



Relationships and Sex Education Policy

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1. Aims

- 1.1 This is the Relationships and Sex Education (RSE) Policy of St. Martin's School (SMS).
- 1.2 SMS believes that effective RSE is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of RSE is:
 - 1.2.1 to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence. SMS recognises that, to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build self-efficacy. These subjects should support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
 - 1.2.2 SMS recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The RSE programme at SMS is intended to complement and support the role of parents in educating their children about sexuality and relationships.
 - 1.2.3 SMS recognises that an aim of this Policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection.
 - 1.2.4 SMS recognises that it has a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme is through a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.
 - 1.2.5 SMS has a clear set of values and standards upheld and demonstrated throughout all aspects of School life. These are underpinned by the SMS Behaviour Policy and pastoral and support systems, as well as by a planned programme of evidence-based RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
 - 1.2.6 SMS recognises the central role that the RSE programme plays in key regulatory standards; for example, through SMS' accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.
 - 1.2.7 SMS recognises the role of the pupil voice and the benefit of hearing the lived experience of pupils, in creating, developing and reviewing the RSE programme and School culture.
 - 1.2.8 SMS recognises that schools and colleges can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment, including online. The most effective preventative education programme is through a whole-school approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the RSE programme.
 - 1.2.9 The SMS RSE programme reflects and supports the SMS principles and values.

- 1.3 The SMS core values of Be Kind, Be Safe, Be Responsible are central to the delivery of its entire curriculum, including the RSE programme. The curriculum is designed to ensure that all pupils are aware of their role in society, the impact of their behaviour on others, and are mindful of their own physical and emotional wellbeing. The RSE themes follow logically from one year to the next, so that pupils are constantly made aware of the importance of their health and wellbeing, as they move through Key Stages 3, 4 and 5.

The overriding aim is to ensure that the SMS curriculum fully prepares pupils to be employable, highly successful in their adult lives, and able to engage in society as active citizens by developing each pupil's learner attributes via the Personal, Social, Health and Economic (PSHE) programme.

The SMS PSHE and RSE programmes are based on the following core principles:

- Engage in good communication;
- Promote anti-discriminatory practice;
- Keep information confidential;
- Promote the child's rights;
- Acknowledge personal beliefs and identity;
- Protect from abuse;
- Provide individualised care.

By upholding these core principles and values, SMS is allowing its pupils to be safe, understanding of others, confident and respectful individuals, and, at the same time, teach them about the diverse and multicultural society that they live in.

2. Scope and Application

2.1 This RSE Policy applies to pupils in all of Years 7 to 11 and to those in Post-16.

2.2 The Policy applies to all staff, who work for or on behalf of SMS, regardless of their employment status (including employees, contractors, fixed term, part-time, temporary and voluntary staff and helpers, supply staff, Members, Trustees and Local Governors) and pupils of SMS.

3. Regulatory framework

3.1 This Policy has been prepared to meet SMS' responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 Education and Skills Act 2008;

3.1.3 Education Act 2002;

3.1.4 Children Act 1989;

3.1.5 Equality Act 2010;

3.1.6 Children and Families Act 2014;

3.1.7 Children and Social Work Act 2017;

3.1.8 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2021.

3.2 This Policy has regard to the following guidance and advice:

3.2.1 it is based on statutory guidance from the Department for Education (DfE) [Relationships education, relationships and sex education \(RSE\) and health education](#) (DfE, September 2021);

3.2.2 [Keeping children safe in education](#) (DfE, September 2024) (**KCSIE**);

3.2.3 [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, December 2023);

3.2.4 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UK Council for Internet Safety, March 2024);

3.2.5 [Searching, screening and confiscation: advice for schools](#) (DfE, July 2022);

3.2.6 [Behaviour in schools guidance](#) (DfE, February 2024);

3.2.7 [Respectful school communities: self-review and signposting tool](#) (DfE);

3.2.8 [Tom Bennett independent review of behaviour in schools](#) (March 2017);

3.2.9 [Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#) (DfE, July 2020);

3.2.10 [Relationships, sex and health education: guides for parents](#) (DfE, November 2019);

3.2.11 [Plan your relationships sex and health curriculum](#) (DfE, February 2022);

3.2.12 [Teaching about relationships, sex-and health](#) (DfE, March 2021);

3.2.13 [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021);

3.2.14 [Political impartiality in schools](#) (DfE, February 2022); and

3.2.15 [Teaching online safety in schools](#) (DfE, January 2023).

3.3 The following Trust and School policies, procedures, documents and resources are relevant to this Policy:

3.3.1 DET Safeguarding and Child Protection Policy;

3.3.2 SMS Behaviour Policy;

3.3.3 SMS Anti-Bullying Policy;

3.3.4 DET Special Educational Needs and Disabilities (SEND) Policy;

3.3.5 DET Online Safety Policy;

3.3.6 DET Acceptable Personal Use of Resources and Assets Policy.

All DET policies are accessible [here](#). All SMS policies are accessible [here](#). All policies are available in hard copy on request.

4. Publication and Availability

- 4.1 This Policy is published on the SMS website.
- 4.2 This Policy is available in hard copy on request from the SMS Main Reception.
- 4.3 A copy of this Policy is available for inspection from the SMS Main Reception during the school day;
- 4.4 This Policy can be made available in large print or another accessible format, if required.

5. Definitions

- 5.1 Where the following words or phrases are used in this Policy:
 - 5.1.1 references to **DET** and **the Trust** are references to Discovery Educational Trust;
 - 5.1.2 references to **parent** or **parents** mean the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person, who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian);
 - 5.1.3 references to **school days** mean Monday to Friday, when SMS is open to pupils during term time. The dates of terms are published on the SMS website.

6. Responsibility Statement and Allocation of Tasks

- 6.1 The Trust has overall responsibility for all matters, which are the subject of this Policy, including the approval of this Policy.
- 6.2 The Trust is aware of its duties under the Equality Act 2010 and the requirement under S 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Trust is required to have due regard to the need to:
 - 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
 - 6.2.2 advance equality of opportunity between people, who share a protected characteristic, and people, who do not share it; and
 - 6.2.3 foster good relations across all characteristics - between people, who share a protected characteristic, and people, who do not share it.
- 6.3 The Trust is required to ensure that all those with leadership and management responsibilities at SMS actively promote the wellbeing of pupils. The adoption of this Policy is part of the Trust's response to this duty.
- 6.4 SMS takes a whole-school approach to RSE. SMS appoints an appropriate senior teacher in a leadership position with dedicated time to lead specialist provision. This is the Subject Lead for PSHE, who has responsibility for the curriculum area. The subject leader holds, at least, termly meetings with the pupil body; the Senior Leadership Team (SLT) and other members of staff with pastoral responsibilities, to ensure that the subjects sit within the context of the broader SMS culture, ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

6.5 To ensure the efficient discharge of its responsibilities under this Policy, the Trust has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the Policy up to date and compliant with the law and best practice	Deputy Headteacher (DHT) – Student Wellbeing and Trust Director of Operations	As required, and, at least, termly
Monitoring the implementation of the Policy, relevant risk assessments and any action taken in response and evaluating effectiveness	DHT – Student Wellbeing and Subject Lead - PSHE	As required, and, at least, termly
Maintaining up-to-date records of all information created in relation to the Policy and its implementation as required by the UK GDPR	DHT – Student Wellbeing and School Business Manager	As required, and, at least, termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to SMS' processes under the Policy	DHT – Student Wellbeing and Subject Lead - PSHE	As required, and, at least, annually
Formal annual review	DET	Annually
Overall responsibility for content and implementation	DET	As a minimum, annually

7. Definition of Relationships and Sex Education

7.1 RSE for secondary education, including for pupils in the Sixth Form, is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils, who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate, and is taught sensitively and inclusively, with respect to backgrounds, beliefs, needs and vulnerabilities with the aim of providing all pupils with the knowledge that they need.

7.2 Sex education, as part of RSE in secondary schools, also includes the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.

8. Curriculum Content

- 8.1 By the end of secondary education, RSE includes teaching to develop knowledge on the topics specified for primary education: teaching about families and people, who care; caring friendships; respectful relationships; online relationships and being safe. It also includes teaching to develop knowledge on the topics covered in the primary science curriculum about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, the curriculum provision includes teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health. Refer also to the Programme Overviews for RSE and Science in Appendices 1 and 2 respectively.
- 8.2 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, and semi-nudes etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism/radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime and female genital mutilation (FGM). Refer also to the Programme Overviews for RSE and Science in Appendices 1 and 2 respectively.

9. Equality

- 9.1 SMS ensures that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of RSE. SMS considers whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as, although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.
- 9.2 SMS is alive to, and addresses, issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes, and takes positive action to build a culture of respect where such issues are not tolerated and any incidences are identified and tackled. SMS is committed to the starting point being that there should always be a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it is not tolerated. Sexual violence or sexual harassment is not passed off as "banter", "just having a laugh", part of "growing up" or "boys being boys" as SMS recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. SMS acts as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 SMS considers ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 9.4 As part of this whole-school approach, SMS (including the Subject Lead – PSHE and SLT) meets with representatives of the pupil body in order to seek pupil views on addressing these issues through the RSE programme and/or culture of SMS.
- 9.5 Embedded in the curriculum are references and consideration to a variety of cultures and religions and how these may affect their beliefs on relationship and sex education.

9.6 Pupils with Special Educational Needs and Disabilities: RSE is accessible for all pupils, including those with SEND and other vulnerabilities, and teaching is differentiated and personalised accordingly. SMS is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and take this into consideration when designing and teaching these subjects.

9.7 Lesbian, Gay, Bisexual and Gender Questioning: SMS encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. SMS is aware that children, who are, or perceived to be, lesbian, gay, bisexual or gender questioning, can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. Lesbian, gay, bisexual and gender questioning inclusion is part of the statutory RSE curriculum and SMS ensures that its teaching is sensitive and age-appropriate in content, and considers when it is appropriate to teach pupils about lesbianism, homosexuality, bisexuality and gender questioning. This content is fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. SMS staff also endeavour to provide a safe space for lesbian, gay, bisexual and gender questioning children to speak out or to share their concerns.

9.8 SMS is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Trust to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:

9.8.1 in the way it provides education for pupils;

9.8.2 in the way it provides pupils access to any benefit, facility or service; or

9.8.3 subjecting them to any other detriment.

9.9 SMS is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

10. Curriculum Delivery

10.1 SMS ensures that sufficient and regular time is allocated within the curriculum to deliver the RSE curriculum effectively, and in a manner designed to facilitate meaningful discussion.

10.2 Curriculum content and curriculum delivery are underpinned by the SMS Behaviour Policy and pastoral support system, as well as by a planned programme of evidence-based RSE, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

10.3 The majority of RSE is delivered through the three curriculum areas of Religious Education (RE), PSHE and science. It is carefully sequenced with sufficient time allocated for topics that pupils find difficult, e.g. consent and sharing explicit images. Refer to the Programme Overviews for RSE and Science in Appendices 1 and 2 respectively.

SMS also uses the following means of delivering the RSE programme:

- In assemblies – an example of a delivery outline for one half-term is detailed below:

Date	Year Group	Theme
02-Sep-24	11	Each Year Group receiving a welcome assembly

03-Sep-24	10	
04-Sep-24	9	
05-Sep-24	8	
06-Sep-24	7	
03-Sep-24	13	Welcome to Year 13 - expectations/year ahead
04-Sep-24	12	Welcome to Year 12 - expectations/year ahead
09-Sep-24	7	Summer Riots/Multicultural Britain
10-Sep-24	8	Summer Riots/Multicultural Britain
11-Sep-24	9	Summer Riots/Multicultural Britain
12-Sep-24	10	Summer Riots/Multicultural Britain
13-Sep-24	11	Summer Riots/Multicultural Britain
10-Sep-24	12	Elite Skills Academy
11-Sep-24	13	The Year Ahead
16-Sep-24	7	PC Ian Burgess (+ talk about Young Carers)
17-Sep-24	8	Personal Hygiene
18-Sep-24	9	Sexual Health Week
19-Sep-24	10	Sexual Health Week
20-Sep-24	11	Sexual Health Week (+ reference to Young Carers)
17-Sep-24	12	Careers Update
18-Sep-24	13	Careers Update
23-Sep-24	11	Drug Driving - Enhancement Day
24-Sep-24	8	Young Carers
25-Sep-24	9	Young Carers
26-Sep-24	10	Young Carers
27-Sep-24	7	Personal Hygiene
24-Sep-24	12	Body Image
25-Sep-24	13	Body Image
30-Sep-24	5	Pride in St. Martin's - Introduction to house/our environment

01-Oct-24	A	Pride in St. Martin's - Introduction to house/our environment
02-Oct-24	I	Pride in St. Martin's - Introduction to house/our environment
03-Oct-24	N	Pride in St. Martin's - Introduction to house/our environment
04-Oct-24	T	Pride in St. Martin's - Introduction to house/our environment
01-Oct-24	12	Kooth - mental wellbeing/exam stress
02-Oct-24	13	Kooth - mental wellbeing
07-Oct-24	7	Careers Update
08-Oct-24	8	Careers Update
09-Oct-24	9	Careers Update
10-Oct-24	10	Careers Update
11-Oct-24	11	Careers Update
08-Oct-24	12	How to prepare for Year 12 - Student Leadership Team
09-Oct-24	13	Hertford University
14-Oct-24	7	Brentwood Schools Christian Worker Trust
15-Oct-24	8	Brentwood Schools Christian Worker Trust
16-Oct-24	9	Brentwood Schools Christian Worker Trust (plus RGO introduction)
17-Oct-24	10	Brentwood Schools Christian Worker Trust
18-Oct-24	11	Chelmsford College
15-Oct-24	12	Hertford University
16-Oct-24	13	Cancer Awareness
21-Oct-24	7	Black History Month
22-Oct-24	8	Black History Month
23-Oct-24	9	Black History Month
24-Oct-24	10	Black History Month
25-Oct-24	11	Black History Month
22-Oct-24	12	Online Safety
23-Oct-24	13	Online Safety

- In workshops (facilitated by outside providers), such as the Prince Charming Workshops on domestic abuse, Road Safety workshops and Bullet Proof workshops, exploring child-on-child abuse and gang related dangers.

10.4 As above, SMS often invites visiting speakers to the School to help enhance and enrich its curriculum, its pupils' experiences and to broaden their horizons and this is actively encouraged. SMS ensures that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably assessed before the visit takes place, and that clear protocols, are followed to ensure that those visiting speakers, and any resources used, are suitable, compatible with SMS' duties, age-appropriate and aligned to the developmental stage of the pupils being taught. This includes following SMS' visitor and security protocol. SMS ensures that any visiting speaker is appropriately supervised when on School premises. In the unlikely event that the content, resources or delivery fall outside of SMS' expectations, or is deemed inappropriate, SMS takes appropriate action, which could include stopping the presentation altogether.

10.5 Sixth Form students also receive Enhancement sessions and assemblies where the RSE curriculum is delivered.

11. Assessment and Pupil Progress

11.1 Teachers are expected to plan, teach and measure pupil progress through attitude to learning the subject and measure pupil progress in accordance with the high expectations across SMS in other subject areas. This is regularly monitored and reviewed by the Subject Lead – PSHE, and regularly reported to SLT, the SMS Local School Committee (LSC) and Trustees.

12. Resources

12.1 SMS regularly assesses the resources it uses prior to delivery of the programme and keeps the resources under review.

12.2 SMS shares resources with parents as part of its consultation and review processes. Additionally, SMS makes available, via the Satchel One platform, a link to enable parent access to all RSE resources.

12.3 The Subject Lead - PSHE leads the collation, assessment, review and use of these resources.

13. Pupil Questions

13.1 SMS appreciates that pupils may ask their teachers, or other adults, questions pertaining to sex or sexuality, which go beyond SMS' curriculum. SMS' approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children, whose questions go unanswered, may turn to inappropriate sources of information, and that such questions may indicate that a safeguarding response may be appropriate. INSET and other training seek to include information on how teachers can respond. Upskill focus with subject lead and RSE focused meetings.

14. Safeguarding, Reports of Abuse and Confidentiality

14.1 SMS follows *Keeping children safe in education (KCSIE)* and ensures that children are taught about safeguarding, including about how to stay safe online, and respectful relationships. Appropriate open forums to discuss potentially sensitive issues are made available to children. Children are also made aware of how to raise concerns or make a report and how any report is handled. SMS recognises that a "one size fits all" approach may not be appropriate for all children,

and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed, or that it might need to respond to incidents or any patterns identified by SMS, for example, in particular cohorts.

14.2 Teachers follow the SMS policy on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests are maintained, but teachers cannot offer or promise absolute confidentiality. Teachers follow the Trust's Safeguarding and Child Protection Policy and School-level procedures if a child protection issue is raised.

14.3 In addition, but not alternatively to following the Trust's Safeguarding and Child Protection Policy and School-level procedures, teachers also consider whether any anti-bullying and/or disciplinary issues arise following any pupil concerns, and follow the SMS Anti-Bullying and Behaviour Policies, as appropriate.

14.4 SMS encourages pupils to talk to their parents, and supports them to do so. SMS also informs pupils of sources of confidential help, for example, the Designated Safeguarding Lead and Safeguarding colleagues and relevant Year Teams.

14.5 Where SMS invites external agencies to support the delivery of these subjects, it agrees, in advance of the session, how a safeguarding report is to be dealt with by the external visitor.

15. Parents' Participation

15.1 SMS recognises that parents are the first teachers of their children and that they play a vital role in:

15.1.1 teaching their children about relationships and sex;

15.1.2 maintaining the culture and ethos of the family;

15.1.3 helping their children cope with the emotional and physical aspects of growing up;

15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.

15.2 SMS consults with parents in the development and review of this Policy and on the content of the RSE programmes, including a sample of resources to be used. Refer Appendix 3.

15.3 SMS communicates to parents an overview of what is to be taught, and when, in delivering RSE, including a sample of resources to be used. Refer Appendices 1 and 2.

15.4 SMS regularly engages with parents to seek their views on the quality of RSE, and on School culture.

15.5 It also keeps in regular contact with parents reinforcing the importance of children being safe online, as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.

15.6 Parents of secondary age children have the right to request that their child be withdrawn from some, or all, of sex education delivered as part of RSE at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. SMS makes alternative arrangements for pupils in each case so that they receive appropriate, purposeful education during the period of withdrawal.

15.7 Following a request to withdraw in relation to a secondary age child, the Executive Headteacher (EHT) or appropriate senior member of staff as determined by the EHT, requests a

discussion with the child's parents, and, where appropriate, with the child. Following that discussion, except in exceptional circumstances, SMS should respect the parents' request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, SMS should arrange to provide the child with sex education during one of those terms. There may be exceptional circumstances where the HT may want to consider a pupil's specific needs arising from their SEND when making this decision. Any discussions and decisions will be documented by SMS.

15.8 The parents' right to request that their child be withdrawn from some or all of sex education is communicated to them by SMS. There is no right to withdraw from relationships education.

16.Consultation

16.1 This Policy has been produced and is reviewed in consultation with parents, teachers and pupils, and seeks to consider the views of the whole SMS community.

17.Training

17.1 SMS carefully considers the suitability of staff teaching RSE, and ensures that they are committed to the priority that SMS affords to the subject, and to professional development in the subject. SMS provides additional resources to staff, who are not specialists in the subject, in order that they can successfully implement the curriculum.

17.2 SMS ensures appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.

17.3 SMS has a small specialist team, which ensures that regular guidance and training is arranged on induction, and at regular intervals thereafter, so that staff and volunteers understand what is expected of them under this Policy, and have the necessary knowledge and skills to carry out their roles.

The level and frequency of training depends on the role of the individual member of staff and their duties. This includes training of all teaching and pastoral staff in accordance with the DfE teacher training materials in respect of RSE. High-quality, specific training provided for teachers delivering RSE and the School reviews the adequacy of that training at all levels, to ensure that it is fit for purpose. Training may also include instruction on how to complete risk assessments. Whilst it is not envisaged that a risk assessment is necessary for every RSE lesson, they are relevant, for example, where the suitability of visiting speakers is assessed or where external resources are reviewed or purchased. There may also be other scenarios where assessments of any risk are carried out as part of the normal course of planning of lesson content. For example, where content is to be taught that may affect more vulnerable groups of pupils or those that have been identified as at a higher risk of bullying or safeguarding incidents - when teaching about lesbian, gay, bisexual or gender questioning relationships, which needs to be sensitive and age-appropriate, taking into account that those, who are or who are perceived to be, lesbian, gay, bisexual or gender questioning can be at greater risk of abuse, or when, as part of the teaching of pupils with SEND, taking into account those who are identified as being more vulnerable to bullying and exploitation.

17.4 SMS maintains written records of all staff training.

18.Record Keeping

18.1 All records created in accordance with this Policy are managed in accordance with the Trust's policies that apply to the retention and destruction of records.

18.2 All matters arising from this Policy involving a child protection issue are recorded and dealt with under the Trust’s Safeguarding and Child Protection Policy and School-level procedures, including incidents involving sexual harassment and sexual violence.

18.3 The records created in accordance with this Policy may contain personal data. The Trust has a number of privacy notices, which explain how all of its Schools, including SMS, use personal data. SMS’ approach to data protection compliance is set out in Trust’s Data Protection Policy. In addition, staff must ensure that they follow the Trust and School-level data protection policies and procedures when handling personal data created in connection with this Policy.

19. Monitoring, Evaluation and Review

19.1 The Subject Lead – PSHE and the Head of Science ensure that:

19.1.1 all schemes of work are reviewed on a regular basis to assess the content, and that the content as defined within the Policy is accurate and conforms to current guidance;

19.1.2 colleagues within their department, or staff delivering this curriculum, are familiar with this Policy, and ensure that delivery, assessment and pupil progress conform to the guidelines set down in the Policy and its appendices;

19.1.3 staff teaching any part of the RSE programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;

19.1.4 any review of the RSE programme includes an opportunity for the views of parents to be considered;

19.1.5 any review of the RSE programme includes an opportunity for the views of teachers and pupils to be considered;

19.1.6 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this Policy and the statutory guidance **Relationships education, relationships and sex education and health education** (DfE, September 2021).

Appendix 1 - Relationships and Sex Education (RSE) Programme Overview

RSE Programme for SMS 2024/25 with links to RSE Statutory Requirements

All lessons for all Year Groups begin with preparing the pupils for discussing sensitive issues by agreement of ground rules. These topics are subject to change due to current trends that may emerge.

<u>Year 7</u>	<u>Key Themes</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4 (Extra)</u>
Autumn 2	Engaging in Healthy Friendships and Managing Challenges in Friendships	Healthy and Unhealthy Friendships – different types of friendships and the types of behaviour to look out for – both positive and negative.	Making and Managing Friendships (including managing conflict effectively and appropriately) – developing friendships and the challenges that come with them.	Dealing with Peer Pressure, Bullying and Emotional Changes – identifying and combating different societal pressures and learning how to manage these effectively.	Digital Resilience – exploring the impact that our online presence can have on our own mental health but also on others and working on strategies to improve digital resilience.

<u>Year 7</u>	<u>Key Themes</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4 (Extra)</u>
Summer 1	Puberty, Menstruation and an Introduction to Consent	Puberty and Emotional Changes – looking at the changing of the body through puberty and how it can also affect us emotionally.	Menstrual Wellbeing – understanding the process of menstruation and the science behind it as well as how we can support ourselves and others during this time.	Introduction to Consent – an introduction to consent and what consent means and can look like. This also links to child-on-child abuse, which pupils have engaged with during a Year Group assembly.	Boundaries – respecting emotional and physical boundaries in friendships and relationships and what this can look like.

<u>Year 8</u>	<u>Key Themes</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4 (Extra)</u>
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<p>Autumn 1</p>	<p>Consent and Keeping Ourselves Safe</p>	<p>Relationship Values – developing realistic and healthy relationship values and expectations, and identifying healthy relationship behaviours.</p>	<p>Online Responsibilities and Sexting – exploring the social pressures young people face when it comes to online behaviours (including sexting) and their consequences and how best to avoid those situations.</p>	<p>Introduction to Contraception – understanding how and why different contraceptives are used.</p>	<p>Influences on Relationship Expectations – how to challenge unrealistic relationship expectations with a link to ‘sexting’ and online safety.</p>
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<p>Spring 2</p>	<p>Identity, Culture and Avoiding Assumptions</p>	<p>Sexual Orientation and Gender Identity – an exploration into the different types of relationships held in the modern world and understanding the appropriate terminology.</p>	<p>Avoiding Assumptions – focusing on challenging relationship stereotypes and comments around intimacy and consent.</p>	<p>Relationships in Different Cultures – exploring the different relationships people have in a variety of cultures as well as other traditions that pupils need to be aware of such as Forced Marriages and Female Genital Mutilation.</p>	<p>An Introduction to Sexual Health and Puberty Refresher – a refresher on puberty and how it can change the body physically and emotionally as we continue to develop and also how this can link to our own health and sexual health.</p>
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<u>Year 9</u>	<u>Key Themes</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4 (Extra)</u>
Autumn 1	Relationships and Keeping Safe	Respectful Relationship Behaviours – identifying healthy and safe behaviours in relationships and managing challenging situations.	Sexual Health – understanding sexual health and the potential consequences of sex and ways to reduce risk.	Contraception – understanding different types of contraception and how they work.	Freedom and Capacity to Consent – understanding the concept of consent and what ‘freedom’ and ‘capacity to consent’ can mean in different contexts. This links to the assembly pupils had.
Spring 2	Challenges in Relationships	Managing the Ending of Relationships – exploring how to manage the end of an intimate relationship safely.	Gender Roles and Stereotypes – identifying and challenging gender stereotypes and roles within relationships and families in order to build secure relationships.	Online Dating – exploring the potential risks that come with online dating such as grooming and how to safely navigate the online dating world.	Social Influence and Peer Pressure – identifying how societal views can impact our relationships and choices.

<u>Year 10</u>	<u>Key Themes</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4 (Extra)</u>
Autumn 1	Relationship Conflict and Challenges	Managing Relationship Conflict and Breakups – identifying healthy and unhealthy conflict strategies and utilising these effectively.	Pressure, Persuasion and Coercion – understanding dangerous relationship behaviour in relation to consent (link to lead assembly).	Addressing Relationship Abuse – identifying different types of abuse and how to end and get support.	The Impact of Pornography – understanding about pornography and the impact it can have on understanding consent and relationship expectations.
Summer 1	Social Challenges	Discrimination in Different Forms – Identifying different forms of discrimination in relationships, friendships and society, and how to find support when experiencing or witnessing it.	Challenging Extremism – identifying how violent extremism can differ from legitimate protest and how some people can become involved through manipulative techniques and online forums.	Societal Pressures – exploring the different pressures young people may face through adolescence including sexual pressures, crime and violence.	Contraception and Sexual Health Refresher – identifying and understanding how to keep ourselves safe in relationship and during intimacy linking to sexual health and contraception.

Year 11	Key Themes	Lesson 1	Lesson 2	Lesson 3	Lesson 4 (Extra)
Autumn 2	Conflict, Consent and Relationship Issues	Family Conflict – managing conflict with appropriate and healthy behaviours in a range of relationship and family scenarios.	The Role of Intimacy and Pleasure – understanding the role of intimacy in a relationship and knowing how to assess our own readiness and boundaries in consenting relationships. Also, to look for potential dangers when it comes to consent, including not authentic consent.	Contraception and Sexual Health – Identifying different forms of contraception and how these can be used and obtained including a practical demonstration (condom). Also, how we can look after our own sexual health.	Long Term Commitments – identifying different types of commitment and why many people value commitment in relationships.
Spring 2	Pregnancy and Parenthood	Sexual Health, Fertility and Routes to Parenthood – understanding how to promote sexual health and how to prevent unplanned pregnancies. Also, how fertility changes over time and the different routes to becoming a parent.	Pregnancy Outcomes – identifying the possible outcomes in the event of an unplanned pregnancy and the different agencies available to support.	Pregnancy Choices: Abortion – understanding the laws related to abortion and the support available.	Changing Relationships – understanding how relationships can change at different milestones in our lives.

Appendix 2 – Science Programme Overview

Science Programme Overview			
Key Stage 3 Programme			
Year 7			
Session	Title	Focus of the Session	Key Themes: Issues Included
7B 1	Types of reproduction	Comparison between internal and external fertilisation.	Gametes (sex cells): sperm and ovum
7B 3	The male reproductive system	Structure and function of the male reproductive system.	Testes, scrotal sac, sperm duct, semen, urethra, penis.
7B 3	The female reproductive system	Structure and function of the female reproductive system.	Vagina, cervix, uterus, oviduct, ovary, ovulation, infertility.
7B 4	Fertilisation	The process by which fertilisation takes place.	Testes, scrotal sac, sperm duct, semen, urethra, penis, erection, vagina, cervix, uterus, oviduct, ovary, sperm cell, ovum and intercourse.
7B 7	How a foetus develops	The process of growth. Factors affecting the development of the foetus.	Embryo, foetus, placenta, umbilical cord.

7B 5	Changes in puberty	Changes in male and female bodies during puberty.	Puberty, menstruation, period.
Year 9			
Session	Title	Focus of the Session	Key Themes: Issues Included
B1.4	Specialisation in animal cells	Structure of the sperm and egg.	Sperm, egg, testes, ovaries.
Key Stage 4 and 5 Programme			
Year 10			
Session	Title	Focus of the Session	Key Themes: Issues Included
B5.6	Viral Diseases	HIV/AIDS - Transmission, prevention, treatment and symptoms.	HIV, AIDS, condoms as a barrier method, antiretroviral drugs.
B5.7	Bacterial Diseases	Gonorrhoea- Transmission, prevention, treatment and symptoms.	Gonorrhoea, condoms as a barrier method, antibiotics, discharge, pain on urination.
Year 11/12/13			
Session	Title	Focus of the Session	Key Themes: Issues Included
B11.5	Human Reproduction	Puberty and the role of hormones in the development of secondary characteristics.	Puberty, FSH, LH.

B11.6	Hormones and the menstrual cycle	The interactions of four hormones on the menstrual cycle.	Oestrogen, FSH, LH, progesterone, menstruation.
B11.7	Artificial control of fertility	The control of fertility through hormonal and non-hormonal methods such as diaphragms, condoms, spermicides, surgical sterilisation, abstinence and intrauterine devices.	The contraceptive pill, diaphragms, condoms, spermicides, surgical sterilisation, abstinence and intrauterine devices.
B11.8	Infertility Treatments	The process and risks of IVF.	IVF, often unsuccessful or risky multiple births.

Appendix 3 - Parents' Consultation and Review Process

General Principles

SMS consults with parents when developing and reviewing its policies for RSE, which help inform its decisions on when and how certain curriculum content is covered and how it is delivered. The SMS consultation includes giving the space and time for parents to input, ask questions, share concerns and for SMS to decide the way forward.

SMS listens to parents' views, and then makes a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of its consultation with parents, SMS provides examples of the resources that it plans to use, for example, the books that are used in lessons. SMS may adapt its timescales, process and content to respond to the needs of the School and its pupils.

Example Timetable for Consultation Process

Action	Timeframe guidelines to complete draft policy, parent consultation and final policy
Draft SMS RSE Policy (Staff and pupils may be consulted before this draft is produced)	Oct-24
Whole-school communication publicising parent consultation on RSE, including what consultation constitutes and invitation to parents to make written/oral comments and pose questions. The SMS LSC may also be included in this communication.	Nov-24
Arrange Parent Forum to present draft policy key points; including curriculum map for Year Group coverage and to explain parents' right to withdraw, and to seek parents' input on the issues. The SMS staff panel, typically, comprises: <ul style="list-style-type: none"> • the DHT – Student Wellbeing; • the Subject Lead – PSHE; • the Head of Science Faculty. 	Nov-24/Dec-24
Parental drop-in session	Nov-24/Dec-24
Consideration of parental comments and questions.	Two weeks.

Consideration of LSC feedback.	
<p>Communication to parents of comments/concerns and questions raised and responses of how these could be addressed.</p> <p>The SMS LSC should also be made aware at this point.</p>	Following end of consideration window.
Reconsideration of draft policy and curriculum provision in light of parent comments, with particular reference to changes that have been made as a result of consultation.	Complete by the end of Autumn Term 2024/25.
<p>Distribution to parents of the SMS RSE Policy, the teaching units to be delivered and when, together with example resources e.g. lesson plans/books.</p> <p>Explanation to parents of the right to withdraw, in what circumstances and how.</p> <p>Parents to be informed, in writing, of the teaching units proposed to be covered for their child's Year Group and an explanation to be given of their right to withdraw from relevant areas of the curriculum in sufficient time ahead of curriculum delivery.</p> <p>(Staff training to take place after the Policy and scheme of work/curriculum map have finally been decided).</p>	Complete by the end of Autumn Term 2024/25.
SMS RSE Policy approved by Trust Board	06-Feb-25
Communication to parents of the end of the process of consultation and approval, and publication of final version of the RSE Policy on the School website.	Feb-25
New RSE curriculum delivered.	Ongoing
Plan to review policy with parents via invitation for written representations and Parent Forum.	Annually.