

Relationships & Sex Education (RSE) Policy

| | |
|-----------------------------|-----------------------------|
| Policy last reviewed: | May 2024 |
| Next review due: | May 2027 |
| Member of staff responsible | Assistant Headteacher - DSL |
| Governor's Committee: | FGB |

Vision Statement: Our vision is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.

Mission Statement: Our mission is to be a deeply Christian inclusive community which values every individual as a child of God.

Values Statement: The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its students.

Dignity Underpinning all that we do is the core belief in the ultimate worth of each person as a child of God – precious, valued and loved by God. Dignity comes from the knowledge of our ultimate worth as human beings.

Community Having understood our value as individual human beings, we express this value through the quality of the relationships that we share with each other. Community, living well together, is of very great importance to us as a school, as is the place we each take in the wider community locally, nationally and internationally.

Wisdom As a school we seek to foster confidence, delight and discipline in seeking wisdom, knowledge and truth. This is achieved through the nurturing of academic habits and skills, emotional intelligence, resilience and creativity across the breadth of the curriculum.

Hope As we prepare our students for the future, we look to open up horizons of hope and aspiration, encouraging our students to embrace these with confidence and sending them out to make a difference to the world in which they live.

Contents

1. [Purpose](#)
2. [Aims](#)
3. [Underlying Principles](#)
4. [Statory Requirements](#)
5. [Policy Development](#)
6. [Definition](#)
7. [Curriculum](#)
8. [Delivery of SRE](#)
9. [Roles and Responsibilities](#)
10. Parents Right to Withdraw
11. [Training](#)
12. [Monitoring Arrangements](#)

Appendix 1: Students should know

Appendix 2: Curriculum Map

Appendix 3: Letter to Withdraw

1. Purpose

Sex and Relationships Education (SRE) covers all aspects of human sexual activity and relationships including physical, moral and emotional development. It encompasses the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. SRE is delivered through a range of subject areas, notably Science, PHSE (known as REACH at Holy Trinity School) and Religious Studies.

2. Aims

The School aims to deliver an integrated programme which:

- Provide a framework in which sensitive discussions can take place
- Prepare Students 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
- Create a positive culture around issues of sexuality and relationships
- Teach Students the correct vocabulary to describe themselves and their bodies
- Informs students about the physical facts relating to sexual relationships and human reproduction.
- Helps them to think through the emotional and moral implications of sexual behavior.
- Encourages students to develop a responsible attitude which respects both themselves and others thereby fostering healthy and meaningful relationships.

3. Underlying Principles

As a secondary school we must provide high-quality sex and relationship education that is relevant and sensitive to the needs of all young people to all Students as per section 34 of the Children and Social work act 2017.

- We aim to develop policies which reflect the parent/carers' wishes and the culture of the community we serve, whilst at the same time helping students acquire the knowledge, understanding and skills so that they are well prepared for life in modern Britain.
- SRE is part of a lifelong learning process. Our teaching will take account of this journey and be age and development-appropriate.
- Our curriculum will be inclusive and of value to all of our students regardless of gender, sexual orientation, religious or philosophical belief or any other defining characteristic.
- Underlying our SRE will be the Church's teaching on the importance of the family, the sanctity of marriage and Christian standards in our attitudes to others. We will promote personal and social development, fostering self-esteem, self-awareness, a sense of moral responsibility and the skills and confidence to resist abuse and unwanted sexual experience.
- Our teaching will be relevant and updated to include contemporary issues such as child sexual exploitation, forced marriage, issues of consent, sharing of sexualised images and misogyny / incel. These topics will be guided by the updated statutory Government Publication September 2021.
- SRE 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

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).

4. Statutory requirements

As a maintained secondary school we must provide SRE to all Students as per the [Children and Social work act 2017](#).

In teaching SRE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Holy Trinity School we teach SRE as set out in this policy.

5. Policy development

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

1. Review – the Leader of Learning Health and Well Being brought together all relevant information pertaining to the new SRE guidelines including relevant national and local guidance.
2. Staff consultation –staff (Extended SLT, Pastoral, Safeguarding and REACH teachers) were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to give feedback about the policy via electronic Form.
4. Student consultation – through whole school Student voice we investigated the needs of the students and ascertained where they saw particular needs in our curriculum.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

6. Definition

SRE is about the emotional, social and cultural development of Students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information and exploring issues and values.

SRE is not about the promotion of sexual activity.

7. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary, based on cultural / local trends and year group needs.

We have developed the curriculum in consultation with Parents, Students and Staff, focusing on the age-appropriate nature of topics, needs of our community and feelings of Students. If Students ask questions outside the scope of this policy, teachers will respond in an appropriate, safeguarding conscious manner so they are fully informed and don't seek answers online.

8. Delivery of SRE

SRE is taught within the REACH (Relationships, Esteem, Aspirations, Citizenship and Health) curriculum. Biological aspects of SRE are also taught within the science curriculum, and other key concepts are included in religious studies education (RPE).

Students will also receive stand-alone sex education sessions delivered by a trained health professional (when available).

SRE 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
- These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization 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).

9. Roles and responsibilities

9.1 The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy.

9.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, in line with the aims and Christian values of our school.

Managing requests to withdraw Students from [non-statutory/non-science] components of SRE (see section 8).

9.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way in line with the aims
- Modelling positive attitudes to SRE in line with the Christian Ethos of the school
- Monitoring progress
- Responding to the needs of individual Students
- Responding appropriately to Students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

A dedicated team of staff is appointed to teach the REACH programme, who monitor students' development in understanding. The team is led by the member of staff in charge of REACH who monitors the delivery of SRE.

Current Staff Responsibility at Holy Trinity –

| | |
|-----------------|--|
| Natalie Raynor | Leader of Learning Health and Well Being and Teacher of REACH |
| Louise McMenemy | CEIAG Link informing Hope and Aspirations Inclusion |
| REACH Teachers | Specialist REACH teachers who meet and have training regularly as part of the Health and Well Being Department |

9.4 Students

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

Working with Parents/Carers & the whole school community

- This policy is available to parents/carers via the website and we are happy to provide a printed copy if they do not have internet access,
- Parents/Carers will be contacted prior to their child receiving Sex & Relationships Education lessons and supplied with an overview of the topics to be covered. The school wishes to encourage parents/carers to speak with their child about what they are studying and debating in school and would welcome constructive feedback.
- Parents/carers are welcome to seek advice from the Leader of Learning for Health and Well Being Miss N. Raynor or the Designated Safeguarding Lead, Mr A Webster.

10. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within SRE 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. We appreciate that parents/carers may have a range of views on this sensitive area and value the opportunity to discuss concerns in person before such a decision is taken.

If a parent/carer does wish to consider this course of action, we will ask them to:

- Write to the Headteacher requesting a meeting to discuss the possibility of withdrawing their child from any aspect of SRE. This should be actioned using the formal letter template in appendix 2
- Meet with an appropriate member of staff to discuss concerns
- If they still wish to withdraw their child, to confirm briefly in writing and make appropriate arrangements with the school
- Work will be set for this young person outside of the classroom for this short period of lessons.

Sensitive issues, outside agencies & safeguarding

- SRE education may give rise to subjects that need to be tackled with sensitivity. The coordinator of REACH will liaise with the Designated Safeguarding Lead (DSL) and safeguarding team ahead of teaching in order to ascertain where there may be a need for particular sensitivity. We will be mindful of the right to confidentiality when doing this.
- Where appropriate, referrals may be made to outside agencies in order to safeguard our students. Staff should refer to the school Safeguarding Policy if they have any concerns for a student's welfare or if a disclosure is made.
- On occasions, we may invite in outside agencies to deliver some of our SRE teaching. The person inviting them in, will be responsible for liaising with the Designated Safeguarding Lead (DSL) to risk assess and brief them on our Safeguarding Policy. The

safeguarding team will also ensure the outside agencies are aware of any areas of sensitivity with particular students/groups.

11. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar, regular AOL meetings and sharing of materials etc each week.

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

12. Monitoring arrangements

- We will seek feedback from students, parents/carers and staff as we develop this policy.
- The REACH coordinator will seek regular feedback from students on the content of the SRE aspect of the REACH programme.
- He /She will review the curriculum at least annually considering feedback from students and parents/carers and advice given by the Safeguarding team.
- Given the dynamic nature of the curriculum, any parent/carer wishing to see an overview of the PSHE content should contact the REACH coordinator who will happily provide it.

This policy will be reviewed by Andy Webster every two years. At every review, the policy will be approved by the governing board/and Head Teacher.

Appendix 1: By the end of secondary school Students should know

| Topic | Students 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 • 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) • 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 |

| | |
|--|--|
| | <ul style="list-style-type: none"> • 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) |
| 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 |

- | | |
|--|--|
| | <ul style="list-style-type: none">• 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 Curriculum

| REACH 2023-24 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|---|--|--|--|---|---|
| Theme | Being You - Personal Growth | Mental Health | Life Skills and Society | Being a Teenager in the Community | Sexual Relationship Education | How we define ourselves in the World. |
| Strengths of Character | Resilience & Wisdom | Resilience & Wisdom | Dignity and Respect | Dignity & Respect | Dignity & Respect | Dignity & Respect |
| | Dignity & Respect | Dignity & Respect | Community | Community | | Community |
| Year 7 | Strengths of Character, Self-Awareness and Respect. | What makes us sad? Mental Health Awareness. | Learning to Learn and Thinking about our Community. | Decision Making (Drugs & Alcohol) and Red Cross First Aid. | Puberty and Relationship Education. | The Environment and Looking after each other. Hope & Aspirations |
| Year 8 | Success and How we build Resilience. | Hope & Aspirations Enterprise And Money Matters. | British Values and Protected Characteristics. | Differences in the Community and our use of Language. | SRE – Sexual Health and Keeping Safe Online. | LGBTQ+ discrimination and Self-Image. |
| Year 9 | Mental Health and Mindfulness | Hope & Aspirations preparing for Options. | Hope & Aspirations preparing for Options. Black Lives Matter. | Police, the Law and Child Exploitation. | SRE – Sexual Health and Respectful Relationships. | Learning to Learn in Preparation for GCSE's. |
| Year 10 | Time Management and Study Skills. | Sexual Harassment, Mental health and teenage suicide. | Finance Education and Gambling. | Health, addiction and alcohol. | SRE – Pregnancy, Fertility and Consent. | Hope & Aspirations – Careers fairs and pathways. |
| Year 11 | Hope & Aspirations Pathways and CV. | Crime and the Law. | Safe, Respectful Relationships – Domestic Violence. | Breaking stereotypes and Healthy Relationships | Intimate Relationships and Safe Sex. | Preparing for Exams |

Appendix 3 Right to Withdraw Letter Template

Friday 22nd March 2024

Sexual Relationship Education

Dear Parents/Carers,

As a part of your child's learning journey at Holy Trinity we aim to provide active, thought provoking and immediately useful REACH lessons to help support their personal, moral and spiritual growth. This personalised PSHE programme will give our young people the knowledge, understanding, values and practical skills to live healthy, safe, positive and fulfilled lives, both now and in the future.

Over the last few years there have been some significant changes to the way that PSHE is now delivered in both Primary and Secondary Schools. Government statutory requirements are now well embedded whereby the teaching of Relationship and Health education is compulsory in schools across the country. Sex education within the national curriculum of Science (including teaching about reproduction in humans) is also compulsory. The compulsory changes were issued by the secretary of state as outlined in section 403 of the Education Act 1996 and must now be taught through all the key stages.

Our REACH programme at Holy Trinity has always included a thorough and age-appropriate Sexual Relationship Education (SRE) unit for all year groups so the statutory changes have only developed our teaching further with minimal new topics being added like fertility and miscarriage. Our comprehensive SRE unit will begin after the Easter break which will offer time for parent and student conversations regarding the content and delivery of REACH in school.

As a school we are committed to looking after our students' well-being whilst ensuring that they feel safe and confident in their own identities. In this unit of work, we will be providing them with the information needed to make informed, confident choices about their relationships throughout their lives. With this in mind, the Sexual Relationship Education curriculum will continue throughout their school journey, with further exploration of age-appropriate content. We would really value your feedback on the school's delivery of SRE and would invite you to do so via the Parent / Carer form which can be found at the link below

[Parent / Carer SRE REACH Review and Feedback 2024](#)

The SRE unit is tailored to follow an outline of suitable topics suggested by the British PSHE Association whilst also reflecting the religious ethos of our school. The resources selected are age appropriate and have strong links to the RE and Science curriculums as well as Safeguarding. The content of the lessons includes feelings, self-esteem and social media, relationships and puberty, staying safe online, pornography and child sexual exploitation. As part of the REACH model, lessons will be underpinned with a particular focus on Dignity and Respect throughout the work.

[Updated Government Guidance on the delivery of PSHE Sept 2021](#)

In order to help you to see the themes, and age appropriate nature of the work being delivered in REACH please see below an overview of the SRE content. The lessons in yellow (Intimate and Sexual Relationships & Sexual Health) are the only lessons that are not compulsory and where the right to remove remains. Please be aware that these themes are still covered in Biology.

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|---|---|---|--|
| Positive Relationships with Friends and Family | Types of Relationships and Marriage | Healthy and Consensual Relationships | Pregnancy, Pregnancy Decisions and Fertility | Intimate Relationships |
| Developing Healthy Relationships and The Pressures of Sex | Sex and Social Media – Staying Safe online | Child Sexual Exploitation | Parenting | Miscarriage |
| Sex and Social Media – Staying Safe online | Trustworthy Relationships | FGM and Grooming | LGBTQ+ Discrimination and Protected Characteristics | Risky Sexual Behavior (effects of Drugs & Alcohol) |
| Body Image | LGBTQ+ Discrimination and Protected Characteristics | Sex and Social Media – Staying Safe online (Sexualized images and Porn) | Consent and Sexual Assault | Sexual Harassment & Rape |
| Gender Stereotypes | FGM and Forced Marriage | LGBTQ+ Discrimination and Protected Characteristics | Honor Based Violence | Domestic Violence |
| Puberty and Sexuality | Sexual Intercourse | Sexual Health & Contraception | Sex and Decision Making | Safe Sex, STI's and HIV |

These lessons where removal is allowed in respect to the Government regulations will be taught in the final lesson of the 6-week May half term. These are the only lessons where the young people can miss the lesson to do other work set by their REACH teachers. They are still expected to go to their lesson but will be able to work away from the content delivery.

Before the start of the SRE work if you do have questions regarding the content or nature of this important SRE material then please do contact school directly. Parents and carers have the right to withdraw their child from aspects of sex education within REACH up until 3 terms prior to their child's 16th birthday.

Having spoken to your child and their REACH teacher or Miss Raynor you still may wish to request a right to withdraw application which will need to be addressed directly to our Headteacher. This form can be found below and on our school website along with our SRE policy that is under review based on Government guidance throughout the year.

If you have any further questions about Sex and Relationship Education or you would like to discuss how suitable this content might be for your son or daughter then please do contact your son/daughter's REACH teacher or myself in school via phone or email.

A handwritten signature in cursive script, appearing to read 'N. Raynor', written in black ink.

Yours faithfully,

Miss N Raynor

Leader of Learning Health and Well Being

