



This policy was amended in consideration of the following UN Convention on the rights of the child articles; Articles 28/34

## SEX EDUCATION (R.S.E) POLICY

<b>Policy Number</b>	0037		<b>Policy Author</b>	E Cahill & S Szuskiewicz
<b>Date of Last Review</b>	June 2025		<b>Policy Ownership</b>	Finance & Operations
<b>Agreed by Governors Reviewed by Trust Board</b>	July 2017 May 2026		<b>Date of Next Review</b>	June 2026



## Introduction

This policy is based on the Department for Education's guidance, published June 2025:

“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.”

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

## **Aims and Objectives**

The aims of relationship and sex education (R.S.E.) at our school are to:

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

By the end of secondary school, students knowledge should have built on from primary school and include coverage of the following areas:

- Families
- Respectful Relationships
- Online & Media
- Being Safe
- Intimate & Sexual Relationships, incl. Sexual Health

Details of topics can be found in the statutory guidance, although the Academy reserves the right to adapt these to suit the emerging needs of our students.

### **What is R.S.E & its associated subjects?**

R.S.E refers to Relationships Education, Relationships and Sex Education (R.S.E.) and Health Education. This is predominantly taught in the RSHE curriculum. We have a dedicated RSHE curriculum lead who works closely with the leads for R.S.E to ensure the curriculum meets all of the R.S.E requirements.

R.S.E. is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

R.S.E. involves a combination of sharing information and exploring issues and values.

R.S.E. is not about the promotion of sexual activity.

The lead for R.S.E. and associated subjects is Ms Rebecca Rees, Designated Safeguarding Lead. She may delegate responsibility of areas or key stages to her Deputy Designated Safeguarding Leads.

### **Organisation & Delivery**

The sex and relationship education programme will be developed in conjunction with the views of teachers, students and parents, in accordance with DfE recommendations.

The objective of this R.S.E. programme is to equip all students with accurate, unbiased knowledge about sex and relationships which give the students the opportunity to acquire life skills that will help students make good use of this knowledge. It will also enable students to explore and respect theirs and other opinions, attitudes and values. The curriculum is delivered by specialist teachers, non-teachers and agencies who have the appropriate skills and knowledge to ensure that students receive the most up-to-date guidance and advice. Staff do not have the right to opt out of teaching R.S.E.. The leads for RSHE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching R.S.E..

Our school aims to deliver the R.S.E. programme in a manner that will revisit topics, so they build upon their existing knowledge and skills throughout the school. High quality teaching resources will support our R.S.E provision and will be regularly reviewed by the RSHE curriculum lead. It is intended that R.S.E. be taught through active learning activities as appropriate. Wherever appropriate, parents / carers will be informed and invited to support the R.S.E. programme. We are committed to making R.S.E. accessible to all. The Academies has an Accessibility Policy and works with the SEND Code of Practice to ensure accessibility for all vulnerable students. Students are expected to engage fully in R.S.E. and, when discussing issues related to R.S.E., treat others with respect and sensitivity.

Our approach to R.S.E. will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.

- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate R.S.E.
- Access to help from trusted adults and helping services.

R.S.E. involves consideration of several sensitive issues about which different people may hold strong and varying views. The school's approach to R.S.E. will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Sex education includes questions of values and beliefs; it is therefore bound to be controversial. Students will be presented with a balanced range of viewpoints on an issue so that they can assess the evidence and explore ideas without distortion.

The R.S.E. programme of sex education is normally delivered by teaching staff or appropriate outside agencies, teaching mixed-ability groups, which on occasion, may be re-organised as single-sex classes. Teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Teaching staff will receive RSE training relevant to the lessons they will be expected to deliver. Other CPD opportunities are also available to support staff in delivering R.S.E.

Occasionally during a lesson, which is not part of the RSHE programme, issues relating to sexual conduct may arise from the subject matter being taught. Discussion arising on such an occasion would not constitute 'sex education' as defined in law.

The leads for R.S.E. & associated subjects refer to the Department's advice, 'Sexual violence and sexual harassment between children in schools and colleges. The advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred.

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 should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are

respectful of young women and each other. An understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that students treat each other well and go on to be respectful and kind adults.

All staff are trained to Level 2 as a minimum with regards to Safeguarding, with at least 10 members of staff trained to Level 3.

### **Working with parents and student withdrawal procedures**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory R.S.E. – this does not extend to Relationships or Health Education or education across the curriculum not legally considered to be R.S.E. Right to withdraw does not mean parents can withdraw students from the entire RSHE programme.

Lessons that constitute sex education and therefore can be withdrawn from are evident in the RSHE curriculum document (Appendix A). This is updated and communicated to parents at the beginning of each academic year.

Before granting any such request it would be good practice for the Designated Safeguarding Lead 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. The Academies will document this process to ensure a record is kept. Parents wishing to exercise this right are invited to contact one of the Designated Safeguarding Leads who will discuss their concerns and the possible impact that withdrawal may have on the student.

Once those discussions have taken place, except in exceptional circumstances, the Academy 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 Academies will plan to provide the child with sex education during one of those terms.

## **KEY CONTACTS WITHIN THE ACADEMY**

Lower Academy DESIGNATED SAFEGUARDING LEAD Mrs Sophie Peake  
[speake@basildonacademies.org.uk](mailto:speake@basildonacademies.org.uk) (01268) 498796 (01268) 552536

Lower Academy DEPUTY DESIGNATED SAFEGUARDING LEAD Ms Francesca Chittock  
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Upper Academy DEPUTY DESIGNATED SAFEGUARDING LEAD Mrs Sharon Harper-Penman  
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DESIGNATED SAFEGUARDING LEAD for Enhanced Provisions Mrs Vicky Oddy  
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DEPUTY DESIGNATED SAFEGUARDING LEAD – Enhanced Provisions:

Upper - Miss Jennie Stoddart [jstoddart@basildonacademies.org.uk](mailto:jstoddart@basildonacademies.org.uk) (01268) 552536

Lower – Mrs Nikki Hullyer [nhullyer@basildonacademies.org.uk](mailto:nhullyer@basildonacademies.org.uk) (01268) 552536

Basildon Upper Academy [safeguardingupper@basildonacademies.org.uk](mailto:safeguardingupper@basildonacademies.org.uk)

Basildon Lower Academy [safeguardinglower@basildonacademies.org.uk](mailto:safeguardinglower@basildonacademies.org.uk)

Further contact details and information about Safeguarding can be found in the Child Protection & Safeguarding Policy on the Academies website.

## **Confidentiality**

Students will be made aware that some information cannot be held confidential and that their best interests will be maintained. The Basildon Academies has a Child Protection & Safeguarding policy for dealing with child sexual abuse based on the Local Authority guidelines and recommendations

### **Appendix A: The RSHE Curriculum**

We have developed the curriculum considering the needs and feelings of students. If students ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner, so students are fully informed and don't seek answers online.

### **RSHE curriculum map 2025/26**

<p><b>Year Seven Life Beyond School</b></p> <ul style="list-style-type: none"> <li>• Introduction to PSHE</li> <li>• Getting to know people</li> <li>• What is community?</li> <li>• Careers and your future</li> <li>• Sleep and relaxation</li> <li>• Financial education</li> <li>• Transition points in your life</li> </ul>	<p><b>Year Seven Celebrating Diversity and Equality</b></p> <ul style="list-style-type: none"> <li>• Multi-cultural Britain</li> <li>• What is identity?</li> <li>• Nature vs Nurture</li> <li>• Equality Act 2010</li> <li>• Breaking down stereotypes</li> <li>• Prejudice and discrimination</li> <li>• Challenging islamophobia and anti-Semitism</li> </ul>	<p><b>Year Seven Staying Safe Online</b></p> <ul style="list-style-type: none"> <li>• Staying safe online</li> <li>• Avoiding gangs</li> <li>• What is alcohol and smoking?</li> <li>• E-Cigs and vaping</li> <li>• Energy drinks</li> </ul>	<p><b>Year Seven Health and Wellbeing – Puberty and body development</b></p> <ul style="list-style-type: none"> <li>• Introduction to puberty</li> <li>• Puberty – girls focus</li> <li>• Puberty – boys focus</li> <li>• Personal hygiene</li> <li>• Growing up (inc FGM)</li> <li>• Assertiveness, consent and hormones</li> <li>• Self-esteem and empowerment</li> </ul>	<p><b>Year Seven Relationships and sex education – Friendships, respect and relationships</b></p> <ul style="list-style-type: none"> <li>• Consent and boundaries</li> <li>• Respect and relationships</li> <li>• What makes a good friend?</li> <li>• Managing friendships</li> <li>• Pressure and influence</li> <li>• What does it mean to be a man?</li> </ul>	<p><b>Year Seven Rights, Responsibilities and British Values – Politics, Parliament and me</b></p> <ul style="list-style-type: none"> <li>• Why is politics important?</li> <li>• How is our country run?</li> <li>• Exploring inside Parliament?</li> <li>• Elections and campaigning.</li> </ul>
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<p><b>Year Eight Rights, responsibilities and British values – Law, Crime and society</b></p> <ul style="list-style-type: none"> <li>• Desert island living</li> <li>• Building a community</li> <li>• Making decisions and prioritising</li> <li>• Criminals, laws and society</li> <li>• Law making in the UK</li> </ul>	<p><b>Year Eight Celebrating diversity and equality – LGBTQ Explored</b></p> <ul style="list-style-type: none"> <li>• LGBT – What is it?</li> <li>• LGBT – Homophobia</li> <li>• Supporting those who are LGBT</li> <li>• Challenging homophobia</li> <li>• Transphobia</li> <li>• Coming out</li> </ul>	<p><b>Year Eight Staying safe online and offline – Dangerous society online and offline</b></p> <ul style="list-style-type: none"> <li>• County lines – what is it? Who is at risk?</li> <li>• Substance misuse</li> <li>• Online safety – cyber bullying</li> <li>• Grooming boys and girls</li> <li>• Child exploitation and online protection</li> </ul>	<p><b>Year Eight Health and Wellbeing – Physical health and mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• Physical and mental health</li> <li>• Positive body image</li> <li>• Child abuse</li> <li>• Types of bullying</li> <li>• Healthy eating</li> <li>• Stress management</li> <li>• Drugs and alcohol safety</li> </ul>	<p><b>Year Eight Relationships and sex education – Identity, relationships and sex education</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Dealing with conflict</li> <li>• Sexual orientation and gender identity</li> <li>• What is love?</li> </ul>	<p><b>Year Eight Life beyond school – Proud to be me</b></p> <ul style="list-style-type: none"> <li>• Employability skills</li> <li>• Proud to be me – career choices</li> <li>• Self-esteem and the media</li> <li>• Career interests and jobs</li> <li>• Exploring careers and option choices</li> </ul>
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<p><b>Year Nine</b>  <b>Staying safe online and offline – Legal and illegal drugs</b></p> <ul style="list-style-type: none"> <li>• Introduction to drugs and different types of addiction</li> <li>• Cannabis products</li> <li>• Drug classifications</li> <li>• The dangers of party drugs</li> <li>• Exploring illegal drugs and their effects</li> </ul>	<p><b>Year Nine</b>  <b>Rights, responsibilities and British Values – Combating extremism and terrorism</b></p> <ul style="list-style-type: none"> <li>• Extremism in all its forms</li> <li>• What is terrorism?</li> <li>• The radicalisation process</li> <li>• Counter terrorism</li> <li>• Anti-Semitism and Islamophobia</li> </ul>	<p><b>Year Nine</b>  <b>Health and wellbeing – Body confidence</b></p> <ul style="list-style-type: none"> <li>• Self-esteem changes</li> <li>• Bullying in all its forms</li> <li>• Dealing with grief and loss</li> <li>• Cancer awareness and prevention</li> <li>• Relationships and partners</li> </ul>	<p><b>Year Nine</b>  <b>Relationships and sex education – Sex, the law and consent</b></p> <ul style="list-style-type: none"> <li>• What is a penis?</li> <li>• What is a vulva? FGM and Law</li> <li>• Pleasure and masturbation</li> <li>• Contraception - What is it?</li> <li>• Contraception explored</li> </ul>	<p><b>Year Nine</b>  <b>Relationships and sex education – Contraception and STI's</b></p> <ul style="list-style-type: none"> <li>• Contraception – What is it?</li> <li>• Contraception explored</li> <li>• Sexual harassment and stalking</li> <li>• STI's – What are they and how to treat them</li> <li>• HIV and AIDs</li> </ul>	<p><b>Year Nine</b>  <b>Life beyond school – Essential life skills</b></p> <ul style="list-style-type: none"> <li>• From failure to success</li> <li>• Importance of happiness</li> <li>• What is anger?</li> <li>• Money management</li> <li>• Social media and online stress</li> </ul>
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<p><b>Year Ten</b> <b>Life Beyond School – Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and fake news</li> <li>• What is equality and equity</li> <li>• Hate crimes</li> <li>• Rights and responsibilities in the workplace</li> <li>• Dangers of AI and Cybercrime</li> </ul>	<p><b>Year Ten</b> <b>Health and Wellbeing – Mental Health</b></p> <ul style="list-style-type: none"> <li>• Body Image and Eating disorder</li> <li>• Cancer and self-examination (Breast/Cervical/Testicular)</li> <li>• Organ and blood donation</li> <li>• Combatting Loneliness</li> <li>• What is social anxiety and how do we manage it?</li> </ul>	<p><b>Year Ten</b> <b>Relationships and Sex education – Relationships</b></p> <ul style="list-style-type: none"> <li>• Domestic abuse and violence</li> <li>• Gaslighting and emotional abuse</li> <li>• Divorce separation and Loss</li> <li>• Parenthood Adoption and Fostering</li> <li>• Sexualisation of the media</li> <li>• Stalking and Harassment</li> <li>• Marriage</li> </ul>	<p><b>Year Ten</b> <b>Relationships and Sex education – Sex Education</b></p> <ul style="list-style-type: none"> <li>• Campaign against FGM</li> <li>• Porn v real life, revenge porn</li> <li>• Sexting nudes and dick pics</li> <li>• Assessing Readiness for Sex</li> <li>• Teenage Pregnancy and Contraception</li> <li>• Abortion – Morals/Laws and Thoughts</li> </ul>	<p><b>Year Ten</b> <b>Staying Safe Online – Violence, Crimes and seeking safety</b></p> <ul style="list-style-type: none"> <li>• Forced marriages</li> <li>• Modern day slavery</li> <li>• Preventing knife crime</li> <li>• Gambling explored</li> <li>• The dangers of Nitrous Oxide</li> <li>• Pornography deepfakes and sextortion</li> </ul>	<p><b>Year Ten</b> <b>Celebrating Diversity and Equality – Exploring World Issues</b></p> <ul style="list-style-type: none"> <li>• White privilege</li> <li>• International organisations and Aid</li> <li>• Peace, War and conflict</li> <li>• Fairtrade</li> <li>• Women’s rights</li> <li>• #MeToo</li> <li>• LGBT Rights</li> </ul>
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<p><b>Year Eleven Rights, responsibilities and British Values – Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities of a British Citizen</li> <li>• Human Rights</li> <li>• Extremism and Ideology</li> <li>• Privacy and Online Data</li> <li>• The cost-of-living crisis</li> <li>• Employment rights and responsibilities</li> </ul>	<p><b>Year Eleven Health and Wellbeing – Mental Health</b></p> <ul style="list-style-type: none"> <li>• Screen time and safe mobile phone use</li> <li>• Unwanted, fixed and obsessive behaviours</li> <li>• Self harm and suicide support</li> <li>• Neurodiversity Explained</li> <li>• Emotional support</li> <li>• Sugar processed food and disease.</li> </ul>	<p><b>Year Eleven Relationships and Sex education – Sex Education</b></p> <ul style="list-style-type: none"> <li>• Respect, consent and positive relationships</li> <li>• Love and abuse</li> <li>• Sexual health and STIs</li> <li>• The role of pleasure</li> <li>• Contraception</li> <li>• Menstrual and gynaecological health</li> <li>• Why is fertility testing illegal?</li> </ul>	<p><b>Year Eleven Staying Safe Online – Preparing for Adulthood</b></p> <ul style="list-style-type: none"> <li>• Brain Development Through Life</li> <li>• Sexualisation in the media</li> <li>• Gambling awareness</li> <li>• Personal safety being safe on the streets</li> <li>• Online Dating</li> </ul>	<p><b>Year Eleven Exam Season</b></p>	<p><b>Year Eleven Exam Season</b></p>
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### Year 10 Tutor Time

<b>Term</b>	<b>Wellbeing Wednesday</b>	<b>Future Friday</b>
1	HWB: NHS Survey and Coping Mechanisms	LBS: Developing Transferable Skills
2	HWB: Bite Back Campaign	LBS: Pathways to careers
3	LBS: Managing revision	CDE: Planning for the cultural fair
4	HWB: Healthy mind healthy life	LBS: Financial wellbeing and work experience
5	SSO: Climate change what can we do?	RBV: The Fundamental British Values
6	SSO: Current Affairs	LBS: How to be an entrepreneur

### Year 11 Tutor Time

<b>Term</b>	<b>Wellbeing Wednesday</b>	<b>Future Friday</b>
1	HWB: NHS Survey and Coping Mechanisms	LBS: Post 16 Destinations
2	LBS/HWB: Revision Strategies	LBS: CV and Interview Skills
3	CDE: How the UK is diverse and developing	CDE: Planning for the cultural fair
4	HWB: Mindfulness	LBS: Developing transferable skills
5	SSO: Current Affairs	RBV: Debate and discussion
6	LBS: Revision	LBS: Revision