SOLENT
Academies Trust

REDWOOD PARK
ACADEMY

Our vision is that all pupils Redwood Park Academy will be confident communicators, who are growing to be more independent, so that they are happy and healthy young adults who make positive contributions to their community

RELATIONSHIPS AND SEX EDUCATION (RSE)

Scope:	Academy Policy
Author:	Principal
Name of Responsible Officer:	Chief Executive Officer
Approving Committee:	Governing Body
Statutory Basis:	Statutory Policy
Requirement to publish on website:	Yes
Reviewed:	February 2026
Date ratified by approving committee:	
Review Period:	Bienniel
Review date:	February 2028

The policy has been written in line with the Solent Academies Trust (SAT) vision statement and values and the curriculum policy.

Policy formation
This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – the Trust Personal, Social Health and Economic (PSHE) leads pulled together all relevant information including relevant national and local guidance
- Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties in each academy were invited to attend a meeting about the policy
- Pupil consultation – where appropriate we investigated what exactly pupils want from their Health, Relationship and Sex Education (HRSE)
- Ratification – once amendments were made, the policy was shared with governors and ratified in each academy.

The issues considered:

- The needs of pupils, parents, staff and the wider community.
- The moral framework and how this reflects the school ethos, aims and values.
- The procedure for withdrawal of pupils from sex education.
- Content
- Organisation and teaching methods
- The use of visitors
- Confidentiality
- Complaints procedure
- Who would teach sex education
- Staff training
- Procedures with regards to HIV

These issues are re-considered each time the policy comes up for review.

Definition
SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

HRSE involves a combination of sharing information, and exploring issues and values. ***HRSE is not about the promotion of sexual activity, the emphasis is on healthy, consensual and safe relationships***

Redwood Park Academy defines 'healthy relationships and sex education' (HRSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Aims of the Sex Education Policy
This policy covers Redwood Park Acadamy's approach to Healthy Relationships & Sex Education.

- 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
- To enable pupils build positive healthy relationships and distinguish between content consent and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Create a positive culture around good mental health and wellbing.
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To help pupils understand themselves and others
- To encourage pupils to develop appropriate behaviour patterns
- To help prevent pupils from being exploited and misunderstood

The Moral Framework
The UN convention on the Rights of the Child (UNCRC) states that children and young people have the right to:

- Access information that will allow them to make decisions about their health (Article 17)
- Enjoy the highest attainable health, access to health facilities, preventative health care and family planning education and services (Article 24)
- Be heard, express opinions and be involved in decision making (Article 12)
- Education to help them learn, develop and reach their full potential and prepare them to be understanding and tolerant of others (Article 29)
- Not be discriminated against (Article 2)
- Government protection from sexual abuse and exploitation (article 34)

Redwood Park Academy believe that it is extremely important that young people are encouraged to explore and clarify their values and attitudes towards relationships and sexuality so that they may develop their own moral framework.

The HRSE programme will reflect the school ethos and demonstrate the following:-

- Encourage personal responsibility in all forms of behaviour
- Encourage self confidence and feelings of self worth
- *Provide support and information for young people and others*
- *Encourage respect and consideration for others*

Content
Redwood Park Academy's overarching aims and objectives are for our pupils to develop the knowledge, understanding and skills needed to manage their lives now and in the future. Pupils need to know their human, physical and sexual rights; how to protect themselves, make safe choices and know where to go to for help.

HRSE at Redwood Park Academy provides knowledge, and encourages the acquisition of skills and attitudes which will encourage pupils to manage their lives in a responsible and healthy way. HRSE is taught across the whole school through the PSHE programme. The pupils' levels of personal development, age and stage of development are taken into account and the concept of the spiral curriculum has been adopted. The content should be delivered in an inclusive way. The concept here is simple: it is not necessary to master every topic introduced before moving on to the next level. Topics of importance will come up again and again, in various natural contexts, so there will be lots of opportunity for each student to further refine their ideas and knowledge.'

The overview below is a guide and the level of input adapted for each individual pupil across all Key Stages, pupils are supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- Wellbeing and Mental Health

These skills are taught within the context of family life.

Knowledge and information – a broad overview

KS3

Self awareness, growing and changing, sexual characteristics, Physical and emotional development. Respectfull personal relationships, friendship, appropriate behaviour. Growing up - physical and emotional changes, menstruation, where to go for information. Sterotypes based on sex, gender race religion, disability.

The family, puberty, similarities and differences between them. Changes boys and girls go through, conception, appropriate, positive behaviour.

Self awareness, puberty, personal safety, friendship, relationships, family life, gender issues, conception, pregnancy and birth**.** Good Mental Health and Wellbing.

Decision making, risk taking, consequences, drugs, relationships, sexual orientation and gender identity, sex and the law (inc age of consent) contraception, HIV and AIDS, approached from the perspective of an adolescent. Online rights, responsibilities, risks and opportunities.

KS4

Family and Home, relationships, conception and birth, pregnancy, contraception, HIV and AIDS and other STD's, sexual lifestyles, Sexual orientation and gender identity, sex and the law including consent, grooming, sexual exploitation and domestic abuse, coercion, harassment, rape, forced marriage. The law and what it says about sex, relationships and young people, asa well as brorder safeguarding issues. Helping agencies, fostering and adoption, child protection, different faiths and cultures.Preparing for a new baby, ante natal and post natal care. Online rights, responsibilities, risks and opportunities and how it relates to the Law. Good Mental Health and Wellbing.

Pupils' knowledge and understanding will be assessed through routine learning checks against intended learning objectives. Baseline assessments will be used to recognise

and respect pupils' unique starting points, different abilities, levels of maturity and personal circumstances by providing learning that is individualised.

Values and beliefs
There is a strong emphasis on encouraging pupils to consider the importance of the values held by the school, as described earlier under the heading of The Moral Framework section of this policy.

Equal Opportunities
Redwood Park Academy is committed to working towards equality of opportunity in all aspects of school life. The policy has been written in accordance with the guidelines laid down within the equal opportunities policy. The school is sensitive to the beliefs and moral values held by all cultures represented within our school.

Organisation
The planning and delivery of Sex Education is lead and organised by the leaders for Personal Social and Health Education.

Delivery takes place through planned aspects of Personal, Social and Health Education, Science and Religious education. Also through addressing moral and ethical issues which may arise from apparently unrelated topics in the broader curriculum and pastoral time.

A wide variety of teaching approaches are used to give pupils relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. Ground rules are set by each group so that controversial topics can be handled appropriately.

Classroom arrangements and pupil groupings: pupils are taught in groups according to their needs including thier age and stage of development. Adult support is used to support pupils appropriately when topics of a sensitive nature are being addressed.

Resources: a wide range of materials is used and these are available for parents to view. A range of videos is used as appropriate.

Staff: with regard to sex education, only staff who feel comfortable with the subject are directly involved although all staff are aware of the curriculum. Staff are trained internally by school staff or by attending courses. All staff are expected to teach within the school's moral framework.

Specific issues Statements
Child withdrawal procedure Parents wishing to exercise their right to withdraw their child from sex education are asked to contact either the Principal or the Personal, Social and Health Education leader. They will be encouraged to give their reasons but are under no obligation to do so. Once a pupil has been withdrawn, this will be put in writing by the school, outlining which aspects of the programme the pupil has been withdrawn from and a copy sent to parents. The alternative arrangements for the pupil will also be outlined. Once a pupil has been withdrawn from sex education they cannot take part again until the parent has given approval.

Confidentiality
As a general rule a pupil's confidentiality will be maintained by the member of staff. Pupils will be made aware that some information cannot be held confidential.

Clear ground rules will be made by all groups in sex education lessons and staff will make a statement about confidentiality and school policy. Staff will use their professional judgement if they feel that the teacher responsible for child protection needs to be informed about any other discussions with pupils. In all cases pupils will be made aware of the reasons why the teacher responsible for child protection needs to be informed and will be supported throughout the process.

Sexual Orientation
Staff and students will treat every individual with dignity and respect, with the aim of working towards a more understanding and caring society.

Contraceptive Advice. Where relevant pupils will be taught about all forms of contraception in terms of family planning and safer sex. Questions about forms of contraception will be answered accurately and honestly. If pupils need further information or advice they will be given the names of appropriate agencies and personnel to contact. They will be encouraged to discuss such issues with their parents

Termination of Pregnancy
We will present pupils with a balanced and current view, which respects a range of beliefs and experience.

HIV/Aids and Sexually Transmitted Diseases
With those pupils for whom it is appropriate we will raise awareness of sexually transmitted diseases and teach basic hygiene and safe sexual practices.

It is school policy not to inform teaching staff of members of the school community infected or affected by HIV. The subject will be addressed as part of the sex education programme in a sensitive way in order to give information, alleviate anxiety and counteract prejudice.

Visitors Outside visitors will rarely be involved in the actual teaching of the sex education programme. Any visitors, including other professionals will be made aware of the sex education policy and the child protection policy.

Complaints procedure
Any complaints about the sex education programme should be made to the Principal who will decide on a course of action with the governors.

Working with Parents
We believe that HRSE is the joint responsibility of Redwood Park Academy, parents/carers and the community. We believe that parent paly a vitial role in HRSE as they are the pupils first teachers in all these matters. We believe in working closely with parnets to enable them To understand the puprpose and content of the HRSE currirulum. Because of these there is a need to foster good relationships with parents.

Redwood Park Academy places the utmost importance on sharing equal and joint responsibility with parents for their child's education and sexual matters. Any particular religious or cultural views will be taken into account and considered carefully in the light of our equal opportunities policy when delivering the HRSE

Parents will be invited to meet with the teacher for Personal, Social and Health Education to discuss the sex education programme prior to its commencement and at any other time of mutual convenience. They will also be offered an opportunity to view

the resources used. Parents of pupils with communication difficulties will be offered the use of a home/school book.

By working with parents in these ways we anticipate that withdrawal from the sex education programme will only occur in exceptional cases.

SEND
Redwood Park Academy is an SEND school. The HRSE curriculum needs to be accessible to all learners at the school. To ensure this it needs to be highly personalised and differianted to take in to account all of our learners needs. As a school we aim to prepare our learner for adulthood in all areas of the curriculum including HRSE. We recognise that because of our learners needs that they maybe more vulernable, and therefore need a programme that addresses this. The HRSE curriculum needs to be sensitive to our learners needs, age appropriate and developmentaly appropriate.

Roles and responsibilities
The governing board
The governing board will approve the HRSE policy, and hold the Principal to account for its implementation. The governing body will ensure:

- Ensure that pupils make progress
- Subject is well lead/managed and planned
- Regular self evaluation of the subject
- Information and communication to parents is clear and timely
- Its well resourced

The Principal
The Principal is responsible for ensuring that HRSE is taught consistently across the school, and for managing requests to withdraw pupils from components of SRE

Staff
Staff are responsible for:

- Delivering HRSE in a sensitive way
- Modelling positive attitudes to HRSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of HRSE

Staff do not have the right to opt out of teaching HRSE. Staff who have concerns about teaching HRSE are encouraged to discuss this with the Principal and will be provided with support and guidance.

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

Training
Staff are trained on the delivery of HRSE as part of their professional development programme and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching HRSE.

Dissemination of the Policy
The following people will automatically receive a full copy of the policy:

- All teaching staff members, support assistants, governors, the school nurse
- The full policy will be available on request to parents and other interested parties.
- A summary of the policy is in the school prospectus and a copy is sent out to all parents before the sex education course begins.

Procedures for Policy Monitoring and Evaluation
The policy will be reviewed bi-annually using a consultative process which identifies teachers', pupils' and parents' views about the sex education programme. This will be led by the PSHE leader under the guidance of the Principal.

Other policies which have relevance to sex education are:

- Equal opportunities
- Positive Behaviourand Anti Bullying
- Drugs awareness
- Personal, Social and Health Education
- Safeguarding and Child Protection

Other policies which inform the HRSE policy

- Education act 1996
- Learning and skills act 2000
- Equality act 2010
- Education inspection act 2006
- Supplemtary guidance SRE for the 21st century 2014
- Keeping children safe in education statuatory guidance 2016
- Children and social work act 2017