



<b>Policy Approved:</b>	28 November 2024
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<b>Effective Date:</b>	September 2024

## 1. Aims

The aim of Relationships and Sex Education is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should teach students that sex is a healthy and normal part of a consensual intimate relationship. In an attempt to enable students to acquire knowledge, skills, responsible attitudes and behaviour with regard to relationships and sex education, The Magna Carta School aims to provide a worthwhile educational experience for all its students which will present opportunities for students to:

- Recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include friendship, mutual respect, consent, loyalty, trust, shared interests and outlook, and sex.
- Know that all aspects of health can be affected by the choices they make in relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.
- Learn the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.
- Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- Know that they have a choice to delay sex or to enjoy intimacy without sex.
- Know the facts about the full range of contraceptive choices, efficacy and options available.
- Know the facts around pregnancy including miscarriage.
- Know 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).
- Know 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.
- Learn about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- Know how the use of alcohol and drugs can lead to risky sexual behaviour
- Know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## 2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Magna Carta School, we teach RSHE as set out in this policy and is compliant with Keeping Children Safe in Education 2024.

## 3. Definition

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

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

RSHE is not about the promotion of sexual activity.

RSHE can teach young people to:

- 'Be Safe' (as per this element of the [DfE's statutory guidance on RSHE](#))
- Value themselves and others physically, emotionally and sexually
- Form positive and rewarding relationships
- Develop the confidence to assert their needs
- Make informed choices
- Be clear about the facts concerning sex (for example, contraception and STIs)
- Develop the skills to look after themselves and others, both emotionally and physically

It is about highlighting the importance of:

- A respect for self
- A respect for others
- Non-exploitation in sexual relationships
- Commitment, trust and bonding within sexual relationships
- Honesty with self and others
- A development of critical self-awareness for themselves and for others
- An exploration of the rights, duties and responsibilities involved in sexual relationships
- Compassion, forgiveness and care when people do not conform to their way of life
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation
- Self-discipline regarding sexuality

We define health education as: learning about mental and physical aspects of health, including developmental changes, personal hygiene and self-care, legal and illegal drugs and emotional wellbeing. It should support children and young people in understanding how external influences may affect their decisions and, in turn, the potential effects of such decisions on their health.

Our aim is that by the end of Year 11, pupils will be able to make informed decisions with regards to their own physical, mental and sexual health and wellbeing, whilst having regard for the wellbeing and rights of others.

#### 4. Curriculum

Our RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. For more information about our curriculum, see our curriculum map in Appendix 1.

#### 5. Delivery of RSHE

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

RSHE 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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and 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).

Students will be taught the facts about the law and about sex, sexuality, sexual health and gender in an inclusive way. We follow the guiding principles that all of the compulsory subject content must be age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents. For more information about our RSE curriculum, see Appendices 1 and 2.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

##### 5.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

## 5.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 6. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate and in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **7. Roles and responsibilities**

### **7.1 The Local Governing Council**

The Local Governing Council will approve the RSHE policy, and hold the Head of School to account for its implementation.

### **7.2 The Head of School**

The Head of School is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education components of RSHE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head of School.

The person with overall responsibility for the implementation of RSHE in the school is:

Ms K Patrick, Deputy Head of School

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School (or Deputy Head of School) will discuss the request with parents and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from the non-statutory components of sex education.

## **9. Training**

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

The PSHE coordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by the PSHE Coordinator through:

Planning scrutinies, learning walks and workshops for teachers on how to deliver sensitive material

This policy will be reviewed by the PSHE Coordinator on an annual basis. At every review, the policy will be approved by the Head of School and Governors.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Below you will find a copy of the PSHE curriculum for The Magna Carta School with RSHE areas highlighted in **bold**.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<ul style="list-style-type: none"> <li>• What is change? And respect in school</li> <li>• Identity</li> <li>• Teamwork</li> <li>• Respect and Role models</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience and mental health</li> <li>• Making and maintaining friendships</li> <li>• Cyberbullying and bullying</li> <li>• How to stay safe online and unwanted contact</li> <li>• Healthy living and food</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Hygiene</li> <li>• Healthy living-food, sleep, dental</li> <li>• Sleep and regulating emotions</li> <li>• Body satisfaction</li> <li>• Puberty</li> <li>• Money – saving and spending</li> </ul>	<ul style="list-style-type: none"> <li>• Rights in the community and street</li> <li>• <b>Relationship boundaries</b></li> <li>• <b>Consent</b></li> <li>• Religious marriages /ceremonies</li> <li>• Substance awareness</li> <li>• Safety and first aid</li> </ul>	<ul style="list-style-type: none"> <li>• Careers</li> </ul>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Careers</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>• Effects of TV</li> <li>• Effects of smartphones</li> <li>• Screen time and physical activity</li> <li>• Managing our data</li> </ul>	<ul style="list-style-type: none"> <li>• Stereotypes</li> <li>• Equality and diversity</li> <li>• Unhealthy and healthy coping strategies</li> <li>• Crime and punishment</li> <li>• Smoking and alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contraception and advice</b></li> <li>• Peer and online influences</li> <li>• Communication</li> <li>• Role models and values</li> <li>• Healthy relationships</li> <li>• Boundaries and consent</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sexuality, LGBTQ+ and inclusivity</b></li> <li>• <b>Sexting, managing conflict, revenge porn</b></li> <li>• Careers</li> <li>• Careers - GCSE Options</li> </ul>	<ul style="list-style-type: none"> <li>• Money – earning and borrowing</li> <li>• Physical &amp; mental health</li> </ul>	<ul style="list-style-type: none"> <li>• First aid</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• <b>Friendship</b></li> <li>• <b>Body Language</b></li> <li>• Young people and gang crime</li> <li>• <u>Antisocial behaviour</u> and knife crime</li> </ul>	<ul style="list-style-type: none"> <li>• Assertive communication</li> <li>• Alcohol</li> <li>• Illegal drugs</li> <li>• Mental Health and depression</li> <li>• Coping mechanisms</li> <li>• Harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Change, loss and bereavement</li> <li>• Grief and healthy coping strategies</li> <li>• Gambling and debt</li> <li>• Careers</li> <li>• Careers</li> <li>• Money- saving for the future</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relationships and the media (lgbtq)</b></li> <li>• <b>Consent and the law</b></li> <li>• <b>Sexually transmitted diseases</b></li> <li>• <b>Contraception</b></li> <li>• <b>Unintentional pregnancy and choices available</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cancer awareness and body exams</li> </ul>	<ul style="list-style-type: none"> <li>• Smart phone usage and sexting</li> <li>• First aid</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• Managing transition and change</li> <li>• Mental health</li> <li>• Stress, anxiety and resilience</li> <li>• Cybercrime</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relationships- expectations</b></li> <li>• <b>Relationship values and bullying</b></li> <li>• <b>Sex, the law and consent</b></li> <li>• <b>Influence of pornography</b></li> <li>• Careers</li> <li>• Careers</li> <li>• Careers</li> </ul>	<ul style="list-style-type: none"> <li>• Money- mortgages</li> <li>• Signs of abuse and victim blaming</li> <li>• Online relationships</li> <li>• Personal safety</li> <li>• First aid</li> </ul>	<ul style="list-style-type: none"> <li>• Media bias and discrimination</li> <li>• <b>Family types and long-term relationships</b></li> <li>• <b>Forced marriages</b></li> <li>• <b>Unintentional pregnancy and choice</b></li> <li>• Diversity, discrimination, and media bias</li> </ul>	<ul style="list-style-type: none"> <li>• Extremism</li> </ul>	<ul style="list-style-type: none"> <li>• Future choices and independent research</li> <li>•</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Careers</li> <li>• Careers</li> <li>• Study skills</li> </ul>	<ul style="list-style-type: none"> <li>• Stress and anxiety</li> <li>• Black lives matter and privilege</li> <li>• Gambling, fraud, and cyber crime</li> <li>• <b>Relationship values and role models</b></li> <li>• Communication and choices</li> <li>• LGBTQ+</li> <li>• Relationships, role models and ending relationships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sexual health services and self- examination</b></li> <li>• <b>Fertility, pregnancy, and abortion</b></li> <li>• <b>Stem, blood and organ donation</b></li> <li>• <b>Abortion and miscarriage</b></li> <li>• <b>Parenting and same sex parents</b></li> <li>• <b>Healthy living</b></li> <li>• <b>Consequences of body modification</b></li> </ul>	<ul style="list-style-type: none"> <li>• Money – <u>payslips</u>, tax and mortgage</li> <li>• First aid</li> <li>• Preparing for adult life: celebrating success</li> </ul>		

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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, 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</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); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</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 (e.g. 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>• 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 these are always unacceptable</li> <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>



TOPIC	PUPILS SHOULD KNOW
Online and media	<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> <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 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</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>
Being safe	<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, honour-based violence and FGM, 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>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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, e.g. 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</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/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>

**Appendix 3: Parent form: withdrawal from sex education within RSE**

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	