



# RELATIONSHIPS & SEX EDUCATION POLICY SEPTEMBER 2025

Stewards Academy

Part of the Passmores Co-operative Learning Community

# **This policy was approved by the Local Governing Body in September 2025 and will be reviewed annually**

## **Stewards Academy Relationships, Sex and Health Education (RSHE) Policy**

### **1. Introduction**

Stewards Academy takes its responsibility to provide relevant, effective and responsible Relationships and Sex Education (RSE) and Health Education to all students as part of the school's Personal, Social, Health and Economic Education (PSHEE) curriculum very seriously.

We want parents, carers and students to feel assured that RSE will be delivered:

- at a level appropriate to both age and development,
- in a safe and respectful environment,
- where it is safe to voice opinions and concerns.

This policy has been developed in consultation with parents, students and staff to reflect the needs of our community. It is published on the school website and reviewed annually by the Governing Body.

### **2. Statutory Framework**

This policy is informed by:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, updated July 2025).
- Children and Social Work Act 2017 (Section 34).
- Equality Act 2010.
- Education Act 1996 (Sections 403–405).
- Keeping Children Safe in Education.

### **3. Policy Aims**

Through high-quality, evidence-based and age-appropriate RSE and Health Education, Stewards Academy aims to:

- Prepare students for the onset of puberty.
- Give understanding of sexual development, health and hygiene.
- Create a positive culture around sexuality and relationships.
- Ensure students know when and how to seek help.
- Develop resilience, self-respect, confidence, and empathy in preparation for adult life.

#### **4. Definitions**

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It:

- Teaches students to understand and respect human sexuality.
- Builds body confidence and self-esteem.
- Encourages delaying sexual activity until appropriate.
- Explains types of committed, stable relationships, including marriage and other long-term partnerships.
- Highlights positive parenting, safe/unsafe relationships, consent, and where to seek help.

RSE does not encourage early sexual experimentation.

#### **5. Roles and Responsibilities**

Governors – Monitor the impact of this policy and hold the Headteacher to account.

Headteacher – Ensure RSE is led effectively, age-appropriate, resourced and timetabled, and aligns with safeguarding duties.

Staff – Deliver RSE according to policy, attend training, respond sensitively to students, and escalate safeguarding concerns.

Parents/Carers – Support children's development at home, engage in consultation, and liaise with school for support.

Students – Attend RSE lessons seriously, support peers, listen respectfully, and follow confidentiality rules.

#### **7. Curriculum Implementation**

- RSE and Health Education are taught within Ethics and Values, which is part of the KS3 timetable.
- For both KS3 and KS4, Ethics and Values is also delivered within the form time lesson programme.
- Health content is also delivered in Science and PE.

Stewards Academy works hard to ensure that all aspects of the school curriculum support the needs of pupils. Staff should deliver lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and health education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- *use of safeguarding team expertise*

- *practical activities*
- *using videos*
- *visual resources*
- *group and paired activities.*

Difficult questions: staff use safe strategies (e.g anonymous question box).

External providers: must meet safeguarding and quality standards.

## **8. Parental Right of Withdrawal**

- Parents of secondary students may request withdrawal from sex education aspects of RSE (not Relationships or Health Education, nor Science curriculum content).
- Requests must be submitted in writing to the Subject Leader of Ethics and Values.
- A meeting will be arranged to discuss the request.
- Parents cannot withdraw a child within three terms of their 16th birthday if the child wishes to receive sex education.

## **9. Equal Opportunities**

Stewards Academy has duties under the Equality Act 2010. RSE and Health Education will:

- Promote respect for diversity (sex, gender, race, disability, religion, sexual orientation, gender reassignment, pregnancy/maternity).
- Challenge prejudice and stereotypes.
- Address bullying, including sexual harassment and homophobic behaviour.

## **10. Safeguarding and Confidentiality**

- RSE is part of our safeguarding framework.
- It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding**

**procedure** will be followed. The school's child protection and safeguarding policy can be accessed via the school website: [stewardsacademy.org](http://stewardsacademy.org)

If a staff member is approached by a pupil who is having, or is contemplating having sexual intercourse, the teacher should:

- Report a safeguarding concern. (This will be dealt with by the Safeguarding Team using guidance from the Child Protection Policy)

- Disclosures follow safeguarding policy and are referred to the Designated Safeguarding Lead.
- Staff make clear that confidentiality cannot be guaranteed if safety is at risk.
- Students are encouraged to talk to staff, safeguarding leads, their Ethics and Values teacher or their tutor.

### **11. Monitoring, Review and Evaluation**

- RSE provision is reviewed annually through student, parent, carer and staff feedback, lesson observation, and government updates.
- Governors evaluate the effectiveness of the policy each year.

### **12. Appendix 1 – Secondary RSE Curriculum and Outcomes**

#### **Families**

- 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, and how it differs from other forms of cohabitation.
- Why marriage 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 children, including characteristics of successful parenting.
- How to judge when relationships are unsafe and how to seek help.

#### **Respectful relationships, including friendships**

- Characteristics of healthy friendships (trust, respect, honesty, kindness, generosity, privacy, consent, conflict resolution).
- How stereotypes cause damage.
- Responsibilities of bystanders and how to get help.
- How to recognise abusive relationships, including coercive control and harassment.
- The law on equality and protected characteristics.

#### **Online and media**

- Rights, responsibilities and opportunities online.
- Risks of sharing personal material and harmful content.

- The impact of pornography.
- The law on indecent images of children.
- How information is collected and shared online.

### **Being safe**

- The law on sexual consent, exploitation, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM.
- How consent is communicated and withdrawn.

### **Intimate and sexual relationships, including sexual health**

- Healthy intimate relationships based on respect and consent.
- The impact of choices on health and wellbeing.
- Facts about reproductive health, fertility, contraception, pregnancy, miscarriage, abortion, and parenting.
- STI transmission, treatment, prevalence and testing.
- How alcohol and drugs increase risky behaviour.
- How to access confidential sexual health advice.

### **Science Curriculum Links (KS3 & KS4)**

- Reproduction, menstrual cycle, fertilisation, birth, maternal lifestyle effects.
- Plant reproduction and pollination.
- Hormones, contraception methods, STIs, and genetics

## **13. Appendix 2 – Secondary Health Education Curriculum and Outcomes**

### **Mental wellbeing**

- How to talk about emotions accurately and sensitively.
- Early signs of mental wellbeing concerns.
- Common types of mental ill health.
- Importance of exercise, outdoor activity, community participation.

### **Internet safety and harms**

- Comparing online and offline worlds.
- The dangers of obsessive comparison and curated online images.
- Risks of online gambling and targeted advertising.
- How to report harmful behaviour online.

### **Physical health and fitness**

- Benefits of physical activity for wellbeing.
- Healthy lifestyle choices and links to illness.
- Facts about organ and blood donation.

### **Healthy eating**

- Maintaining healthy eating and risks of poor diet.

### **Drugs, alcohol and tobacco**

- Facts about legal/illegal drugs, addiction, and risks.
- Law on supply and possession of illegal substances.
- Harms of smoking and benefits of quitting.

### **Health and prevention**

- Personal hygiene, germs, bacteria, infection, antibiotics.
- Dental health, oral hygiene, regular check-ups.
- Self-examination, immunisation, vaccinations.
- Importance of quality sleep.

### **Basic first aid**

- Treatment for common injuries.
- CPR and defibrillators.

### **Changing adolescent body**

- Puberty, menstrual wellbeing, changes in males and females.
- Emotional and physical implications of adolescence.

## **14. Support**

Stewards Academy provides a safe environment for students to seek help. Students can approach any trusted member of staff, DSL, school nurse, or tutor. Parents may contact the safeguarding team for advice and one to one support at home.

This policy will be reviewed annually by the Governing Body.

Our curriculum is set out as per Appendix 1 and Appendix 2 however we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, considering the age, needs and feelings of students. If students 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.

For more information about our curriculum, see our curriculum and outcomes in Appendix 1 and Appendix 2

## **15. Curriculum**

**This policy will be reviewed annually**

## Appendix [1b] – RSE Secondary stage curriculum and outcomes

<p><b>Families</b></p>	<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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships, in all contexts including online, such as:             <ul style="list-style-type: none"> <li>○ trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict</li> <li>○ reconciliation and ending relationships, this includes different (non-sexual) types of relationship</li> </ul> </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 (for example, 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>• how to recognise an abusive relationship, including coercive and controlling behaviour</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</li> </ul>

	<p>these are always unacceptable</p> <ul style="list-style-type: none"> <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>
<b>Online and media</b>	<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> </ul>

	<ul style="list-style-type: none"> <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, for example 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>
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<p><b>Being safe</b></p>	<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, so called honour-based violence and Female Genital Mutilation, 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>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<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, for example 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 and menopause</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 and 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>

**The curriculum for science covers:**

**Key Stage 3**

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, and
- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

**Key stage 4**

- hormones in human reproduction, hormonal and non-hormonal methods of contraception,
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs), and
- genes and sex determination in humans.

**Appendix [2b] – Health education secondary stage curriculum and outcomes**

<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li><li>• that happiness is linked to being connected to others</li><li>• how to recognise the early signs of mental wellbeing concerns</li><li>• common types of mental ill health (e.g. anxiety and depression)</li><li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health</li><li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li></ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"><li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</li><li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li></ul>

<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> </ul>
	<ul style="list-style-type: none"> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health</li> <li>about the science relating to blood, organ and stem cell donation</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</li> <li>the law relating to the supply and possession of illegal substances</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> <li>the physical and psychological consequences of addiction, including alcohol dependency</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks</li> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> <li>(late secondary) the benefits of regular self-examination and screening</li> <li>the facts and science relating to immunisation and vaccination</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul>

<b>Basic first aid</b>	<ul style="list-style-type: none"><li>• basic treatment for common injuries</li><li>• life-saving skills, including how to administer CPR</li><li>• the purpose of defibrillators and when one might be needed</li></ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"><li>• key facts about puberty, the changing adolescent body and menstrual wellbeing</li><li>• the main changes which take place in males and females, and the implications for emotional and physical health</li></ul>

