RSE Policy

EBN Academy 2

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CONTENTS

1. Aims and Scope Page 3

2. The Law. Page 3

3. Policy and Curriculum Development. Page 4

4. Roles, Responsibilities and Training. Page 4

5. What is RSE and how is it Delivered? Page 5

6. Send Pupils. Page 7

7. The Right to Withdraw Pupils from Sex Education. Page 7

8. Monitoring Impact Page 8

9. Raising Concerns about this Policy or the RSE Curriculum

Appendix A - DfE Requirements

Appendix B – RSE Curriculum Map

Appendix C – Form to Withdraw Children from Sex Education.

Appendix D – Staff Structure for Delivering RSE at EBN Academy 2.

1). AIMS AND SCOPE

1.1) Aims.

This Policy helps EBN Academy 2 to fulfil its legal obligations and achieve good practice. It aims to ensure that the EBN Academy 2 RSE curriculum is delivered effectively to all pupils, so that they have:

- Have cultural capital and uphold the values of equality, dignity and inclusion for all members of our community, in line with the character curriculum.
- Develop the maturity, self-awareness and understanding of others to discuss sensitive topics respectfully and positively, including sexuality and relationships.
- Know appropriate facts and vocabulary about their bodies, puberty, sexual development, health and hygiene.

1.2). Scope.

This Policy applies to all pupils in the EBN Academy 2.

- Section VI of this Policy explains EBN Academy 2 approach to teaching RSE to pupils with special educational needs and disabilities (SEND pupils).
- Section VII of this Policy explains how parents or carers can withdraw pupils from the sex education components of the RSE Curriculum.

2). THE LAW

EBN Academy 2 must provide RSE to all its pupils, under Section 34 of the Children and Social Work Act 2017. In delivering its RSE Curriculum, must have regard to guidance issues by the Secretary of State, under Section 403 of the Education Act 1996. This Policy and the EBN Academy 2 RSE Curriculum have been updated to comply with statutory guidance from the Department for Education (DfE), "2019 Guidance. Relationships education, relationships and sex education (RSE) and health education", which is compulsory from September 2020.

The EBN Academy 2's are public bodies. As such, they have obligations under the Equality Act 2010, including:

- A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- The Public Sector Equality Duty, which requires public bodies to have due regard to the need to:
  - Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
  - Advance equality of opportunity between people who share a protected characteristic and people who don't;

- Foster good relations across all characteristics, and between people who share a protected characteristic and people who don't.

2a) Law Update

As required by the Department for Education (DfE) statutory guidance effective from **September 2026**, this policy complies with the Education Act 2002, the Academy Act 2010, and *Keeping Children Safe in Education (KCSIE)*, and it is now:

- **Compulsory Education:** Relationships and Sex Education (RSE) and Health Education are compulsory for all secondary school pupils.
- **Core Principles:** The curriculum prioritises pupil wellbeing, mental health, safeguarding, age-appropriateness, and transparent engagement with parents and carers.

3). <u>POLICY AND CURRICULUM</u>

The change to the **curriculum as of September 2026** includes:

- **Digital Literacy & Online Safety:** Safe use of social media, understanding AI-generated content (including deepfakes and AI chatbots), recognizing financial scams, sextortion, fraud, and the legal consequences of sharing non-consensual indecent images.
- **Tackling Misogyny & Harmful Ideologies:** Educating pupils on the damaging impacts of online misogyny, incel culture, and the real-world harm caused by consuming extreme pornography.
- **Public Health and Safety:** Knife crime prevention, conflict resolution, and safety protocols in the community.
- **Health & Wellbeing:** Menstrual and gynaecological health (including awareness of conditions like endometriosis and menopause), guidance on accessing local health services, suicide prevention, eating disorders, and self-harm awareness.
- **Protected Characteristics & Relationships:** Teaching accurate facts regarding biological sex and the law on gender reassignment as a protected characteristic under the Equality Act 2010, without endorsing contested or unproven doctrines.

4) **<u>ROLES, RESPONSIBILITIES AND TRAINING</u>**

Under the leadership of EBN Academy 2, the Senior Leadership Team is responsible for ensuring that this Policy and the RSE Curriculum are implemented consistently and fairly in their school, in line with the EBN Academy 2 values and obligations; and for managing requests to withdraw pupils from the sex education components of the RSE Curriculum (see Section VII of this Policy).

The EBN Academy 2 Executive Head Teacher, the Head Teacher and Senior

Leadership Teams are accountable to the EBN Academy 2 Board of Trustee's for the implementation of this Policy and the RSE Curriculum.

Responding appropriately to pupils whose parents or carers make a request for them to be withdrawn from the sex education components of the RSE Curriculum.

Teaching staff do not have the right to opt out of teaching RSE. Any concerns about delivering RSE will be raised with the appropriate Academy Head Teacher. Appropriate action will be taken in line with EBN Academy 2 values and obligations, the EBN Academy 2 Staff Code of Conduct and other EBN Academy 2 policies.

Training: EBN Academy 2 teaching staff are trained on the delivery of RSE as part of their induction and continuing professional development. Specific departments arrange internal training or awareness raising for their staff (e.g. the RE Department, Character Curriculum/PSHE education at the EBN Academy 2; and the Science Department).

EBN Academy 2 also arranges for external experts to provide support and training to staff teaching RSE and/or to deliver some areas of RSE themselves.

Teaching staff are responsible for**:**

- Delivering RSE consistently and in line with EBN Academy 2's values, obligations and their training.
- Model positive attitudes of equality, diversity and inclusion.
- Monitoring progress in RSE as part of the standard internal assessment systems for pupil performance.
- Managing and responding appropriately to the needs of individual pupils (e.g. those with special educational needs and disabilities – "SEND pupils.

Pupils are required to:

- Engage fully in RSE, as with any other area of their education (unless they have been withdrawn from the sex education components of the RSE Curriculum, in line with Section VII of this Policy).
- Engage with RSE in line with the EBN Academy 2 Pupil Behaviour Policy and Pupil Expectations, which are based on equal respect (for ourselves, each other, diversity, the environment and achievement)

5). WHAT IS RSE AND HOW IS IT DELIVERED?

RSE is key to the emotional, social and cultural development of pupils. It teaches them about:

- Families;
- Respectful relationships, including friendships;
- Staying safe;
- Behaviour online and in the media;
- Leading healthy lifestyles;
- Diversity;
- Personal identity;
- Intimate and sexual relationships, including sexual health; and Sexuality.
- Mental Well Being
- Living in the wider world

These topics are taught within the context of family life and not in a way that discriminates against or stigmatises pupils based on their personal circumstances. RSE reflects that, in our diverse society, “family life” can include single parent families, LGBT+ parents, adoptive parents, foster parents/carers, families headed by grandparents and other support structures.

RSE does not promote sexual activity and, whilst it encourages equality and respect for all groups, it does not pressure pupils to adopt beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background.

EBN Academy 2

Approach to RSE. Framework:

The DfE requires all secondary school pupils to learn about certain RSE topics by the end of secondary school. These requirements are listed at Appendix A to this Policy. Many of the topics were already taught as part of RSE, before the DfE's changes were announced in 2019.

The EBN Academy 2 RSE Curriculum is appended to this Policy, at Appendix B. It has been consulted on in line with Section 3 of this Policy – "Policy and Curriculum Development". The Curriculum is a live document, so it will be reviewed and updated as appropriate.

EBN Academy 2 teaches its RSE Curriculum as part of Personal, Social, Health and Economic Education (PSHE). Certain biological aspects of the RSE Curriculum are taught within the Science Curriculum and other aspects are includes in the RE Curriculum. Trained external health professionals deliver stand-alone sessions on sex education and parts of the RSE Curriculum may be taught in form-groups and assemblies.

EBN Academy 2's teaches RSE in line with its values and obligations as an organisation. For example, through RSE, EBN Academy 2:

- Shows that it has due regard for the three limbs of the Public Sector Equality Duty (see paragraph 6a of this Policy);
- Shows that it does not tolerate discrimination or prejudice against any of the protected characteristics (see Paragraph 6b of this Policy) or any individual;
- Respects diversity of belief, which may be based on culture, religion, sexual orientation or another factor.
- Teaches its pupils to practise equality and respect diverse ways of life, and not to tolerate discrimination or prejudice, in line with the EBN Academy 2 Pupil Behaviour Policy.
- Endeavors to teach sensitive topics at an appropriate stage in pupils' education, as shown by the RSE Curriculum map at Appendix B to this Policy.
- Engages its pupils in conversations about sensitive topics in a way which allows them to express different points of view respectfully, constructively and maturely.

6). SEND PUPILS

The policy of EBN Academy 2 and its schools is that SEND pupils should follow the same RSE programme as all other pupils. When appropriate, and to ensure that the RSE Curriculum is accessible for all EBN Academy 2 pupils, teaching will be differentiated, and content will be adapted to meet the needs of SEND pupils. This will be done on a case-by-case basis, through collaboration between mainstream teaching staff, staff who specialise in SEND pupils in general or work closely with particularly SEND pupils and wider support systems as appropriate (e.g. parents or carers and specialist agencies).

When delivering RSE to SEND pupils, EBN Academy 2 will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing pupils for adulthood.
- The additional vulnerability that SEND pupils can face, to exploitation, bullying and other issues.
- The possibility that elements of RSE may be particularly important for some SEND pupils, because of the nature of a condition or disability.
- The potential need to tailor content and teaching to meet the specific needs of SEND pupils at different developmental stages.

See below for the process for withdrawing pupils from the sex education components of the RSE Curriculum. The process is the same for all pupils.

7). THE RIGHT TO WITHDRAW

Parents or carers have the right to request that their child be withdrawn from all or part of the **sex education component** of the RSE Curriculum, until three months before their child turns 16. After this point, it is the child's choice: if a child who is at least 15 years and 9 months old chooses to be taught the sex education components of the RSE Curriculum, EBN Academy 2 will take all reasonable efforts to ensure that they are.

The sex education component of the RSE Curriculum are those areas covered in the "Intimate and sexual relationships, including sexual health" part of Appendix A – DFE requirements. Pupils cannot be legally withdrawn from the aspects of sex education that are taught as part of national and statutory science curriculum (they may only be withdrawn from the aspects of sex education that are taught as part of the RSE Curriculum).

The form for making a request for withdrawal is at Appendix C to this Policy. It needs to be addressed to the Head Teacher, via the school office or email address. Requests will be granted unless exceptional circumstances exist.

The Head Teacher or a member of senior leadership should discuss the request with parents/carers and, as appropriate, with the child to:

- Ensure that their wishes are clear;
- Clarify the nature, purpose and intended benefits of the RSE Curriculum; and

- Explain the potential risks of withdrawing a child, including the social and emotional risks of being excluded and the possibility of hearing about sex education elements of the RSE Curriculum from other pupils, rather than a qualified adult.

These discussions should be noted, and withdrawal requests will be stored on the student's educational record. When a pupils withdrawn from the non-statutory areas of sex education, they will be given alternative work. The process to request to withdraw pupils from the sex education components of the RSE Curriculum is the same for SEND pupils. However, in exceptional circumstances the school Head Teacher may want to take the specific needs of a SEND pupils into account when making this decision.

8). MONITORING IMPACT

The impact of RSE at EBN Academy 2 is monitored through lesson observations, learning walks, the staff appraisal process and day to day management or communication with colleagues, pupils and parents or carers. Pupils' development in RSE Is assessed as part of the standard assessment systems for pupils' performance, at a department and school level (e.g. behaviour and performance management, parents' evenings and marking work).

This policy will be reviewed at **biennially**, by the EBN Academy 2 Board of Trustees.

9). RAISING CONCERNS ABOUT THIS POLICY OR THE RSE CURRICULUM

Concerns about the delivery of the RSE Curriculum in this Policy will be considered in line with the EBN Academy 2 Complaints Policy. Before deciding whether or not to make a complaint, parents and carers are kindly asked to consider:

- This Policy.
- The extent to which parents, carers, staff and pupils were consulted or engaged in the development of this Policy and the EBN Academy 2 RSE Curriculum (see Section 3 of this Policy).
- Whether the complaint would be an appropriate, fair or meaningful use of resources at EBN Academy 2 (complaints to "vent" about the DfE's decision to make certain aspects of RSE compulsory will not meet these criteria – see below).
- If EBN Academy 2 is the correct organisation to complain to. The DfE requires schools to teach pupils about the areas of RSE at Appendix A to this Policy. EBN Academy 2 is not placed to handle complaints about the scope and content of the national curriculum – these should be directed to the DfE or local government. EBN Academy 2 can only handle complaints about its interpretation and delivery of that curriculum.

- The reason for and nature of their complaint. Complaints will not be considered if they are based on prejudice or a desire to discriminate against a particular group. If a complaint of this nature is made, appropriate action will be taken to prevent the discriminatory or prejudiced views of the complainant from having a negative impact on the EBN Academy 2 community and its values of equality, dignity and respect.

APPENDIX A: DFE REQUIREMENTS – 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

TOPIC	PUPILS SHOULD KNOW
Online and media, including internet safety and harms.	• 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 may present a distorted picture of sexual behaviours, 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. • 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 or 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
Being safe.	• 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 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 abuse 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.
Changing adolescent bodies.	• Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and theimplications for emotional and physical health.

TOPIC	PUPILS SHOULD KNOW
Mental 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 and service-based activities on mental wellbeing and happiness.
Physical health and fitness, including healthy eating.	• 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 and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health). • About the science relating to blood, organ and stem cell donation. • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, tobacco and alcohol.	• The facts about legal and illegal drugs and their 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 what constitutes low risk alcohol consumption in adulthood. • 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 risk to lung cancer), the benefits of quitting and how to access support to do so.

TOPIC	PUPILS SHOULD KNOW
Health and Prevention.	• About personal hygiene, germs (including bacteria and 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. • In 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 sleep can affect weight, mood and ability to learn.
Basic first aid.	• Basic treatment for common injuries. • Life-saving skills, including how to administer CPR (best taught after 12 years old). • The purpose of defibrillators and when one might be needed.

APPENDIX B: EBN Academy 2 RSE CURRICULUM MAP

Year 9	Online: • Online coercion • CEOP exploited • Selfies – the naked truth Sex Education: • Changing relationships • Introducing and recognising consent and the law • Persuasion pressure and coercion • STIs • Condoms • Pregnancy Relationships: • FGM • Forced marriage	One hour per week in tutor groups. Anti-Bullying Week activities.	C/C PSHE teachers with input from: • School Nurse • LGBTQ+ Role Models • Head of PSHCE • Head of Section. Year group session with Think for the Future.
Year 10	Relationships: • Girls' friendships • Assertiveness and managing put-downs • Domestic abuse Sex Education: • Progression of relationships • Safer sex and personal boundaries • STIs, HIV • Contraception • The effects of drugs and alcohol Online: • Pornography • The influence of social media and reality television on relationships • Online consent including nudes and sexting • Gender Identity	One hour per week in tutor groups. Anti-Bullying Week activities.	C/C PSHE teachers with input from Lead of PSHE and Head of Section. Year group session with Think for the Future.

Year 11	Relationships: • Inclusivity and diversity • Combatting racism • Grooming • Shame and honour based violence • Intolerance • Coping with bereavement and changing circumstances Online: • Grooming • Idealised body image in the media	One hour per week in tutor groups. Anti-Bullying Week activities.	C/C PSHE teachers with input from Lead of PSHE and Head of Section. External Agencies Eg Umbrella Services

APPENDIX C: FORM FOR PARENTS/CARERS, TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM.

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/Carer signature	

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parents:

APPENDIX D: STAFF STRUCTURE FOR DELIVERING RSE AT EBN ACADEMY 2 SCHOOL:

DEPARTMENT & ROLES
➢ Head Teacher DSL - Safeguarding and Wellbeing Team – Assembly Program ➢ Form Tutors – Effective tutoring program. ➢ RE Teacher - RE Curriculum KS4 ➢ PE Teacher - PE Curriculum KS4 ➢ RSE Teacher ➢ Citizenship Teacher ➢ Science Teacher – Science Curriculum KS4