



## **The Crossley Heath School**

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# **RELATIONSHIPS AND SEX EDUCATION POLICY**

**September 2024**

Ratified

Version Number	Purpose/Change	Author	Date
1	Update policy with new legislation	Suzanne Peers	April 2021
2	Changes made to reflect change in sequencing of Yr8/9 (2 year KS4)	Suzanne Peers	Sept 2023
3	Reviewed, no changes made. Still awaiting update from gov after consultation on draft update.	Suzanne Peers	Sept 2024
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**Date Reviewed: Sept 2024**

**Review: Annually**

**Responsibility: Deputy Headteacher - Pastoral**

**Status: Statutory**

From September 2020 the Government renamed Sex and Relationships Education- Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education, but 'health education' is not currently covered in this policy.

### **What is Relationship and Sex Education?**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. Additionally, it involves acquiring accurate information about the physical aspects of growing up, healthy lifestyles, diversity and personal identity, having relationships, engaging in sex, and learning about human sexuality and sexual health.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity or particular lifestyle.

## **1. Vision & Objectives**

### **Vision**

At the Crossley Heath School we believe that our high quality Relationships and Sex Education will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Crossley Heath is an innovative, modern curriculum fit for the world our young people are living in. We believe in empowering our students to understand their bodies, to resist the pressure to have sex (any applying pressure), to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Crossley Heath we are committed to the important role that RSE plays in students' holistic education and we aim to build on the RSE programmes covered in primary school. The theme of consent underpins all of our RSE workshops and modules. We introduce students to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

CHS believes that RSE should:

- Be an integral part of the lifelong learning process.
- Be an entitlement for all young people.
- Be set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness. Ideals, stereotypes and realities of family life are explored with recognition of the need to value children from all family circumstances. Difference and diversity will be taken into account. Religious and cultural differences will be discussed and respected.
- Encourage students and teachers to share and respect each other's views. To become aware, understand and demonstrate tolerance of different approaches to sexual orientation. It will not promote any particular family structure but place importance on the values of love, respect and care for each other in committed relationships
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.

- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, and other mentors or advisers.

## **Objectives**

At Crossley Heath our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the students including SEND, ASD, visually impaired students and any other disabilities that require a bespoke curriculum.
- Present information in an objective, balanced and sensitive manner.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations and all types of families.
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent.
- Reinforce the importance of loving relationships, rooted in mutual respect.
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent.
- To represent all types of families and to explore the different methods for starting a family
- To ensure that all distinct groups (all protected characteristics) are positively represented in our curriculum.
- Ensure students can identify the qualities of healthy and unhealthy relationships
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity.
- Make students aware how and where to seek help if they are in an unhealthy or abusive relationship.
- Prepare students for the journey from adolescence to adulthood.
- Provide students with a safe environment to learn about sexual orientation and identity, reinforcing the importance of mutual respect and tackling homophobia, transphobia, bi-phobia and gender stereotypes.
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception.
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes.
- Develop students' understanding of the dangers of pornographic material.

## **2. Statutory Requirements**

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social Work Act 2017](#).<sup>1</sup>

From September 2020 the guidance document ['Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'](#)<sup>2</sup> became statutory. This document clearly sets out the curriculum content that secondary schools **must** deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained

<sup>1</sup> <https://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>

<sup>2</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_\\_RSE\\_and\\_Sex\\_Education\\_\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__RSE_and_Sex_Education__RSE_and_Health_Education.pdf)

special schools, maintained special schools and alternative provision, including student referral units. See appendices 1 & 2 for further information on curriculum content.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#)<sup>3</sup> issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).<sup>4</sup>

At CHS we teach RSE as set out in this policy.

### **3. Policy Development**

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

1. Review – a working group pulled together all relevant information including relevant national/local guidance and data.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were invited in person at parents evenings and subsequently via the school website, to complete a questionnaire. Following this parents and any interested parties were invited by letter to comment on the published draft policy.
4. Student voice – we investigated what exactly pupils want from their RSE through surveys.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Delivery & Content**

RSE is taught within the Personal Development (PSHCE) education curriculum. It is a spiral curriculum model followed by years 7-10, 12-13 for 1 hour per week. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Assemblies and tutorial sessions also support the PSHCE curriculum.

Students also receive stand-alone sex education sessions delivered by visiting trained health professionals.

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).

Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Facts are presented in an objective and balanced way, with students being encouraged to consider their personal attitudes and values. They will be made aware of the difference between fact and opinion.

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<sup>3</sup> <https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education>

<sup>4</sup> <https://www.legislation.gov.uk/ukpga/1996/56/contents>

Students are taught in mixed ability and gender groups. When there is a specific need, arrangements will be made to teach students in appropriate groupings.

## **RSE curriculum for SEND students**

Where possible all students will remain with their class for RSE lessons. Students with SEND or students who have been identified as likely to need SEMH support with RSE will either receive the support of a Teaching Assistant during their RSE lessons, or arrangements will be made for specific students to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the RSE. The SENCO and Department Leader for Personal Development will make the relevant plans at the start of each academic year, in consultation with parents.

## **5. Roles & Responsibilities**

### **The governing board**

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

### **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/non-science component of RSE (see section 6).

### **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 students whose parents wish them to be withdrawn from the non-statutory/non-science component 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.

### **Students**

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

## **6. Working with Parents**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website.
- Outlining our RSE programme within our Personal Development (PHSCE) curriculum on the school website

- Signposting materials for parents to use when talking about RSE with their children.
- Providing the opportunity for parents to learn more about the RSE programme should they request this.

Parents **cannot** withdraw their child from statutory relationships education. Parents **can** withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child has the right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes.

The government advice<sup>5</sup> recognises that sex education and relationships education should not be artificially separated to effectively deliver the content therefore it is on request to the headteacher that students may be withdrawn from the workshop on contraception use. NB: Contraception will still be *discussed* in Science and Personal Development lessons as per the NC/statutory guidance. Before granting such a request the Headteacher will meet with parents and, as appropriate, with the student to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The School will respect the parents' request to withdraw the student up to and until 3 terms before the student turns 16. After that point, rather than be withdrawn, if the student wishes to receive sex education, the school will make the provision. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education

## **7. Confidentiality & Advice**

Students will be made aware that some information cannot be held confidentially and made to understand that if safeguarding disclosures are made, staff will have to act on this information. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

i) Disclosure or suspicion of possible abuse - the school's child protection procedures will be invoked (see relevant policy).

ii) Disclosure of pregnancy or advice on contraception. It is hoped that the following procedure will ensure that students who are in this situation know that they can talk to an adult in the school and that they will be supported. Professional information and guidance will always be sought from a health professional.

The school will always encourage students to talk with their parents/carers first.

- Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this happens subsequent responsibility, then lies with the parent/carer(s). The school will continue to offer appropriate support and guidance.
- If a student refuses to tell their parent/carer(s) the adult should refer them to a health professional.
- The adult should report the incident to the Head Teacher or Designated Safeguarding Lead who will consult with the health professional about informing the parent/carer(s).

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## **8. Training & The Role of Health Professions in the Delivery of Relationships and Sex Education**

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Staff delivering Personal Development will be offered training as part of our continuing professional development.

Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance. They will operate under the direct control of the teaching staff responsible for delivering SRE and will be accompanied by an appropriate member of staff when with students.

## **9. Monitoring and Evaluation**

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors biennially.

Any complaints about the SRE curriculum should be made to the Head Teacher.

## **10. Linked Policies**

- Student Support and Behaviour
- Equality and Diversity
- Anti Bullying
- Child Protection
- Safeguarding Policy Curriculum

## 11. Appendix 1

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<p><b>Families</b></p>	<p>Pupils should know</p> <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>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know;</p> <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> </ul>
	<ul style="list-style-type: none"> <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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Online and media</b>	<p>Pupils should know;</p> <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> <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>
<b>Being safe</b>	<p>Pupils should know;</p> <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 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>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know;</p> <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>

## 12. Appendix 2

Personal Development (PHSCE) Curriculum Overview – spiral curriculum where themes are re-visited to allow us to embed knowledge at an age appropriate level.

	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Living in the wider world	<b>Spring 1</b> Relationships	<b>Spring 2 (NCW)</b> Health & wellbeing	<b>Summer 1</b> Relationships	<b>Summer 2</b> Living in the wider world
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing aspirations</b> Growth mindset. How positive self-esteem is linked to achievement and success.	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills NCW	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
		<b>Diversity</b> Diversity, prejudice, and bullying		<b>E-safety &amp; British values</b> Staying safe online School values and British values. NCW		
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work Finance, Business & Enterprise	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies  NCW	<b>Identity and relationships</b> Identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks

<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid  NCW	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Global Matters</b> British values Environmental Issues Foreign Aid Human Rights
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and explicit images.	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media  + Positive Study Habits NCW	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism Equality Act British Values	<b>Careers &amp; Next Steps</b> Preparation work – CV writing Post 16 considerations. (Unifrog)
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts  NCW	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

### **13. Appendix 3**

Materials parents may find useful to support the dialogue at home:

Government recommended resources list

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

BBFC (film & TV content ratings) <https://www.bbfc.co.uk>

NSPCC (Safe, Healthy Relationships) <https://learning.nspcc.org.uk/safeguarding-child-protection/healthy-and-unhealthy-relationships>

Home Office (Relationship Abuse, Consent, Sexting, Rape, Harassment)  
<https://www.disrespectnobody.co.uk>

Freedom Charity (Honour based violence & FGM) <https://www.freedomcharity.org.uk>

Terrence Higgins Trust (HIV&AIDS) <https://www.tht.org.uk>

CEOP (Online Safety) <https://www.ceop.police.uk/safety-centre/>

Stonewall (LGBTQ+ Inclusivity) <https://www.stonewall.org.uk>

Brook (Sex, Relationships & Online safety) <https://www.brook.org.uk>

Outspoken – Sex Education support for parents <https://www.outspokeneducation.com>

Sex Education Forum <https://www.sexeducationforum.org.uk>

FPA (Puberty, Sex & Relationships) <https://www.fpa.org.uk/relationships-and-sex-education/parents-and-carers>

Sexplain <https://sexplain.org.uk>