

Relationships and Sex Education Policy – Kingsbury Green Academy

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Contents

Version Control.....	2
Related Policies.....	2
Policy Statement.....	3
Legislation and Statutory Requirements.....	3
Policy Development.....	4
Definitions.....	4
Curriculum.....	4
Delivery of RSE.....	6
RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious and worldviews education.....	6
Across our primary schools, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including.....	6
• Families and people who care for me.....	6
• Caring friendships.....	6
• Respectful relationships.....	6
• Online relationships.....	6
• Being safe.....	6
For more information about the RSE curriculum, see Appendices 1 and 2.....	6
Across our secondary schools RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including.....	6
• Families.....	6
• Respectful relationships, including friendships.....	6

- Online and media 6
- Being safe 6
- Intimate and sexual relationships, including sexual health..... 6

For more information about our RSE curriculum, see Appendices 1 and 2..... 6

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) 6

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs. 6

Use of External Organisations and materials 7

Roles and responsibilities 9

Parent’s right to withdraw 10

Training 10

Monitoring Arrangements..... 10

Appendix 1: Kingsbury Green Academy Curriculum map 12

Appendix 2: By the end of secondary school pupils should know 14

Appendix 4:..... 18

Parent/carer form: withdrawal from sex education within RSE 18

Version Control

Version	Details	Author	Date
1.0	Policy formation	Emma Howarth Barnes	31 st Jan 2025

Related Policies

Safeguarding and Child Protection Policy 2024
 Behaviour Policy 2024

Policy Statement

This policy sets out our approach to relationships and sex education Across the Ascend Learning Trust (hereafter referred to as the Trust).

This policy aims 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

Legislation and Statutory Requirements

In our primary academies, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. This legislation also requires us to provide RSE to all pupils at our secondary academies.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level. In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996 · Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education 2024'

At Ascend Learning Trust we teach RSE as set out in this policy.

Policy Development

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

1. Review – a member of staff or a working group of staff from each school/central trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective schools
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Curriculum

The Kingsbury Green Academy's RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will

respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers upon request. Primary sex education is not compulsory in primary schools. As a trust we will always consider any contextual need in our schools to determine whether there is a need for individual schools to cover any additional content on sex education to meet the needs of pupils. If it is determined further coverage is necessary, the following statement supports any curriculum adaptations.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum maps in Appendix 1 and Appendix 3 for our secondary academies.

Delivery of RSE

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

Across our primary schools, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about the RSE curriculum, see Appendices 1 and 2.

Across our secondary schools 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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

Our academies will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupil's experiences
- During lessons, make pupils feel:
 - Safe and supported
 - Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example, in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats

Give careful consideration to the level of differentiation needed.

6.2 Use of Resources

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of External Organisations and materials

Across our trust, we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our academies **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The Board of Trustees

The board of trustees will approve the RSE policy, and hold the headteacher to account for its implementation, through the local governing bodies and the CEO.

Chief Executive Officer

The CEO will work with Headteachers to make sure they can implement the policy in their schools and report to the board of trustees any issues with its implementation across the trust.

Local Governing Bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees and the CEO, if they occur.

Headteachers

The headteacher is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory science or non-science components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non statutory science or non-science 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 the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parent's right to withdraw

Across our primary academies parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory science or non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher of the school.

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

Across our secondary academies parents/carers have the right to withdraw their children from the non-statutory science or non-science components of sex education within RSE up to and until 3 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.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher of the school. The headteacher will share this information with the Secondary Education Director and CEO.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The delivery of RSE is monitored by the RSE Lead and Headteacher in each school through:

- Curriculum planning scrutinies, learning walks and staff and pupil conferencing.

- Pupils' development in RSE is monitored by class teachers as part of our internal assessment system

Relationships and sex education curriculum map

PSHE Lessons (Fortnightly for KS3 and 12 lessons across the year for Year 10)

Term	Year 7	Year 8	Year 9	Year 10
1	Managing emotions – snakes and ladder problem solving lesson, including positive language towards peers Positive emotional response – Using ROAD What is resilience?	Importance of Mental Health Mental Health and anxiety Mental and positivity Good Mental Health	Risky situations Careers – Skills and qualifications required for different career paths	Positive Relationships (and spotting negative ones) Abusive Relationships Exploited – grooming Sexual Bullying Condom Olympics Consent What is good sex?
2	Positive Mental Thinking - Mindfulness Positive Mental Thinking- Positive actions and emotions	Mindfulness Self Esteem and Body Image Positive Belief	Drugs Drugs and Raves County Lines and Gangs	
3	Careers – jobs and the future Careers – The importance of doing stuff Careers – research job careers	Careers- Employability skills Careers – research jobs and skills Careers – Green Careers	Knife Crime RU Ready for Sex (Delay) Contraception	
4	Friendships Peer pressure Consent- self-respect and personal boundaries	What is risk? What is the issue with alcohol? What are the risks?	STIs Romance and Relationships Consent	
5	Online Safety Healthy Eating Smoking	Sadfishing Contraception and STIs – an introduction Send me a pic – Healthy relationship	Different types of families Positive Relationships	
6	Gender Equality Charity	Send me a pic – nudes Send me a pic – when nudes get passed around Cyberbullying	Dealing with change Reframing negative thinking Promoting emotional wellbeing	

PSHE Days

Year 7

<p>Growing Up: Based around lessons on:</p> <ul style="list-style-type: none"> • Positive Mental Thinking • Puberty and appropriate sexual language • Resilience • Friendships • Bullying v's Banter 	<p>British Values – Voting Day</p> <ul style="list-style-type: none"> • Democracy • Understanding of how voting works in the UK • Understanding of how political parties work in the UK 	<p>Build a Theme Park Day</p> <ul style="list-style-type: none"> • Team work • Financial planning • Creative thinking • Conflict resolution
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Year 8

<p>Economic & Financial Wellbeing</p> <ul style="list-style-type: none"> • Understanding employability skills using the Challenges on Skillsbuilder 	<p>Career Skills Development</p> <ul style="list-style-type: none"> • The Rocket Challenge 	<p>First Aid</p> <ul style="list-style-type: none"> • St John's Ambulance Young First Aider Award • Outdoor Education
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Year 9

<p>Get Active</p> <ul style="list-style-type: none"> • Outdoor Education • Malvern Hills trip 	<p>Careers Education</p> <ul style="list-style-type: none"> • Trip to Bath University/Wiltshire College 	<p>Positive Mental Thinking</p>
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Year 10

<p>Careers ASK Apprenticeships Assembly - All students Career pilot workshop (WEX focus) (1 of 2) WIN Writing a CV Computer lesson looking at potential work experience places</p>	<p>First Aid Finance and Consumerism Careers</p>	<ul style="list-style-type: none"> •
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Colleges and KGA		
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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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)

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4:

Parent/carer form: withdrawal from sex education within RSE



TO BE COMPLETED BY PARENTS/CARERS

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	

