Passmores Academy

RELATIONSHIPS AND SEX EDUCATION POLICY (DRAFT)

September 2026-2027

1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive and age-appropriate discussions can take place.
- Prepare students for puberty, and develop their understanding of sexual development, health, and hygiene.
- Support students in developing self-respect, confidence, and empathy.
- Foster a positive culture around relationships and sexuality.
- Equip students with accurate vocabulary to describe themselves and their bodies.

As a Co-operative Academy, we place particular emphasis on promoting positive, respectful, and healthy relationships.

---

2. Statutory Requirements

As a secondary academy, we are required to provide RSE to all students in accordance with section 34 of the *Children and Social Work Act 2017*.

In delivering RSE, we are required by our funding agreements to have regard to the statutory guidance issued by the Secretary of State, as set out in section 403 of the *Education Act 1996*. At Passmores Academy, RSE is taught in line with this policy. The school also delivers statutory Health Education in accordance with Department for Education guidance.

---

3. Policy Development

This policy has been developed in consultation with staff, students, and parents/carers. The process included the following steps:

1. **Review** – A working group of three staff members collated relevant national and local guidance.
2. **Staff Consultation** – All staff were given the opportunity to review the draft policy and provide feedback.
3. **Parent/Carer and Stakeholder Consultation** – Parents, carers, and other stakeholders were invited to share their views.
4. **Student Consultation** – Students' views on RSE were gathered and considered.
5. **Ratification** – Following amendments, the policy was presented to governors for approval and ratification.

---

4. Definition

RSE supports the emotional, social, and cultural development of students. It involves learning about:

- Relationships
- Sexual health and sexuality
- Healthy lifestyles
- Diversity
- Personal identity

RSE combines factual information with opportunities to explore values, beliefs, and attitudes. It is not intended to promote sexual activity.

---

5. Curriculum

Our RSE curriculum is outlined in **Appendix 1** but may be adapted when necessary to respond to students' needs.

The curriculum has been developed in consultation with parents/carers, students, and staff, ensuring it is age appropriate, relevant, and sensitive. Where students raise questions outside the scope of this policy, teachers will respond appropriately to ensure students receive accurate information rather than seeking answers online.

For further details, please see the curriculum map in **Appendix 1**.

Parents and carers have the right to view curriculum overviews and teaching resources used as part of the RSE programme. Requests should be directed to the Head of i-Future. The school will provide reasonable opportunities for parents and carers to review materials and discuss any concerns.

---

6. Delivery of RSE

RSE is delivered through the **Pastoral Curriculum** and **i-Future** programme. Biological aspects of RSE are taught within the science curriculum. RSE provides students with the knowledge and understanding they need to build healthy, nurturing relationships. Areas covered include:

- Families
- Respectful relationships (including friendships)
- Online safety and media literacy
- Being safe
- Intimate and sexual relationships, including sexual health

Teaching is framed within the context of family life, recognising and respecting the diversity of family structures. This includes single-parent families, LGBTQ+ parents, families headed by grandparents, adoptive families, foster families, looked-after children, and young carers.

---

7. Roles and Responsibilities

7.1 Local Governing Board

The Local Governing Board will:

- Approve the RSE policy.
- Hold the principal to account for its implementation.

7.2 The Principal

The principal will:

- Ensure RSE is taught consistently across the school.
- Manage requests for withdrawal from non-statutory or non-science elements of RSE (see Section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive and inclusive way.
- Modelling positive attitudes and behaviours.
- Monitoring student progress.
- Responding to individual students' needs.
- Supporting requests for withdrawal where applicable.
  Ensuring all students, including those with SEND, can access the curriculum through adaptive teaching

Staff do not have the right to opt out of teaching RSE. Any concerns should be raised with the principal. The **Head of i-Future** is responsible for planning the RSE programme in collaboration with the Senior Leadership Team. RSE is taught by a range of staff, overseen by the Head of i-Future.

7.4 Students

Students are expected to:

- Engage fully with RSE lessons.
- Treat others with respect and sensitivity when discussing related issues.

---

8. Parents'/Carers' Right to Withdraw

Parents/carers have the right to withdraw their child from the non-statutory/non-science elements of sex education within RSE, up until three terms before the child's 16th birthday. After this point, if the student wishes to participate, the school will ensure this is arranged.

Requests for withdrawal should be made in writing, using the form in **Appendix 2**, and addressed to the Head of i-Future.

A record of the request will be placed in the student's educational file. The Head of i-Future may meet with parents/carers to discuss the request before taking action.

Students who are withdrawn will be provided with appropriate alternative work.

---

9. Training

Staff will receive training to ensure RSE is delivered effectively and confidently. RSE training forms part of the school's continuing professional development (CPD) programme.

The principal may invite external professionals, such as school nurses or sexual health specialists, to provide additional support or training. Any external agencies used to support delivery of RSE will be quality assured by the school. Teaching delivered by external providers will complement and not replace the school's planned curriculum.

---

10. Safeguarding and Confidentiality

Teachers will create a safe learning environment in which students can discuss sensitive issues respectfully. Staff cannot offer complete confidentiality to students where safeguarding concerns arise. Any disclosures indicating that a student may be at risk of harm will be managed in accordance with the school's safeguarding and child protection procedures.

---

11. Monitoring and Review

The delivery of RSE will be monitored by the Head of i-Future through:

- Learning walks
- Staff meetings
- Individual discussions with teachers

Students' development in RSE will be monitored by class teachers.

This policy will be reviewed annually, with input from staff, students, and parents/carers. Final approval will be given by the Local Governing Board on the 29th September 2026.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

Relationships and sex education	Subject or whole school area
Family life and different types of relationships. This includes: - The role of the family and relationships in a child's development. - The importance of relationships in peoples' lives. - What is safe and unsafe in a family/relationship.	i-Future – Year 7. We cover relationships in terms of friendships, families, and peers. We teach about healthy and unhealthy relationships. Year 10 – healthy and unhealthy relationships e.g. 'Murdered by my boyfriend'. Year 10 – different types of relationships and the legalities relating to them. Year 10 – parental roles and responsibilities. 'What makes a good parental role model?' i-Future – the fire service gives a talk to Years 7 and 8 about healthy relationships. Year 11 – what is the difference between a respectful and an abusive relationship?
Respectful relationships and friendship. This includes: - What makes a safe and respectful friendship? - Stereotyping people based on gender and sexuality. - Bullying and the impact this has on the victim and the perpetrator. Also, the dangers of being a bystander.	i-Future – these matters are covered across Years 7 to 10. i-Future - Year 7 – respectful friendships and the impact of bullying. i-Future – Year 7 – definitions of LGBT+ to avoid misuse of language and develop understanding of different types of relationship. i-Future – Year 10 – Heterosexual and homosexual continuum. Gender fluidity. i-Future - Year 8 – Stereotyping. Upstanders and bystanders. i-Future - Year 9 – Joint enterprise: peer pressure, group dynamics. i-Future - Year 10 – healthy and unhealthy relationships e.g. 'Murdered by my boyfriend'. Year 11 – online bullying linked to sexualised behaviour and online sexualised posts.

Keeping safe online or using different types of media. This includes: - The law and sharing sexual images, grooming and cyber bullying. - The problem of distorted messages projected by online pornography.	Computer Science – KS3: Cyber safety. i-Future – Year 8. Media influences, especially in relation to body image and societal pressure. i-Future – Year 7/10. Gang influence. i-Future - Year 8. Child exploitation and what to do if you think you are being abused or groomed. Dangers of sexting. i-Future Year 8 – sexualising females online and in person. Inappropriate language and behaviour towards females and LGBT+ groups. Year 11 – the dangers of posting and sharing sexually explicit material online. Year 11 - how to deal with online threats including blackmail.

- Getting help with online safety and/or if students are the victim of online abuse.	
Being safe and the law. This includes: - Female Genital Mutilation (FGM) - Exploitation - Consent - Abuse - Rape	GCSE Citizenship – there is a unit that includes FGM, exploitation, and forced marriage. i-Future - Year 8. Child exploitation and what to do if you think you are being abused or groomed. Dangers of sexting. Types of abuse and the signs plus how to report it. i-Future – Year 9. Consent and rape (including the legalities). i-Future - Year 10 – healthy and unhealthy relationships e.g. 'Murdered by my boyfriend'. Year 9. Consent. Year 11 – what is consent and the law?

Intimate and sexual relationships, including sexual health. This includes: - Facts about reproduction and pregnancy - The link between sexual activity and mental/physical health - Consent and peer pressure - Pregnancy choices - Facts about Sexually Transmitted Infections - Where to get advice	Science – KS3: reproduction, puberty, fertilisation, STIs, contraception and pregnancy/birth. Science - KS4: Contraception and good sexual health. i-Future – Year 9. These are ALL covered by the year 9 RSE programme. i-Future (consent and peer pressure as above). Year 11 – what is consent and why is it important to respect it?

Appendix 2: Parent/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS / CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

PLEASE RETURN TO MRS T BASSETT AT SCHOOL OR BY EMAIL t.bassett@passmoresacademy.com