



Ebbfleet Academy

Relationships and Sex Education Guidance Policy

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1. Introduction

At Ebbsfleet Academy we seek to develop students who will discover lifelong learning engaged in physical, moral and emotional development. Our Personal, Social and Health Education (PSHE) curriculum ensures that students have an opportunity to explore a range of modules regarding their personal, social, health and economic education. Specifically, our Relationship and Sex Education (RSE) curriculum is designed to teach students to understand the importance of healthy and safe relationships and of stable, loving relationships founded upon respect, love and mutual care. Within this context, we will deliver age-appropriate information addressing sex, sexuality and sexual health.

Ebbsfleet Academy is dedicated to delivering outstanding RSE education. Local health care professionals may be invited to discuss these issues at length with students through a course of timetabled lessons for Key Stage 3 students and drop-down days for Key Stage 4 students.

2. Aims

RSE and SMSC education is an important part of the curriculum of all pupils. This policy is designed to ensure that all pupils are aware of the important health and moral aspects of this part of life.

Aims and Objectives

- to give an understanding of human reproduction
- to promote the understanding of the physical and emotional changes that take place during adolescence
- to assist the development of informed, reasoned and responsible decisions
- to help young people be positive and confident about the emotional and moral aspects of sexual maturity
- to ensure knowledge of the relevant law
- to develop knowledge and understanding about the physiology of sex, contraception, male and female puberty, menstruation and sexually transmitted infections.
- to explore moral values, family values, religious values, gender roles and stereotyping
- to provide opportunities for pupils to examine their own values regarding sexual activity and related issues
- to explore the nature of a variety of personal relationships from friendship to intimacy
- to recognise abusive behaviour and how to keep safe

- to explore and be able to recognise abusive behaviour such as grooming, controlling and coercive behaviour, domestic violence, FGM and honour-based violence
- to explore issues of consent
- to develop an understanding of different types of relationships
- to develop empathy towards others and challenge prejudice
- to help students stay safe in the online world

Pupils examine their own beliefs, attitudes and values, and are encouraged to respect and reflect upon other opinions. The Ebbsfleet Academy recognises how a good RSE can help develop high self-esteem and self-image and improve confidence and responsibility for making informed decisions.

Our RSE curriculum is founded on the acquisition of social skills which are positive and respectful. We encourage students to develop a healthy, safe and secure relationship with themselves and others. Communication skills are essential and are promoted in class and around school.

The RSE curriculum covers puberty (to include both physical and emotional changes and how to deal with them), changing relationships, different types of relationships, healthy relationships, respecting LGBT and challenging homophobia, personal safety, healthy lifestyles and achieving a personal wellbeing, contraception and conception, the birth process, sexually transmitted infections, sexual consent, 'sexting' and the dangers of social media and the online world, and sex and the law. We are committed to challenging any prejudice and discriminatory behaviour or language at all times.

3. Definitions

This document uses 'RSE' to include both relationships education and relationships and sex education. This policy covers our academy's approach to relationships and sex education as set out in the Department for Education Statutory Guidance for RSE in Secondary schools 2020.

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Statutory requirements

We use the DfE definition of sex and relationships education; 'It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health' (DfE 'Sex and Relationship Guidance', 2000). The current terminology has been changed from 'Sex and Relationships Education' to 'Relationships and Sex Education' in recognition of the foundational importance of positive and healthy relationships to the understanding of sex education. This change in terminology is reflected in the Government's most recent guidance (Department for Education, "Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education" March 2017) outlining the statutory duty on schools to provide this aspect of the curriculum.

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

At Ebbsfleet Academy we teach RSE as set out in this policy. Current regulations and guidance from the Department for Education state that the RSE policy complements the following documents that inform Ebbsfleet Academy's RSE policy:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance

5. How Sex & Relationships Education (RSE) is planned and delivered

We have developed the RSE curriculum in consultation with parents, 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.

Our RSE Programme will be planned based on; the PSHE Association Schemes of Work, our academy created resources and through the lessons from the Hodder Education PSHE resources which are designed with the new Key Stage 3 and Key Stage 4 RSE and PSHE Framework in mind. Lessons will include a wide range of activities and high-quality resources to promote understanding. Students will be

given opportunities to discuss and reflect on work and we will use a variety of different assessment methods to gauge student progress and understanding.

Sex and Relationships Education is taught throughout the school. The Ebbsfleet Academy provides RSE through the Life Skills curriculum, tutoring system, the pastoral team and through the ethos of our school. Many subjects including Science encompass RSE, and there is capacity in our Spiritual, Moral, Social & Cultural Development (SMSC) plan to discuss RSE issues in tutor time sessions. Where appropriate we deliver dedicated RSE sessions to single year groups to ensure age appropriate RSE is delivered.

The Ebbsfleet Academy understands the need for age-appropriate and relevant RSE which builds on students' prior knowledge. We place a high importance on creating a supportive and secure atmosphere both in class and across the school, where students can be confident in talking, listening and thinking about sex and relationships.

To do this, teachers:

- Establish firm ground rules with students
- Emphasise the importance of mutual respect
- Issue a non-personal open disclosure policy in class
- Encourage reflection

This builds into the school ethos of equality and freedom from discrimination across the school. Students are offered a range of teaching methods covering a range of topics in RSE. The Ebbsfleet Academy is committed to an outstanding Sex and Relationships Education and understands that local health officials can further enhance students' education. Local doctors may be invited to deliver specific sessions on STIs, pregnancy and contraception with our students. All PSHE staff deliver resources which represent diverse beliefs, and which are appropriate to students' age, maturity, religious and cultural backgrounds.

6. Inclusion

We intend that our policy should enable all pupils to be included, irrespective of their cultural background, special educational needs or sexual orientation.

a) Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns.

b) Students with SEND

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

c) Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

7. How Sex & Relationships Education is monitored and evaluated

The RSE policy is reviewed bi-annually to ensure outstanding practice and the most up to date curriculum is being delivered to students. RSE is monitored through the school accountability systems. SLT and the Curriculum Leader both review and respond to feedback from students, parents and staff regarding the RSE curriculum.

8. Right to Withdrawal

Following discussion with the school, parents/carers have the right to withdraw their child from the 'sex' elements of RSE.

Parents/carers do not have a right to withdraw their child from Health education, Relationships or any other aspect of PSHE/Life Skills education.

There is no right of withdrawal from National Curriculum Science which includes elements of sex education such as puberty and reproduction.

Three terms before they turn 16, a student can opt back into sex education lessons against their parents' wishes.

A standard letter will inform parents when Relationships and Sex education is being taught which gives them the choice to withdraw their child. The parent/carer would be asked to write to the school to state the reason for the request.

Should parents/carers wish to withdraw their child from sex education, they should complete the form linked in appendix 2. Before granting such a request an appropriate member of staff (usually the Head of Key Stage) would discuss the request with the parent/carer to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The materials to be taught would be made available to the parent/carer upon request.

This conversation should be documented. Once these conversations have taken place, except in exceptional circumstances, the school would respect the request of

the parent/carer to withdraw the child from the sessions up to and until three terms before the child turns sixteen. At this point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. (Children and Social Work Act 2017).

The Children and Social Work Act of 2017 also states that parents/carers are not able to withdraw their child from relationships education in secondary school.

This process is the same for students with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

Alternative provision will be made for pupils who are withdrawn from sex education.

9. Roles and Responsibilities

Governors

The governing board will hold the headteacher to account for the implementation of this policy.

The Principal

Approval of this policy. The Principal and leadership team are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring, learning, understanding and progress
- Responding to the needs of individual pupils

Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Examples of such training providers include the Department for Education produced resources; The National College; The National PSHE Association quality assured resources.

The school may 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. Assessment

Assessment should be made against clear learning outcomes and focus on knowledge, understanding and skills, including, but not limited to:

- Critical reflection
- Decision making and managing risk
- Developing relationships and working with others

12. Useful links for parents/carers

<http://www.brook.org.uk/>

<http://www.sexeducationforum.org.uk/home.aspx>

<https://www.childline.org.uk/Explore/SexRelationships/Pages/SexRelationships.aspx>

<https://www.gov.uk/government/publications/academy-and-free-school-funding-agreements-multi-academy-trust>

<http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>

13. Review and Ratification

This policy is an update from the original policy created when the academy transitioned from the Brook Learning Trust to the Leigh Academies Trust. The Policy is reviewed every two years and ratified by the academy council in June bi-annually.

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

[Appendix 2: link to withdrawal form](#)