



Aylesbury
UTC

RELATIONSHIPS AND SEX EDUCATION POLICY

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**AUTC Local
Governing Body**

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Contents

1. Aims.....	3
2. Statutory Guidelines.....	3
3. Definition.....	3
4. Curriculum	4
5. Delivery of RSE.....	4
6. Roles and Responsibilities	5
6.1 Governors.....	5
6.2 Principal.....	5
6.3 Teaching staff	5
6.4 Students	5
7. Parents' Right to Withdraw.....	5
8. Training.....	6
9. Monitoring Arrangements.....	6
10. Special Educational Needs and Disabilities (SEND).....	6
11. Safeguarding and Child Protection	6
12. Equality	7
Appendix 1 – Curriculum Map	8
Appendix 2 – Parent form: Withdrawal from sex education within RSE	10

1. Aims

The aim of relationships and sex education (RSE) at Aylesbury UTC is to:

- Provide a framework in which sensitive discussions can take place.
- Deliver education including but not limited to: sex, sexuality, sexual health, relationships and gender identity delivered in an age appropriate and inclusive manner.
- Give students an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

RSE at Aylesbury UTC is set in the context of the whole school approach in supporting students to be safe, happy, and prepared for life beyond the UTC in line with the UTC's vision and ethos.

2. Statutory Guidelines

It is a requirement for all secondary age students (Years 10 and 11) to receive RSE as per Section 34 of the Children and Social Work Act (2017). In teaching RSE, we are required by our funding agreement to have regard to guidance issued by the Secretary of State for Education as outlined in Section 403 of the Education Act 1996. At Aylesbury UTC we teach RSE as set out in this policy.

3. Definition

RSE is concerned with 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. The aim of RSE is to give young people the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should provide insight and enable young people to identify healthy relationships (friends, colleagues, peers and/or committed relationships, including marriage).

RSE provision covers information detailing contraception, developing intimate relationships, and resisting peer-group or partner pressure to have sex. RSE teaches students what is acceptable and unacceptable behaviour in relationships. Students are taught awareness and tolerance of other beliefs, religions and sexualities on the topics of sex, relationships and health.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. When developing the curriculum, we took into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers solely online.

The RSE programme at Aylesbury UTC is an integral part of our whole school personal, social, health and economic (PSHE) provision. This is delivered by all form tutors during period 1 every Friday.

Form tutors are uniquely placed to tailor the content of the RSE programme to suit the needs of the students within their form.

RSE is delivered within a timetabled programme of PSHE education including, but not limited to, mental health, online safety, family and relationships etc. RSE provision delivered by form tutors is supplemented by assemblies presented by members of the extended leadership team, senior leadership team, pastoral specialists, and external agencies.

The RSE scheme of work is planned following national guidance. The curriculum is delivered in a non-judgemental and factual manner, providing students the freedom to ask questions absent of worry or fear of judgement from peers/staff.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Identifying healthy relationships (friends, colleagues, peers and/or committed relationships, including marriage)
- Contraception, developing intimate relationships, and resisting peer-group or partner pressure to have sex
- Acceptable and unacceptable behaviour in relationships.
- Awareness and tolerance of other beliefs, religions and sexualities on the topics of sex, relationships and health
- Consent

For more information about our RSE curriculum see Appendix 1.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and carers 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).

6. Roles and Responsibilities

6.1 Governors

The governors have delegated approval of the RSE policy to the Principal. The Principal is held to account for its implementation.

6.2 Principal

The Principal is responsible for ensuring that RSE is taught consistently across the UTC and for managing requests to withdraw students from some or all of the components of sex education within RSE components of RSE (see section 8).

6.3 Teaching staff

Teaching 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 wish them to be withdrawn from the Sex Education 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 Assistant Principal (Pastoral).

6.4 Students

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

7. Parents' Right to Withdraw

Parents have the right to withdraw their children from some or all of the components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the UTC will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 2 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 discuss the request with parents and take appropriate action. Before granting any such request, the Principal (or programme coordinator) will discuss the request with the parents and, as appropriate, with the child in order to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Alternative work will be given to students who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Principal and/or Assistant Principal will also invite visitors from outside the UTC, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring Arrangements

At Key Stage 4 and 5 the delivery and implementation of RSE is monitored by the Assistant Principal Pastoral through the following means:

- Teachers will critically reflect on their work in delivering RSE through anonymous student survey feedback on the content delivered.
- Students will have opportunities to review and reflect on their learning during lessons and provide anonymous feedback on content they would like to learn more about.
- Teachers who deliver RSE are observed by Principal and/or Assistant Principal Pastoral and feedback is delivered.
- Student development in RSE is monitored by class teachers as part of our internal assessment systems.

10. Special Educational Needs and Disabilities (SEND)

RSE must be accessible for all students. RSE provision is differentiated appropriately to ensure the content is accessible for all students, including those with SEND. RSE provision is delivered in a sensitive manner, age and developmentally appropriate.

All lessons are planned to ensure all students are suitably challenged.

11. Safeguarding and Child Protection

Staff are aware that effective RSE teaching, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

If a disclosure is made to staff, or if staff have any safeguarding concerns, they will notify the Designated Safeguarding Lead (or, in their absence, the Deputy Safeguarding Lead) and follow the procedures set out in the UTC's Safeguarding and Child Protection Policy and Procedures.

Visitors/ external agencies which support the delivery of RSE will be required to complete a DBS check before arrival on the UTC premises.

12. Equality

Aylesbury UTC will ensure the needs of all students are appropriately met and that all students understand the importance of equality and respect.

This policy will be reviewed by the Assistant Principal (Pastoral) annually and may be subject to change according to contextual needs or current concerns. At every review, the policy will be approved by the Principal.

Appendix 1 – Curriculum Map

Year 10 RSE Overview	
Half Term	In this unit of work, students learn the following:
Autumn 1 Health & Wellbeing / Healthy Relationships	Mental Health / Healthy Relationships <ul style="list-style-type: none"> • How to manage challenges during adolescence • How to reframe negative thinking • Mental health and ill health, stigma, safeguarding health, including during periods of change • Strategies to promote mental health and emotional wellbeing • Respecting differences and LGBTQ+, sexual orientation and gender identity are discussed • How to access support • Discussion surrounding the portrayal of mental health in the media • How to challenge stigma, stereotypes and misinformation • Body image and self-perception • Conception and discussions of healthy relationships • Explore and appreciate what makes us similar or different in society
Spring 1 Relationships / Rights & Responsibilities	Healthy Relationships <ul style="list-style-type: none"> • How to challenge stigma, stereotypes and misinformation • Relationships and sex expectations, myths, challenges, including the impact of the media and pornography • About relationship values and the role of pleasure in relationships • The law relating to sex • Your rights - consent. • Myths, assumptions, rights - consent. • Male and female anatomy and sexual health. • Misconceptions and social norms about sex, gender • The opportunities and risks of forming and conducting relationships online • How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • The ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • How to recognise and challenge victim blaming • Asexuality, abstinence and celibacy

Year 11 RSE Overview	
<p>Half Term</p> <p>Autumn 1</p> <p>Relationships</p> <p>Spring 1</p> <p>Relationships</p>	<p>In this unit of work, student learn the following</p> <p>Families</p> <ul style="list-style-type: none"> • Different types of families and changing family structures • Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships • How to evaluate readiness for parenthood and positive parenting qualities • Fertility, including how it varies and changes • Pregnancy, birth and miscarriage • Unplanned pregnancy options, including abortion • Adoption and fostering • How to manage change, loss, grief and bereavement <p>Communication in Relationships</p> <ul style="list-style-type: none"> • About core values and emotions • Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse • Gender identity, gender expression and sexual orientation • How to communicate wants and need • How to handle unwanted attention, including online • How to challenge harassment and stalking, including online
<p>Summer 1</p> <p>Sexual Health</p>	<p>Sexual Health in Relationships</p> <ul style="list-style-type: none"> • Risks associated with sex, and how to avoid/ reduce them and look after ourselves • Where to get help if we need it • Focus on sexual health, sexually transmitted diseases, cervical, breast and testicular screening • Aspects of healthy and unhealthy relationships • Sexting, binge drinking, consent, pornography

Appendix 2 – Parent Form: Withdrawal from Sex Education Within RSE

TO BE COMPLETED BY PARENTS/CARERS	
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 UTC to consider	
Parent Signature	