



RAWLINS
A CHURCH OF ENGLAND ACADEMY

Developing Trust, Inspiring Hope, Building Success, Shaping the Future

Rawlins

Relationships and sex education policy

Rawlins, as a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective. With a commitment to learning and maturing in the context of the school vision, we lay particular emphasis on the Christian values of compassion, wisdom and endurance for both individuals and as a school community.

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1. Aims

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

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

The mandatory curriculum is outlined in [Relationships education, relationships and sex education \(RSE\) and health education 2019](#)

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](#).

Schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the [Public sector equality duty](#) s.149 of the Equality Act).

At Rawlins Academy we teach RSE as set out in this policy.

3. Equality and Diversity

In the development and delivery of our curriculum we will consider the makeup of our own student body, including the age range of our pupils, and whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). We will ensure that all of our teaching is sensitive and age appropriate in approach and content and that LGBT content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

At Rawlins we recognize and respond to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. All staff as well as those delivering PSHCE have an important role to play in modelling positive behaviours and challenging prejudices.

We will also consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between pupils, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

4. 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 working group pulled together all relevant information including relevant national and local guidance
2. Governor consultation – governors were consulted in the initial phases and a link governor has been included in key communications with parents, staff and pupils
3. Staff consultation – all staff responsible for RSE were given the opportunity to look at the policy and make recommendations
4. Parent consultation – we investigated what parents thought their child required from RSE through a survey and parents were invited to attend a meeting about the policy

5. Pupil consultation – we investigated what exactly pupils want from their RSE through dialogue with pupils in lessons
6. Ratification – once amendments were made, the policy was shared with governors and ratified

5. 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. It involves a combination of sharing information and exploring issues and values and is not about the promotion of sexual activity.

6. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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 and don't seek answers online.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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).

8. Roles and responsibilities

8.1 The governing board

As well as fulfilling their legal obligations, the governing board or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

8.2 The Principal

The Principal 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 8).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual 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 and are encouraged to discuss any concerns regarding additional training needs with the Principal.

8.4 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; this does not include the statutory elements of relationship and health education. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Appendix 1 (Curriculum map) describes the curriculum content. There is no right to withdraw from Relationships Education or Health Education, nor any aspect of sex education taught under the Science curriculum, **however there is a right to withdraw from elements of Sex Education.**

Requests for withdrawal from the specific aspects **of Sex Education outlined in bold italics in Appendix 2** should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal. A meeting will then be arranged to discuss the request with parents and take appropriate action. Before requesting withdrawal of their child, we will encourage parents and carers to consider that it is likely their child will hear their peers' version of what was said in class, rather than what was directly said by the teacher, and this may have a detrimental effect.

A copy of withdrawal requests will be placed in the pupil's educational record.

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

10. Training

Staff responsible for the delivery of RSE are trained on safeguarding and child protection as part of their induction, and, using the DfE training resources will have the opportunity to engage with subject specific training as part of our continuing professional development calendar.

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.

11. Monitoring arrangements

The delivery of RSE is monitored through planning scrutiny, learning walks and pupil voice questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Principal annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

	Year 7	Year 8	Year 9	Year 10	Year 11
1	<p>Respecting privacy, boundaries and consent</p> <p>Pupils will identify their personal boundaries and the importance of consent and bodily autonomy in different situations.</p>	<p>Qualities of healthy relationships</p> <p>Pupils can identify what make a healthy relationship (mutual respect, trust, honesty, equality, communication, separate identity)</p>	<p>Healthy relationships and personal values</p> <p>Pupils will explore different family types and how to manage changes in family relationships.</p>	<p>Power and personal relationships</p> <p>Pupils will explore how other people experience the world, including race, age, ability, gender and sexuality, and discuss the concept of victim blaming and the challenges this causes.</p>	<p>Parenthood, pregnancy and fertility</p> <p>Pupils will explore fertility and the factors affecting it so they can make informed decisions as they grow older.</p>
2	<p>Features of a healthy friendship/ relationship</p> <p>Pupils can identify what makes a friendship or relationships healthy vs. unhealthy.</p>	<p>Recognising unhealthy friendships and relationships</p> <p>Pupils will identify the warning signs of unhealthy friendships and relationships, and what they can do if they need support</p>	<p>Boundaries in relationships</p> <p>Pupils will explore different types of relationship (family, friendship, romantic) and identify appropriate boundaries for each relationship.</p>	<p>Impact of the media on attitudes and expectations</p> <p>Pupils will examine the impact of the media (including pornography) on gender stereotypes and personal relationships.</p>	<p>Contraception and pregnancy options</p> <p>Pupils will explore methods of protection for sexual activity, and the role of contraception in heterosexual relationships. They will also be aware of pregnancy options in the event of contraception failure: continuation, adoption and abortion.</p>
3	<p>Managing conflict in a friendship/ relationship</p> <p>Pupils will identify reasons for conflict and how to manage conflict in friendships/ relationships.</p>	<p>Consent and communication</p> <p>Pupils will identify their personal boundaries and the importance of consent and communication in different situations.</p>	<p>Assertiveness and conflict resolution</p> <p>Pupils will explore communication styles and how to use assertive strategies in friendships and personal relationships.</p>	<p>Personal values in relationships</p> <p>Pupils explore their personal values and how these impact on their choices and behaviours in personal relationships.</p>	<p>Consent</p> <p>Pupils will explore the legal and ethical issues around consent, exploring different scenarios and ensuring they understand that consent can only be given by someone who has the freedom and capacity to make that choice.</p>
4	<p>Moving on from friendships/ relationships</p> <p>Pupils will explore how families and friendships can change over time, and how to manage those changes.</p>	<p>Consent and communication online</p> <p>Pupils will explore the challenges of the online world, learning to identify harmful behaviour online and explore methods of finding support if they have been affected.</p>	<p>Consent</p> <p>Pupils will explore the concept of consent, and that it must be freely given by someone who has the capacity to consent (e.g. over the age of 16)</p>	<p>Ethical and legal implications of consent</p> <p>Pupils will explore consent in depth and develop an understanding of verbal and non-verbal cues and analysing whether situations are consensual.</p>	<p>Relationship warning signs</p> <p>Pupils will explore which behaviours are 'red flag' signs of an unhealthy relationship, and where they can access support in the future</p>
5	<p>Marriage, cohabitation and families</p> <p>Pupils will explore what marriage is and the characteristics of different types of long-term relationships and families.</p>	<p>Grooming, exploitation and coercion</p> <p>Pupils will define 'grooming', 'exploitation' and 'coercion', identify the laws relating to these terms and explore how to seek support and report concerns about grooming, exploitation or coercion</p>	<p>Recognising and responding to pressure</p> <p>Pupils will explore their personal values and the importance of maintaining a 'sense of self' in a relationship (not becoming too reliant on their partner)</p>	<p>Forms of relationship abuse</p> <p>Pupils will be able to recognise signs of abuse in a relationship and how to safely get out of an unhealthy relationship.</p>	<p>Coercive control</p> <p>Pupils will explore types of relationship abuse, focusing on coercive control, the signs/signals or coercion and where to access support in the future</p>
6	<p>Consent and communication</p> <p>Pupils will identify their personal boundaries and the importance of consent and communication in different situations.</p>	<p>Stereotypes and the Media</p> <p>Pupils will explore how gender stereotypes in the media affect people's expectations of themselves, others and relationships</p>	<p>Controlling behaviour and coercive control</p> <p>Pupils will explore on controlling behaviour and coercive control, and the importance of mutual respect in relationships</p>	<p>Myths, assumptions and misconceptions</p> <p>Pupils will explore stereotypes and misconceptions around sex, gender and sexuality</p>	<p>Challenging harassment and stalking</p> <p>Pupils will explore the concept of harassment and understand that sexual harassment is unwanted behaviour of a sexual nature, and can happen to anyone (any gender or sexual orientation).</p>
7	<p>Respectful relationships – types and impact of bullying</p> <p>Pupils will recap stereotyping and bullying, and focus on the impact bullying has on an individual, and explore the imbalance of power</p>	<p>Online Relationships</p> <p>Pupils will learn about the benefits, challenges and risks involved in the use of social media, and how to manage risk online.</p>	<p>Sexual harassment and violence</p> <p>Pupils will explore what sexual harassment is and how it can occur in different contexts (including schools and online)</p>	<p>Communicating wants and needs</p> <p>Pupils will explore passive, assertive and aggressive communication and how to use assertive strategies to keep themselves safe in personal relationships.</p>	<p>Physical health – testicular, breast and cervical cancer</p> <p>Pupils will become aware of the symptoms of testicular, breast and cervical cancer and know how to examine themselves and where to seek support if required.</p>
8	<p>Respectful relationships – unlawful discrimination, respect and tolerance</p> <p>Pupils will explore the Equality Act (2010), focusing on the right to respect and the importance of respect and tolerance in society</p>	<p>Sexual Harassment and Harmful Behaviours</p> <p>Pupils will identify what sexual harassment and harmful behaviours are, how they might affect someone, and how to access support</p>	<p>Consequences of unprotected sex</p> <p>Pupils will identify key elements of the reproductive system, the process of conception and the role of contraception in preventing infection transmission and pregnancy.</p>	<p>Readiness for sexual activity and intimacy without sex</p> <p>Pupils will explore healthy relationships without sexual activity, and the conversations a young person should be able to have with their partner before engaging in sexual activity.</p>	

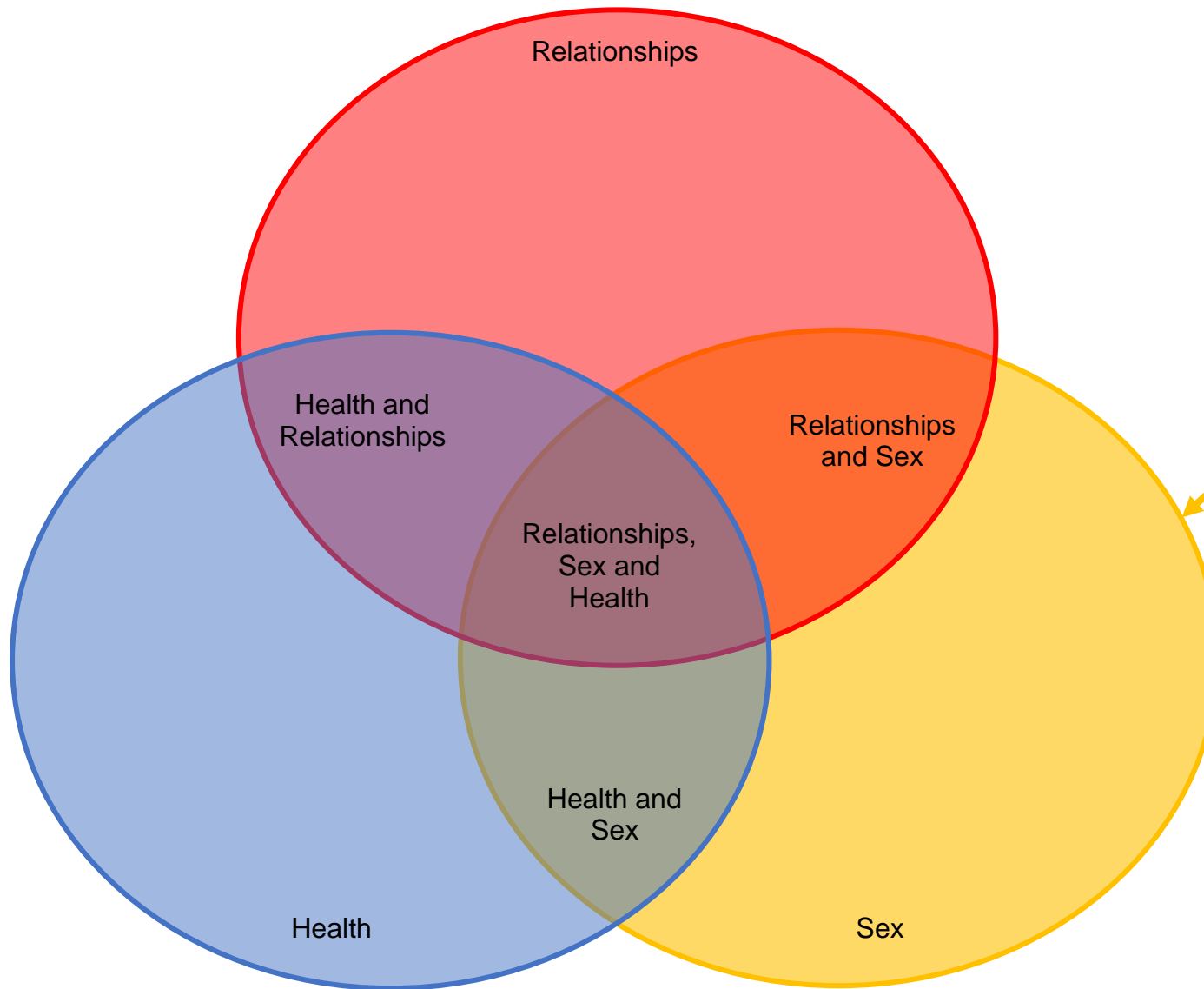
Appendix 2: Department for Education Guidance

TOPIC	BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW:
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW:
Online and media	<ul style="list-style-type: none"> • 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
Staying safe	<ul style="list-style-type: none"> • 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)

TOPIC	BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW:
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • <i>That they have a choice to delay sex or to enjoy intimacy without sex</i> • <i>The facts about the full range of contraceptive choices, efficacy and options available</i> • 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 • <i>How the use of alcohol and drugs can lead to risky sexual behaviour</i> • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parental Right to Withdraw from Sex Education within RSE



In line with government publications, you cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as respectful relationships and how to stay safe.

If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary (in ***bold italics*** on Appendix 2) you can ask that they are withdrawn. Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school will arrange for your child to receive this teaching.

Please note that the science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Appendix 3a: Right to Withdraw Form

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	
Location for supervision	
Alternative work to be provided	
Principal signature	

