



THE **MIRFIELD**
FREE GRAMMAR

RSHE Policy

Approved by:	LGB		
Responsible department:	SLT		
Last review date:	Summer 2025	Last reviewed by:	V Chambers
Last updated:	Summer 2025	Last updated by:	V Chambers
Next review due :	Summer 2026		

1. Aims

The aims of relationships and sex education (RSE) at our academy are to:

- Provide a framework in which sensitive discussions can take place, using our morality values
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings health and happiness through self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships so that all students can flourish
- Teach students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Mirfield Free Grammar, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – Vice Principal pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSE

RSE is taught within the whole school tutorial programme, which cross references all the statutory PHSE and RSE curriculum as set out in appendix 2. Lessons are developed using nationally recognised and current resources e.g. PHSE Association. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS). The RSE curriculum spirals in order to ensure age appropriate areas are addressed and developed upon, these are framed against and explored alongside our whole school 'THE MFG' Values (Tenacity, Health, Equity, Morality, Flourish & Generosity).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers and guardians, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in line with our whole school THE MFG values and in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality. (e.g. PHSE Association)

The academy remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the principal to account for its implementation.

8.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the academy, for sharing resources and materials with parents and carers, and for managing requests to withdraw students from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the principal.

Character Leads are responsible for creating the age-appropriate RSE sessions to be delivered in form time. Form Tutors are then responsible for teaching and personalizing RSE materials provided, within the academy.

8.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity – using the ground rules set out by the teacher/tutor.

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the academy will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal.

A copy of withdrawal requests will be placed in the student's educational record. The principal will appoint a suitable leader (e.g. Character Lead or Vice Principal) to discuss the request with parents/carers and take appropriate action.

Alternative academy work will be given to students who are withdrawn from sex education.

10. Training

Relevant staff are trained on the delivery of RSE using CPD and it is included in our continuing professional development calendar, as well as during regular tutor meetings.

The principal, senior leaders, character leads and curriculum leaders will also invite visitors from outside the academy, such as academy nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Character Leads, Senior Leaders and Ms V Chambers – Vice Principal through:

- Quality Assurance
- Learning walks
- Typicality

Students' development in RSE is monitored by tutors / class teachers as part of our internal assessment systems.

This policy will be reviewed by Ms V Chambers – Vice Principal, annually. At every review, the policy will be approved by the governing board and/or the principal.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Relationships and Sex Education		
Topic / Theme	Details of What Students Should Know By The End of Secondary School (N.B. All themes will be underpinned by the legalities related to the topic)	Year
Families	-Different types of committed, stable relationships and how these relationships might contribute to human happiness and their importance for bringing up children.	Year 9
	- What marriage is, including their legal status	Year 9
	-Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Year 10
	-The characteristics and legal status of other types of long-term relationships.	Year 10
	-The roles and responsibilities of parents, with respect to raising children, including the characteristics of successful parenting.	Year 9 and 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 how to seek help or advice, including reporting concerns. This includes abuse in relationships and gangs.	Year 9 and 10
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.	Year 9 and 10
	- practical steps to improve or support respectful relationships.	Year 10
	- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage	Year 10
	- issues around respect, including being treated with respect by others and showing due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	All years
	- different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	All years
	- issues around criminal behaviour within relationships, including violent behaviour and coercive control (inc 'honour' based violence, forced marriage, rape, gangs, abuse)	Year 10 and 11
	- what constitutes sexual harassment and sexual violence and why these are always unacceptable.	Year 10
	- 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.	Year 10
		Year 10
		Year 10

<p>Online and media (N.B. Also taught throughout Computing Curriculum at KS3 and in assemblies / tutorial to all year groups throughout the year)</p>	<ul style="list-style-type: none"> -rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. - 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. - what to do and where to get support to report material or manage issues online. - the impact of viewing harmful content (sexual images in the media – age appropriate content at KS3 and 4) - how sexually explicit material presents a distorted picture of sexual behaviours and can damage people’s perceptions about themselves and negatively affect how they behave towards sexual partners. - 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 online 	<p>Year 9</p> <p>Year 9</p> <p>Computing Year 8-10</p> <p>Year 8-10</p> <p>Year 9-10 (all years - assemblies)</p> <p>Year 9 and 10</p>
<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, FGM, violence and exploitation by gangs, including county lines, hate crimes, extremism and radicalization 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). 	<p>Year 9, 10 and 11</p> <p>Year 9 and 10</p>
<p>Intimate sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> -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 and menopause. - the range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 	<p>Year 9 and 10</p> <p>Year 9 and 10</p> <p>Year 9 and 10</p> <p>Year 9 and 10</p>

	<ul style="list-style-type: none"> - choices to delay sex or to enjoy intimacy without sex, including age of consent. - the facts about the full range of contraceptive choices, efficacy and options available. - the facts around pregnancy including miscarriage. - the 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. - 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. 	<p>Year 9 and 10</p> <p>Science</p> <p>Year 9-11</p> <p>Year 9-11</p> <p>Year 9 and 10</p> <p>Year 8 and 9</p> <p>All years</p>
Physical Health and Mental Wellbeing		
Topic / Theme	Details of What Students Should Know By The End of Secondary School (N.B. All themes will be underpinned by the legalities related to the topic)	Year
<p>Mental wellbeing</p> <p>(N.B. weaved in to all year groups in Citizenship, tutorial / assemblies and PE)</p>	<ul style="list-style-type: none"> -how to talk about emotions accurately and sensitively, using appropriate vocabulary. -happiness is linked to being connected to others. -how to recognise the early signs of mental wellbeing concerns and 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. 	<p>Year 7 and 10</p> <p>Year 7 and 10</p> <p>Year 7, 10 and 11</p> <p>All years</p> <p>Year 7, 10 and 11</p>
<p>Internet safety and harms</p> <p>(also taught in Computing KS3 and all years in</p>	<ul style="list-style-type: none"> -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 	<p>Year 8 and 9</p>

assembly / tutorial)	<p>the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>-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>	Year 8-10
Physical Health and Fitness (also taught in PE)	<p>- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>-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.</p> <p>-the science relating to blood, organ and stem cell donation.</p>	<p>Year 7, 10 and 11</p> <p>Year 7, 10 and 11</p> <p>Science</p>
Healthy Eating (also taught in Food Tech, PE and Science)	<p>-how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p>	Year 7, 10 and 11
Drugs, alcohol and tobacco	<p>-the facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions.</p> <p>-the law relating to the supply and possession of illegal substances.</p> <p>-the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>- the physical and psychological consequences of addiction, including alcohol dependency.</p> <p>-awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>-the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support</p>	<p>Year 8 and 9</p> <p>Year 8 and 9</p> <p>Year 8 and 9</p> <p>Year 8 and 9</p> <p>Year 8</p> <p>Year 8 and 9</p>
Health and Prevention	<p>-personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>-dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>-the benefits of regular self-examination and screening.</p>	<p>Year 7, 10 and 11</p> <p>Year 7</p> <p>Year 9</p>
Basic First Aid	<p>-basic treatment for common injuries.</p> <p>-life-saving skills, including how to administer CPR.15</p> <p>- the purpose of defibrillators and when one might be needed.</p>	<p>Year 8</p> <p>Year 8</p> <p>Year 8</p>

Changing adolescent body	<p>-key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>-the main changes which take place in males and females, and the implications for emotional and physical health.</p>	<p>Year7-10</p> <p>Year7-10</p>
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Appendix 2: By the end of secondary education students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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/carers 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	<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 academy 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	STUDENTS SHOULD KNOW
Online and media	<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 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 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
Being safe	<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 can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 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

Appendix 3: Parent/carers form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents/carers	