



RELATIONSHIPS AND SEX EDUCATION POLICY

MIDDLEWICH HIGH SCHOOL

June 2025

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RELATIONSHIPS AND SEX EDUCATION POLICY

1 Background

- 1.1 The Sir John Brunner Foundation is a multi-academy trust created under the provisions of the Academies Act 2010. The Foundation is a company limited by guarantee incorporated in England and Wales with company number 11227336. It is an exempt charity and its Directors are also charity trustees.
- 1.2 The Middlewich High School is a member of The Sir John Brunner Foundation and will deliver Relationships and Sex Education in accordance with this policy and ensure that its contents are shared with all relevant stakeholders.

2 Aims

- 2.1 The aims of relationships and sex education (RSE) at each secondary academy within The Sir John Brunner Foundation 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

3 Statutory Requirements

- 3.1 Secondary academies within The Sir John Brunner Foundation must provide RSE to all students under section 34 of the Children and Social Work Act 2017.
- 3.2 In teaching RSE, secondary academies are 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.
- 2.3 Secondary academies 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

- 2.4 At each secondary academy within The Sir John Brunner Foundation, RSE is taught as set out in this policy.

3 Policy Development

- 3.3 This policy has been developed in consultation with academy staff, students and parents/carers.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information, and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity.

5 Curriculum

- 5.1 The RSE curriculum is set out as published on each secondary academy's website, but it may be adapted as and when necessary.
- 5.2 The curriculum has been developed in consultation with parents/carers, students and staff, and taking into account the age, developmental stage, needs and feelings of the students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't need to seek answers online.
- 5.3 All secondary academy curriculum materials will be shared with parents and carers upon request to the individual academy.

6 Delivery of RSE

- 6.1 Each secondary academy provides a setting in which students are offered appropriate teaching about Relationships and Sex Education.
- 6.2 The purpose of RSE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.
- 6.3 RSE lessons are set within a broader base of self-esteem, resilience, mental health and well-being and responsibility for the consequences of one's actions RSE is taught within the personal, social, health and economic (PSHE) education curriculum delivered across Key Stage 3 and 4.
- 6.4 Some elements of such as sexual reproduction are taught through the Science curriculum, for example, the reproductive cycle to which there is no parent/carer right of withdrawal. Other aspects are included in the religious education curriculum.

6.5 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 the RSE curriculum, refer to the individual academy website.

6.6 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, along with reflecting sensitively that some children may have a different structure of support around them.

6.7 The Senior Leader with responsibility for oversight of the RSE curriculum will support the Curriculum Leader in the planning and monitoring of the delivery of RSE within the school, and also maintain the register of those students withdrawn from the delivery of sex education.

6.8 Parent/carers will be contacted by secondary academies annually to ask if any would like their child to be withdrawn from sex education and a central, secure record will be available to staff delivering the curriculum.

6.9 The RSE curriculum may at times need to be delivered by specialist organisations during lessons. These organisations will be assessed by the Senior Leader and Curriculum Leader prior to being invited into secondary academies and will be given a copy of the RSE Policy.

6.10 The programme is designed to support and complement the role of parent / carers and guardians who have the prime responsibility in this sensitive area.

7 Roles and Responsibilities

7.1 The Governing Board

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the academy and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

7.3 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/carers wish them to be withdrawn from the non-statutory 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.

7.3 Students

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

8 Parents'/Carers' Right to Withdraw

- 8.1 Parents/carers have the right to withdraw their child from the non-statutory 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.
- 8.2 Requests for withdrawal should be put in writing and addressed to the Headteacher of The Academy.
- 8.3 A copy of withdrawal requests will be placed in the student's educational record. Staff will discuss the request with parents/carers and take appropriate action.
- 8.4 Alternative school work will be given to students who are withdrawn from sex education.

9 Training

- 9.1 Staff are trained on the delivery of RSE as part of their induction and it is included in the continuing professional development calendar.
- 9.3 Visitors from outside the school may also be invited, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10 Monitoring Arrangements

- 10.1 The delivery of RSE is monitored by a designated Senior Leader in each secondary academy through mechanisms such as planning meetings, student voice and learning walks.
- 10.2 Students' development in RSE is monitored by class teachers as part of the academy's internal assessment systems.
- 10.3 This policy will be reviewed by the designated Senior Leader and Headteacher, annually and approved by the Governing Body.