



Thomas Estley Community College

Relationships & Sex Education Policy

Approved/reviewed by	
TECC Local Governing Committee 21.01.25	
Date of next review	Jan 2027
Publication:	Website - Statutory

This policy is reviewed Annually to ensure compliance with current regulations.

Version	Date	Updated by	Summary of changes
V7	April 2021	Maxine Young	Policy re-written to reflect new legislation
V8	March 2023	Maxine Young	Updated MY's job title to Vice Principal
V9	January 2025	Maxine Young	Policy reviewed – no changes

1. Policy aims

Thomas Estley publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors. Defining RSE as a subject and explaining its delivery at school
- To set out the curriculum requirements and explain what will be taught when
- To give information to parents and carers about their involvement with RSE

2. Policy development

As set out in government guidance, <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The policy has been developed through a process of consultation involving school staff, parents/carers, and appropriate stakeholder voice.

Development of the policy has been supported by school governors, who have ratified the finished document.

3. Statutory requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance will become mandatory in September 2020, but schools may start following it from 2019 if they feel ready.

Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

RSE supports us in our statutory duties of Keeping Children Safe in Education.

4. Ethos and values

Through RSE we deliver key learning that supports Thomas Estley agreed ethos and values. These Key values supported by RSE include:



We believe that all students should receive accurate information that supports their needs and explains their rights. RSE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

5. Definitions and curriculum content

Relationship and sex Education (RSE) supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. In partnership with parents and carers, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health, peer on peer abuse

6. The Law and RSE

At secondary, it is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

7. Physical health and mental wellbeing

At secondary, schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

- Mental Wellbeing
- Internet Safety and Harm
- Physical health and fitness
- Healthy eating
- Drugs Alcohol and Tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

8. Delivery

Relationships Education, RSE and Health Education complement several national

curriculum subjects. At Thomas Estley the curriculum is taught through elements of the national curriculum, as well as through whole school opportunities. We look for opportunities to draw links between the subjects and integrate teaching where appropriate.

The national curriculum for citizenship at key stages 3 and 4 aims to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. Teaching equips students with the knowledge to explore political and social issues, to weigh evidence, debate and make reasoned arguments. It should also prepare students to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

The national curriculum for computing aims to ensure that all students can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older.

The national curriculum for PE aims to ensure that students develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

The modular programme is the principal vehicle with which Relationships Education, RSE and Health Education is delivered. This is done through age appropriate groupings. This is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school.

9. Inclusive and accessible RSE

The school has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Recognise that some staff or students may identify as LGBT
- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle bullying and discrimination

Particular care will be taken to ensure that RSE is accessible to students with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These students can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all students by using differentiated resources, small group work or supporting pupils in-class.

10. Safeguarding and confidentiality

Good practice allows students an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Students should be made aware of how to

raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

Sessions will include information, signposting appropriate help and support, including parents and carers and the school's pastoral team.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to students and students will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

11. Answering student's questions

As with all subjects, students will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting they may ask for support from the subject lead or senior leadership team.

12. Staff training

RSE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school, on-line or as part of local support offered by Leicestershire and Rutland Healthy Schools.

13. Monitoring and assessment

The school has the same high expectations of students' work in RSE as in other areas of the curriculum. The subject lead will support teachers to assess pupil work and progress and will be monitored in line with the individual schools QA process. Student feedback will be important to the future development of RSE at the school.

14. Working with parents and carers

The school has consulted parents and carers and their views have been taken into consideration when planning and delivering RSE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE

If a parent or carer wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing and addressed to the Principal of the individual school.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

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

15. Key Personnel

Mrs. Maxine Young is the Vice Principal at Thomas Estley Community College responsible for co-ordinating RSE.

The Chair of Governors and Principal have responsibility for RSE.

College Nurse - She provides **drop in** sessions where she is available to give accurate advice on issues which teachers are not permitted to give.

External speakers from the wider community who have specific expertise are incorporated into the planned RSE programme.

16. Equality Monitoring

Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people, promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes.

Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.

This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.