Sir John Hunt

Relationships and Sex Education Policy

November 2026

This Policy applies to Sir John Hunt School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: Mr Marner, Assistant Head Teacher
This policy was approved by the Governing Body on: Date **XXXXX**

Sir John Hunt
Relationships and Sex Education Policy (Secondary)

1. Statutory requirements

As a secondary school within a Multi Academy Trust, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSE, we're 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. We 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

At Sir John Hunt, we teach RSE as set out in this policy.

2. Policy aims

By providing comprehensive RSE Sir John Hunt School is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3. Roles and responsibilities

School staff

The school provides regular professional development training in how to deliver relationships and sex education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not

feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships and sex education is so important.

There are certain members of the school leadership team, such as the Assistant Head Teacher, who will hold more responsibility for ensuring that the school's relationships and sex education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior leaders/ Assistant Head Teacher will:

Review this school policy and its implementation. The implementation of this policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.

- *Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations*
- *Parent/stakeholder consultation – parents and any interested parties were sent a copy of the policy to review and comment if they felt appropriate*
- *Pupil consultation – we investigated what exactly pupils want from their relationships and sex education*
- *Once amendments were made, the policy was shared with governors and approved*

Ensure that all staff are given regular and ongoing training on issues relating to relationships and sex education and how to deliver lessons on such issues.

Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.

Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.

Ensure that relationships and sex education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.

Ensure that the knowledge and information regarding relationships and sex education to which all pupils are entitled is provided in a comprehensive way.

Support parental involvement in the development of the relationships and sex education curriculum.

Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships and sex education in school.

Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships and sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.

Ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships and sex education.

All staff will:

Ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education. If a member if staff feels that any areas are not covered or inadequately provided for they should report that to the Assistant Head Teacher.

Attend and engage in professional development training around relationships and sex education provision.

Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred in line with the school's safeguarding policy. -

Provide regular feedback to their managers on their experience of teaching relationships and sex education and student response.

Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships and sex education in school.

Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the Personal Development Lead.

Pupils

Pupils are expected to attend relationships and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships and sex education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to

effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related relationships and sex education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must raise concerns in line with the school's safeguarding policy if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's relationships and sex education provision annually, by Personal Development lead. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

Parents/carers

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships and sex education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

4. Implementation, delivery and curriculum of Relationships and Sex Education

Relationships Education is compulsory in all schools and focuses on building the foundations for safe, healthy, and respectful relationships, including family relationships, friendships, and online safety, teaching pupils to value themselves and others. Sex Education, which is compulsory in secondary schools, builds on this foundation by providing age-appropriate knowledge of human development, reproduction, and sexuality. Parents have the right to withdraw their children from the [non-statutory/non-science] components of Sex Education up to and until 3 terms before the child turns 16 (see section 5 for further information about withdrawal)

4.1 How and where do we deliver RSE:

RSE is taught within the Personal Development Curriculum. Biological aspects of RSE are taught within the Science Curriculum. The Personal Development Audit curriculum maps out where other aspects of RSE are delivered and the Personal Development Curriculum outlines where all remaining aspects are delivered.

We also endeavour to give students in KS4 a session delivered by the Zone, specialists in delivering sensitive content. We endeavour to use external providers and/or specialist teachers to deliver KS4/5 sessions due to the sensitive content. We refrain from teaching sex education until year 9, based on data from the Young People in Plymouth through the School Health Related Behaviour Survey.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- Reporting sexual abuse, harassment and misconduct
- Consent

These skills are taught within the context of family life.

We have developed the curriculum in consultation with pupils and staff considering the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek incorrect answers online. Within our College Curriculum we also teach about internet safety and critical thinking.

For more information about the content of RSE curriculum, see the curriculum map in Appendix 1.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and to be responsive to their behaviour and development.

Guest speakers

Guest speakers may be invited into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's

perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Personal Development Lead.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might include using an anonymous suggestion box or emphasizing that the classroom is a safe place

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff adapt lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships and sex.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods
- use of expert guest speakers.
- practical activities.
- using DVDs or video.
- group and paired activities.

5. Withdrawal from sex education

The school aims to keep parents/carers informed about all aspects of the relationships and sex education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education up to and until 3 terms before the child turns 16.

Any parent wishing to withdraw their child from sex education should put this request in writing to the Personal Development Lead who will arrange a meeting to discuss their concerns. Sex education is a vital part of the school curriculum and supports child development and we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

On receipt of a request the Personal Development Lead will invite the parents/carers to a meeting, at which they will explain clearly what the policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn from the non-statutory / non-science components of sex education and placed in another class where suitable work and supervision will be provided.

After 3 terms before the child turns 16, the child may choose to no longer be withdrawn from sex education.

6. Complaints

Parents/carers who have complaints or concerns regarding the relationships and sex education curriculum should contact the school and follow the school's complaints procedure.

7. Equal opportunities

Relationship and sex education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

8. Safeguarding and confidentiality

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the School's Safeguarding Policy.

Personal information about pupils who have approached a teacher for discussion should only be shared where there is a concern with the DSL. If there is a child protection concern, the information must be handled as outlined in the School Safeguarding Policy. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the GLT Staff Disciplinary Procedure.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Notify the DSL, following the school's safeguarding policy
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from Designated Safeguarding Lead to decide what is in the best interest of the child.

9. Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL

Providing advice on contraception and practising safe sex is a key part of the school's relationships and sex education provision. We also encourage parents/carers to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against if there is a disclosure of this type of information.

10. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationship and sex education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationship and sex education curriculum annually, and will inform parents/carers of any revisions to the relationships education / relationships and sex education curriculum.

We will monitor the effectiveness of our relationship and sex education provision through:

- yearly feedback from pupils
- yearly feedback from parents/carers
- feedback from staff
- classroom observations.

11. Support

Pupils should feel safe in the school environment to talk to any member of staff-about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationship and sex education We promote the school ethos as one of inclusion and acceptance throughout all areas of school

activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Appendix 1

Year group specific content for RSE.
Year 7-8 Relationships Education
Year 9-10 Sex Education

Personal Development Curriculum Delivery Timetable for RSE. Lessons in bold are those from which parents can chose to withdraw their child.

Year 7

Consent (General)
Healthy Relationships
Friendships
Families
Marriage

Year 8

Healthy vs Unhealthy Relationships
Managing Unhealthy Relationships
Respect and Consent in Relationships
Stereotyping
Bullying
Toxic Masculinity
Sexting
Sexting and the Law

Year 9

Sexting
Sexting and the Law
Pornography
Sexual Exploitation and Grooming
Sexual Consent
Respectful Sexual Relationships
Equality in Relationships
Contraception
Pregnancy and Choices
Sexual Harassment + Violence

Year 10

Year 10 will have a recap on safe sex and contraception.

We will also use external providers to deliver a sexual health session to Year 10 students. This will include pornography, consent and healthy sexual relationships and contraception and STIs. Parents will be informed of this with appropriate notice.

***A full copy of the PD content for each year group relating to all the Personal Development themes can be requested by emailing** admin@sjhcsc.co.uk