



# New Mills School

## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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Draft	May 2015	New Policy issue
Review	September 2023	New Policy issue

Signed: .....P Inman.....  
Chair of Governors

Date: .....14/12/2023.....

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# Introduction

## Our Vision:

We aim to empower everyone to be the best that they can be, optimising their future success, well-being and contribution to society. Engagement with our community is at the heart of all that we do, responding to the needs and aspirations of all our stakeholders to create a friendly and inclusive school community that is rich in variety and diversity.

## Our Values:

Respect

Reflectiveness

Resilience

Resourcefulness

Responsibility

## Our Aims:

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

### **Make students more respectful by;**

- Providing a framework in which sensitive discussions can take place
- Helping pupils develop feelings of self-respect, confidence and empathy
- Creating a positive culture around issues of sexuality and relationships

### **Make our students more resourceful by;**

- Helping them understand how to develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Teaching them the correct vocabulary to describe themselves and their bodies
- Equipping with the confidence and knowledge that will enable them to resist pressure to have sex (and not applying pressure)

### **Make our students more resilient by;**

- Preparing them for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- Giving them an understanding of sexual development and the importance of health and hygiene
- Helping them understand the positive effects that good relationships have on their mental wellbeing,

### **Making our students more reflective by;**

- Enabling them to identify what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship
- Teaching what is acceptable and unacceptable behaviour in relationships so that they can identify when relationships are not right and understand how such situations can be managed.

## **Making our students more responsible by;**

- Ensuring they understand the importance of using contraception
- Building their understanding of the reasons for delaying sexual activity. Effective RSE supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Effective RSE does not encourage early sexual experimentation

## **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](#).

## **Policy development**

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

1. Review – a member of staff or working group 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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **Definition**

Relationships and Sex Education (RSE) is the right and responsibility of the parent/carer. New Mills School provides RSE to support parents/carers in fulfilling their responsibility and to contribute to every students' health, wellbeing and preparation for adult life.

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.

## **Curriculum**

Our curriculum is set out within the PSHE medium term plans across all year groups. Copies of these documents will be displayed on the school website, the Personal Development Lead may need to adapt these plans as and when necessary to meet the developing needs of our students.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. An annual consultation will take place to ensure that all parents/carers views are considered. 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.

## Delivery of RSE

RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our PSHE curriculum, see the school website.

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).

We also recognise that some aspects of RSE must be taught by specialists. From time to time we will invite professional health experts in to deliver issues relating to RSE.

## Roles and responsibilities

### The governing board

The governing board will hold the Senior Leadership Team to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Student Development and Outcomes Lead.

### 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.

### Staff

Staff at New Mills School are responsible for:

- Delivering RSE in a sensitive way (e.g. no one will be forced to answer a personal question / disclose personal information)
- Modelling positive attitudes to RSE (e.g. they will not allow their personal beliefs and attitudes to influence their teaching)
- 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

All staff may at times be responsible for delivering elements of the RSE programme through PSHE lessons across years 7-11.

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.

If at any point a disclosure is made by a student, it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify New Mills School's Designated Safeguarding Lead.

## **Pupils**

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

## **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. There is no right to withdraw from Relationships Education or Health Education.

Requests for withdrawal should be put in writing 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/carers and take appropriate action.

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

## **Training**

Staff required to deliver PSHE are trained on the delivery of RSE internally via staff CPD sessions.

The Headteacher and the Personal Development Lead may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **Policy Amendments**

It is important to note that the Headteacher reserves the right to make changes to the policy should the need arise. A number of factors could influence change including but not limited to: Government legislation, procedural changes at authority level, OFSTED recommendations. Governors, parents and other relevant stakeholders would be notified of any policy amendments.

## **Monitoring and review**

The delivery of RSE is monitored by the Assistant Head for Personal Development and Safeguarding.

Monitoring arrangements will include, but are not limited to, work scrutiny, learning walks and pupil voice activities related to both PSHE lessons and drop-down / enrichment days.

Pupils' development in RSE is monitored by class teachers within lessons, using both formative and summative methods of assessment. Staff will not, however, be formally assessing against grades.