



# King's Lynn Academy

**Policy:**

**Relationship and Sex Education (RSE)**

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we 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](#).

The Eastern Multi Academy Trust RSE policy can be found here: [download.asp \(eastern-mat.co.uk\)](#)

At King's Lynn Academy we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught by the Personal Development team within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

While PSHE education can be found in all subjects and offerings at KLA, the timetabled lessons cover the following topics:

- Mental Health
- Internet safety and harms
- Online and Media
- Drugs alcohol and tobacco
- Respectful relationships, including friendships
- Intimate and sexual relationships, including sexual health
- First Aid skills

RSE lessons are delivered through our Personal Development Assembly (PDA) lessons. All students have a 75 minute lesson each week that covers topics in the RSE curriculum and includes an assemble delivered by a specialist presenter in the various topics. PDA lessons provide time to address new and pressing issues, reinforce positive skills and ensure all have access to the support they need. For more information about our RSE curriculum, see Appendices 1 and 2.

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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The Academy Council will approve the RSE policy, and hold the Principal to account for its implementation.

### **7.2 The Principal**

The Principal and the Academy's Leadership Team responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science 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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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.

PSHE at King's Lynn Academy is coordinated by the PSHE Specialist and taught primarily by teachers in the Humanities department. In addition to timetabled lesson RSE, HE, and PSHE in general is taught by all staff in various ways and lessons.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science 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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The PSHE Specialist will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Brian Reeve-Hayes (PSHE Specialist) through:

- Class Observations
- Work scrutiny
- Annual reviews

The Trust Board is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. This may be delegated to a committee or other appropriate group.

Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of pupils or students. This includes evaluating and commenting on the Trust's SRE Policy, and on support and staff development, training and delivery.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

**PDA Curriculum**

	Term	Half Term	Lesson Topics	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Yr7	Autumn	Half Term 1	British Citizenship	Personal Identity & Goal Setting	What being British means *	Multicultural Britain - Assembly	Democracy	Rule of Law - Assembly	Individual Liberty	Religious Tolerance - Assembly	Assessment Task
		Half Term 2	Mental Health	Healthy Body - Personal Hygiene	Healthy Eating*	Sleep & Exercise*	Mental Health	Meditation and Mindfulness	What are emotions	How to deal with & express emotions	
	Spring	Half Term 3	Drugs & Understanding	What is a drug	Smoking & Vaping *	Energy Drinks*	Healthy Friendships*	Prejudice & Discrimination*	Bullying*		
		Half Term 4	Internet Safety	Screen Time	Cyber security*	Managing devices & accounts & digital footprint	Scams *	Cyber Bullying*	Inappropriate Messaging		
	Summer	Half Term 5	RSE	Introduction to UQ	P4C	UQ1	UQ2	UQ3			
		Half Term 6	Ultimate Questions Project	What is puberty	Boys Puberty	Boys Puberty	Girls Puberty	Girls Puberty	Spare	Spare	

	Term	Half Term	Lesson Topics	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Yr8	Autumn	Half Term 1	Mental Health	Goal setting	Mentally Ill Health	Mental Health Project	Mental Health Project	Mental Health project	Presenting	Presenting	Feedback & reflection
		Half Term 2	British Values & Citizenship	What is	House of commons	House of Lords	Monarchy	Political parties -	Presenting &	Voting	
	Spring	Half Term 3	Internet Safety	Digital Footprint	Device Addiction	The impacts of social	Sending Pics &	Body Image	Online Gaming		
		Half Term 4	Healthy Lifestyle & Well-being	What is a healthy lifestyle	Healthy Eating, sleeping and doing	Unhealthy Habits	First Aid - bleeding & head	First aid - fainting			
	Summer	Half Term 5	What are drugs	Legal and illegal drugs	The impact of drugs	Influence/Police lesson	Healthy Relationships	Unhealthy Relationships	What is sexual Harrassment		
		Half Term 6	PSHE	Puberty Recap	Type Relationships	Relationship Values	Sexual oriantation & Gender	Intimate relationships	Consent		

	Term	Half Term	Lesson Topics	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Yr9	Autumn	Half Term 1	Mental Health & Online Safety	Goal Setting	Coping Strategies	Different Types of support	Different types of support	Online Safety	Gambling	Grooming	?
		Half Term 2	British Values	What are rights	What are human rights	UDHR	Prejudice & Discrimination	Types and forms	How do we prevent	Exam Skills	
	Spring	Half Term 3	Healthy Lifestyle & Well Being	First Aid - Recovery Position	First Aid - CPR	Personal Hygiene	Smoking & Vaping	Exercise	Completing our options		
		Half Term 4	Drugs	Drugs & Body	Drug consequences	Police Session	Gambling	CSE			
	Summer	Half Term 5	Relationships	Different types of relationship	How we treat people	Friendship	Romantic	Professional	Family		
		Half Term 6	RSE	Intimate relationships	Consent	Contraception	Contraception	STD's	STD's		



Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>