for all, sexualities and different types of families [1]
5. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
6. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues,and steer the discussion back to the relevant content of the lesson,

using professional judgement.
7. If a question is felt to be too explicit, the teacher will acknowledge it,and steer the lesson back to the relevant content of the lesson. The question will be dealt with it outside the whole class setting
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 students who are HIV positive or who have close links with others who are.
10. When a member of staff has been asked a genuine question about RSE they are encouraged to answer in an open and honest way ensuring a level of integrity in their approach as long as they are comfortable in responding.
11. Members of staff are not required or expected to share personal information about themselves and have the right to refuse to answer any such questions.

7. Organisation and Delivery

1. Relationships & Sex Education is taught in: In Y7-11 through RCS, RE and Personal Development lessons and assemblies.
2. All students 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 students will receive a differentiated RSE programme as required.
4. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy.
5. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.
6. Teaching staff will respond to the needs of the students.
7. Staff are trained and supported on the delivery of RSE as part of their CPD and it is included in our continuing professional development.

8. 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. Parents will be informed in advance of the planned delivery of RSE via the parental E Bulletin, providing them with a window of opportunity to contact the school should they have any questions.
3. Our RSE programme is available to parents/carers on request.
4. 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. There is no right to withdraw students from Relationships education or Health Education.
5. Parents should be aware that due to the nature of the content and delivery of RSE, some reference to sex and reproduction may be made as part of a wider exploration of issues such as the dangers of pornography and FGM.
6. To help parents we have identified the aspects of our RSE provision which are classed as being Sex Education, as opposed to that which is Relationships education or Health Education. This is shown in Appendix 1.
7. Parents with concerns or considering withdrawing their child from Sex Education 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 Sex Education. In most cases this resolves any concerns, but should parents still wish to withdraw their child from Sex Education, then a request should be made in writing to the Principal.
8. Parents/carers have a right to request to withdraw their child from Sex Education delivered as part

of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before the student turns 16. At this point, if the student themselves wishes to receive sex education rather than be withdrawn, we will make arrangements for this to happen in one of the three terms before the student turns 16 - the legal age of sexual consent.

9. 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 student is contemplating having sexual intercourse with a student below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.
3. Staff must never promise confidentiality to a student who may be about to disclose information about a sexual relationship
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 Education 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.

10. Safeguarding

1. RSE helps young people to understand the difference between healthy and unhealthy relationships
2. To help students in their understanding of the different types of abuse, as outlined in Keeping Children Safe in Education, and where to get help and support
3. We recognise that disclosures may take place in an RSE lesson and staff have received statutory training to respond the correct way.
4. Some young people may be vulnerable to the content being taught and additional support may need to be given. We aim to protect young people's privacy where necessary.
5. We want to have a learning environment that creates a safe space to allow young people to express their natural curiosities.
6. Staff are expected to use effective ground rules to establish effective and meaningful discussions between students and the class teacher.
7. Staff will be vigilant and use professional judgement to identify concerns of a Safeguarding nature. Any such concerns must be reported be in alignment with the school safeguarding policy and procedures.

11. Linked Policies

- Safeguarding Policy
- Cyber-bullying Policy
- Anti-Bullying Policy
- Equality Policy

Appendix 1: Relationships Education, Relationships and Sex Education (RSE) and Health Education (for teaching until 31 August 2026): statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'
*Denotes Sex education

Families

Pupils should know

• 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

Pupils should know

• 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.

Online and media

Pupils should know

• 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

Pupils should know

• 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

Pupils should know

• 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 and menopause.

• 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.*

Appendix 2: RSE Programme of Study at Colne Primet

Our Personal Development curriculum is delivered through our Religious and Citizenship Studies (RCS) lessons and Personal Development (PD) time, as well as through assemblies and special events.

RCS offers an integrated approach towards Religious Education with the other statutory Curriculum, such as Citizenship. Students undertake study in a safe environment where they can reach informed decisions and be prepared for life in modern Britain. RCS provides a moral framework to explore RSE, whilst growing in understanding and acceptance of the diversity of religious and non-religious beliefs and responses.

Personal Development time is where students work with their tutor on activities that support and encourage their personal development and growth. The week is made up of a whole year assembly, Careers education and PSHE/Citizenship, as well as supporting the WAARA strategy in school. Personal Development is designed to meet the needs of the school community and to support the delivery of Relationship and Sex Education.

Details of our RCS and PD curriculums are available on our website, as well as consulted on annually. We also share weekly what is being delivered through the eBulletin. Curriculum plans for RCS, for each year group, are available on the school website.