



**Brixham College**

# Relationships, Sex and Health Education Policy

July 2025

Date Adopted	July 2025
Ratified by:	Governors
Reviewed on:	July 2026

## Introduction

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The provision of Relationships, Sex and Health Education (RSE) is reflected by the philosophy of care and concern for the individual; on setting and trying to reach the highest standards. The Brixham College Academy Trust (The Academy) believes that respect for others and for oneself lies at the heart of effective Relationships, Sex and Health Education (RSE).

Relationships, Sex and Health Education (RSE) aims to:

- promote the social, moral, cultural, mental and physical development of the students
- promote that individuals are in charge of and responsible for their own bodies
- enable students to make informed decisions which take account of recognising the consequences of those decisions for themselves and others

### Purposes

- To provide knowledge about the processes of human maturation and reproduction.
- To provide opportunities for the students to consider the development and management of relationships in a responsible and healthy manner.
- To consider the value of the family and the role it plays in developing and supporting relationships.
- To provide a breadth of understanding that empowers the students for when they face the pressures of our society.
- To provide opportunities to explore the emotional pressures felt by young people.
- To introduce the concepts of self-esteem and human dignity, promoting the benefits of non-exploitative and caring relationships.
- To provide knowledge of the law on Sexual and relationship-based Behaviour.
- To provide knowledge and learning of Online safety.
- To provide knowledge and learning of physical and mental health and wellbeing.

### Equality Impact

This policy will help to ensure that the Academy takes positive action to support each student, irrespective of their sexual orientation, race or religious beliefs to make informed decisions about their happiness and well-being.

## Procedure

### Issues Raised Related to Relationship and Sex Education (RSE)

- Hygiene and Physical Development
- Reproduction and Contraception
- Relationships Emotions and Emotional Development (including Harassment)
- Sexuality and Sexually Transmitted Infections (STIs - to include HIV and AIDS)
- Abortion and In Vitro Fertilisation (IVF)
- Parenting and The Law and Sexual Behaviour
- Healthy relationships (including peer on peer abuse)

The topics of physical development, reproduction, STIs and contraception form part of the science programme as well as Values. The topics of abortion, IVF and contraception are subjects which, when raised in the Philosophy and Ethics programme, are discussed exploring the moral and cultural issues as well as within Values lessons.

Values lessons, Focus Learning Days and whole school events ensures that each student has the opportunity to explore as fully as they can a coherent programme which places RSE as a normal but important part of learning the life skills as an integral component of the curriculum.

All visitors and non-teaching staff involved in the delivery of RSE will be made aware of the Academy's RSE Policy and Safeguarding protocols. A member of the Academy staff will always be present when a visitor is leading any session that forms part of the RSE programme.

### **Organisation**

The RSE Programme is delivered during the PSHEE elements of The Values programme, Focus Learning Days and whole school events. Aspects which form part of the Science National Curriculum are taught in the science teaching programme and moral and cultural issues are raised and discussed during Philosophy and Ethics programme.

Values lessons, tutorial/ assemblies and Focus Learning Day RSE sessions are planned and/or quality assured by the Values Leader. During the Tutorial Times students are in horizontal tutoring arrangements. Sessions will be delivered by the tutor with the assistance of the Values Leader, Head of Year and visiting specialists will be used where appropriate.

The biological aspects of RSE are delivered by tutors and teachers who have received adequate CPD training.

All the issues raised in RSE are approached sensitively, age appropriately and with due regard to the role of the family and the value of stable responsible relationships.

### **The Right of Withdrawal**

Under the DFEs RSE and Health Education statutory guidance 2020, parents have the right to withdraw their children from any or all parts of an Academy's programme of sex education (not relationship education). Right to withdrawal must be in writing and parents will be invited to discuss this with a member of the Senior Leadership team. Parents will be informed of the lesson timings and given the opportunity to withdraw their child if they wish.

Students have the right to 'opt back in' from one year before their 16<sup>th</sup> birthday independent of parental wishes.

### **Guidance to Member of Staff**

A member of staff cannot keep a student's confidence if he or she believes the student to be in moral or physical danger as per the Academy's safeguarding policy. The member of staff must refer the matter to a Designated Safeguarding lead in line with the Academy's safeguarding policy, who will advise parental involvement and/or support from external agencies.

Members of staffs should never give individual contraceptive advice although teaching about contraception is part of the RSE Programme at both KS3 and KS4. If individual contraceptive advice is sought, students should be encouraged to seek parental advice/support and/or be referred to medical professionals who can keep confidence.

The circular 5/94 also says that if a member of staff is approached for advice by an individual who, it becomes clear, may be involved in illegal sexual intercourse the member of staff has a general responsibility, having urged the student to recognise the implications of such actions and seek advice, to refer the matter to the Designated Safeguarding Lead (DSL) within the Academy.

Upon referral the DSL should arrange counselling for the student and seek the involvement of parents with the student's consent. There may be occasions when a student resists at all costs the involvement of parents. In such cases the DSL should bear in mind their overriding duty to have regard for the interest of the student. Both the Children Act and the United Nations Convention on the Rights of the Child have implications for situations of this sort.

### **Advice to Individual Students**

There is a distinction between the Academy's function of providing education generally about sexual matters and counselling and advice to individual students on these issues.

The Sex Education Programme is an integrated part of the Academy's Values programme and as such is intricately linked with other themes associated with personal development. Sex education also occurs in science as part of the Science National Curriculum, and naturally aspects of sex education are discussed in Philosophy and Ethics where moral and cultural issues are explored.

Good members of staff will always take a pastoral interest in the welfare and well-being of students although this function should never trespass on the proper exercise of parental rights and responsibilities.

Care must be exercised in relation to contraceptive advice to students under the age of 16, for whom sexual intercourse is unlawful. Members of staff approached by an individual student for specific advice on contraception or other aspects of sexual behaviour should, whenever possible, encourage the student to seek advice from his/her parents, and, if appropriate, from the relevant health service professional. Student Support has access to health service professionals and access can be provided on site.

Where the circumstances are such as to lead the member of staff to believe that the student has embarked upon, or is contemplating, a course of conduct which is likely to place him/her at moral or physical risk or in breach of the law, the member of staff has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice as above. In such circumstances the member of staff should inform the DSL.