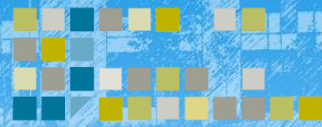


JARROW SCHOOL



Excellence in
Education

**Policy Title: Relationships and Sex Education
(RSE)**

Leader: Ali McConway

Review Date: June 2026

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- 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

2. Statutory requirements

- As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).
- In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).
- This policy also adheres to the DfE guidelines published in September 2021.
- At Jarrow School we teach RSE as set out in this policy.

3. Policy development

This policy was 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 and local guidance
2. Staff consultation – all school staff had the opportunity to look at the draft policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy and the opportunity to meet with relevant staff
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – the policy was shared with governors and ratified

4. Definition

- RSE is about the emotional, social and cultural development of pupils, 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 curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We will develop 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 they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the Social, Moral Cultural (SMC) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

For more information about our RSE curriculum, see the highlighted sections in Appendix 1.

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

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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 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 pupils 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.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. 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 RSE.

9. Training

Staff will be trained on the delivery of RSE as part of their induction and it will be included in our continuing professional development offer.

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.

10. Monitoring arrangements

The delivery of RSE is monitored by M. Turnbull through:

- The school's monitoring arrangements, such as lesson observations, learning walks and work scrutiny.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by M Turnbull and A McConway (**Deputy Head Teacher - Pastoral**) annually. At every review, the policy will then be shared with the governing body for their approval.

Appendix 1: Curriculum map

Relationships and Sex Education Curriculum Map (highlighted sections)

Key Stage 3 RSE Overview

| Yr | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |
|----|--|---|--|---|--|---|
| 7 | <p><u>Baseline test (1 lesson)</u> <u>Religious Education – Bridging Unit (7 lessons)</u></p> <ol style="list-style-type: none"> 1. Introductory lesson to RE 2. How do RE concepts help us to understand religion? What has RE got to do with me? 3. What is belief? What are the key Christian beliefs? 4. Why do some religions accept different authorities? 5. What did Jesus really look like? Why is Jesus represented in different ways around the world? How did this all start? 6. Bridging Unit test 7. Worship, | <p><u>Health Education- Growing up (7 lessons)</u></p> <ol style="list-style-type: none"> 1. How is Year 7 different? 2. What happens at puberty? 3. Menstrual wellbeing 4. Personal hygiene 5. Why am I feeling like this? 6. Why are friends so important? 7. Assessment <p><u>Careers (2 lessons)</u></p> | <p><u>Health Education - Healthy lifestyles (6 lessons)</u></p> <ol style="list-style-type: none"> 1. What do we need to keep healthy? 2. Healthy eating 3. Exercise 4. Things that support our health 5. When health goes wrong 6. Assessment <p><u>Careers (2 lessons)</u></p> | <p><u>Religious Education – Special Journeys (7 lessons)</u></p> <ol style="list-style-type: none"> 1. Labyrinths 2-3. Holy Land 4. Introduction to Islam 5-6. Hajj 7. Hajj assessment <p><u>Careers (2 lessons)</u></p> | <p><u>RSE – Communities (10 lessons)</u></p> <ol style="list-style-type: none"> 1. Understanding our communities 2. How do I feel about ‘difference’? 3. How can we value each other? 4. What makes a successful community? 5. What can cause problems in communities? 6. Hate crime and radicalisation 7. How can I contribute to my community? 8. What do voluntary agencies do? 9. How can we challenge prejudice and discrimination? 10. Assessment | <p><u>Religious Education – Festivals (7 lessons)</u></p> <ol style="list-style-type: none"> 1. Religious Festival introduction 2. Christian Festivals 3. Pancake Day 4. Ramadan 5. Islam Festivals 6. Wesak 7. Hajj assessment <p><u>Planning for the future (3 lessons)</u></p> <ol style="list-style-type: none"> 1. What are my aspirations? 2. How do I work best with others? 3. Skills for working with others |

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|---|---|---|--|--|--|--|
| | wonder and awe <u>Parliament (2 lessons)</u> 1. What is Parliament? 2. Debating | | | | | |
| 8 | <u>Health Education and RSE- Emotional wellbeing and health (9 lessons)</u> 1. What are 'emotional wellbeing' and 'mental health'? 2. What is 'resilience'? 3. Feelings and how to manage them 4. What impacts on emotional wellbeing? 5. How do I cope with loss and bereavement? 6. Recognising the signs of poor mental health 7. Ways to look after our emotional wellbeing 8. Who can help? – Support services 9. Assessment <u>Parliament (4 lessons)</u> | <u>RSE – Communities (continued) Religious Education – British Values (6 lessons)</u> 1-2. Own and British Values 3. British Values 4.. Identity and groups 5. Heritage and diversity 6. British Values assessment <u>Careers (2 lessons)</u> | <u>RSE - Relationships (6 lessons)</u> 1. What are the different types of relationships? 2. What is a healthy relationship? 3. Communication skills 4. Is commitment important in relationships? 5. Abuse in relationships 6. Assessment <u>Health Education- Alcohol, tobacco and other drugs (7 lessons)</u> 1. Drugs – an introduction 2. Drugs and the law 3. Alcohol 4. Smoking 5. The impact of drug taking 6. How do I manage situations involving drugs? 7. Assessment | <u>Health Education- Alcohol, tobacco and other drugs (continued)</u> <u>Religious Education – Buddhism (11 lessons)</u> 1. Suffering 2. Buddhist teaching and worship 3. What are the Four Noble Truths? 4. Meditation 5. Prayer flags 6. Refuge and suffering 7. The Eightfold Path 8. The Four Noble Truths 9. Three Universal Truths 10. What are Vihara's and why are they important to Buddhists? 11. Buddhism assessment <u>Careers (2 lessons)</u> | <u>Religious Education – Buddhism (continued)</u> | <u>Planning for the future (3 lessons)</u> 1. Goal setting 2. How do I plan for my future? 3. My personal brand <u>Health Education - Dove, body confidence (5 lessons)</u> 1. Appearance ideals 2. Media messages 3. Confront comparisons 4. Banish body talk 5. Be the change |

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|---|--|---|---|--|---|---|
| | <p>1. General Elections 2. House of Commons 3. House of Lords 4. Disability discrimination</p> | | <p>Careers (2 lessons)</p> | | | |
| 9 | <p>RSE – Values (9 lessons)</p> <p>1. Who am I? 2. What does 'family' mean? 3. How can I contribute to family life? 4. Protected characteristics 5. Stereotypes 6. Faith and values 7. How am I doing? 8. What are my rights and responsibilities? 9. Assessment</p> <p>Parliament (4 lessons)</p> <p>1. LGBT History 2. WW1 3. Votes for women 4. WW2</p> | <p>Religious Education – Poverty (6 lessons)</p> <p>1. Poverty in the UK 2. Religious attitudes to wealth and poverty 3. How do people get rich and poor? 4. Solutions to poverty 5. Who is responsible for poverty? 6. Assessment</p> | <p>Health Education and RSE - Risks and safety (10 lessons)</p> <p>1. What do we mean by 'risk'? 2. How do we manage risky situations? 3. Being assertive and dealing with pressure 4. Bullying 5. Gambling 6. Gangs and knife crime 7. Female genital mutilation (FGM) 8. First aid and CPR 9. Who can help? 10. Assessment</p> | <p>Religious Education – Evil and suffering (8 lessons)</p> <p>1. Evil and suffering 2. Causes of evil and suffering 3. Evil people 4. Natural evil 5. Theodicies 6. When we are tested 7. The problem with evil and suffering 8. Evil and suffering assessment</p> | <p>RSE - Sex and sexual health (7 lessons)</p> <p>1. Choices around sex 2. Pornography and sexting 3. Sex and the law 4. Conception, pregnancy and birth 5. What is contraception? 6. What are STIs? 7. Assessment</p> | <p>Money and me (3 lessons)</p> <p>1. How do I save and how do I budget? 2. What influences our spending? 3. How enterprising am I?</p> <p>Planning for the future (5 lessons)</p> <p>1. What do I need to plan for? 2. What opportunities are there for me? 3. How do I improve my prospects? 4. What does the law say about work? 5. Assessment</p> |

| | | | | | | |
|----|--|---|---|--|---|---|
| 10 | <p><u>RSE- Emotional wellbeing and mental health (6 lessons)</u></p> <p>1. Emotional wellbeing 2. Dealing with stress 3. Pressures and influences 4. Facing challenges 5. Work-life balance 6. Bereavement</p> <p><u>Parliament (2 lessons)</u></p> <p>1. LGBT legislation 2. Inequality</p> | <p><u>Finance (6 lessons)</u></p> <p>1. Budgeting 2. Responsible consumerism 3. Ethical consumerism 4. Consumerism and giving 5. Credit and debt 6. Money stresses and pressures</p> | <p><u>Religious Education- Ethics (6 lessons)</u></p> <p>1. Abortion 2. Child labour 3. Child soldiers 4. Death penalty 5. Euthanasia 6. Ethics assessment</p> | <p><u>RSE – Relationships (5 lessons)</u></p> <p>1. Relating to others 2. Skills for successful relationships 3. Parenting skills and family life 4. Exploitation and abuse in relationships 5. Help and support for relationships</p> | <p><u>Health Education Alcohol and other drugs (3 lessons)</u></p> <p>1. Drugs 2. Alcohol 3. Addiction and dependency</p> | <p><u>Business and enterprise (3 lessons)</u></p> <p>1. Business structure and organisation 2. The how and why of business enterprise 3. Entrepreneurship and risk</p> <p><u>Planning for the future (3 lessons)</u></p> <p>1. What do I want to do? 2. Types of employment and employment trends 3. Marketing yourself and personal branding</p> |
| 11 | <p><u>RSE- Sex, sexuality and sexual health (5 lessons)</u></p> <p>1. Consent 2. Sexual relationships 3. Sexual health 4. Pregnancy choices 5. Pornography</p> <p><u>Health Education- Healthy lifestyles (3 lessons)</u></p> | <p><u>Health Education – Healthy lifestyles continued</u></p> <p><u>RSE- Identity (3 lessons)</u></p> <p>1. Individual, family and community values 2. Diverse and conflicting values 3. Gender identity and transgender (WILL NOT BE USING 20204-2025 due to new guidance)</p> | <p><u>Communities (5 lessons)</u></p> <p>1. Living in Britain 2. Equality Act and hate crimes 3. Discrimination through invisibility 4. Challenging discrimination 5. Democracy and voting</p> | <p><u>Health Education and RSE - Risk and safety (4 lessons)</u></p> <p>1. The teenage brain 2. Rights and responsibilities online 3. When things go wrong online 4. Gangs and knife crime</p> <p><u>Planning for the future (2 lessons)</u></p> | <p><u>Religious Education –Is religion dangerous? (8 lessons)</u></p> <p>1. Dangers of religion 2. Does religion lead to terrorism? 3. Conflict resolution 4. War 5. Causes of extremism 6. Assessment 7-8. What would the world be like without religion?</p> | |

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|--|--|--|--|--|--|--|
| | <p>1. Influences on health 2. Planning healthy meals and being active 3. Being health aware</p> <p><u>Parliament (2 lessons)</u> 1. Voting systems 2. Race discrimination</p> | | | <p>1. Rights and responsibilities of work 2. Employment opportunities</p> | | |
|--|--|--|--|--|--|--|

Appendix 2: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---|--|
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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 |

| TOPIC | PUPILS SHOULD KNOW |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online |
| Being safe | <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |

TOPIC

PUPILS SHOULD KNOW

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: 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 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 | |
| | |