



## Relationships and Sex Education Policy

**Date of next Review:** November 2026

**Review by:** SLT

**Final Approval:** Curriculum, Standards, Pastoral and Safeguarding Committee

### **Academy Context**

Bishop Stopford School is a Church of England Academy which takes children of all abilities and from a variety of Christian denominations and other faiths.

All Relationships and Sex Education (RSE) will be taught in the context of the Christian ethos of the Academy.

The Core Values of the Academy which relate specifically to this policy state that we are working together to form relationships based on

- **Faith** – everyone is invited to develop their understanding of Christian belief, worship and lifestyle.
- **Justice** – everyone is entitled to be treated fairly and to promote the self-esteem of others.
- **Responsibility** – everyone is expected to understand the consequences of their actions.
- **Truth** – everyone is required to be honest and to communicate in a positive manner.
- **Compassion** – everyone is encouraged to be generous in their concern for others

Such values contribute to the Academy's common purpose of enabling students "to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity."

### **Data Protection**

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy's Data Protection policy.

### **Introduction**

Bishop Stopford School has a statutory responsibility to provide Relationships and Sex Education to all students, including those in the Sixth Form.

Further information about this can be found in the DfE guidance on Relationships and Sex Education: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

Personal development is central to the Academy's ethos and intent. The commitment to students' personal development includes supporting them to understand their health, physical development and emotional wellbeing, and to develop their social, moral, spiritual and cultural knowledge.

Relationships and Sex Education (RSE) is an important part of the Academy's Personal Development curriculum. It is a sensitive subject, and the Academy's role is to deliver an agreed RSE Curriculum, not to replace discussions students may have with their parents.

Teachers and those contributing to RSE will work within the agreed values framework of the Academy, and training will be given to ensure personal beliefs and attitudes do not adversely influence the teaching of RSE.

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In line with DfE guidance, parents have been consulted on the RSE curriculum and had the opportunity to give their feedback.

The policy should be read in conjunction with:

- Child Protection (Safeguarding) policy
- Equality Policy

## Definitions

*Relationships and Sex Education (RSE)*: the understanding of the importance of stable relationships for family life, stable and loving relationships, respect, love and care. It is also teaching about sex, sexuality and sexual health (See Appendix 1).

## Policy

- RSE will be delivered through PSHE in all Key Stages.
- A specialist team of staff will support the delivery of RSE, including appropriate inputs from paraprofessionals, such as health service colleagues.
- Students will learn the significance of stable relationships and marriage as key building blocks of community and society.
- Students will learn about different types of relationships, including LGBTQ+ relationships.
- Teaching will be planned to ensure sensitivity to the beliefs and cultures of all students.
- Curriculum content will be published to parents through the Academy's website.
- The curriculum will be planned and sequenced in a way to take account of the age-appropriateness of topics and material.
- Reproduction will be taught through the Key Stage 3 Science curriculum. There is no right to withdraw students from this part of the curriculum.
- Safeguarding underpins the teaching of RSE to keep students safe, including in their online interactions.
- Parental rights to withdraw their child/ren from RSE will be explained and alternative arrangements made for students, where this right is exercised (Appendix 4).
- No real-life naked images will be used in the delivery of RSE. Where images are required, they will be illustrations. Lessons teaching about Sexually Transmitted Infections do contain appropriate medical images of diseases in Key Stage 4 and above. Students can opt not to see these in lessons and parents are able to withdraw their child from this part of the RSE curriculum (see appendix 4).
- The RSE curriculum is compliant with all statutory guidance. It will be reviewed in the academic year 2025-26 to ensure it complies with revised statutory guidance implemented in September 2026.

## Curriculum

The curriculum can be found on the PSHE subject page on the school website; this may be adapted as and when necessary and will be updated on the website in a timely manner.

The curriculum is planned to meet the needs of students giving due consideration to their age. It will be delivered with due regard to the age, needs and feelings of students.

## Responsibilities

### Designated Safeguarding Lead

- Respond to any issues raised by staff as per the Safeguarding / Child Protection Policy, following teaching of the RSE curriculum.

### School Leadership Team

- A designated member of the Senior Leadership team will oversee the RSE curriculum.
- Implement the policy.
- Plan and allocate resourcing.
- Ensure practices are monitored and evaluated in the light of national requirements.

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- Monitor the delivery and quality of the RSE curriculum through the Academy's Quality Assurance processes.
- Ensure that information is shared regarding parents' rights to withdraw children from lessons.
- Provide accurate accounts to the governing body.
- Keep parents/guardians informed and consult on this policy.
- Provide opportunities for continuing professional development (CPD) for staff.

### **Head of PSHE**

- Plan the delivery of the RSE programme to meet necessary requirements.
- Support the implementation of the policy with particular reference to statutory requirements.
- To work with other Heads of Faculty/Subject to support cross-curricular working.
- Contribute to whole academy initiatives relating to PSHE and Personal Development.
- Ensure subject staff are well-informed of developments relating to the subject area(s).
- Take part in and deliver continuing professional development.
- Monitor the quality of work in the areas for which they are responsible.
- Ensure students engage fully with the RSE curriculum, and seek their views on the experiences of the curriculum.
- Keep parents informed.
- Ensure that information is shared regarding parents' rights to withdraw children from lessons.

### **Heads of Faculty/Subject with designated curriculum responsibilities**

- Ensure the high-quality coverage of a designated curriculum relating to RSE (e.g Science, Religious Education and Physical Education).

### **Teachers**

- Ensure a supportive, respectful environment in the delivery of RSE.
- Model positive attitudes to RSE.
- Adapt teaching to meet the individual needs of students.
- Ensure the highest quality teaching and learning in their lessons through effective planning and delivery.
- Follow the Academy's plans and policies for RSE.
- Take responsibility for their own continuing professional development, and contribute to leading professional development, if appropriate.
- Maintain Qualified Teacher Status, Teacher Standards and/or Upper Pay Spine Standards as appropriate.

### **Teaching Assistants**

- Support individuals and small groups in their learning as deployed by the Special Educational Needs Co-ordinator (SENDCo).
- Participate in relevant continuing professional development.

### **Governing Body**

- Ensure that statutory requirements are met.
- Receive monitoring and other reports through the appropriate sub-committees of the governing body.

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## Appendix 1 – Procedures

### Working with Parents

The Academy will respect parents' views and work in partnership with parents to provide support and complement their role as they are key in:

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children to cope with the emotional and physical aspects of growing up;
- Preparing them for the challenges and responsibilities that sexual maturity brings;
- Managing their online interactions and monitoring access to social media and other sites.

Parents' rights to withdraw children from lessons will be published in the weekly newsletter in the first month of the academic year. Parents who wish to exercise their right to withdraw their child/ren from RSE must inform the Head of PSHE. Staff will make appropriate arrangements for the supervision of these students.

### Confidentiality

Members of staff cannot offer or guarantee absolute confidentiality and this will be confirmed for all staff at least annually through training and written communication. Should disclosures occur during the delivery of RSE, the normal school procedures for safeguarding should be followed.

### Dissemination

- The policy will be made available for the whole school community via MyConcern and the Academy website.
- Health professionals involved in supporting the delivery of RSE will receive a copy of the policy.

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## Appendix 2 – Detailed definition of RSE

RSE is the understanding of the importance of stable relationships for family life, stable and loving relationships, respect, love and care. It is also about the teaching about sex, sexuality and sexual health. There are three main components:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

The objective of RSE is to help and support students through their physical, emotional and moral development.

Students will be helped to clarify knowledge and develop assertiveness skills for negotiating relationships.

### Intimate issues

#### a) Contraception

- Knowledge of different types of contraception, access to and availability is a major part of government strategy to reduce teenage pregnancy.
- Trained staff will give information about different types of contraception.
- Students may raise further issues with staff arising from classroom discussions. Trained teachers and the School Nurse can also give students – individual and as a class – additional guidance on where to obtain confidential advice, counselling and where necessary, treatment.

#### b) Abortion

- The religious convictions of students and parents will be respected.

#### c) Safer Sex, Sexually Transmitted Infections (STIs) and Consent

- Students will be taught recognition of symptoms, treatment of STIs and how to use contraception to reduce the risk of STIs.
- Students will be taught the personal and legal significance of consent, and how to develop attitudes and behaviour which promote safety in this context.

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### Appendix 3 – By the end of secondary school students should know

(Ref: DfE Relationships and Sex Education 2019)

| Topic                                           | Pupils should know...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families Pupils                                 | <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul> |
| Online and media                                | <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | <ul style="list-style-type: none"> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Being safe                                                 | <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and</li> <li>• FGM, and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |

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## **Appendix 4 – Right to withdraw from Sex Education**

Parents have the legal right to request that their child is withdrawn from Sex Education as part of the Relationships and Sex Education curriculum.

A parent's right to request to withdraw is possible up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16.

There is no statutory right to withdraw from Relationships Education as the contents of these subjects – such as family, friendship, safety (including online safety) and LGBTQ+ identity – are important for all children to be taught.

Students in the Sixth Form, who are over the age of 16, should make the request to withdraw from Sex Education themselves.

All requests to withdraw need to be made to the school in writing.

When a request to withdraw is received, a member of the Senior Leadership Team, Head of PSHE or SENDCo will arrange a time to discuss the request with parents. The purpose of this to understand the reasons for withdrawal and to address any concerns before the decision is finalised.

Students that are withdrawn from Sex Education will be provided with an appropriate alternative curriculum during these times.

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