



Secondary Relationships and Sex Education (RSE) Policy

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Secondary Relationships and Sex Education (RSE) Policy

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1. Aim:

- 1.1 Swanlea School is committed to putting safeguarding at the heart of everything we do and this includes teaching RSE to pupils.
- 1.2 To teach RSE as outlined by the Department of Education and comply with the relevant provisions of the Equality ACT 2010.
- 1.3 To ensure pupils are able to keep themselves safe by teaching factually accurate information.
- 1.4 Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.

2. Context:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

(Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)

CURRICULUM PROVISION and CONTENT from September 2025

3. Relationships and Sex Education (Statutory)

- 3.1 Families
- 3.2 Respectful Relationships including Friendships
- 3.3 Online and Media
- 3.4 Being Safe
- 3.5 Intimate and Sexual Relationship, including Sexual Health

The DfE Guidance states:

"72. RSE Should provide clear progression from what is taught in primary school in Relationships Education."

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(please refer to Appendix 1 for further details)

4. Health Education (Statutory)

- 4.1 Mental Wellbeing
- 4.2 Internet and Safety Harms
- 4.3 Physical Health and Fitness
- 4.4 Healthy Eating
- 4.5 Drugs, Alcohol and Tobacco
- 4.6 Health and Prevention
- 4.7 Basic First Aid
- 4.8 Changing Adolescent Body

(please refer to Appendix 1 for further details)

5. National Curriculum Science (Statutory)

Key Stage 3:

5.1 The Skeletal and Muscular Systems

- the structure and functions of the human skeleton, to include support, protection, movement and making blood cells

5.2 Nutrition and Digestion

- Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- Calculations of energy requirements in a healthy daily diet
- The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases

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- The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
- The importance of bacteria in the human digestive system
- Plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots

5.3 Gas Exchange Systems

- The impact of exercise, asthma and smoking on the human gas exchange system

5.4 Reproduction

- Reduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- production in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms

5.5 Health

- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes

Key Stage 4:

5.6 Health, disease and the development of medicines

- The relationship between health and disease
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- non-communicable diseases
- bacteria, viruses and fungi as pathogens in animals and plants
- body defences against pathogens and the role of the immune system against disease

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- reducing and preventing the spread of infectious diseases in animals and plants
- the process of discovery and development of new medicines
- the impact of lifestyle factors on the incidence of non-communicable diseases

5.7 Coordination and control

- Hormones in human reproduction, hormonal and non-hormonal methods of contraception

MONITORING, EVALUATION and ASSESMENT

6. Monitoring and Evaluation:

The subjects will be monitored and evaluated. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.

The DfE Guidance states:

“123. Schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.”

7. Assessment:

The school will identify pupils’ prior knowledge through class-based discussion and assessment tasks.

The school will assess pupils’ learning and progress through a combination of discussion and written tasks, making use of self, peer and teacher assessment

The school will evidence pupils’ learning and progress through work undertaken in books and group presentations as appropriate.

THE RIGHT TO WITHDRAW

8. No Right to Withdraw:

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There is no parental right to withdraw from the relationship's aspect of Relationships and Sex Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum.

9 Right to Withdraw:

Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education.

The DfE Guidance states:

"45. 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."

"47. 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."

10. Withdrawal Process:

Parents wishing to withdraw their child from the non-statutory elements of Sex Education will need to make an appointment to meet with the Headteacher or the relevant keystage deputy head. Letters will not be accepted as a means of withdrawing a pupil and an individual meeting will need to be held, to discuss parent's concerns.

EQUALITY, SAFEGUARDING and The LAW

11. Equality

Swanlea School is committed to following the Equality Act and to tackling sexism, misogyny, homophobia and gender stereotypes.

12. LGBT and Gender Identity

The DfE Guidance states:

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“75. Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.”

13. Menstruation

The DfE Guidance states:

“89. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.”

14. Sexual Exploitation Abuse and FGM

The DfE Guidance states:

“79. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.”

15. The Law

The DfE Guidance states:

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“82. It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)”

16. SEND

The delivery of the content will be made accessible to all pupils, including those with SEND.

17. Disclosures

Any disclosures made during the study of RSE will follow Swanlea School’s agreed safeguarding procedures as laid out in the safeguarding policy.

18. Teaching Resources

The school will use a wide range of teaching resources, including ones developed by the Local Authority. All of these resources will be shared with parents during Parent Information Evening / Meetings.

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APPENDIX 1

LBTH Secondary Schools RSE Mapping

Relationships, Health, Sex Education and Science – Tower Hamlets

DfE Statutory Guidance Relationships Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)	Statutory Guidance National Curriculum Science (Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015 https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study)	DfE Statutory Guidance Physical Health and Mental Wellbeing (Health Education) (Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
<p>From the DfE Guidance;</p> <p>“72. RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships.”</p> <p>By the end of secondary school pupils should know:</p> <p>Families</p> <ul style="list-style-type: none"> that there are different types of committed, stable relationships. 	<p>Key Stage 3:</p> <p>The skeletal and muscular systems</p> <ul style="list-style-type: none"> the structure and functions of the human skeleton, to include support, protection, movement and making blood cells <p>Nutrition and digestion</p> <ul style="list-style-type: none"> content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed calculations of energy requirements in a healthy daily diet the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases 	<p>By the end of secondary school pupils should know:</p> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> 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.

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<ul style="list-style-type: none"> • 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. <p>*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through</p>	<ul style="list-style-type: none"> • the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts) • the importance of bacteria in the human digestive system • plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots <p>Gas exchange systems</p> <ul style="list-style-type: none"> • the impact of exercise, asthma and smoking on the human gas exchange system <p>Reproduction</p> <ul style="list-style-type: none"> • reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative 	<ul style="list-style-type: none"> • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. <p>Internet safety and harms</p> <ul style="list-style-type: none"> • 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 and 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. <p>Physical health and fitness</p>
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<p>which a couple get married may be civil or religious.</p> <p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> 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. 	<p>investigation of some dispersal mechanisms</p> <p>Health</p> <ul style="list-style-type: none"> the effects of recreational drugs (including substance misuse) on behaviour, health and life processes <p>Key Stage 4</p> <p>Health, disease and the development of medicines</p> <ul style="list-style-type: none"> the relationship between health and disease communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) non-communicable diseases bacteria, viruses and fungi as pathogens in animals and plants body defences against pathogens and the role of the immune system against disease reducing and preventing the spread of infectious diseases in animals and plants the process of discovery and development of new medicines the impact of lifestyle factors on the incidence of non-communicable diseases 	<ul style="list-style-type: none"> 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 cardiovascular ill-health. about the science relating to blood, organ and stem cell donation. <p>Healthy eating</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> 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
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<ul style="list-style-type: none"> • 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. <p>Online and media</p> <ul style="list-style-type: none"> • 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 	<p>Coordination and control</p> <ul style="list-style-type: none"> • hormones in human reproduction, hormonal and non-hormonal methods of contraception 	<p>what constitutes low risk alcohol consumption in adulthood.</p> <ul style="list-style-type: none"> • the physical and psychological consequences of addiction, including alcohol dependency. • 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. <p>Health and prevention</p> <ul style="list-style-type: none"> • 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
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<p>share personal material which is sent to them.</p> <ul style="list-style-type: none">• 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. <p>Being Safe</p> <ul style="list-style-type: none">• 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.• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent		<p>sleep can affect weight, mood and ability to learn.</p> <p>Basic first aid</p> <ul style="list-style-type: none">• basic treatment for common injuries.• life-saving skills, including how to administer CPR.15• the purpose of defibrillators and when one might be needed. <p>Changing adolescent body</p> <ul style="list-style-type: none">• 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.
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<p>can be withdrawn (in all contexts, including online).</p> <p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none">• 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 and menopause.• 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.		
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<ul style="list-style-type: none">• 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.		
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