




Relationships and Sex Education Policy

THE
C  **MPASS**
PARTNERSHIP OF SCHOOLS

Contents

1. Aims
 2. Statutory requirements
 3. Policy development
 4. Definition
 5. Curriculum
 6. Delivery of RSE
 7. Use of external organisations and materials
 8. Roles and responsibilities
 9. Parents' right to withdraw
 10. Training
 11. Monitoring arrangements
- Appendix 1 : Parent form: withdrawal from sex education within RSE
- Appendix 2 : RSE subject overview
- Appendix 3 : RSE Sixth form
-

1. Aims

The over-arching aim of relationships and sex education (RSE) is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

The main objectives of the curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood
- to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction)
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner
- to provide information that respects all cultures and viewpoints

- to provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

Schools within the Compass Partnership ensure RSE is compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

2. Statutory requirements

As an all through school, with primary, secondary and sixth form age ranges, we must provide relationships education to all children and young people primary aged children under section 34 of the [Children and Social Work Act 2017](#). statutory guidance from the DfE - Relationships Education, Relationships and Sex Education (RSE) and Health Education (last updated 2021)

We follow the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Compass schools we teach RSE as set out in this policy.

3. Policy development

This policy will be further developed when Rowan Wood is open in consultation with staff, children and young people, children and young people and parents and carers. The consultation and policy development process will involve the following steps:

1. Review — Staff consultation
2. Parent/stakeholder consultation
3. Child or young person consultation
4. Ratification

4. Definition

RSE is about the emotional, social and cultural development of children and young people, children and young people, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is incorporated within our wider PHSE curriculum, the specific RSE content for each year group is set out in green text.

We have developed the curriculum in consultation with parents, children and young people and staff, and taking into account the age, developmental stage, needs and feelings of our children and young people. If children and young people ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children and young people are fully informed and don't seek answers online.

We will share all curriculum materials with parents upon request.

Primary sex education will focus on:

➤ Preparing boys and girls for the changes that adolescence brings ➤

How a baby is conceived and born

For more information about our curriculum, see RSE subject overview Appendix 2 RSE subject overview Sixth Form Appendix 3

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Time, People, Place and Culture (TPPC) and

computing. Through learning about different cultures, backgrounds, rituals and traditions in RE.

Our curriculum sets the key knowledge children and young people need to learn in small manageable chunks, ensuring children and young people leave us with a solid understanding of PHSE.

Our curriculum incorporates the use of the following published resources:

'Teaching RSE with confidence in primary schools' – A comprehensive resource to support the teaching of Relationship and Sex Education in an age-appropriate way.

'No Outsiders' – A series of lessons designed to teach primary school aged children about the equalities act in an age-appropriate way through the use of high quality texts.

As with all national curriculum subjects, teachers ensure lessons are adapted and scaffolded to enable children and young people with special educational needs to access learning in accordance with their age and stage. Lessons are delivered in a way to ensure key messages are the focal learning points and the curriculum areas are revisited regularly through both formal and informal learning.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Conception and Birth (year 6)

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children and young people based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

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

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of children and young people will relate to them
- Is sensitive to all children and young people' experiences ➤ During lessons, makes children and young people feel:
 - Safe and supported
 - Able to engage with the key messages.

We will also:

- Make sure that children and young people learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of adaptation needed

Use of resources

We **will** consider whether any resources we plan to use:

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

7. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to children and young people. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule

of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

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

We **won't**, under any circumstances:

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

8. Roles and responsibilities

Trustees and Local School Committees

Trustees will approve the RSE policy,

The local school committee will hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw children and young people from [non-statutory/non-science] components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children and young people
- Responding appropriately to children and young people whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

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

The staff members responsible for the teaching of RSE in our school will be the class teachers.

8.4 Children and young people

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their child from relationships education.

Parents have the right to withdraw their child from the components of sex education within RSE at primary and secondary.

Right to withdrawal is outlined to parents annually via letter. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to children and young people who are withdrawn from sex education.

10. Training

The headteacher ensures teachers have the appropriate training and support required to deliver RSE effectively.

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 RSE.

11. Monitoring, Evaluation and Review

The Board of Trustees will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout all Trust schools.

This policy will be reviewed by the Board of Trustees on a two-yearly cycle.

Adherence to the policy will be monitored by the local school committee.

Policy adopted:	Autumn term 2025
Other related policies:	Behaviour and Relationships Equalities Inclusion Safeguarding including Child Protection
Next Review:	Autumn 2028

Appendix 1: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS AND CARERS			
Name of child or young person		Class	
Name of parent/carer		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/carers

Agreed actions from discussion with parents/carers	

Appendix 2

RSE Subject overview

RSHE supports pupils to develop healthy relationships, and to keep themselves and others safe, both on and offline. RSHE supports pupils to understand how to support their own physical and mental health.

Subject Strands

The Early Development Curriculum

Outcomes are taken from Learning Journeys (Footsteps and Stepping out)

AUTUMN	SPRING	SUMMER
Learning takes place through a range of self-care and personalised discreet learning opportunities across the curriculum with a focus on body awareness, building relationships and developing physical and emotional wellbeing and working on core communication goals to support them to have Autonomy within their relationships		

Curriculum Overview: Basic Concept and Applying Knowledge

Outcomes are taken from the progression framework

Primary

Core- Relationships and Physical and mental health and wellbeing

Caring, respectful friendships and relationships (Friends and relationships)	Families and people who care for me (Public and private)	Being safe	Looking after our Changing bodies <i>Being body aware Changes (Puberty) Personal Hygiene</i> (Our changing body)	Health and prevention, Physical health and fitness, basic first aid (Healthy living)	Mental health and wellbeing Drugs and alcohol (Growing up)
---	---	------------	--	---	--

Secondary strands

Safe and respectful relationships including friendships (Friends and relationships)	People I care for and my sexual health (Public and private)	Being safe in the world and through digital media	Looking after our Changing bodies <i>Being body aware Changes (Puberty) Personal Hygiene</i> (Our changing body)	Health and prevention Physical health and fitness and basic first aid (Healthy living)	Mental health and wellbeing Drugs and alcohol (Growing up)
--	--	---	--	--	--



Programme of study (Concept Curriculum)

Primary

		1	2	3	4	5	6
Years	A	Do you want to play?	We are family	Who you going to call?	My body	Fuel for my body	What makes me happy
	B	What do you like to do?	Circle of trust	The green cross code	Let's talk PANTS (NSPCC)	Healthy body, Healthy mind	Breathe in, Breathe out
	C	A good friend is...	Modern families	Are you who you say you are?	Growing up	Stop, this is an emergency!	Taking care of myself (drugs)

Secondary

Years	D	Consent	Sexual health	The world and I	Behind closed doors	Eat a balanced diet	Taking the time
	E	Are you the one?	Building relationships	Safety in a Digital world	Public and private	Keeping fit, keeping safe	When to say yes and no

Fundamentals

We approach this subject without applying our feelings and potentially misconceptions related to the subject, using clear concise vocabulary, visuals and social stories will support children to gain the knowledge they need and support them to navigate social, personal and intimate encounters and relationships.

Avoid using jargon, slang or complicated phrases. Always use the correct language for private body parts. If only learning one word, make it one widely used, acceptable and understandable to all. If a child uses a family word, it is essential to give the proper name to avoid any misunderstanding which is important for safeguarding.

When teaching RHE and RHSE it is essential to be sensitive to the age of children and specific cultural and development needs. Using the progression framework to help map what children need to understand about relationships and health

will help structure how information is shared and provide information about when it is appropriate to do so. Some skills and knowledge may need to be taught discreetly and not as part of group learning. Teachers should assess this individually and use their in-depth knowledge of the children to guide the most appropriate learning opportunity for their children.

Knowledge

Learning vocabulary related to the subject supports children to understand and use it in real-life situations. The combination of vocabulary and knowledge puts children in the best position to apply this as a tool to maintain their health, well-being and relationships throughout their lives. By using terminology that the wider community understands, children will be able to safeguard themselves, request help and share information about how they are feeling.

Context

Without context, learning in RHE is single-dimensional; children need practical and hands-on experiences to enable them to unpick language, behaviours and concepts fully and understand how this learning applies to themselves and those around them. It may be that many topics can be explored through an attention autism approach or follow the structures of your Physical Development lessons. It may be helpful to consider the following:

- Use a range of resources; visual, tactile, audio, consider using real-life props, e.g., shavers, tampons, deodorant, clothes
- Employ whole group activities such as Circle Time to create safe, welcoming spaces for every pupil to contribute and be heard
- Use different techniques to reinforce one topic, e.g., a game, a story, a picture, where possible use an 'all channels' approach; see it, hear it and do it.
- When answering questions, if you are not confident about what the person is asking, seek clarification. The young person may be struggling with their understanding of social situations or wider concepts The young person may be struggling with their understanding of social situations or wider concepts.

Experiences

Children should have a range of real-life experiences using visual and tactile resources and consider using real-life props. Children should have the opportunity to be exposed to a wide range of stimuli depicting varying ways of doing things, relationships and people. They should be exposed to a variety of different cultural, ethnic representations and lifestyles (LGBTQ+). Our children's experience base can be limited so the overarching purpose of the subject is to provide children with experiences outside their lived experiences. This will be predominantly led through access and interaction with a wide range of stimuli encompassing different cultural, religious and sexual practices. Through this children's experiences of themselves within the wider world is broadened.

Personalisation

Children should have opportunities to relate learning to their own experiences, thoughts, feelings and behaviours. As such, lessons should provide children with the opportunity to role-play and rehearse positive behaviours associated with relationships and sex education. Role-play situations let children play out scenarios as themselves rather than imagine they are someone else which can be confusing and complicated for some of our learners.

Safeguarding

Teachers should take into account the vulnerability students have to physical and sexual abuse and should use resources specifically designed to meet this need. Teachers should report anything they feel is cause for concern to a designated safeguarding lead.

Appendix 4

RSHE - Sixth Form

Sphere	Context	Early development	Basic concept
Safe, healthy & respectful relationships.	This will be taught through all of our preparing for adulthood curriculum strands and through business and work experience opportunities.	Developing positive social interactions. Recognising and responding to familiar people. Develops understanding of routines and relationships in self and social care situations.	Identify, develop and practice good characteristics of being a friend. Demonstrate and labels some friendship skills in their interactions with a peer. Recall what a boundary is including appropriate and inappropriate touch interactions.
Impact of healthy relationships and making informed choices.	This will primarily be taught through our healthy and independent living curriculum and through work experience opportunities.	Enjoying my likes and dislikes with another person. Recognising a familiar adult by their personal identifiers. Responding to changes within routine during a social interaction.	Identify trusted adults and why we trust them including how they make me feel. Being able to identify characteristics of people that they like and why. Identify who will help me when needed in a community context.
Consent and laws which keep us safe.	This will primarily be taught through our community living curriculum.	Recognising familiar routines and responding when something is different. Developing my understanding and response to new	Identifies simple good and bad interactions from peers. Understand that actions have consequences. Understand what consent is, how to give/not give/withdraw consent (in all contexts including online)

		people in familiar routines. Making my voice heard.	
My body and sexual health.	This will primarily be taught through our healthy and independent living curriculum alongside the pathways of essential skills.	Responding to products and routines. Expressing preference in body positions to support adults to make my body feel comfortable Recognise and respond to when a self-care routine is needed.	Identify parts of the intimate body, how to care for them and how to maintain them in a private setting. Identify behaviours appropriate/not appropriate for a public place. Understand who to talk to and who can help if something with my body is different.
Keeping safe in the digital world.	This will primarily be taught through our independent living curriculum and business ventures.	Our young people at early development stage will be accessing the digital world under close adult supervision.	Knows what I can and can't share online. Develop understanding of the difference and benefits of real life experiences and digital experiences. Know to tell a trusted adult if there is something I don't like or makes them feel upset online.
Characteristics and values of myself and others.	This will be taught through all of our preparing for adulthood curriculum strands and through business and work	Expresses likes and dislikes. Enjoying other peoples likes and dislikes. Experiencing new activities, places, people and contexts	Identify things I like about myself and what I am good at. Identify how I can add value to society and how society can benefit me.

	experience opportunities.	to shape my choices in adulthood.	Identify things I like about my friends and develop understanding of how we can share experiences.
--	---------------------------	-----------------------------------	--