



St Augustine's High School

Relationships and Sex Education Policy

St. Augustine's RSE curriculum is centered on the core values of the school including respect, inclusion and integrity. Students are taught a broad range of curriculum topics to prepare them for adult life and allow them to make informed choices so they are able to 'live life in all its fullness'. The inclusive nature of the school allows for students to feel safe when exploring difficult and complex topics by respecting the views of others in the understanding that we are all equal members of the same community where 'diversity is embraced and celebrated'.

Approved by:	Governing Body	Date: October 2024
Last reviewed on:	January 2023	
Next review due by:	October 2025	

St Augustine's Federated Schools have consciously considered how this policy may affect people who share protected characteristics and have due regard for those whose identity is protected under the Equality Act 2010.



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1. Aims

The aims of relationships and sex education (RSE) at St. Augustine's are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

At St. Augustine's CE High School, RSE serves the role of fostering equality and inclusion for every person, regardless of gender, sexual orientation, ethnicity, race and religion. Pupils are taught to accept all people they encounter, and that any type of bullying is unacceptable. As a school, St. Augustine's places its values and ethos around inclusivity, and this is strongly supported throughout the curriculum presented through RSE.

2. Statutory requirements

From September 2020, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all students receiving primary education, and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. At St. Augustine's CE High School, we teach RSE through the PSHCE, Science and Religious Studies curriculum as set out in this policy.

We have based our school's RSE policy on guidance from the Department for Education (DfE) and the PSHE Association.

The Department for Education's 'Sex and Relationships Education Guidance' defines sex education as - *lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.*

www.gov.uk/government/publications/sex-and-relationship-education

Relationships and Sex Education forms part of the Personal, Social, Health and Economic (PSHCE) education, Science and Religious education curriculum at St. Augustine's CE High School. Under the revised DfE statutory guidance, we are required to teach relationships education/RSE as part of the PSHCE and science curriculum. We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation, or any particular religious views. The Relationships and Sex Education policy supports the: Safeguarding and child protection; Social, Moral, Spiritual and Cultural Education (SMSC); Equalities; E-safety; Inclusion by promoting safe, respectful and inclusive educational practices.

Documents that inform the school's RSE policy include:

- [Education Act \(1996\)](#)
- [Learning and Skills Act \(2000\)](#)
- [Education and Inspections Act \(2006\)](#)
- [Equality Act \(2010\)](#)
- [Supplementary Guidance SRE for the 21st century \(2014\)](#)
- [Government Updates on statutory guidance \(2020\)](#)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

Policy development

This policy has been developed in consultation with staff, pupils and parents as outlined through the statutory guidance in 2020. The consultation and policy development process involved the following steps:

1. Review – a member of staff collated all relevant information including relevant national and local guidance
2. Staff consultation – all school staff delivering PSHCE were spoken to about RSE and an opportunity for feedback provided. Staff Voice continues to form a key part of RSE teaching & development in 2024.
3. Parent/stakeholder consultation – parents were sent a letter outlining the curriculum for PSHCE, including RSE and given an opportunity to respond to the Subject Leader for PSHCE. Parent Voice was also used in 2021-22 to explain the purpose of the RSE/PSHE curriculum.
4. Pupil consultation – we investigated what exactly pupils want from their RSE & student voice continues to form a key part of ongoing curriculum development (2024)
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values in order to prepare students for the opportunities, responsibilities and experiences of later life. RSE is not about the promotion of sexual activity or sexual experimentation.



1. Curriculum

The RSE curriculum is embedded in the school PSHCE curriculum and complimented by delivery of statutory topics in both Science and Religious Studies. PSHCE is taught as a discrete period in Year 7, 8, 10 and 11, and through the pastoral programme (form time) in Year 9. It is supported by additional speakers, external agencies and other professionals throughout the year as appropriate, utilizing groups such as the NHS, Mind, Oddballs Foundation and more.

Our curriculum is set out as per Appendix 1.

We have developed the curriculum in consultation with stakeholders and external agencies including pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. There is regular INSET & staff training on more sensitive topics & new areas that develop (online safety, AI generated images, the 'manosphere' and the dark web.)

2. Delivery of RSE

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional when available.

RSE 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

All teachers may be asked to deliver Relationships and Sex Education, in accordance with statutory guidelines and the school's policy and curriculum. Teachers have a responsibility to ensure all students are aware of their rights and responsibilities.

Teaching staff will receive Relationships and Sex Education training on a regular basis, in accordance with the needs of the school and student body, and in line with government guidance.

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

Staff will follow normal safeguarding procedures by reporting to the Designated Safeguarding Lead, or in his/her absence, their deputy, any concerns that may be raised as part of the delivery of RSE or the wider PSHCE curriculum. Where visitors and/or external agencies are engaged to support the delivery of PSHE, they will be required to meet all the safeguarding procedures of the school.



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3. Roles and responsibilities

3.1 The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

3.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from specific components (health education) components of RSE (see section 8).

3.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, including reading all lessons ahead of time & ensuring work is amended as required
- Modelling positive attitudes to RSE & monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the health education components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their line manager and the headteacher.

All teachers of discrete lessons in Year 7, Year 8, Year 10 and Year 11, as well as form tutors in Year 7-13 are fully responsible for delivering varying aspects of RSE to their pupils through our pastoral programme.

3.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. If pupils do not engage fully, there is a clear structure where students will be spoken to with their teacher, the PSHCE coordinators and the Assistant Headteacher in charge.

4. Parental Right to Withdraw

Parents/carers have the right to withdraw their child from Sex Education that does not fall under the science and RS curriculum – this is up until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. The school will make clear in the policy which lesson/s are classed as sex education and therefore separate to Relationships and Health Education. Parents/carers do not have the right to withdraw their child from lessons on Relationships or Health Education.

In the event that a parent/carer wishes to make a request to withdraw their child from the identified elements of the RSE curriculum, they should complete the proforma in Appendix 2. At this point, parents/carers will be invited to discuss their withdrawal request with an appropriate member of the school staff to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will keep a record of the meeting and any agreed actions for the benefit of the parent and the school. St. Augustine's CE High School will be respectful of the parent/carers right to withdraw a student.

The following is a list of lessons that parents have the right to withdraw their child from:

Key Stage 3

Sexual relationships

- Masturbation
- Sexual Assault
- STIs and Contraception
- **Online and media safety** – Pornography only

Key Stage 4

Healthy Relationships

- Teenage pregnancy

5. Training

Staff are trained on the delivery of RSE as part their induction and it is included in our continuing professional development calendar with time for both curriculum teachers and tutors who deliver sessions in the pastoral programme.

The PSHCE coordinators will also invite visitors from outside the school, such as school nurses or sexual health professionals, alongside other providers, to provide support and training to staff teaching RSE. Regular training and support is offered through CPD, guest speakers and posting articles and updates on the Teams page.

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships.

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

6. Monitoring arrangements

The delivery of RSE is monitored by R.Sudworth, O. Grant (Co-Ordinators of PSHCE) & L.Kulici (Maternity Cover for O.Grant) with E. Carney as line manager. Examples of monitoring activities are as follows:



- Learning walks
- Lessons observations
- Student Voice
- Staff feedback- Teacher Voice
- Students work
- Parental feedback Students' development in RSE is monitored by class teachers as part of the school's internal assessment systems.

7. Policy Review

This policy will be reviewed by SLT, R.Sudworth & O.Grant annually. At every review, the policy will be approved by the governing body. A copy of the policy will be available to all stakeholders on the school website.

Appendix I: By the end of secondary school pupils should know (PSHE Association)

Topic	Pupils should know
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>the characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>



Topic	Pupils should know
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>



Topic	Pupils should know
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honor-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>



Topic	Pupils should know
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available the facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>



Appendix 2 - Curriculum Overview Key Stage 3

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> • Rights and Responsibilities • Tackling Human Rights and how to treat everyone with respect. • Diversity, prejudice and bullying including cyber bullying. • Managing conflict and friendships, social media. • Self Esteem, romance and friendships. • Exploring family life. • The risk of alcohol and tobacco and energy drinks. • Understanding puberty and tackling FGM • Making Ethical and financial decisions • Saving, spending and budgeting money. • Enterprise skills and introduction to careers • Challenging work stereotypes and raising aspirations 	<ul style="list-style-type: none"> • Understanding racism and religious discrimination, promoting human rights. • Mental health and emotional well-being including body image and self-value. • Evaluating rights and responsibilities in the community. • Respecting others and listening to the views of other people. • First aid and personal safety. • Understanding the risk of drugs and alcohol abuse. • Introduction to sexuality and consent. • Understanding the purposes of contraception. • Evaluating value for money in services • Risks and consequences making financial decisions. 	<ul style="list-style-type: none"> • Peer pressure, assertiveness and risk, gang crimes. • Understanding dieting, lifestyle balance and unhealthy coping strategies. • Managing conflict at home and the dangers of running away from home. • Tackling homophobia, and sexism. • Understanding careers and future aspirations. • Identifying learning strengths and setting goals as part of the GCSE options process. • Managing peer pressure in relation to illicit substances. • Assessing the risks of drug and alcohol abuse and addiction. • Relationships and sex education, including healthy relationships and consent. • Understanding the risks of STIs, sexting and pornography. • Planning and carrying out an enterprise project. • Reflecting on learning skills development in KS3.



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Curriculum Overview Key Stage 4

Year 10	Year 11
<ul style="list-style-type: none"> • Understanding British Values. Human rights and community cohesion. • Challenging extremism and radicalisation • Evaluating the social and emotional risks of drug use. • Exploring the influence of role models. • Understanding different families, relationships and domestic conflict. • Learning how to deal with grief and bereavement. • Preparation for Work Experience • Evaluation of work experience and readiness for work. • Understanding the causes and effects of debt. • Understanding the risks associated with gambling. • Transition into year 11 and developing study habits. • Learning and revision skills to maximise potential. 	<ul style="list-style-type: none"> • Promoting self-esteem and coping with stress. • Learning and practicing revision skills to maximise potential. • Understanding the college application process and plans beyond school. • CV Writing and understanding skills for employment • Health and Safety in independent context. • Taking responsibility for health choices, and understanding body image and risks of eating disorders. • Personal values and assertive communications in relationships. • Tackling domestic abuse and forced marriages. • Human values, human rights and community cohesion. • Challenging extremism and radicalisation. • Exams



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Curriculum Overview Key Stage 5

Year 12	Year 13
<ul style="list-style-type: none">• Understanding healthy relationships with peers and family.• Understanding healthy lifestyles and balanced diets.• Evaluating personal safety and what understanding how to protect oneself.• Understanding parliament and our role in a democratic society.• Evaluating personal skills and qualities.	<ul style="list-style-type: none">• Raising an awareness of the impacts of drugs and alcohol.• Understanding what it meant to live a healthy lifestyle.• Understanding how to lead a health work life balance.• Understanding how to manage finances.



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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	

