Daubeney Academy

Nurturing First Class Futures

Relationships and Sex Education Policy 2026-2027

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Intent

Our RSE curriculum has been carefully designed to support the development of each of our students. It is spiralled to ensure that students build on prior learning and are equipped to safely contribute to society and relationships as they venture into adulthood. In addition, the statutory guidance on RSE and Health Education is closely followed to ensure that all students are aware of all components before leaving Key Stage 4.

Curriculum

Our RSE programme, over Key Stages 3 and 4, will allow our students to:

- gain the confidence to talk, listen and think about feelings and relationships;
- develop the ability to address concerns and correct misunderstandings so students are able to protect themselves and ask for help;
- gain skills so students can make and maintain positive relationships;
- develop personal responsibility for one's actions;
- gain knowledge and understanding about ways to reduce the risk of STIs (including HIV) and avoid an unplanned pregnancy;
- gain knowledge about different types of relationships, including different types and in different settings;
- know how to recognise and respond to risky or negative relationships including all forms of bullying, abuse (including the distinct challenges posed by online bullying) sexual or other violence and online encounters and how to ask for help;
- understand about the concept of consent in a variety of contexts (including in sexual relationships) and how to resist pressure to have sex;
- know how to respect equality and diversity in relationships;
- understand about the physical development during puberty;
- learn about human sexuality, reproduction, sexual health, emotions and relationships;
- learn about contraception and the range of local and national sexual health advice and support services;
- identify and understand reasons for delaying sexual activity, and the benefits to be gained from such delay;
- understand about the moral, religious and legal issues surrounding sexual activity

Delivery

RSE will be delivered as part of a coherent PSHCE programme over Key Stages 3 and 4:

● The Deputy Headteacher for Personal Development will review the policy regularly, and will oversee the RSE programme;

● Heads of Year will work with the Pastoral Lead to develop the RSE programme for their year group;

● Form tutors will deliver RSE in form time lessons, together with input from the Pastoral team and other healthcare professionals as appropriate;

● Outside agencies may be invited into school to work with the students in workshops or assemblies. All outside agencies will be vetted and will be informed of our RSE Policy.

● Heads of Year and the Deputy Headteacher will work with other departments, such as Science, RE, Character Education and IT to ensure that students have RSE in different contexts that enable them to understand both the technicalities and the moral issues surrounding the subject;

● Teachers will set a group agreement with students to ensure that an atmosphere is created where students feel able to discuss concerns, feeling and relationships in a 'safe space';

● It should be recognised that questions from students will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one to-one basis, as appropriate;

● Resources will be assessed to ensure that they are appropriate to the age and maturity of students. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism;

● In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, and visits by theatre groups.

Monitoring

The content and delivery of the RSE curriculum are evaluated throughout the year in the followings ways:

● Tutors and teachers feedback areas of weakness or challenge to Heads of Year;
● Heads of Year work with Pastoral team/form tutors in order to improve areas of weakness or re-scaffold resources;
● Deputy Headteacher reviews retention from a range of students through student voice to ensure embedded learning;
● Additional time is allocated to ensure students can adequately retain information;

● Student Council collect the views of their peers and share with Deputy Headteacher to ensure continuous open dialogue;
● External reviews ensure content meets statutory requirements.

Safeguarding and Confidentiality

Teaching spaces are treated as a 'safe space' with regards to students sharing information and concerns. If/when a student shares information that represents a safeguarding concern, complete confidentiality cannot be offered and any disclosure will be shared through CPOMS with the Designated Safeguarding Lead on a 'need to know' basis. This process will be shared with the student and thorough support will be offered at all times.

Withdrawal

On admittance to Daubeney Academy, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Information about the content and timings of the learning is covered earlier in this policy.

Section 405 of the Education Act 1996, which consolidates previous Education Act gives parents the right to withdraw their children from any or all parts of a school's programme of sex education - where it is not part of the National Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

Amendment NC15 introduces statutory 'relationships and sex education' across all secondary schools, including academies and independent schools. Parents have a right to withdraw their children from RSE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent wishes to withdraw their child from RSE lessons, we ask that they discuss this decision with the Head of Year, to be clear about what their child will do when they are withdrawn from the lessons.

We should like to make clear that even when a pupil has been withdrawn from RSE lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff

Appendix - Sequencing of Statutory Components

Yr	Autumn Term	Spring Term	Summer Term

7	How relationships might contribute to human happiness. 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. 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 we can take in a range of different contexts to improve or support respectful relationships. Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 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, physical health.	Different types of committed, stable relationships. 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 to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 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.	Multicultural world -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.

8	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. 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. Basic treatment for common	How information and data is generated, collected, shared and used online. 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 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	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.

	injuries. Life saving skills, including how to administer CPR. The purpose of defibrillators and when one might be needed.	indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	

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10	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. 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. 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 the importance of sufficient good quality sleep for good health and how	How the use of alcohol and drugs can lead to risky sexual behaviour. 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.	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.

	a lack of sleep can affect weight, mood and ability to learn.		

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