



Relationships and Sex Education (RSE) POLICY

The Courtyard aims to offer an outstanding educational and social provision that will equip our students with the skills and experiences needed to discover and live out their potential.

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY STATEMENT

Approval Committee:	Full Governing Body
Review Committee:	Curriculum and Standards
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Required to publish on website?	Yes
Statutory?	Yes

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1. Aims and objectives

The aim of Relationships and Sex Education (RSE) is to equip our young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

It should give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships, resisting pressure to have sex and not applying pressure to engage in sex. 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 wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The aims of the RSE policy at The Courtyard are to:

- Provide a framework in which sensitive discussions can take place to explore a student's own and other people's attitudes and values.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy through development and practice of personal and social skills.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

The RSE policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our students. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our students.

The Courtyard School explores/teaches RSE within the following moral and values framework based on the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- The right of people to hold their views within the boundaries of respect for the rights of others.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- An awareness of the way another person feels.
- The value of a stable loving relationship.
- Mutual support and co-operation.
- Honesty and openness.
- Self-respect.

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 Sex Education (RSE) compulsory for all students receiving secondary education. The regulations also make Health Education compulsory in Academies.

This policy was developed in response to:

- [Statutory guidance on RSE and health education](#)
- [Keeping children safe in education: for schools and colleges](#)
- [Behaviour and discipline in schools: guidance for headteachers and staff](#)
- [Equality Act 2010: advice for schools](#)
- [Special educational needs and disability code of practice: 0 to 25 years](#)
- [Alternative provision](#)
- [Mental health and behaviour in schools](#)
- [Preventing and tackling bullying](#)
- [Cyber bullying: advice for headteachers and school staff](#)
- [Advice for parents and carers on cyber bullying](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Promoting fundamental British values as part of SMSC in schools](#)

- [National Citizen Service: guidance for schools and colleges](#)

As a secondary SEN free school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are 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](#).

At The Courtyard we teach RSE as set out in this policy.

Further information can be found on our website policies section under 'Funding Agreement' and 'Articles of Association'.

3. Curriculum

Our 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, students and staff, taking into account the age, needs and feelings of students. If students 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.

4. Delivery of RSE

At The Courtyard, we believe that our students have a vulnerability which means they can be at greater risk of exploitation.

The Courtyard decided to become an Early Adopter school, which means the school started to incorporate the new statutory health, relationships and RSE guidance and requirements into the Programme of Study for PSHE education before it became statutory in all schools from September 2020.

The Courtyard has designed and delivers a truly inclusive RSE curriculum, ensuring that all students are supported to navigate puberty and young adulthood in a safe, healthy and responsible way.

Our aim is to generate discussion amongst our young people about health and wellbeing, relationships and living in the wider world. RSE has a key part to play in the personal, social, moral, and spiritual development of young people.

RSE is an identifiable part of the PSHE education curriculum which has timetabled lessons across all Key Stages as well as specialist workshops delivered as part of the Expect Respect programme run by the St Giles Trust in Islington. RSE education is the school subject through which students acquire the knowledge, skills and attributes they need to stay healthy, safe, and thrive now and in the future.

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 Appendix 1.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of students 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 students may have a different structure of support around them (for example: looked after children or young carers).

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

5.3 Staff

Experienced and trained staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.

5.4 Students

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

How and to whom will the policy be shared and consulted amongst in the Whole School:

Dissemination and consultation/review of policy includes:

- Consultation with wider school community, e.g., NHS nurse allocated to the Courtyard.
- Review of RSE curriculum content with staff and students.
- Student focus groups or school council.
- Consultation with school governors.
- Consultation with parents/carers.

The policy will be available to parents through direct request and available on the website.

Parents and carers have an especially important role to play in supporting PSHE/RSE education.

The Courtyard is confident that the school's programme complements RSE across the school. To enable this, an information session for parents is offered to discuss the RSE programme.

Parents/carers are informed by letter of their right to withdraw their child from RSE lessons and given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's RSE Policy on request and that they can view any teaching resources being used in the delivery of RSE.

6. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the student 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 2 of this policy and addressed to the headteacher.

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

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

Appendix 1: 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 with respect to raising of children, including the characteristics of successful parenting. <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>
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). • 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.

TOPIC	PUPILS SHOULD KNOW
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. • 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).

TOPIC	PUPILS SHOULD KNOW
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 2: Parent form: withdrawal from sex education within RSE



St Mary Magdalene Academy

The Courtyard

TO BE COMPLETED BY PARENTS			
Name of pupil		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	<i>Include notes from discussions with parents and agreed actions taken. e.g., Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</i>