



SIR ROBERT PATTINSON ACADEMY

RELATIONSHIPS AND SEX EDUCATION POLICY

Date Approved in Academy: October 2025

Date Approved by Trustees: 6 October 2025

Date to be Reviewed: October 2026

RELATIONSHIPS AND SEX EDUCATION POLICY

Aims

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

- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- How relationships may affect health and wellbeing, including mental health;
- Healthy relationships and safety online;
- Factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships;
- How to understand and navigate online risks including, misogyny, incel culture, deep fakes, AI generated content and online scams, with emphasis on digital safeguarding and legal implications.

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be. The Academy aims to create a social ethos, which encourages a sense of security, mutual respect and tolerance for all, and to provide the maximum opportunity for all students to develop their academic, physical and other abilities and the policy for Relationships and Sex Education has been written in accordance with these aims.

1. Only the biological aspects of sex education are taught as part of National Curriculum Science. Relationships is delivered through Personal Development lessons (PSHE)
2. We believe that relationships and sex education is about helping young people to develop the skills to form meaningful and caring relationships and to respect themselves and others, and this is the framework within which the programme is delivered throughout the Academy. Local and national issues, such as sexting, will be addressed as part of this programme.

Statutory Requirements

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE became statutory in all schools from September 2020.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This policy is written in line with the DfE statutory guidance on RSE and health education, and in accordance with the Equality Act 2010.

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.

Delivery of RSE

RSE is taught within the school's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Sir Robert Pattinson Academy recognises its legal responsibility to promote the personal, moral, emotional and social development of its students. Relationships and sex education is taught within this framework to students of all abilities, usually in groups of mixed ability and gender, across both 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
- Recognising and responding to harmful online content and behaviours
- Understanding sexual ethics and respectful relationships
- Awareness of suicide prevention and emotional wellbeing strategies
- Knowledge of public spaces, including roads, railways and water

Roles and responsibilities

The Board of Trustees

The Board of Trustees will approve the RSE policy, and hold the Headmaster to account for its implementation.

The Headmaster

The Headmaster is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

The course is delivered by members of staff. We seek to provide training for all those teachers involved in the programme to ensure they have the requisite skills and up-to-date knowledge to deliver the course. On occasions health professionals will be brought in to support the programme. 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 components of RSE
- Delivering updated content on sexual ethics, online safety and mental health in line with statutory guidance
- Ensuring inclusive teaching that reflects protected characteristics under the Equality Act 2010, including LGBTQ+ representation
- Participating in evidence based training on sensitive topics such as, suicide prevention and sexual violence

Staff will not offer students one-to-one advice on contraception or sexual behaviour. Staff will not promise confidentiality to any student who shares information and will report any concerns regarding Child Protection to the Designated Safeguarding Officer responsible for safeguarding issues immediately.

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 Head Teacher.

Pupils

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

This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

Parents' Right to Withdraw

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

Requests for withdrawal should be put in writing and addressed to the Headmaster. A copy of withdrawal requests will be placed in the pupil's educational record. The Headmaster will discuss the request with parents and take appropriate action. Parents have the right to withdraw their children from any sex education lessons with the exception of National Curriculum Science but we believe that sex education, taught in the context of relationships education, is of utmost importance to all students in developing their full abilities. Parents are given the opportunity to discuss any concerns with the school before exercising their right to withdraw a child. Parents are informed about the timing and delivery of the course so that they can reinforce the teaching at home if they so wish. They are given the opportunity to discuss the course and view resources to be used and we welcome their interest.

Appropriate alternative work will be given to pupils who are withdrawn from RSE. The personal development curriculum map is available on the Academy's website.

Any parent who wishes to make a complaint about any aspect of the operation of the Academy should contact the Headmaster, preferably in writing. The Headmaster will report to the Trustees as requested.

Training

Staff are trained on the delivery of RSE and meet on a regular basis with the Head of Department during Departmental Meeting time, on INSET days and during CPD twilight sessions.

The Headmaster and Lead Practitioner of Personal Development 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.

Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team and Heads of House, through the Quality Assurance programme of learning walks, book scrutinies, lesson observation and student voice as detailed in the school calendar. The course is monitored in consultation with staff and students. The feedback will be report to the Headmaster as requested.

In the event of suspected sexual abuse, staff will follow Safeguarding procedures immediately.

Pupils' development in RSE is monitored by class teachers through the use of, "How can I" learning challenge, but is not formally assessed using the 9-1 grading system used by other subject areas.

This policy will be reviewed every three years. At every review, the policy will be approved by the Board of Trustees.