



The Sutton Academy

Relationships & Sex Education Policy

Status	Statutory
Responsible Trustees' Committee	ALT
Date last approved by ALT	Not Applicable
Responsible Person	Ms G Medare
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RSE is used in this policy as an abbreviation of the name Relationships and Sex Education

Vision & Objectives

Vision

At The Sutton Academy we believe that our high-quality Relationships and Sex Education will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills, and confidence to make safe, healthy, and informed relationship choices now, as young people and in the future as adults. We use a varied and interesting curriculum, fit for the world our young people are living in. We believe in empowering our students to understand their bodies, 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. At The Sutton Academy we are committed to the important role that RSE plays in our students' holistic education, and we aim to build on the RSE covered in Primary School. The theme of consent underpins all our RSE content.

Objectives

At The Sutton Academy our RSE seeks to adhere to the Sex Education Forums' Principles of Good RSE (appendix 1), which states that RSE:

1. Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation, and safe relationships online
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith, and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online

10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

We also aim to:

- Be age appropriate and differentiated to the needs of the students
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which reduce the risk of exploitation, misunderstanding and abuse.
- 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
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBT and people with disabilities 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 to learn about sexual orientation and gender identity, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia, and gender stereotypes
- Ensure 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 dangerous of pornographic material

1. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request.

This policy complies with DfE Guidance on Sex & Relationships Education (July 2005) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

From September 2020 the guidance document '***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*** will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

2. Curriculum Content

Our RSE curriculum is available on the Academy website. 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-***

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

RSE curriculum for SEN pupils

Where possible all pupils will remain with their class for RSE lessons. Pupils with SEN or pupils 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 pupils 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).

3. Sensitive or Controversial Topics

1. During RSE lessons (and at other times) controversial topics may arise. Teachers will answer students' questions honestly, sensitively and in such a way that takes the context into account.
2. If a question is felt to be inappropriate for whole class discussion, the teacher will acknowledge it and deal with it outside the whole class setting.

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

4. Supporting Vulnerable Students

Pastoral staff will be contacted regularly (as well as before specific, sensitive topics are taught) and asked to highlight any students who may struggle. Appropriate support will be offered. Some lessons will also 'warn' students of content and an alternative venue can be provided. Students with persistent absenteeism will be sent PSHE packs, covering statutory content.

5. Supporting Staff

Training will be provided for staff when appropriate. There will also be help notes in power points and other support materials in files when available. At The Sutton Academy, we are aware that our staff members may, at times, be affected by the sensitive content of some RSE/PSHE lessons. Staff members are e mailed each academic year with instructions of what to do if this arises (speak to a member of the leadership team).

6. Organisation and Delivery

1. Relationships & Sex Education is taught through PSHE lessons in years 7-11.
2. All students within the school have equal access to Relationships & Sex education. Topics are carefully sequenced and revisited to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
3. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy
4. We will work with external specialist organisations, consultants, and healthcare professionals to ensure our curriculum reflects current best practice.

7. 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 have been contacted and a PSHE specific e mail address provided, so they can contact us with any issues or questions.
3. Parents will be contacted annually, to ensure the information they have is up to date.
4. Our RSE programme is outlined on our website and parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials

5. 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. Parents with concerns or considering withdrawing their child for RSE should in the first instance contact their child's Head of Year, or fill in the withdrawal from RSE form [here](#). Parents will then be invited to a meeting to discuss their concerns. In most cases this resolves any concerns.
6. A year group specific newsletter will be emailed to parents on a half-termly basis, outlining what lessons will be covered during that period. It will also include links to helpful websites and information to support the curriculum content.

8. 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 pupil is contemplating having sexual intercourse with a pupil below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

9. 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 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. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes that apply to all areas of the curriculum. This policy will be reviewed by the Trustees biannually through the normal quality assurance procedure which apply to all curriculum areas.

11. Curriculum Overview

Curriculum Content Key Stage 3	Curriculum Content Key Stage 4
<ul style="list-style-type: none">• Bullying• Peer Pressure• Risky Behaviour• Inclusivity• Gender Identity• Consent• Cyber Bullying• Contraception• Relationships• Delaying Sex• Marriage and Relationships• Sexting and Revenge Porn• Relationships and the Media	<ul style="list-style-type: none">• Respectful Relationships• Different Types of Relationships• Extremism• Domestic Violence• Consent• Arranged and Forced Marriage• Contraception• Parenting• Relationship Expectations• Staying in Control <p>Additional</p> <ul style="list-style-type: none">• KS3 (Year 9) lesson on Contraception (TAZ)

12. Linked Policies

Health and Well-Being

PSHE

