



Barnhill
COMMUNITY HIGH SCHOOL

Relationship and sex education policy



Approved by: Barnhill LGB

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Next review due 5 February 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
- Each topic and lesson taught is planned and taught with the intent to teach pupils to be respectful, aspirational and knowledgeable in line with our school ethos.

2. Statutory requirements

As a secondary academy , we must provide RSE to all pupils under 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](#).

We must also have regard to our 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 Barnhill Community Highschool, we teach RSE as set out in this policy.

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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 Barnhill Community Highschool, we teach RSE as set out in this policy.

3. 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 – RAL and CL PSHRE devised all relevant information including relevant national and local guidance.
2. Staff consultation – all staff completed a survey on the planning and delivering of Sex and Relationship Education – both before and after.
3. Parents – parents/guardians and any interested parties were invited to attend a meeting about the Sex and Relationship Education provided by Barnhill Community High School.
4. All parents wishing to withdraw their students were invited to attend an RSE session – 10th Nov 2022, 12th Oct 2023, 15th October 2024 to discuss the curriculum and the alternative resources being put in place.
5. All parents/guardians were informed of the RSE curriculum that their student would cover in the Autumn term.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition of RSE at Barnhill

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 new RSE curriculum is set out as per Appendix 1, it will be reviewed each year and monitored in keeping with the curriculum monitoring systems.

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE at Barnhill

- The RSE curriculum is planned by the RAL and CLPSHRE.

- The RSE curriculum is resources from Year 7-11 by the RAL and CL PSHRE.
- Tutors will deliver the RSE lesson during tutor time, two mornings a week, over a 7 week stint.
- Heads of year and tutors will be given RSE training to aid the delivery of their RSE lessons.
- Robust monitoring is in place to ensure that the RSE is being delivered in line with the policy.
- 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 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 RSE curriculum and our resources - see Appendices 1 and 2 and the links provided.

These areas of learning are taught within the context of family life, taking care to make sure 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 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.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils 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 differentiation needed

6.2 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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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 pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an 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 pupils. 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 it and the resources they intend to use:
 - Are age-appropriate materials (see material links in appendix 1)
 - Are in line with pupils' 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're 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 and report to the curriculum leader for further action
- Make sure that the teacher is in the room during any sessions with external speakers

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

- Use materials produced by agencies that 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, even if the material itself is not extreme.

Neither will we work with external agencies that take or promote extreme political positions or use material to teach our students which has not been created by the RAL and CL PSHRE

8. Roles and responsibilities

8.1 The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy.

8.2 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-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress and completing assessment
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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 and/or receive training from the RAL and CL PSHRE.

Tutors of year 7-11 will teach SRE to their tutor groups. Resources provided in advance by the RAL and CL PSHRE. Tutors given whole terms resources at the beginning to aid successful delivery.

8.4 Pupils

Pupils 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 have the right to withdraw their children from the 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.

Alternative PSHRE work will be given to pupils who are withdrawn from sex education – this will be based on relationships both in and out of school. This will be led by PSHRE staff and the progress of students will be monitored.

10. 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 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.

Heads of year and tutors will be trained and checked in on weekly throughout the delivery of RSE.

An open-door question/answer session will be led to help tutors be prepared for delivering RSE.

Teachers have the opportunity to observe the PSHRE lead deliver an RSE lesson if they choose.

11. Monitoring arrangements

The delivery of RSE is monitored by the RAL and CL PSHRE through weekly learning walks, book scrutinies and student/staff voice will all take place.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RAL. At every review, the policy will be approved by the Head teacher and local governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPICS COVERED IN THE NEW RSE PROGRAMME	LINK TO RESOURCES USED
Year 7	Autumn 2	<p>RSE topics covered:</p> <p>Lesson 1: Why is it important to learn RSE?</p> <p>Lesson 2: Romantic relationships</p> <p>Lesson 3: Good V Toxic relationships</p> <p>Lesson 4: Safety and positive relationships</p> <p>Lesson 5: Your relationship with your body</p> <p>Lesson 6: Boundaries in your relationships (consent)</p> <p>Lesson 7: Assessment</p>	https://barnhillcomhigh.sharepoint.com/:p:/s/SDBA752/ERzYSAohYoJBlbQQj7ftgUB_UqfCMYy_X8FWdLUAL0wEw?e=wDLQtc
Year 8	Autumn 2	<p>RSE topics covered:</p> <p>Lesson 1: Why is it important to learn about Relationships and Sex?</p> <p>Lesson 2: Sex and Gender</p> <p>Lesson 3: Sexuality</p> <p>Lesson 4: Consent</p> <p>Lesson 5: Contraception</p> <p>Lesson 6: FGM</p> <p>Lesson 7: Assessment</p>	https://barnhillcomhigh.sharepoint.com/:p:/s/SDBA752/EVdXUfs-iSZCpwmO1BP4oZEBYy1f6N4gPQtIShdd5VreWA?e=vLCO3F
Year 9	Autumn 2	<p>RSE topics covered:</p> <p>Lesson 1: Why is it important to learn RSE in Year 9?</p> <p>Lesson 2 -Sexual harassment</p> <p>Lesson 3 -Pornography</p> <p>Lesson 4 –Revenge porn</p> <p>Lesson 5 –Peer pressure</p> <p>Lesson 6 – Child exploitation</p> <p>Lesson 7 – Assessment</p>	https://barnhillcomhigh.sharepoint.com/:p:/s/SDBA752/EcEpa9B9aP5KhywFx-tPD6ABAN6XO8W9qmcpv_tInfJV8A?e=aCJvBE

YEAR GROUP	TERM	TOPICS COVERED IN THE NEW RSE PROGRAMME	LINK TO RESOURCES USED
Year 10	Autumn 2	RSE topics covered: Lesson 1: Consent Lesson 2: Stalking and harassment Lesson 3: Types of relationships Lesson 4: Relationships with role models Lesson 5: Same sex relationships Lesson 6: Relationship breakups Lesson 7: Assessment	https://barnhillcomhigh.sharepoint.com/:p:/s/SDBA752/ESyVwSAH0hNJvC9NpPHPMdMB-WwX8SLSP7dCMMqu9CFLGQ?e=YxYRE3
Year 11	Autumn 2	RSE topics covered: Lesson 1: Setting boundaries Lesson 2: Sexual abuse Lesson 3: Gender and Trans Identity Lesson 4: Forced and arranged marriage Lesson 5: Human rights Lesson 6: Assessment	https://barnhillcomhigh.sharepoint.com/:p:/s/SDBA752/Edw1Sf_P_8dDnh4lqfp1gOMBZMCJBmYeXMAbJwcaE98f_g?e=QudiUk

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

TOPIC	PUPILS SHOULD KNOW
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
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	<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