



T.I.M.E  
Logic House  
138 Central Street  
St Helens  
WA10 1UD  
Tel: 01744 808040

Managing Director: Jillian Fairclough  
[jillianfairclough@thisismyeducation.org.uk](mailto:jillianfairclough@thisismyeducation.org.uk)

Facebook: This Is My Education

# TIME

## Relationships & Sex Education (RSE) Policy

<b>Approved by:</b>	Kerrie Boswell (Lead on SMSC)	<b>Date:</b> September 2023
<b>Last reviewed on:</b>	September 2025	
<b>Next review due by:</b>	June 2026	

## CONTENTS

## Page No.

1.	Aims	3
2.	Statutory requirements	3
3.	Policy development	3
4.	Definition	4
5.	Curriculum	4
6.	Delivery of RSE	4
7.	Inclusivity	5
8.	Use of external organisations and materials	5
9.	Roles and responsibilities	6
10.	Parents' right to withdraw	7
11.	Training	7
12.	Monitoring arrangements	7

Appendix 1: Curriculum Maps

Appendix 2: By the end of secondary school students should know

Appendix 3: Parent form: Withdrawal from sex education within RSE

## 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.

Our RSE provision is part of our whole-school commitment to wellbeing, safeguarding and positive relationships. It is designed to:

- Support students' personal development and mental health.

Reinforce our safeguarding policies and procedures.

Promote equality, respect and inclusion in line with our school ethos and British values.

## 2. Statutory requirements

At TIME we must provide RSE to all students 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](#).

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 TIME we teach RSE as set out in this policy.

## 3. 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 – 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. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **Consultation**

We value the input of parents, staff, pupils and governors in shaping this policy. While consultation ensures the curriculum meets the needs of our community, it does not constitute negotiation. Parents and carers cannot veto statutory curriculum content. The Governing Body holds final responsibility for the RSE policy.

## **Accessibility of this Policy**

This policy is freely available to all parents, carers, staff, pupils, and stakeholders. It is published on the school website and copies are available on request from the school office.

## **4. Definition**

### **Relationships and Sex Education**

At TIME, Relationships and Sex Education (RSE) includes both Relationships Education and Sex Education, taught in an integrated way. This reflects statutory guidance for secondary schools, which recognises that young people benefit from a connected approach where topics such as consent, respect, and sexual health are considered together.

Relationships Education involves teaching about families, friendships, online safety, respect, consent, and positive, safe relationships. It does not involve teaching the mechanics of sexual activity.

Sex Education refers to teaching about human reproduction and sexual health beyond the statutory science curriculum. At secondary level, this includes topics such as contraception, pregnancy choices and sexually transmitted infections

## **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 parents, students and staff, 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.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

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

RSE in the KS3/4 phase 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.

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.

#### Handling Questions Beyond the Scope of RSE

Staff will answer questions in a way that is age-appropriate, factual and supportive, while maintaining the boundaries of the agreed curriculum.

At secondary level, where a pupil has been withdrawn from specific sex education lessons, staff will provide factual, age-appropriate responses without delivering full lesson content, and will signpost pupils to appropriate support services if needed.

## 7. Inclusivity

We recognise the diversity of our school community and ensure RSE reflects:

- The experiences of LGBT pupils and families, delivered in a clear, sensitive and respectful manner.
- The religious and cultural backgrounds of pupils, while upholding the Equality Act 2010.
- The needs of pupils with SEND, ensuring teaching methods and resources are differentiated and accessible.

We recognise that aspects of the curriculum can be sensitive to students' experiences. During lessons, makes students feel:

- Safe and supported.
- Able to engage with the key messages.

We will also:

Make sure that students 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.

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

## 8. Use of external organisations and materials

### Use of the Policy by External Stakeholders

This policy also informs visiting health professionals, speakers and inspectors about:

- The aims and values of our RSE curriculum.
- The teaching methodologies expected in our school.
- Safeguarding procedures and staff responsibilities during external contributions.

## **Resources**

We will make sure that any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. 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
- Are in line with students' 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.
- Make sure that the teacher is in the room during any sessions with external speakers.

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

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

## **9. Roles and responsibilities**

### **The governing body**

The TIME Governors will approve the RSE policy and hold the headteacher to account for its implementation.

### **The headteacher**

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).

## **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- 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.

All staff who teach the PSHE curriculum are responsible for teaching RSE in our school.

## **Students**

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

### **10. Parents' right to withdraw**

#### **At TIME**

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.

#### **Parents' Access to Materials**

Parents are entitled to view the resources and teaching materials used in RSE lessons. These can be shared at parent information evenings, by request through the school office, or via secure online access where appropriate.

### **11. 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 and teachers in charge of each base 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 and also to deliver RSE where appropriate.

### **12. Monitoring arrangements**

The delivery of RSE is monitored by the teacher in charge of each teaching base through termly planning scrutiny, learning walks, lesson observations etc.

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

This policy will be reviewed by Jillian Fairclough, Headteacher and Kerrie Boswell, PSHE lead At every review, the policy will be approved by the Governing Board.

This policy was approved by the Governing Body in October 2025 It will be formally reviewed every three years, or sooner if statutory guidance changes. The next scheduled review date is June 2026 in line with the new guidance.

## **APPENDIX 1: Curriculum Maps**

### **Relationships and sex education curriculum map**

## SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

## APPENDIX 2: By the end of secondary school students should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

<p>Online and media</p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
<p>Being safe</p>	<p>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</p> <p>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)</p>
<p>Intimate &amp; sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• 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)</li> </ul>

- 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**

<b>TO BE COMPLETED BY PARENTS</b>			
<b>Name of child</b>		<b>Class</b>	
<b>Name of parent</b>		<b>Date</b>	
<b>Reason for withdrawing from sex education within relationships and sex education</b>			
<b>Any other information you would like the school to consider</b>			

<b>Parent signature</b>	
<b>TO BE COMPLETED BY THE SCHOOL</b>	
<b>Agreed actions from discussion with parents</b>	