Magna Academy

Relationships, sex and health education policy

Version control	
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1. Links to other policies

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Agreement for Pupils (Devices and Technology)

2. Aims

At Magna Academy we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

The aims of relationships, sex and health education (RSHE) at our school are to:

- Develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking
- Provide young people with reliable information so they can make informed decisions about their health and bodies
- 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
- Deal with misconceptions, myths and misunderstandings
- To safeguard pupils
- To empower students to take control over their own lives and decision making
- To signpost students to relevant support when needed
- To encourage students to be upstanders in the community
- To promote equality and fairness

3. Definition

RSHE stands for Relationship, Sex and Health Education. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in a safe environment where pupils can discuss their thoughts and receive age appropriate reliable guidance. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is **not** about the promotion of sexual activity, indeed evidence shows that the provision of well taught, effective RSHE reduces the likelihood of young people engaging in risky behaviours.

4. Statutory requirements

We have an obligation to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

Secondary Academy

As a secondary academy 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 our Academy we teach RSHE as set out in this policy.

5. Policy development

Before the policy can be ratified, each academy should carry out the consultations mentioned below in steps 2,3 and 4

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

1. Review – RSHE lead pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to share their thoughts about the policy and their views were listened to

4. Pupil consultation – we investigated what exactly pupils want and need from their RSHE

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

6. Curriculum

For the purpose of this policy:

- "**RSHE**" is used to refer to the overall programme of relationships, sex and health education.
- "**RSE**" refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others. Sex education is defined as education about human sexual reproduction and sexual intercourse.
- "**Health education**" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

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, pupils and staff, taking into account the age, needs and feelings of 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.

The RSHE curriculum will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

Magna Academy understands that effective RSE does not encourage early sexual experimentation but in fact builds pupil's confidence and self-esteem and helps them to understand the reasons for delaying sexual activity. This curriculum will therefore aim to support pupils, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

The curriculum will provide knowledge about safer sex and sexual health. It is important to ensure that pupils are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgmental, factual way and allow the pupils to ask questions in a safe environment. Teachers may use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Secondary RSE teaching will provide a clear progression from what is taught to pupils in primary school. It will build on the foundations of RHE and, as pupils grow up, at the appropriate time extend the teaching to include intimate relationships.

Pupils will be taught the facts about the law, sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils will be offered a curriculum which is relevant to them and their developing sexuality. The curriculum will recognise that pupils may be discovering or understanding their sexual orientation or gender identity. The school will provide pastoral support as necessary following lessons with content that some students may find sensitive.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly, along with physical and emotional damage caused by female genital mutilation (FGM).

The school will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their bodies. This will also include an understanding of boundaries in friendships with peers, families and with others, in all contexts, including online.

For more information about our curriculum, see our curriculum map in Appendix 1.

There may be times when pupils are exposed to something outside of school that needs discussion in school. Parents will be informed of any deviation from our published RSE policy in advance and any relevant materials will be shared with them on request.

7. Delivery of RSHE

RSHE is taught as part of the academy's wider Personal Development and Wellbeing Curriculum.

Lessons are taught weekly by tutors, however some topics are delivered by members of the academy's SLT or Phoenix Inclusion Team. The programme is also enhanced by external visitors and guest speakers for special 'drop down' day events or as part of the assembly programme.

RSHE 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 RSHE 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).

8. Inclusion

All pupils have a right to age appropriate RSHE regardless of faith, gender, sexual orientation, race or disability. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our pupils.

The SENDCo is able to advise teaching staff on how best to identify and support pupils' individual needs and also the use of TAs in order to meet pupils' individual needs.

The Equality Act of 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to education.

PD&W Leads, as well as the Safeguarding Leads, have a duty of care to ensure that all staff delivering RSHE are familiar with the Safeguarding Policy and understand the necessary protocol should a safeguarding issue arise. Furthermore, the backgrounds of all pupils are taken into account when planning and teaching, so that the topics are sensitive to the needs of our pupils and families.

9. Roles and responsibilities

9.1 Governance

The Board of Trustees for Aspirations delegates responsibility to local Regional Boards (RB). The RB will approve the RSHE Policy. This policy will be reviewed by the PDW Lead annually. At every review, the policy will be approved by the RB.

9.2 The Principal

The principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory components of RSHE (see section 10). They will also ensure that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues and make sure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE

9.3 Staff

Staff are responsible for:

- Delivering RSHE in a factual and sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils and seeking advice from the SENDCo about adapting materials for pupils with SEND who may require it
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory components of RSHE

It is important that RSHE is taught by staff trained and eager to teach RSHE just like any other subject. If staff have concerns about teaching RSHE they should speak to their line manager, but it is an expectation that all staff will promote the values and ethos of the curriculum.

9.4 Pupils

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

10. The Law

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos

and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils will be made aware of the relevant legal provisions **when relevant topics are being taught**, including but not limited to:

- Marriage
- Consent, including the age of consent
- Violence against woman and girls
- Online behaviours including image and information sharing, "sexting," youth-produced sexual imagery, nudes, etc.
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism and radicalisation
- Criminal exploitation, including through gang involvement or 'county lines' drugs operations
- Hate crimes
- Female genital mutilation (FGM)

11. 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 child wishes to receive sex education rather than being withdrawn, the Academy will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

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

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

12. Training

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

13. Monitoring arrangements

The delivery of RSHE is monitored by the PDW Lead just like any other subject through the usual academy monitoring systems. For example, through

- Learning Walks
- Data Analysis
- Pupil Voice
- Staff Consultations
- Ongoing CPD

Pupils' development in RSHE is monitored by class teachers termly through summative data. Pupils should be given feedback on their progress and be able to articulate their understanding of key aspects of the curriculum.

This policy will be reviewed annually.

Appendix 1: Curriculum map which covers all of the requirements of the DfE statutory guidance for RSE and Health Education July 2025

Relationships and Sex Education Curriculum map

YEAR GROUP	TERM	TOPIC/THEME
7	**Unit 4**	**Wellbeing through families, growing up positively and sexual relationships:** including puberty, marriage and alternative long term relationships, menstruation, reproduction and fertility and menopause.
8	**Unit 4**	**Wellbeing through families, growing up positively and sexual relationships:** including positive relationships and managing expectations in relationships, consent and sexual harassment and the law, how pornography can harm relationships and important considerations before starting a sexual relationship.
9	**Unit 4**	**Wellbeing through families, growing up positively and sexual relationships:** including positive relationships, starting and delaying sexual relationships, identifying coercive control, sexual harassment, violence and the law, how pornography can damage wellbeing and managing breakups in relationships. Learning about a range of contraception methods and STIs.
10	**Unit 4**	**Wellbeing through families, growing up positively and sexual relationships:** including securing healthy reproductive health, society's view of menstruation, important considerations before starting sexual relationships, the challenges of teenage

		pregnancy, alternatives to pregnancy abortion and adoption.
11	**Unit 4**	**Wellbeing through families, growing up positively and sexual relationships:** including understanding consent and important considerations before starting a sexual relationship, the damaging impact of pornography and how certain practices are damaging women's health. The increase of unhealthy masculinity and misogyny through pornography.
Sixth Form	**Unit 4**	**Wellbeing through families, growing up positively and sexual relationships:** including healthy and long term relationships, consent, the harmful nature of pornography on the individual, relationships and society, contraception and STIs. Menstrual inequality, reproductive health, the responsibilities of becoming a parent and alternatives to pregnancy.

Health Education Curriculum map

YEAR GROUP	TERM	TOPIC/THEME
7	**Unit 6**	**Wellbeing and mental health supported by good physical health**: including drugs, cigarettes and vaping education, immunisation and vaccinations the importance of good sleep.
8	**Unit 6**	**Wellbeing and mental health supported by good physical health:** including all aspects of what makes a healthy lifestyle, good dental health and links between diet and ill health.
9	**Unit 6**	**Wellbeing and mental health supported by good physical health including:** who has responsibility for your health, vaping, healthy eating, dental care, overcoming barriers to a healthier lifestyle.
10	**Unit 6**	**Wellbeing and mental health supported by good physical health including: t**he dangers of drug addiction, drug classification and the law, the dangers of vaping and organ donation.
12	**Unit 6**	**Wellbeing and mental health supported by good physical health including:** drug addiction and the law.

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within RSE lessons			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: 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