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Maple View School Relationship and Sex Education (England) Policy



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Overview and aims

Our approach

Maple View focuses on developing the individual and preparing the student to play their part in society. As part of this, the curriculum and behaviour support strategies deliver this goal, and in turn, Relationship and Sex education (RSE) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society.

Maple View recognises that RSE is essential for all young people, irrespective of gender, ethnicity or ability, about physical, sexual, moral and emotional development. It is also about the teaching of sex, sexuality and sexual health. It does not promote sexual activity or any particular sexual orientation or gender identity.

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. This involves a combination of acquiring knowledge and information, sharing information, developing skills, and exploring issues, beliefs, attitudes and values.

It is essential that young people develop the skills to enable them to take control over their own sexual health and entity and become responsible citizens who make well-informed decisions about their lives.

We have different approaches to the delivery of RSE and how it is delivered will be dependent on the individual needs of the student. Maple View will seek to work with parents/carers and any other external agents such as therapists, social care and CBS etc. if deemed in the best interest of the student.

Aims

- Provide a framework in which sensitive discussions can take place relative to the cognitive level of the student and their stage in their personal development
- Develop understanding of key issues linked to relationships and sexual development
- Create a positive culture, promoting acceptance and tolerance around issues of sexuality and relationships
- 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
- Support students being physically, socially, emotionally safe and healthy encompassed within the core values that underpin our ethos of excellence.
- For cognitively able students, to develop a clear understanding of the concept of 'consent' and the consequences of not obtaining consent
- For cognitively less able students who may not have mental capacity under the Mental Capacity Act, to ensure their empowerment as part of consent is explored

Our statutory obligations are set out in legislation and specifically in the Education (Independent School Standards) Regulations 2014 [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukdsi/2014/01/5137013000010001.pdf) as amended by [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukdsi/2019/01/5137013000010001.pdf)

Roles and responsibilities

The Proprietor supports the school to develop and implement the school's Relationship and Sex Education policy and supports and holds the Headteacher to account for its implementation.

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-science components of RSE (see parents right to withdraw).

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

The teaching team are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE and challenging poor student approaches to acceptance and tolerance of others
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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.

Primary education: KS1 and KS2

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. This is done within the PSHE curriculum.

Annex A sets out the expected scope of the full curriculum for primary as defined by the DfE. This will be delivered in a way that is cognitively sensitive to the SEN learning needs of the students.

Secondary education: KS3 and KS4

The focus is on relationships and sex-education, as well as health education. This will also include tolerance and acceptance of peers and the issue of consent. This is done within the PSHE curriculum.

Annex B sets out the expected scope of the full curriculum for secondary as defined by the DfE. This will be delivered in a way that is cognitively sensitive to the SEN learning needs of the students.

If students 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. All work is supported by additional targeted support delivered through individual and small group sessions when required. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Students receive bespoke RE and Citizenship lessons with the curriculum designed to deliver RSE topics. 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.

These areas of learning are taught within the context of modern 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)

Sensitive issues, confidentiality and safeguarding

Sensitive issues may include:

- Puberty,
- Menstruation,
- Sexual intercourse,
- Contraception,
- Abortion,
- Safer sex,
- HIV/AIDS,
- Sexually transmitted infections (STIs),
- Abuse,
- Awareness of sexuality or gender identity.

Teachers will understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they will discuss them with their line manager or a senior leader.

We will ensure a safe learning environment by ensuring that teachers and pupils agree ground rules before the delivery of an aspect of RSE. Teachers will remind students each and every time of the high expectations for successful delivery of lessons.

The school will draw upon the framework and resources set out by the DfE's 2019 guidance which is compulsory from September 2020 as follows:

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/820212/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

Teachers should establish clear parameters of what is and is not appropriate in a whole class setting to ensure a safe environment in which stakeholders do not feel embarrassed or anxious is established. Furthermore, discussions should always remain depersonalised.

If a student requires further information, the class teacher can direct them to discuss further with an appropriate person, for example, Designated Safeguarding Lead [DSL] or member of SLT, as appropriate.

If a teacher is concerned that a student is at risk of sexual abuse, they must inform the DSL in line with our Safeguarding and Child Protection policy.

If a teacher is concerned about a student who is struggling with their sexuality or gender identity and that this is affecting their physical and/or mental wellbeing, staff should pass this information to the SLMT.

Questions, which have some relevance to sexual matters may arise during discussion. To avoid any question of parental withdrawal from such lessons, the law requires that '*such discussion is relatively limited and set within the context of the subject concerned*'.

Confidentiality

If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The member of staff must refer to the DSL

as outlined in the Safeguarding and Child Protection policy.

If a student raises issues of unsafe practice, this will be raised with the DSL safeguarding team and covered under the school's safeguarding policy. The obligations of *'Working Together'* also apply and given the students SEN needs, may require a referral to social care.

[Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Where a safeguarding concern is raised and the need for an additional, bespoke RSE education is identified, RSE will be planned with the team around the child including any professionals that work with student.](#)

Parental right to withdraw from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Prior to this occurring, the Head Teacher, or member of the SLT will discuss with parents/guardians 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 (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should 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, the school should make arrangements to provide the child with sex education during one of those terms.

Whilst this process is the same for pupils with SEND, the school will typically raise this withdrawal as part of the EHCP.

The Head Teacher or member of SLT will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Consent forms will be retained by the school.

There is no right to withdraw from Relationships Education or Health Education.

Annex A: by the end of primary, the following will be covered

Mental wellbeing Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

- where and how to report concerns and get support with issues online.

Physical health and fitness Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle

Annex B: by the end of secondary, the following will be covered

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing Pupils should know

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms Pupils should know

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness Pupils should know

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- about the science relating to blood, organ and stem cell donation. Healthy eating Pupils should know
- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco Pupils should know

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.

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- awareness of the dangers of drugs which are prescribed but still present serious health risks.
 - the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention Pupils should know

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid Pupils should know

- basic treatment for common injuries. • life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

Changing adolescent body Pupils should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.