**Getting started with your Relationships and Sex Education policy**

*This template should be used in conjunction with the* [*statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf) *and the* [*Sex Education Forum policy guidance*](https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance)*.*

**Name of school:** […]

**Who this policy has been approved by:** […]

**Date of approval:** […]

**Review date:** […]

**1. Defining Relationships and Sex Education (RSE)**

RSE in secondary school gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables young people to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. RSE covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This will help pupils to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE is an integral element of a broader personal, social, health and economic (PSHE) education programme.

It is compulsory for secondary schools to teach Relationships and Sex Education from September 2020.

**2. Aims of RSE**

Through teaching RSE, we aim to equip children with the information, skills and values to have safe, fulfilling relationships, and to take responsibility for their sexual health and wellbeing. Quality RSE promotes the core values of respect, love and care. It also provides the opportunity for young people to reflect on their own attitudes and beliefs and those of their peers and others.

It aims to teach young people about:

* Families
* Respectful relationships, including friendships
* Online and media
* Being safe
* Intimate sexual relationships, including sexual health

This is consistent with our values and ethos as a school [which are…]

**3. Teaching RSE**

In line with the government’s statutory guidance on teaching RSE, we teach the following:

|  |  |  |
| --- | --- | --- |
| **Subject content** | **How and when this is taught** | **Who is responsible for teaching** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |

We use the following resources to teach RSE:

* [state what resources are used]
* [state whether any external visitors are used, and that they are not used to enhance rather than replace teaching]

RSE will be taught in an inclusive way to foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

RSE is monitored and evaluated through […]

Teachers are supported to deliver RSE through […]

*Science curriculum*

National Curriculum science in secondary school covers reproduction in humans including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth which includes the effect of maternal lifestyle on the foetus through the placenta.

**4. Accessibility**

RSE is particularly important for pupils with special education needs and disabilities (SEND). There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. We will ensure that the subject content is accessible for all pupils [through…]

**5. The role of parents/carers**

We wish to build a positive and supportive relationship with parents/carers through mutual understanding, trust and co-operation. We will therefore:

* [list what the school will do e.g. informing when certain topics will be taught, inviting parents/carers to view the resources used, answer queries on what students will be learning, encourage parents/carers to be involved in reviewing the school policy…]

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up to and until three terms before the child turns 16.

Parents/carers who wish to withdraw their child from sex education should discuss this request with […]

There is no right to withdraw from Relationships Education.

**6. Our statutory duties**

It is [compulsory](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) for all secondary schools to teach RSE from September 2020.

Relationships Education forms part of our Personal, Social, Health and Economic (PSHE) Education, and is a key aspect of our role as a Healthy School which we are currently [working towards/Bronze award/Silver award/Gold award].

We are committed to being an inclusive school, and comply with the relevant requirements of [The Equality Act 2010](https://www.gov.uk/guidance/equality-act-2010-guidance), with particular attention to the [public sector Equality Duty](https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Schools have a legal duty to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges ([Keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2))

RSE also contributes to our policies on confidentiality, bullying, emotional wellbeing and equalities.

**7. How this policy was produced**

This policy was produced by:

* [Insert how students’ needs have been assessed and understood e.g. surveys, consultation activities]
* [Insert how parents/carers, staff and governors have been engaged]
* [Where relevant, insert if any local faith groups or diocesan boards have been engaged]

This policy will continue to be reviewed and updated by:

* [How will the school continue to communicate with parents/carers and students]