

Relationships and Sex Education Policy 2024-2025

Approved by the Board of Governors

Date: October 2024

Review: **September 2025**

Policy Contact: Mr William Yates, Deputy Head and Mrs Lara Stitt, Director of Student Personal Development

Contents

Relationship and Sex Education (RSE) Policy	2
Introduction	2
Aims	3
Statutory requirement	3
Definition of Relationships and Sex Education (RSE)	3
Roles and responsibilities	4
The governing body:	4
Senior Leaders:	4
Relevant Staff:	5
Students:	5
Parents/Guardians:	5
Training	6
Parents’/Guardians’ right to withdraw	6
Curriculum content and delivery of RSE	6
Guest speakers	9
Equality	9
Assessment	9
Review	9
Appendix 1:	10
Parent Form: withdrawal from sex education within RSE	10

Relationship and Sex Education (RSE) Policy

Introduction

Effective Relationship and Sex Education (RSE) is an essential part of education if our students are to make responsible and well-informed decisions about how they conduct their lives.

Seaford College aims to provide students with the information required to develop healthy, nurturing relationships of all kinds, not just intimate relationships. We understand RSE to be a learning process about physical, moral, and emotional development. It focuses on the importance of family life, relationships, respect, love, and care, and is also about the teaching of sex, sexuality and sexual health and safety in conjunction with physical, emotional, mental health and well-being.

This policy sets out both the right of parents to withdraw their child from sex education (but not relationship education) and the process the Head will follow when considering a request from a

parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

This policy is published on the Seaford College website and hard copies are available on request from the school office.

Aims

The aims of RSE at Seaford College are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene, that is age-appropriate and accessible to all.
- Help develop every student develop feelings of self-respect, confidence, and empathy
- Create a positive culture around the issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies.

Statutory requirement

This policy has been prepared with reference to the statutory guidance ***Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, June 2019)***. It should be read alongside ***Keeping Children Safe in Education 2024 (KCSIE Sept 2024)***, and the ***Equality Act (2010)***. It is a statutory requirement that RSE is compulsory in all secondary schools. Seaford College has had RSE as part of its long established PSHE programme, within the 'Personal Development' curriculum, as well as in other parts of the academic curriculum. Some biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Studies (RS). Students also receive stand-alone sex education sessions delivered by a trained health professional during our timetabled sessions for Key Stages 3,4, and 5. All students are expected to engage fully, be involved in discussions relating to RSE and to always treat others with respect and sensitivity.

- **Department for Education (DfE) statutory guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/812222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf) (www.gov.uk)**
- **DfE statutory guidance - [Keeping Children Safe in Education 2024](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/812222/Keeping_Children_Safe_in_Education_2024.pdf)**
- **Equality Act (2010) – [Equality Act 2010: guidance - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/812222/Equality_Act_2010_guidance_-_GOV.UK.pdf) (www.gov.uk)**

Definition of Relationships and Sex Education (RSE)

RSE should enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague, and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental well-being, identify when relationships are not right and understand how such situations can be managed. RSE at Seaford College is set in the context of the whole school approach to supporting students to be safe, happy, and prepared for life beyond school. RSE is lifelong learning about physical, moral, and emotional development.

Seaford College would like to emphasise that by providing comprehensive RSE we are not encouraging students to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that students have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise students' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after. Under the provisions of the **Equality Act (2010)**, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as '**The Protected Characteristics**'). Seaford College will make reasonable adjustments to alleviate disadvantage, comply with the Special Educational Needs and Disability Code of Practice when planning the RSE curriculum and will fully integrate discussion of LGBTQ+ issues into all relevant parts of the broader RSE curriculum in a sensitive and age-appropriate manner.

This will enable students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to such setbacks and challenges. Seaford College recognises that it should engender an atmosphere that encourages openness. This will mean that students feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and well-being.

Roles and responsibilities

The governing body:

The Governing body will approve the RSE policy and hold the Head and Senior Leaders to account for its implementation

Senior Leaders:

The delivery of PSHE, and therefore RSE, is overseen by the Director of Student Personal Development, in conjunction with the Senior Deputy Head. They will liaise with the Directors of Sixth Form, Middle School, and the Deputy Head of the Prep School, who will in turn liaise with the Heads of Year. The RSE Statutory guidance is taught within the Personal Development curriculum time and is delivered via a combination of the Tutor teams and outside speakers.

Senior leaders will ensure that all relevant staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues. We will provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to students. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.

We will communicate with staff, parents, and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the college are listened to, considered, and acted on as appropriate.

The Head, working with the Director of Student Personal Development, and the Senior Deputy Head, is responsible for ensuring RSE is taught consistently across the school, and for managing requests to withdraw from non-statutory components of RSE.

Relevant Staff:

All relevant staff will attend and engage in professional development training around RSE provision, they do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Staff will encourage students to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they should take the concern to the Designated Safeguarding Lead (DSL).

The Tutors will provide regular feedback to their Heads of Year on their experience of teaching RSE and the students responses. They will ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school and will tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with special educational needs.

Students:

Students are expected to attend RSE classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects students to recognise this.

Students should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision.

We also hope that students will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise. Conversations of this nature between staff and students will be held in confidence; however, staff may take concerns to the DSL if there is a child protection concern, or they feel ill-equipped to deal with the issue at hand.

We ask students for feedback on the school's RSE provision and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by Heads of Year and taken into consideration when the curriculum is prepared for the following year's students. In this way, the school hopes to provide students with the education they need on topics they want to learn about.

Parents/Guardians:

The school hopes parents and guardians will share the responsibility of RSE and support their children's personal, social, and emotional development. The curriculum overview outlines topics and themes for individual year groups and parents and guardians are notified when visiting speakers and staff deliver key talks to students. Where appropriate, parents will also be invited to listen to visiting speakers and presentations, with opportunities to share questions and resources.

Training

The delivery of RSE is monitored by the Senior Deputy Head, and supported by the Director of Personal Development through:

- Learning Walks
- Regular meetings with each Heads of Year
- Visiting classes
- Student Voice surveys

Students' development in RSE is not formally marked. It is regularly monitored by the tutor teams as part of an internal assessment system.

Parents'/Guardians' right to withdraw

The college aims to keep parents and guardians informed about all aspects of the RSE curriculum. Parents and guardians can request access to resources and information being used in class, and we will do everything we can to ensure that they are comfortable with the education provided to their children. Revised Department for Education statutory guidance states, from September 2020, all schools must deliver Relationship Education (in Primary schools) and Relationships and Sex Education (in secondary schools). The parental right to withdraw students from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum Science.

Parents and guardians have the right to withdraw their children from some or all the non-statutory components of sex education within RSE up to and until three 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.

This decision should not be taken lightly and before any request can be granted a discussion would need to be taken between the college and the parents making the request and, if appropriate, with the student concerned. Any such request needs to be submitted in writing to the Senior Deputy Head and agreed with the Headteacher using the form found in Appendix 1 of this policy and addressed to the Headteacher.

Alternative work will be given to the students who are withdrawn from sex education.

Curriculum content and delivery of RSE

RSE is taught within a timetabled programme of PSHE education, during Personal Development time. This is a 50-minute lesson, which occurs across the whole school every week on a Wednesday morning. In the Prep School, sessions are divided into two, 30 minute sessions, which are scheduled on an individual Year group basis.

Certain topics are revisited through a spiral curriculum to progressively build knowledge across all key stages. Schemes of work are planned following national guidance. The curriculum content is delivered in a non-judgemental, factual way which allows scope for students to ask questions, whether publicly or on an individual basis. The published programme can and will be interrupted at any time to respond to topical issues and may need to be adapted as and when necessary.

The below table shows where RSE content is taught to Years 7-11:

	Autumn Term	Spring Term	Summer Term
Year 7	<p>Friendships</p> <p>Teamwork</p> <p>Communities and diversity</p> <p>Body Changes and Reproduction (exploring conception)</p> <p>Exploration of families and how they can look different</p>	LGBTQ+	<p>Healthy relationships</p> <p>When might people decide to start having sexual relationships</p> <p>Law and consent</p> <p>Pregnancy</p>
Year 8	<p>Rights, responsibilities, and respect</p> <p>Respect – diversity and equality</p> <p>Friendships</p> <p>How many ways can we say ‘I like / I care / I love you’</p>	<p>Relationships - Peer pressures and dealing with challenging relationships</p> <p>LGBTQ+ - using role models and how to support one another during transition</p>	<p>Exploring risks within relationships (including technology)</p> <p>Learning about me – coping strategies</p> <p>An introduction to contraception</p>
Year 9	<p>Positive and healthy relationships</p> <p>Self-Awareness</p> <p>Gender assumptions</p>	<p>Body image</p> <p>LGBTQ+</p> <p>Relationship changes and conflict resolution</p>	<p>Getting to know your body</p> <p>Risks and consequences of sexual relationships</p> <p>‘Safer Sex’ - contraception and exploring sexually transmitted infections (STIs)</p>
Year 10	<p>Relationship and sex expectations</p> <p>Sexual health – myth busters</p>	<p>LGBT+</p> <p>Pornography</p>	<p>Staying safe during sex - Unplanned pregnancy</p> <p>Safer use of technology within relationships</p> <p>Relationships and consent</p> <p>Access to Sexual Health services</p>

Year 11	Assertive communication – contraception and sexual health Abuse Sexual health and self-checking Impact of alcohol and drugs on relationships	LGBT+ - having relationships Different families and parental responsibilities Family conflict Pregnancy outcome and choices	Exploration around Cervical, Breast, and Testicular Cancer
----------------	---	--	--

In the Sixth Form, the majority of the RSE content is taught within the Personal Development sessions, the Year 13 Carousel, and with additional guest speakers.

There are also the Seaford College Health and Well-being drop-in sessions. These take place approximately once every half term and run by an external advisor who has up to date training in relevant aspects of sexual health and relationships. Drop-in sessions provide students with an opportunity to seek guidance and to find out more about the support that is available.

The table below shows where RSE content is taught in the Sixth Form; Years 12 and 13:

	Autumn Term	Spring Term	Summer Term
Year 12	Managing body alteration and supplements Testicular Cancer awareness Health and well-being drop-in sessions	LGBTQ+ Positive relationships Breast cancer awareness Health and well-being drop-in sessions	Health and well-being drop-in sessions Sexual behaviours - Pornography and revenge Porn Domestic abuse
Year 13	Identifying post-18 needs Health and well-being drop-in sessions Ending a relationship, escaping abuse	Sexual consent - moral and legal aspects Encouragement versus manipulation Accessing emergency contraception, dealing with unintended pregnancy Health and well-being drop in sessions	Relationship abuse and abuse disclosure Relationship safety - stalkin

Guest speakers

We do invite guest speakers into the college to talk on issues related to relationships and sex. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge students' perceptions. Tutors will be present throughout these talks, so they are able to deal with any arising issues.

Equality

Seaford college will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect, regarding the protected characteristics in the **Equality Act 2010**.

Assessment

Seaford College has the same high expectations of the quality of students work in RSE as for other curriculum areas.

We aim to monitor the effectiveness of our RSE provision through:

- Feedback from students - through student voice
- Feedback from parents
- Feedback from staff
- Observations within the classroom
- Learning Walks

Review

The RSE policy is reviewed annually with parents involved as part of its development. It is available to view on the College website and is also available on Firefly for easy access for staff. Students are also asked for input through their Tutors and Personal Development time.

Appendix 1:

Parent Form: withdrawal from sex education within RSE

TO BE COMPLETED BY THE PARENT/GUARDIAN:			
Name of child:		Tutor Group:	
Name of parent/guardian:		Date:	
Reason for requesting withdrawal from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent/Guardian Signature:			
TO BE COMPLETED BY THE SCHOOL:			
Agreed actions from discussion with parents/guardians:			
Staff signature:			
Headteacher signature:			