

# RSE (Relationships and Sex Education) Policy

Temple Learning Academy



Approved by:	Stuart Huddleston	Date: February 2022
Last reviewed on:	May 2025	
Next review due by:	July 2026	

## **Relationships and Sex Education (RSE) Policy**

RSE is taught within the Personal Development (PD) curriculum.

Biological aspects of RSE are taught within the Science curriculum, and other aspects may be included in Religious Education (RE) and Physical Education (PE).

Students may also receive stand-alone sex education sessions.

### **What is RSE?**

RSE is learning about the emotional, social and physical aspects of growing up.

It is about relationships.

It is about health.

It will equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

### **How is it taught?**

Our values are based around four key concepts:

- courage
- opportunity
- respect
- excellence

These ideals underpin our entire curriculum, ensuring that the 'whole child' is at the centre of what we do.

RSE at Temple Learning Academy is taught in a way which is complementary to our vision and to the wider ethos, values and principles of our school. It includes learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, asking questions, developing skills and forming positive beliefs, values and attitudes.

Opportunities to enrich the teaching of RSE can be identified in other curriculum areas, such as Drama, Art, Literacy, IT etc. Where we feel that they can contribute to a child's knowledge and understanding of his or her own body, and how it is changing and developing, or to ideas about feelings, emotional responses and ways of dealing with different situations, we will use these other subjects.

Also, since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including life in the playground.

### **Our aims**

We aim to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

Students with special educational needs will be given the opportunity to fully participate in RSE lessons, and adaptations to the programme will be provided where necessary, to ensure that all students gain a full understanding.

Our Aims are:

- To sensitively meet the needs of our children in partnership with parents/carers.
- To enable young people to make responsible and informed decisions about their lives.
- To prepare pupils to cope with the physical and emotional challenges of growing up.
- To offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved
- To have the confidence and self esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To give pupils an elementary understanding of human reproduction
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

How is RSE provided

Pupils receive discreet Personal development lessons (see below). RSE is taught in key year groups (highlighted in yellow) at an age-appropriate level.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mind Mate Focus	Feeling Good and being Me	Friends and Family	Life Changes	Strong Emotions	Being the Same and being Different	Solving Problems (and making it better)
Reception	Managing Self, building relationships, self-regulation					
1	<b>Health Ready</b> What helps us stay healthy?	<b>Society Ready</b> Who is special to us?	<b>Work Ready</b> What can we do with money?	<b>Health Ready</b> Who helps to keep us safe?	<b>Society Ready</b> What is the same and different about us?	<b>Work Ready</b> How can we look after each other and the world?
2	<b>Health Ready</b> How do we recognise our feelings?	<b>Society Ready</b> What makes a good friend?	<b>Health Ready</b> What helps us grow and	<b>Society Ready</b> What is bullying?	<b>Work Ready</b> What jobs do people do?	<b>Health Ready</b> What helps us to stay safe?

			stay healthy?			
3	<b>Health Ready</b> Why should we eat well and look after our teeth?	<b>Society Ready</b> What are families like?	<b>Society Ready</b> How can we be a good friend?	<b>Health Ready</b> What keeps us safe?	<b>Work Ready</b> What makes a community?	<b>Health Ready</b> Why should we keep active and sleep well?
4	<b>Work Ready</b> What strengths, skills and interests do we have?	<b>Society Ready</b> How do we treat each other with respect?	<b>Health Ready</b> How will we grow and change?	<b>Society Ready</b> How can we manage our feelings?	<b>Work Ready</b> How can our choices make a difference to others and the environment?	<b>Health Ready</b> How can we manage risk in different places?
5	<b>Society Ready</b>  What makes up our identity? Images/Stereotypes	<b>Health Ready</b>  How can friends communicate safely?	<b>Health Ready</b> What are healthy and unhealthy habits (Drug, alcohol and tobacco education)	<b>Health Ready</b> How can we help in an accident or emergency? How can drugs common to everyday life affect health?	<b>Work Ready</b> What jobs would we like?  <b>Refugees (Refugee week June Project)</b>	<b>Work Ready</b> What decisions can people make with money? Marketing Project
6	<b>Health Ready</b> How can we make healthy choices as we grow? (Healthy choices)	<b>Society Ready</b> How do relationships change as we grow?	<b>Work Ready</b> How can the media influence people (How online experiences can affect wellbeing)	<b>Health Ready</b> How can we look after our mental health as we grow?	<b>Work Ready</b> How can the media influence people? (content)	<b>Society Ready</b> What will change as we become more independent?  <b>RSE</b>  Transition

### Vocabulary

Students will be introduced, at appropriate stages, to the correct terminology in their PD and RSE lessons, including the learning linked to sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussions, correct biological terms will be used at all times for teaching across the school.

### Lesson content

Parents will be informed of all PD topics each half term and BEFORE a Sex Education unit of learning is taught. They will be given a basic overview of the content of the series of lessons and a short list of resources that might be used. They will be directed to the appropriate websites and encouraged to talk to teachers about how they can support their child.

### Responsibilities and Rights

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

**Principal:** is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

**Staff:** All staff are responsible for delivering RSE in a sensitive way and for modelling positive attitudes. They monitor progress and respond to the needs of individual students, including responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE. Staff do not have the right to opt out of teaching RSE but those who have concerns about teaching RSE are encouraged to discuss this with the principal.

Staff are trained in the delivery of RSE as part of our continuing professional development. The principal could also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

**Parents/Carers:** Parents/carers should take up the opportunity to be involved in the consultation process at each stage. They should read the RSE policy so they are familiar with what is being taught, ask questions and share their opinions.

**PARENTS/CARERS RIGHT:** you **cannot** withdraw your child from PD or Relationships Education, nor can you withdraw them from the Health and Biology learning which is part of the Science curriculum, covering human development and reproduction. However, **you can ask the principal** that your child is withdrawn from **some or all** of the Sex Education lessons.

Requests should be put in writing and addressed to the principal.

Before doing so, parents/carers are encouraged to talk to the class teacher and/or view the teaching resources/lesson content to be used to best inform their decision.

### Rights

Temple Learning Academy is a 'Rights Respecting' school. This policy has children's rights at its heart and it is the responsibility of all named parties to ensure that these rights are not violated. The PD curriculum is taught in line with our commitment to Equality of Opportunity and adheres at all times to the legal responsibilities set out in the Equality Act 2010.

The Act protects students from discrimination and harassment based on 'protected characteristics'. The protected characteristics for school provision are:

• Disability. • Gender reassignment. • Pregnancy and maternity. • Race. • Religion or belief. • Sex. • Sexual orientation

### Disclosure

During, or after, a PD or Sex Education lesson, if a child makes a disclosure (a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, for example) the teacher will take the comments seriously, talk to the child as a matter of urgency, and deal with it as an issue of child protection following the systems and protocols agreed in the schools Child Protection policy. They will inform the designated person responsible for child protection, the Safeguarding Lead, and/or the principal.

At Temple Learning Academy, safeguarding is at the heart of all we do. Considering recent government monitoring around harmful sexual behaviour in school, we will be monitoring any behaviours that are linked to the use of sexualised language, threat of sexual violence or behaviours that may occur in school. Although very rare, we will deal with these matters sensitively and in line with school safeguarding and child protection guidance. A designated person responsible for child protection will support in addressing any incident in school. To read the government report click [here](#):

[Review of sexual abuse in schools and colleges - GOV.UK](#)

### How is RSE monitored and evaluated?

The delivery of RSE is monitored by the PD Leader. Monitoring arrangements consist of planning and book scrutiny, learning walks and pupil voice. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Stephanie Burns is the Link Governor for RSE

This policy will be reviewed by the PD Leader annually. At every review, the policy will be approved by the principal.

Date of next review – July 2026

### Consultation:

This policy has been developed in consultation with staff, pupils and parents. Consultation was carried out on-line, through whole school newsletters and feedback opportunities, and through 'drop-in' opportunities.

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/governor consultation – all school staff and school governors were given the opportunity to look at the policy and make recommendations
3. Parent/Carer/Stakeholder consultation – parents/carers and any interested parties, including faith groups are able to access the policy on the school website and can feedback as they feel appropriate.
4. Student consultation – students were consulted through lessons in school. They were asked to reflect on whether the content of lessons and teaching approach gave them the information they needed and answered their immediate questions.
5. Ratification – once amendments were made, the policy was shared with the Governing Board and ratified.