



Wigston Academies Trust

SEX & RELATIONSHIPS EDUCATION (SRE) POLICY: STATUTORY

DATE APPROVED:	13 th January 2025
APPROVED BY:	Board of Trustees
REVIEW FREQUENCY:	Every three years
DATE FOR REVIEW:	January 2028

Signed by Chair of Trustees:

Date: 13th January 2025

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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 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

2. Statutory requirements

As a secondary academy school we must provide RSE to all students 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 Wigston Academy we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with all stakeholders. The consultation and policy development process involved the following steps:

1. Review – a working group used all relevant information including relevant national and local guidance and their expertise
2. Staff consultation – all school staff were given the opportunity to look at the content of the policy and provide feedback
3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute
4. Student consultation – students shared their opinions on what they felt was important to be included in the RSE curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of students, 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 have developed the curriculum in consultation with stakeholders, taking into account the age, needs and feelings of students. If students 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.

The curriculum includes specific content addressing online safety risks including sexting, online grooming, misinformation and digital well-being.

6. Delivery of RSE

RSE is taught within the personal, social, health, careers and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the Global Citizenship Curriculum.

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

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
- Sexual harassment and sexual violence

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and 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 hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Trustees.

7.2 The headteacher and/or the senior DHT

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

7.3 Tutors, teachers and pastoral team

Tutors, teachers and the pastoral team are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual students
- Following safeguarding procedures to address any disclosures during PSHCE lessons and ensuring student safety and welfare are prioritised
- Responding appropriately to students 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, or relevant member of SLT.

The RSE curriculum is developed by The Assistant Headteacher responsible for PSHCE, with support from the Curriculum Lead for PSHCE and the Head of Science. Heads of Year support the tutors in delivering the programme.

7.4 Students

Students 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 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 school 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 headteacher.

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

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

9. Training

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

The Assistant Headteacher (responsible for PSHCE) 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 the Assistant Headteacher responsible for PSHCE through:

Learning walks,

Students' development in RSE is monitored by tutors as part of the self-assessment systems in place for PSHCE.

This policy will be reviewed by the Assistant Headteacher responsible for PSHCE and the Curriculum Lead for PSHCE. At every review, the policy will be approved by the Headteacher and Governing Body.

Appendix 1: Curriculum map - Relationships and sex education curriculum map (Year 7-11)

DATE (Wed)	Year 7	Year 8	Year 9	Year 10	Year 11
29.08.2024					
04.09.2024					
11.09.2024					
18.09.2024					
25.09.2024		5: RSE changing me	5: RSE Relationships & Marriage	5: RSE Peer Pressure	
02.10.2024		6: RSE controlling me	9.30 start Pause	6: RSE Sharing images online & cyber bullying	
09.10.2024					
16.10.2024					
23.10.2024	Half Term Break	Half Term Break	Half Term Break	Half Term Break	Half Term Break
30.10.2024					
06.11.2024					
13.11.2024					
20.11.2024		12: RSE Stereotypes			
27.11.2024					
04.12.2024					
11.12.2024					
18.12.2024					
25.12.2024	Christmas break	Christmas break	Christmas break	Christmas break	Christmas break
01.01.2025	Christmas break	Christmas break	Christmas break	Christmas break	Christmas break
08.01.2025	17: RSE Relationships	27: RSE Familial relationships			
15.01.2025	18: RSE Respecting others	30: RSE Gender & relationships			
22.01.2025	19: RSE Trustworthy adults (inc online e-safety)	31: RSE Romantic relationships			19: RSE Equality rights & laws
29.01.2025	mental health week	Children's mental health week			20: RSE Stages of relationships
05.02.2025	21: RSE Safer Internet day - NME	21: RSE Safer Internet day - NME	22: RSE Healthy & unhealthy relationships		21: RSE Contraception & STI's
12.02.2025			22: RSE Parenting		22: RSE Consent, Intimacy & Pleasure
19.02.2025	Half Term Break	Half Term Break	Half Term Break	Half Term Break	Half Term Break
26.02.2025					
05.03.2025					
12.03.2025					
19.03.2025					
26.03.2025		12: RSE Conflict Management	27: RSE Respect & wider society e.g. LGBTQ+		
02.04.2025					
09.04.2025				29: RSE Gaslighting & emotional abuse	29: RSE Drugs 2
16.04.2025					
23.04.2025					
30.04.2025					30: RSE Contraception & STI's
07.05.2025					
14.05.2025			37: RSE Expect respect - Domestic Violence		
21.05.2025			33: RSE Consent		
28.05.2025	Half Term Break	Half Term Break	Half Term Break	Half Term Break	Half Term Break
04.06.2025					
11.06.2025		36: RSE Expect respect - relationship abuse	35: RSE Stiri's	35: RSE Relationship safety	
18.06.2025	37: RSE Puberty & Menstruation		36: RSE Contraception 2	36: RSE Ending relationships	
25.06.2025			38: RSE Making sense of relationship - Pornography		

Appendix 1: Curriculum map - Relationships and sex education curriculum map (Year 12-13)

DATE (Wed)	Year 12	Year 13
29.08.2024		
04.09.2024		
11.09.2024		
18.09.2024		
25.09.2024		
02.10.2024		
09.10.2024		
16.10.2024		
23.10.2024	Half Term	Half Term
30.10.2024		
06.11.2024		
13.11.2024		
20.11.2024		
27.11.2024		
04.12.2024		
11.12.2024		
18.12.2024		
25.12.2024	Christmas break	Christmas break
01.01.2025	Christmas break	Christmas break
08.01.2025		
15.01.2025	35: RSE Forming respectful relationships -	
22.01.2025		
29.01.2025	17: RSE Sexual harassment & Stalking/Online safety -	
05.02.2025	8: RSE Coercive control/online safety -	
12.02.2025		
19.02.2025	Half Term	Half Term
26.02.2025		23: RSE Love & Lust -
05.03.2025		
12.03.2025		
19.03.2025		
26.03.2025		
02.04.2025		
09.04.2025		29: RSE Contraception, Fertility & Parenthood -
16.04.2025	Easter Break	Easter Break
23.04.2025	Easter Break	Easter Break
30.04.2025		
07.05.2025		
14.05.2025		
21.05.2025		
28.05.2025	Half Term	Half Term
04.06.2025		
11.06.2025		
18.06.2025		

Appendix 2: 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

TOPIC	STUDENTS 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	STUDENTS SHOULD KNOW
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 • 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 OR CARERS			
Name of student		Tutor Group	
Name of parent or carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like Wigston Academy to consider			
Parent or Carer signature			
TO BE COMPLETED BY WIGSTON ACADEMY			
Agreed actions from discussion with parents			