



KING EDWARD VI BALAAM WOOD ACADEMY

Educational excellence for our City

Relationships and Sex Education Policy

Responsible Board/ Committee	Curriculum and Welfare Committee
Policy Type	School Policy
Policy Owner	Designated Safeguarding Lead
Statutory	Yes
Publish Online	Yes
Draft for Consultation	September 2022
Review Cycle	Annual
Next Review Date	September 2027
Expiry Date	September 2027
Version	1.5

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, 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 King Edward VI Balaam Wood 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 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 given a copy of the draft policy
 - A PowerPoint with further information was emailed out and is available on our website.
 - Parents were invited to discuss any issues around the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE through the use of surveys

5. Ratification – once amendments were made, the policy was shared with governors and ratified

Links to other policies include:

- Safeguarding Policy
- Acceptable Use Policy

- Anti-Bullying Policy
- Equality Information
- Online Safety Policy
- Behaviour Policy

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.

RSE does not promote a particular sexual orientation or gender identity

RSE does not sexualise young people

RSE does promote happy, healthy relationships

RSE does teach the importance of stable and committed relationships

Please refer to Appendix 4 for FAQ

5. Curriculum

Our RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

6. Delivery of RSE

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, where the health and wellbeing of pupils and of the whole school community are actively promoted. This is delivered through the Personal Development curriculum. Our Personal Development/RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our Personal Development/RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future. RSE is taught within the personal, social, health and economic (PSHE) education curriculum at King Edward VI Balaam Wood Academy this is called the Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The Personal Development Curriculum is fully in line with the learning outcomes and core themes provided by the PSHE Association programme of study which is recommended and referred to by the DfE in all key documentation relating to PSHE Provision in Schools.

We have a team of three staff who deliver the discrete lessons within the Personal Development curriculum, each specialise and are experts in specific areas as well as being able to deliver cross over of themes.

- Ellie Gibbs – Faculty Leader for Personal Development and Physical Education and specialising in Relationships and Sex Education
- Kieran Lynch Assistant Headteacher – Health and Wellbeing and British Values
- Dean Robinson Head of Year 8 and 9 – Living in the Wider World.

The team ensure their ongoing CPD through utilising the PSHE Associations external courses and liaising with our external support network including the Careers and Enterprise organisation and our Enterprise Coordinator. The Personal Development curriculum fulfils the requirements of the Department for Education's Relationships, Sex and Health Education statutory guidance which came into effect on 1 September 2026

- Pupils in years 7 8 9 will be taught one Personal Development lesson a week on a 13-week rotation
- Pupils in year 10 and 11 will be taught one Personal Development lesson a week on a 10-week rotation
- Personal Development/PSHE topics are woven through all aspects of the curriculum, using age-appropriate context
- There is a Personal Development form time session once a week for all year groups, delivered by form tutors, but planned by experts, using a range of resources which are form-tutor friendly
- There is comprehensive assembly plan that explores key themes, delivered by the Personal Development department, Heads of Year and Senior Leaders.
- Opportunities throughout the year for drop down days where external services deliver bespoke sessions to pupils

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, including sexual health
- Consent and boundaries

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

- Aware of support services and who they can contact
- We will also:

➤ Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

➤ Give careful consideration to the level of differentiation needed, considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupils' age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:

➤ RSE will value different backgrounds of all the pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine Protected Characteristics, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

➤ Make appropriate checks through our due diligence process and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with ➤
- Be clear on:

- What they're going to say
- Their position on the issues to be discussed

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers We

won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is 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 9).

8.3 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 [nonstatutory/non- science] components of RSE

Staff are supported to be fully equipped and trained to deliver RSE to pupils. This ensures that staff are fully up to date with changes in frameworks and also the ever-changing world around us.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to request that their child be withdrawn 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.

Before granting any such request the Headteacher will discuss the request with parents/carers and, as appropriate, with the pupil to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

The Headteacher/senior leader will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the pupils. This could include any social and emotional effects of being excluded, as well as the likelihood of the pupils 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/carers propose to deliver sex education to their child at home instead).

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

10. Training

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

The Headteacher 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Liz Davis Deputy Headteacher, through:

Lesson monitoring, planning scrutinies, learning walks, faculty review meetings and external audits.

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

This policy will be reviewed by Kieran Lynch, Assistant Headteacher, annually. At every review, the policy will be approved by the Welfare Committee of the Governing Body and the Headteacher Damian McGarvey.

Appendix 1: Curriculum map

Personal Development which incorporates RSE

	Year 7		
	EGI	KLY	DRO
Session 1	How to develop self-worth and self-efficacy	How to manage the transition to a new school; including friendships, emotions	How to make healthy lifestyle choices including diet, dental health, physical activity and sleep
Session 2	Protected characteristics, Equalities Act (2010), Stereotyping	Understanding your identity, rights and responsibility	How to manage influences relating to caffeine, smoking and alcohol
Session 3	How to identify the qualities and behaviours in different types of positive and healthy relationships	Living in a diverse society, British Values and belonging	How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity
Session 4	Boundaries, personal space and privacy	Prejudice, stereotypes and discrimination-how to challenge - bystander, upstander	Learn about a broad range of careers and the abilities and qualities required for different careers
Session 5	Consent in all relationships, avoiding assumptions	Child-on-child abuse focus on bullying, promoting the SHARPs System	How to challenge stereotypes, broaden their horizons and how to identify future career aspirations, about equality of opportunity
Session 6	Managing conflict	Impact of bullying, imbalance of power	How to make safe financial choices. Budgeting and how to manage risk taking behaviour
	Whole Class Feedback		

Session 7	How to manage physical and emotional changes during puberty	Our behaviours, thoughts and feelings. How to manage our emotions	Ethical and unethical business practices and consumerism
Session 8	Menstrual health: understanding periods	What is mental wellbeing how to support your mental health	Cyber bullying, image sharing and deep fakes
Session 9	What happens to your brain during	Dealing with Grief	First Aid: Recovery position and CPR
	Puberty, expectations for relationships		
Session 10	FGM and how to access help and support	Understanding my own Strengths and Weaknesses	Personal safety including water, railway, public spaces and firework safety

	Year 8		
	EGI	KLY	DRO
Session 1	LGBTQ + learning the difference between these identities and use the terms articulately and in the correct context. Linked to Protected Characteristics	Developing an understanding of online grooming, extremism and radicalisation	How to make healthy lifestyle choices including diet, dental health, physical activity and sleep - recap lesson from Year 7
Session 2	Gender stereotypes	How to identify peer pressure and the impact it has, including "group-think" and persuasion	Medicinal and reactional drugs, how to use over the counter and prescription medications safely, including energy drinks
Session 3	Marriage and cohabiting	Protected characteristics and recognising the difference between prejudice thoughts and discrimination and protected characteristics	How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes
Session 4	Parenting roles including single parents, same sex parents, blended families, adoption and fostering	Prejudice and discrimination against the LGBTQ+ community	How to manage influences in relation to substance use
Session 5	Healthy relationship and your values	Challenging discrimination against race and religious beliefs and how to manage influence on beliefs and decisions	How to recognise and promote positive social norms and attitudes
Session 6	Consent and avoiding assumptions, indecent image sharing and the law including image abuse	Mental health: What is daily wellbeing. Attitudes to mental health. Breaking down the stigma	Employment, self-employment and voluntary work
Session 7	Influences on relationships - indecent images and the law	Developing a digital resilience to mental health	Online relationships, reputational harm, image-based abuse and the law
Session 8	Sexual harassment- child-on-child abuse and sexual violence	Healthy and unhealthy coping strategies linked to mental health, included in unhealthy self-harm, eating disorders	How AI works and AI literacy including deep fakes

Session 9	Why do we compare ourselves to others- unhealthy comparisons	How to manage our emotions	Equality of opportunity in life and work, how to challenge stereotypes and discrimination in relation to work and pay-protected characteristics
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Session 10	How to recognise different forms of grooming – Child Sexual Exploitation CSE x2 lessons	How to develop self-worth, belonging and confidence, can your online presence social networking help or hinder this?	What are my options post 16

	Year 9		
	EGI	KLY	DRO
Session 1	The continuous right to withdraw consent, capacity to consent, the myths and misconceptions relating to consent	How to distinguish between healthy and unhealthy relationships	Transferable skills, abilities and interests
Session 2	Recall from year 8 how to recognise grooming in different forms how to respond and seek support	How to identify online risks including grooming for criminal activity and radicalisation	Different types of employment and career pathways
Session 3	Coercive control and forced marriage	Managing risks in relation to gangs and county lines	The local labour market
Session 4	Unwanted sexual attention, sexual assault and sexual violence	What is "group think" and how does it affects behaviour. Link to the legal and physical risks of carry a knife	How to work towards aspirations and set meaningful, realistic goals for the future
Session 5	What is domestic abuse, what is the law, where to go for help and support	Introduction to drugs, the law and social impact	GCSE and post-16 options

Session 6	The law regarding sex	Positive social norms in relation to drugs and alcohol use, linking to drugs and alcohol dependency	Young people's employment rights and responsibilities
	Whole class feedback		
Session 7	How to manage sexual pressure, sexual health including contraception	Mental health stigma Relationship between physical and mental health. Taking responsibility for physical health, balance of work, leisure, exercise and sleep	Skills for enterprise, employability and skills for decision making
Session 8	The consequences of unprotected sex, including unwanted pregnancy, signposts for support	How to make informed healthy eating choices, how to manage influences on body image from a male and female perspective Support for issues on body image	How to manage their 'personal brand' online, how to identify and access support for concerns relating to life online
Session 9	The portrayal of relationships in the media and how pornography might affect expatiations	How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively	How to distinguish between content which is publicly and privately shared, how to secure personal information online
Session 10	Strategies to resist harmful norms	Misogyny and Incel Culture	Understanding fraud online

	Year 10		
	EGI	KLY	DRO
Session 1	Readiness for parenthood	Media and Gangs, including knife crime lesson 1	Strengths, skills and attributes
Session 2	Consent in relationships	Media and Gangs, including knife crime lesson 2	CV's and personal statements
Session 3	Impact of alcohol, drugs and sex. Capacity to consent.	Recreational drug use, including situational awareness	Managing online reputation including data protection and the ethical use of AI
Session 4	Relationship Abuse	Belonging and diversity	Deep fakes and reputational risks
Session 5	Forced marriage	Discrimination and prejudice	Credit, debt and online fraud
Session 6	Pornography and the law	Understanding and preventing extremism, including countering harmful ideology addition	Understanding gambling
	Whole class feedback		
Session 7	Damage on relationships from viewing explicit material	Misogyny and incel culture	Managing money
Session 12		Discrimination prejudice and racism	

	Year 11		
	EGI	KLY	DRO
Session 1	Pregnancy and birth	Problematic interactions online	Post 16 and career pathways - applying for college
Session 2	Unplanned pregnancy options including abortion	Obsessive behaviours online	Applying for jobs and college, CV Personal Statements
Session 3	Alternative ways to have a baby adoption and fostering	Trolling and Catfishing	How to revise
Session 4	Fertility and infertility	Self-help for online behaviours including challenging misogyny and harassment	Employment rights - part time work whilst studying
Session 5	Bereavement, loss miscarriage and still born	Coping with exam stress and anxiety	Every day stress triggers
Session 6	Sexual consent and capacity to consent	Exam preparations and how to revise 1	Physical and mental health including suicide prevention
	Whole class feedback		
Session 7	Sexual coercion and relationship abuse	Exam preparations and how to revise 1	Post 16 support

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

TOPIC	PUPILS SHOULD KNOW
Families	○ That there are different types of committed, stable relationships ○ How these relationships might contribute to human happiness and their importance for bringing up children ○ 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 ○ Why marriage is an important relationship choice for many couples and why it must be freely entered into ○ The characteristics and legal status of other types of long-term relationships ○ The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting ○ 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

Respectful relationships, including friendships	○ 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 ○ Practical steps they can take in a range of different contexts to improve or support respectful relationships ○ 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) ○ 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 ○ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ○ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ○ What constitutes sexual harassment and sexual violence and why these are always unacceptable ○ 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
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TOPIC	PUPILS SHOULD KNOW
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Online and media	○ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ○ 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 ○ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ○ What to do and where to get support to report material or manage issues online ○ The impact of viewing harmful content ○ 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 ○ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ○ How information and data is generated, collected, shared and used online
Being safe	○ The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, so called 'honour'-based violence and FGM, and how these can affect current and future relationships ○ 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	○ 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 ○ 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 ○ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ○ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

- That they have a choice to delay sex or to enjoy intimacy without sex ○ The facts about the full range of contraceptive choices, efficacy and options available ○ The facts around pregnancy including miscarriage ○ 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)
- 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
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ○ How the use of alcohol and drugs can lead to risky sexual behaviour ○ How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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	

Appendix 4: Frequently asked questions

FREQUENTLY ASKED QUESTIONS

Why is RSE important?	We are required to teach Relationships and Sex Education (RSE) as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that Relationships and Sex Education is statutory for secondary schools and is delivered in accordance with the Department for Education Relationships, Sex and Health Education statutory guidance (2026) High quality RSE help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. In improving their ability to achieve in school and under the Education Act (1996) to prepare them for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
Why are you teaching about the LGBTQ+ community?	It helps schools to meet their legal duties towards LGBTQ+ people, alongside people with other protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Teaching about the LGBTQ+ community helps make sure that children with same-sex parents feel included in this teaching, and see their families reflected in what they learn. By building understanding for people from all different backgrounds – including LGBTQ+ people, people of different faiths, people with different ethnicities and more – schools can support all pupils to respect people who are different to them, helping to tackle the prejudice-based bullying.
Does RSE promote LGBTQ+ relationships?	RSE does not 'promote' LGBTQ+, it educates pupils on the fact that there are different types of committed, stable relationships. Pupils are taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships. RSE meets the needs of all pupils, whatever their developing sexuality or identity – this includes age-appropriate teaching about different types of relationships in the context of the law

Does RSE promote the use of contraception?	RSE does not 'promote' the use of contraception, it educates pupils to make safe and informed choices. The new statutory guidance for RSE requires teaching about the full range of contraceptive choices and facts about pregnancy. We also have to ensure that we teach about contraception's role within relationships, and where pupils can access free contraception. The RSE curriculum aims to equip pupils with the language and tools to be clear about personal boundaries, as well as understand appropriate and inappropriate behaviour, be able to resist pressure assertively,
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FREQUENTLY ASKED QUESTIONS

	make safe choices, and know who to talk to and how to ask for help when necessary. Good quality, age and developmentally appropriate advice and guidance about contraception is known to reduce unwanted pregnancies and reduce the spread of sexually transmitted infections (STIs). Young people who have had good RSE are more likely to delay having sex for the first time. And, when they do have sex, they are more likely to use condoms and contraception.
Does RSE promote sex before marriage?	RSE does not 'promote' sex before marriage, it educates pupils about safe and healthy relationships. The RSE curriculum highlights why marriage is an important relationship choice for many couples and that young people have a choice to delay sex or to enjoy intimacy without sex. Pupils are taught that all aspects of their health can be affected by choices they make in relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
Does RSE represent my religious perspective and views?	The RSE curriculum has been designed with consideration from different religious and non-religious perspectives to ensure a balanced point of view is presented with a clear emphasis on respect and tolerance for all. The RSE curriculum teaches how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might encourage prejudice). In addition, pupils are taught that within our Academy 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.