



The Bishop of Hereford's Bluecoat School

Draft RELATIONSHIPS AND SEX EDUCATION POLICY

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Governor Committee Approval: AQT Committee

Review Date: November 2025

Related Items

School policies & procedures:

- Curriculum Policy
- Skills 4 Life (PSHE) Policy
- Skills for life Schemes of work
- Science Schemes of Work
- Religious Studies Schemes of work
- Drop in Clinic Terms of Reference

Vision and Values

Relationships and Sex Education (RSE) supports Jesus' vision for "life in all its fullness" by helping students build healthy, respectful relationships that enrich their lives. RSE teaches students about love, kindness, and empathy, fostering a foundation for positive relationships with others, rooted in mutual respect and understanding. Through this education, students learn how to make informed, responsible choices about their health and well-being, in line with the Christian value of treating oneself and others with dignity. By understanding consent, setting boundaries, and recognising healthy relationships, students are empowered to care for themselves and others in ways that promote wholeness and self-respect.

RSE supports students' emotional and mental well-being, encouraging a strong sense of self-worth, inclusivity, and resilience. Jesus taught love and compassion for all. RSE builds on this by helping students embrace diversity, respect each other's differences, and act with integrity. Through developing these values and virtues, students are better equipped to live fulfilling, purposeful lives as part of a caring and inclusive community. In this way, RSE prepares students to contribute positively to society and realise their potential, supporting a life rich in faith, love, and compassion as envisioned by Jesus.

RSE helps to create a safe space for open, respectful conversations on sensitive topics. We help students understand the changes of puberty, learn about sexual development, and recognise the importance of health and hygiene. RSE also fosters self-respect, confidence, and empathy, building a positive culture around sexuality and relationships. By teaching students the correct vocabulary to describe

themselves and their bodies, we empower them to communicate clearly and feel secure in their identity. In this way, RSE supports each student's growth and aligns with our Christian values.

Statutory requirements

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

The Department for Education 2019 states that Relationships and Sex Education (RSE) is mandatory for all secondary school students. We are required to promote equality in education, as stated in the Equality Act 2010. Section 149 of the Act requires public authorities to consider the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Act.
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics for the purposes of (b) and (c) are sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age.' (DFE 2019)

The United Nations Convention on the Rights of the Child (UNCRC) requires schools to ensure children have the right to education that helps them make informed decisions about their health, relationships, and safety. It emphasises children's rights to access information, be heard in decisions about their education, and receive teaching that fosters respect, healthy relationships, and personal well-being.

This curriculum area covers broad areas of relevance and concern to children and young people today. It ensures that every student is guaranteed a PSHE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online and intimate relationships).

'We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). <http://www.churchofengland.org/education>

The Church of England believes that it is important to value and to protect all God's children and this informs our approach to Sex and Relationship education. We believe that good quality Sex and Relationship education which treats all with dignity and respect, is an entitlement of every child.

All maintained schools providing secondary education:

- Must provide sex education (including education about HIV and AIDS and other sexually transmitted diseases).
- Should teach human growth and reproduction as set out in the statutory National Curriculum for science
- Should ensure RSE is embedded in Personal, Social, Health and Economic (PSHE) education to ensure that students consider the moral aspects of sex education and are encouraged to develop loving and caring relationships. (*Governors Guide to the Law*)

The guidance from the PSHE association (2017) aims to give students the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active and responsible citizens. The guidance is about:

1. Developing confidence and responsibility and making the most of their abilities
2. Giving students the correct information to enable them to be active members of their community who can challenge myths, misconceptions and false assumptions about normal behaviour
3. Developing a healthy, safer lifestyle
4. Developing good relationships and respecting the differences between people

RSE is one theme of PSHE and should be delivered within the broader context of PSHE and Citizenship. (National Curriculum)

[Relationships and Sex Education-Equality Impact Assessment.pdf](#)

POLICY DEVELOPMENT

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

1. Review – The skills for life team pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff are encouraged to reflect on RSE lessons and provide feedback and recommend changes if required. Staff look at the policy and make recommendations.

3. Parent/stakeholder consultation – Parent/carer consultation takes place through parent/carer forums which all parents and carers are welcome to attend. Parents/carers and any interested parties were invited to contribute their views about the policy at this meeting. This takes place on an annual basis.

4. Student consultation – We investigated what exactly students want from their RSE through student reviews of resources and consultation. This is completed annually.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

CURRICULUM

Our RSE 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 parents/carers, 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.

We will share all curriculum materials with parents and carers upon request.

Sex and Relationships Education aims to:

- explore the nature and implications of marriage, civil partnerships and stable relationships as key building blocks of community and society
- develop awareness of the implications of marriage, civil partnerships and stable relationships as key blocks of community and society
- develop awareness of the implications of marriage, civil partnerships and stable relationships as key blocks of community and society
- prevent and remove prejudice
- develop attitudes and values, personal and social skills, knowledge and understanding
- increase students' understanding of human sexuality and the reasons for and benefits of delaying sexual activity
- enable students to gain information about obtaining appropriate advice on sexual health, including all forms of contraception
- help students to learn how to distinguish between appropriate and inappropriate sexual behaviour
- deepen student's understanding of sexual harassment
- develop maturity, confidence and self-esteem in students
- encourage students to recognise how they can build self-esteem in others
- ensure students are prepared for the opportunities, responsibilities and experiences of adult life
- enable young people to acquire the skills and knowledge to make informed choices about their personal and sexual relationships so that they can enjoy their sexuality without harm
- encourage a positive and balanced perception of sexuality enabling individuals to make and implement informed choices about their sexuality and sexual behaviour
- help understand what constitutes a risky or negative relationship
- understand the risks of sexting and pornography
- explore values & moral and social issues and consider personal relationships
- develop communication and decision-making skills and foster self-esteem, self-awareness, a sense of responsibility towards others and the skills to avoid and resist abuse and unwanted sexual experiences

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of students 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 students may have a different structure of support around them (for example: looked after children or young carers).

DELIVERY

RSE is taught in KS3 and 4 - Skills 4 Life (S4L), and elements of relationships, both sexual and platonic will occur in Religious Studies and other subject areas.

The Skills 4 Life curriculum is delivered in line with the Science curriculum to ensure cohesion.

Teachers of RSE are trained to deliver the curriculum in line with the latest educational developments and are sensitive to the views of the school and the needs of the students.

When disclosures are made in lessons, staff cannot offer or guarantee students unconditional confidentiality. Teachers will follow the school safeguarding procedures according to the safeguarding policy.

Specialists will support staff with the teaching of certain aspects of the curriculum. These specialists may include health professionals and other suitable outside agencies.

The biological aspects of RSE will be covered in the science curriculum in year 7. Students will also be given the opportunity to look at the emotional, financial, social and ethical aspects of relationships.

The knowledge content of RSE will address what students already know and what students say they need and include:

- the importance of contraception and the potential consequences of unprotected sex, e.g. unplanned pregnancy, young motherhood and fatherhood, sexually transmitted infections including HIV and AIDS
- positive and negative consequences of sexual behaviour.
- information which aims to educate and encourage students to challenge prejudice and discrimination
- precise information about where young people can access contraception and advice services.
- how the law applies to sexual relationships

TRAINING

Staff are trained on the delivery of RSE as part of our continuing professional development. Before each Scheme of work is delivered, staff are offered top up training to ensure they feel confident and supported in the delivery of RSE.

MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Lou Barker through the schools monitoring and quality assurance process. This will include learning walks, work samples and drop in observations.

Students' development in RSE is monitored by class teachers through assessments designed to check understanding.

Analysis of the safeguarding log will feed back into the S4L curriculum, so that areas of concern are covered.

Student feedback on the curriculum will also ensure that areas covered meet the needs of all stakeholders.

Feedback from Pastoral Mentors ensures the curriculum delivered meets the needs of the students.

INCLUSION:

Ethnic and Cultural Groups

- We intend our policy to be sensitive to the needs of different ethnic and cultural groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the RSE curriculum.

Students with Special Needs

- We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity, Sexual Orientation and Gender Reassignment

- We aim to deal sensitively and honestly with issues of sexual orientation, sexual identity and gender reassignment, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

SPECIFIC ISSUES:

- Sexual Orientation and Identity will be dealt with honestly and sensitively, providing appropriate answers to questions, with offers of support. There should be no direct promotion of any sexual orientation.
- The issue of consent will be covered, along with the signs of a risky or negative relationship
- Students will be taught about the dangers associated with using the internet and sexting.
- Abortion, when discussed, the views, religious or otherwise, of parents/carers and young people should be respected and students should be given the opportunity to explore the dilemmas, understand about abortion and develop the skills to communicate with staff, parents/carers and health professionals.
- Young people must be made aware of the risks of the main STI's, HIV and AIDS. The dangers of not using condoms should be emphasised.
- Students will be made aware of the risks, symptoms, prevention and treatment of these diseases and how they can affect people's lives for ever i.e. cause recurring symptoms and sterility.

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 2 of this policy and addressed to the Pastoral Mentor in the first instance. This will then be referred to Lou Barker as the Curriculum Team Leader for Skills for life. A copy of withdrawal requests will be placed in the student's educational record. A meeting will then take place where we will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

OUTCOMES

Students will leave school with choices in regard to their sexual and platonic relationships.
Students will be confident about and value the choices they make.
Students will know where to get help and advice in the future should they need to do so.

This policy will be reviewed by Lou Barker annually. At every review, the policy will be approved by the Governing Board and the Headteacher.

Approved by AQT Governors Committee

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Chairman

.....
Date

Appendix 1: RSE Curriculum overview

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation safe & unsafe choices, information on making health choices,</p> <p>Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting,</p> <p>Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF,</p> <p>types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support</p>	<p>Marriage</p> <p>Protected characteristics</p> <p>prejudice, LGBT+ bullying,</p> <p>peer on peer abuse hate</p> <p>crime, fear & emotions</p> <p>Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse,</p> <p>personal space, online etiquette,</p> <p>online privacy, bullying and personal safety,</p> <p>social media issues and the law, coercion,</p> <p>unhealthy balance of power in relationships,</p> <p>sources of support.</p> <p>Types of close intimate relationships, physical</p> <p>attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality,</p> <p>alcohol and risky behaviour.</p>	<p>Perceptions about intimate relationships, consent,</p> <p>sexual exploitation,</p> <p>peer approval, peer on peer abuse,</p> <p>grooming, radicalisation,</p> <p>county lines, risky experimentation, positive and negative self- identity,</p> <p>groups, influences, social media, abuse and coercion, coercive control,</p> <p>Protected characteristics,</p> <p>Healthy relationships, Power and control in intimate</p> <p>relationships, risk in intimate</p> <p>relationships, importance of sexual consent, peer on peer abuse, assertiveness skills,</p> <p>sex and the law, pornography and stereotypes,</p> <p>contraception choices, age of consent, family planning,</p> <p>consequences of unprotected</p> <p>sex, STIs, support and advice</p> <p>service</p>	<p>Positive and negative relationships</p> <p>Power and control in relationships, coercive control</p> <p>Improving health, mental health, sexual health,</p> <p>Sustaining</p> <p>long-term relationships,</p> <p>intimacy, healthy relationship</p> <p>with self</p> <p>Attraction, love, lust</p> <p>Relationship choices, ending relationships safely, consequences of relationships ending e.g.</p> <p>bullying, peer on peer abuse, revenge porn,</p> <p>grief-cycle, Impact on family understanding love,</p> <p>fake news,</p> <p>Pornography</p> <p>, sexual</p> <p>identity gender, spectrum of sexuality, stereotypes in romantic relationships,</p> <p>sexual identity and risk, peer on peer abuse, physical and emotional changes,</p>	<p>Long-term relationship dreams and goals,</p> <p>parenting skills and challenges,</p> <p>STIs, sexual pressure, fertility issues,</p> <p>contraception, consent, peer on peer abuse,</p> <p>pregnancy facts and myths, pregnancy choices including adoption,</p> <p>abortion, bringing up a baby,</p> <p>Expectations in relationships,</p> <p>Stages of intimate relationships, positive and negative connotations of</p> <p>sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, 'coming out' challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation,</p> <p>forced marriage, honour-based violence, FGM and other abuses, hate crime,</p> <p>sources of support</p>

Appendix 2: 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	

