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Ormiston Academies Trust

Thomas Wolsey Ormiston Academy

Relationship and sex education (RSE) and health education policy (secondary)

Policy version control

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Contents

1. Policy statement and principles	3
Legislation	3
Policy aims and principles	3
Complaints.....	4
Monitoring and review	4
2. Organisation of the programme	5
Families.....	6
Respectful relationships, including friendships	6
Online and media	6
Being safe.....	6
Intimate sexual relationships, including sexual health:	6
Mental wellbeing	6
Internet safety and harms	6
Physical health and fitness	6
Healthy eating	6
Drugs, alcohol and tobacco	6
Health and prevention	6
Basic first aid	6
Changing adolescent body.....	6
Training of staff	6
3. The preventative PSHE curriculum	7
Safeguarding, reports of abuse and confidentiality	7
Addressing sexual violence and sexual harassment in the PSHE curriculum	8
4. Parental involvement	9
5. Equal opportunities.....	10
6. Assessment.....	10
Appendix 1.....	12
Science, citizenship, PE, computing national curriculum.....	12

1. Policy statement and principles

Legislation

1.1. This policy will be compliant with the following guidance:

- DfE 'Relationship Education, Relationships and Sex Education (RSE) and Health Education' Statutory guidance (relevant to the age and stage of the pupil)
- DfE 'Science, PE, Computing, Citizenship programmes of study (at Key Stages relevant to the age and stage of each pupil)
- DfE 'Science, PE, Computing, Citizenship programmes of study: (at Key Stages relevant to the age and stage of each pupil)
- Keeping Children Safe in Education 2025
- Additional legislation (see Primary RSHE policy)

Policy aims and principles

1.2. The Sex Education Forum defines Relationships and Sex Education (RSE) as:

- Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

1.3. We have defined Health Education as:

- Learning about mental and physical aspects of health, including developmental changes, personal hygiene and self-care, legal and illegal drugs, emotional wellbeing and basic first aid. It should support children and young people in understanding how external influences may affect their decisions, and in turn the potential effects of such decisions on their health.

1.4. Our vision is that, by the time they leave our academy, our pupils will be able to make informed decisions with regard to their own physical, mental and sexual health and wellbeing, whilst having regard for the wellbeing and rights of others. Our pupils will not only survive in their lives after formal education but thrive.

1.5. Our academy is committed to Relationships and Sex Education and Health Education which:

- 1.5.1. Is an identifiable part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- 1.5.2. Is taught by staff regularly trained in RSE, Health Education and wider PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- 1.5.3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home

- 1.5.4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- 1.5.5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- 1.5.6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- 1.5.7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- 1.5.8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships, sex and health, and nurtures respect for different views
- 1.5.9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- 1.5.10. Fosters gender equality and LGBT (lesbian, gay, bisexual, transgender) equality and challenges all forms of discrimination in lessons and every-day school life
- 1.5.11. Meets the needs of all pupils with their diverse experiences, including those with special educational needs and disabilities
- 1.5.12. Seeks pupils' views about RSE and Health Education, so teaching can be made relevant to their real lives and assessed and adapted as their needs change
- 1.5.13. This policy is consistent with all other policies adopted by OAT / the academy and is written in line with current legislation and guidance.

Complaints

- 1.6. All complaints are dealt with under the OAT Complaints Policy.
- 1.7. Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

Monitoring and review

- 1.8. This policy will be reviewed annually or in the following circumstances:
 - changes in legislation and / or government guidance
 - as a result of any other significant change or event
 - in the event that the policy is determined not to be effective

- 1.9. This policy will be reviewed by the principal in conjunction with the PSHE coordinator on an annual basis. Any changes needed to the policy, including changes to the programme, will be implemented by the principal.
- 1.10. Any changes to the policy will be clearly communicated to all members of staff involved in the RSE and Health Education programme.

2. Organisation of the programme

- 2.1. RSE and Health Education are coordinated by the SEWB/PCI Lead Amanda Jebbbb. She is responsible for the overall planning, implementation and review of the programme.
- 2.2. RSE and Health Education will be conducted in accordance with legislation and DfE statutory guidance and will be monitored and reviewed on an annual basis.
- 2.3. The majority of the programme will be delivered by pastoral teachers and be supported by the delivery of the national curriculum in Citizenship, Science, Physical Education and Computing. Pupils can be taught in mixed ability, mixed gender or single sex groupings.
- 2.4. External experts may be invited to assist from time to time with the delivery of the sex and relationship education programme but will be expected to comply with the provisions of this policy.
- 2.5. Relationships and Sex Education and Health Education form part of the curriculum in every year group. Our programmes of study by year group / key stage are available to view on the academy website.
- 2.6. In RSE we teach pupils about:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate sexual relationships, including sexual health:
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
- Training of staff

2.7. Please refer to the Secondary Appendices for RSHE for further information on our class programmes of study curriculum.

2.7.1. Appendix 1: Age and Stage Document for SEWB and PCI (including Citizenship)

2.7.2. Appendix 2: Programmes of Study for SEWB and PCI (Including Citizenship) Secondary

2.7.3. Appendix 3: Age and Stage Document for Cognition and Learning Science and Technology

2.7.4. Appendix 4: Age and Stage Document for Communication and Interaction

2.7.5. Appendix 5: Age and Stage Document for PD

2.8. How we deliver RSHE

2.8.1. Through the class programmes of study (see above)

2.8.2. Through personalised intervention programmes that link to EHCPs

2.8.3. Through blocks of targeted lessons identified by need, sometimes with support from outside agencies

2.8.4. Through organized and spontaneous activities using a cross-curricular approach

2.8.5. Through daily pastorally-based opportunities of learning

2.9. All staff members at the academy will undergo training on a timely basis to ensure they are up-to-date with the Relationship and Sex Education and Health Education programme.

- 2.10. Training of staff will also be scheduled around any updated guidance on the programme and any new developments in content.
- 2.11. The academy will ensure that teachers receive training on the best practice principles as outlined by the PSHE Association on creating a safe learning environment. To include:
- Setting ground rules
 - Distancing the learning
 - The safe handling of questions
 - The protection of vulnerable learners
 - Signposting for further help and support
- 2.12. The academy may use a range of training materials, including RSHE resources published by the DfE and/or on-demand CPD from OAT to train staff members in the teaching of PSHE.

3. The preventative PSHE curriculum

Safeguarding, reports of abuse and confidentiality

- 3.1. At the heart of these subjects there is a focus on keeping children safe, we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- 3.2. We follow good practice guidelines allowing children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This process will include when they have a concern about a friend or peer.
- 3.3. Responding to such disclosures in a timely manner is essential for safeguarding children. The SEWB / PCI Lead will identify, and share with other teaching staff, a shortlist of lessons involving particularly sensitive content which may subsequently result in a pupil making a disclosure. After these lessons, staff will review pupils' written work for potential disclosures; any identified disclosures will be reported to the Designated Safeguarding Lead (or deputy) according to academy procedures. This review of pupils' written work is separate from the marking and provision of feedback about pupils' work, which is outlined in the academy's marking policy.
- 3.4. All staff know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

- 3.5. When we invite external agencies in to support delivery of these subjects, we will agree in advance of the session how a safeguarding report should be dealt with by the external visitor. We will ensure that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

Addressing sexual violence and sexual harassment in the PSHE curriculum

- 3.6. Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Our staff maintain an attitude of ‘it could happen here.’
- 3.7. Schools and colleges have a statutory duty to safeguard and promote the welfare of the children at their school/college. The best response to child sexual violence and harassment are those which take a whole school or college approach to safeguarding and child protection.
- 3.8. Our planned programme of evidence-based content delivered through the PSHE curriculum is part of our whole school approach that prepares our students for life in modern Britain. It is delivered in regularly timetabled lessons and reinforced through the whole curriculum. We have planned our programme with a spiral approach to meet the needs of our pupils, considering their age and stage of development. Our schemes of learning build on prior knowledge with the importance of healthy relationships developed during the earlier years, and a focus on specific aspects, such as teen relationship violence, sexual exploitation, and coercion – at an appropriate stage. Our preventative PSHE education curriculum specifically includes:
- The points related to the ‘Being Safe’ element of DfE Statutory RSHE (see point 2.10 of this policy)
 - Teaching about healthy and respectful relationships
 - Teaching about what respectful behaviour looks like
 - Boundaries and consent
 - Stereotyping, prejudice, and equality
 - Body confidence and self-esteem
 - Teaching about the features of unhealthy and coercive relationships, including how to recognize an abusive relationship, including coercive and controlling behaviour
 - Teaching about the features of sexual harassment
 - The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, and honour-based abuse such as forced marriage and FGM, and how to access support
 - Teaching about the risks associated with sharing sexual images and the potential impacts of viewing pornography
 - That sexual violence and sexual harassment is always unacceptable; and how the law defines them
 - When, why, and how to report abuse and access appropriate support.

- 3.9. We ensure that our academy DSL and pastoral team have oversight of the PSHE education curriculum and understand when these topics are taught, so they are prepared to support pupils who disclose or are affected by the issues raised.

4. Parental involvement

- 4.1. We understand that the teaching of some aspects of the programme may be of concern to parents/carers.
- 4.2. The content of the programme provides pupils with factual content, in line with our vision as referenced in section 1.3. Pupils will be encouraged to share their views, and to recognise and appreciate views which may differ from their own. Teachers may share their own views or beliefs where it is appropriate and relevant to the lesson content; in such instances, teachers will clarify such comments as being of their own opinion and not fact. Teachers will also ensure that they abide by relevant professional and impartiality guidelines in making such contributions.
- 4.3. Parents/carers will be regularly consulted on the content of the programme, through meetings or letters, and the programme will therefore be planned in conjunction with parents/carers.
- 4.4. We respect the legal right of parents/carers to withdraw their child from all or part of the Sex Education component of the RSHE programme, except for statutory elements included within the national curriculum for Citizenship, PE, Computing and Science.
- 4.5. **Parents will be informed before a unit of sex education is delivered and no delivery will take place until full consent is received for any non-statutory sex education. Parents reserve the right to decide which elements of non-statutory content they wish their child to be withdrawn from. This will vary according the age and stage of the pupil and the wishes of their parents. Any decisions about which elements the child will access and which ones they will be withdrawn from will be discussed with the parent and either the SEWB/PCI Lead or the child's HOD in consultation with the SEWB/PCI Lead to clarify the nature and purpose of the curriculum, the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The wishes of the child will be taken into account of any discussions. The SEWB/PCI Lead will keep a record of any consents given and any withdrawals requested, securely stored in line with GDPR. The academy will make alternative arrangements and provide a suitable alternative curriculum for the child.**
- 4.6. Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms.
- 4.6.1. In accordance with the Relationships Education, Relationships and Sex Education and Health Education statutory guidance, a pupil who has been withdrawn from Sex Education content will

have the right to opt into Sex Education content from their 15th birthday (specifically, three academic terms before turning 16).

- 4.7. A list of the statutory topics included in the national curriculum at the different key stages, can be found in **Appendix 1**.

5. Equal opportunities

- 5.1. We understand and abide by the Equality Act 2010 and fully respect the rights of pupils and staff members.
- 5.2. Under the provisions of the Equality Act, we will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.
- 5.3. We are dedicated to delivering the RSE and Health Education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.
- 5.4. We will be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. We will model positive behaviours. Our pastoral and behaviour policies support all pupils.
- 5.5. Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously. We will foster an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This will help to ensure that pupils treat each other well and go on to be respectful and kind adults.
- 5.6. Any occurrence incidents contravening the Equality Act 2010 should be reported to a member of academy staff, who will then follow the appropriate Behaviour Policy when the pupil is on academy premises.
- 5.7. These incidents will be dealt with following the process in our Anti-Bullying Policy or the peer on peer abuse section of the Safeguarding Policy. The principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

6. Assessment

- 6.1. We will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

6.2. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention. These will include:

6.2.1. Records on Earwig time-lines (ability to achieve WAILS). SAILs

6.2.2. Achievement of personalized learning goals, (Learning Map targets)

6.2.3. In-class assessments of knowledge and understanding such as quizzes

Appendix1

Science, citizenship, PE, computing national curriculum

In accordance with the DfE's 'Relationship and Sex Education and Health Education Statutory Guidance' 2019, there are certain aspects of the subjects which are compulsory for pupils to learn. **At Thomas Wolsey Ormiston Academy, these will be taught in ways that, and to the level that, have meaning for the pupils concerned.**

National curriculum in England: Science programmes of study - Updated 6 May 2015

1. KS3 Pupils should be taught about:
<p>1.1. reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</p> <p>1.2. reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms</p> <p>1.3. the effects of recreational drugs (including substance misuse) on behaviour, health and life processes</p>
2. KS4 Pupils should be taught about:
<p>2.1 the relationship between health and disease</p> <p>2.2 communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)</p> <p>2.3 non-communicable diseases</p> <p>2.4 bacteria, viruses and fungi as pathogens in animals and plants</p> <p>2.5 body defenses against pathogens and the role of the immune system against disease</p> <p>2.6 reducing and preventing the spread of infectious diseases in animals and plants</p> <p>2.7 the process of discovery and development of new medicines</p> <p>2.8 the impact of lifestyle factors on the incidence of non-communicable diseases</p> <p>2.9 principles of nervous coordination and control in humans</p> <p>2.10 the relationship between the structure and function of the human nervous system</p>

2.11	relationship between structure and function in a reflex arc	the
2.12	es of hormonal coordination and control in humans	principl
2.13	es in human reproduction, hormonal and non-hormonal methods of contraception	hormon
2.14	tasis	homeos

National curriculum in England: Citizenship programmes of study for key stages 3 and 4 - Published 11 September 2013

3. Key stage 3 Pupils should be taught about:
<p>3.1 the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>3.2 the operation of Parliament, including voting and elections, and the role of political parties</p> <p>3.3 the precious liberties enjoyed by the citizens of the United Kingdom</p> <p>3.4 the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p>3.5 the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>3.6 the functions and uses of money, the importance and practice of budgeting, and managing risk</p>
4. Key stage 4 Pupils should be taught about:
<p>4.1 parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</p> <p>4.2 the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</p> <p>4.3 other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</p>

- 4.4 local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- 4.5 human rights and international law
- 4.6 the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- 4.7 diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- 4.8 the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- 4.9 income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

National curriculum in England: Computing programmes of study - Published 11 September 2013

5. Key stage 3 Pupils should be taught to:
5.1 understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns
6. Key stage 4 All pupils should be taught to:
6.1 understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns

National curriculum in England: PE programmes of study - Published 11 September 2013

7. Key stage 3 Pupils should be taught to:
7.1 use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
7.2 develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
7.3 perform dances using advanced dance techniques in a range of dance styles and forms

- 7.4 take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- 7.5 analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- 7.6 take part in competitive sports and activities outside school through community links or sports clubs

8. Key stage 4 Pupils should be taught to:

- 8.1 use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- 8.2 develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance]
- 8.3 take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- 8.4 evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- 8.5 continue to take part regularly in competitive sports and activities outside school through community links or sports clubs