



Haberdashers' West Midlands Academies Trust

Haberdashers' Abraham Darby

Haberdashers' Adams

Relationships and Sex Education

2025 - 2026

Named Responsibility of Policy	Mrs Charlotte Conde– Assistant Vice Principal – Haberdashers' Abraham Darby. Mrs Esther Moss– Deputy Head – Haberdashers' Adams
Governor Accountability:	Pupil and Staff Welfare Committee Teaching and Learning Standards Committee
Last reviewed on:	October 2025
Next review due by:	October 2026
Review Cycle	1 year

This Policy is available on our school website and will therefore be readily accessible to Parents/Carers/Staff/Students/Visitors and Members of the Public.

COMMITMENT TO REVIEW

This Policy will be monitored and reviewed every two years by the relevant policy owner and/or in the light of changes to National Curriculum requirements and DfE guidance/regulations that may occur during the period. Any changes will be evaluated and approved by the Governing Body.

INTRODUCTION:

This policy has been written in co-ordination with the statutory guidance from the Department of Education on Relationships and sex education (RSE) and health education. Haberdashers' Abraham Darby (HAD) and Haberdashers' Adams (HA) are keen to develop students who see the value in healthy, nurturing relationships of all kinds, not just intimate relationships. We hope to ensure this allows our students to understand what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. In addition to this we aim to educate on contraception, developing appropriate, safe, and intimate relationships and the importance of consent. Moreover, we discuss sexual harassment and violence, the protected characteristics as defined in the Equality Act 2010 and the law in relation to topics covered in this curriculum.

In turn we hope that covering these topics will help students to understand the liaison between good relationships and positive mental wellbeing and health.

The Federation recognises the statutory requirement to provide relationships and sex education (RSE). However, if the parent of any student requests that he/she may be wholly or partly excused from receiving RSE at either school, the student shall, except as far as such education is comprised in the National Curriculum, be so excused accordingly until request is withdrawn.

TEACHING & RESPONSIBILITY:

Within **Haberdashers' Abraham Darby**, Relationships and Sex Education is delivered through our INSIGHT lessons to all year groups, and the teaching of this will be the responsibility of all staff members. Staff will have all resources created for them by the Assistant Vice Principal – Character, as this will ensure that all resources presented are deemed to be age related, as well as adjustments made for SEND students, and moral considerations made towards vulnerable students. Staff will be provided annual training to support their teaching of this curriculum, and this will be the responsibility of the Assistant Vice Principal – Character. Year 7 and 8 students will receive one INSIGHT lesson per week, and years 9-13 will receive one INSIGHT lesson per fortnight. The RSE curriculum will also be delivered in whole school/house assemblies, mentor time, and by external agencies such as West Mercia Police and the NHS.

Within **Haberdashers' Adams** Relationships and Sex Education is delivered through our PSHCE programme in timetabled lesson for KS3, drop down sessions for KS4 and predominantly in lectures for KS5 in addition to content covered in form periods, assemblies, lectures, and off-timetable days.

The teaching of this will be the responsibility of the form tutor. This will be the case for all students from Years 7 – 13. Form tutors will have all resources created for them by the Head of PSHE / Deputy Head (Pastoral). We will ensure that all resources presented are deemed to be age related and moral considerations are made towards vulnerable students. Form tutors will be given the opportunity to view this policy and extra training will be made available should form tutors like to access this, again this will be the responsibility of the Deputy Head (Pastoral).

RIGHT TO WITHDRAW:

Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. Requests should be made in writing to the Headteacher/Principal. When withdrawn from class the student will work in the Learning Resource Centre/Library.

Parents do have the right to withdraw their child from the relationships component of the RSE curriculum.

CURRICULUM INTENT:

Modified in co-ordination with the 2019 DfE Sex and Relationships Guidance.

- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentially ensured (as far as is legally possible).
- To enable students to develop knowledge, communication skills and understanding in order to facilitate personal decision making and develop consensual relationships.
- To enable students to understand the impact of external factors, such as social media, internet, peer groups and remain independent decision makers.

- To enable students to develop the ability to form positive, non-exploitative relationships while promoting such values as respect, the recognition of responsibility, honesty, and loyalty.
- To enable students to be aware of personal, psychological, emotional, and physical changes in themselves and others; and to be aware and accepting of the differences of others.
- To develop students understanding of the process of human reproduction.
- To emphasise the role and value of family life, and to give support to the families which students are a part of. Special consideration being made to different family structures and LGBT relationships.
- To inform students as to what is and what is not legal in matters relating to sexual activity.
- To inform and signpost students of where they can go for further information and advice.
- To teach with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships.

Learning will be split into six sections within Relationships and Sex and Education, these are in line with the Statutory Guidance on Relationships and Sex Education (RSE) (Secondary):

1. Families
2. Respectful Relationships including friendships
3. Online Media
4. Being Safe
5. Intimate and sexual relationships, including sexual health
6. The Law

Age related considerations will be made on a lesson-by-lesson basis. For students at Haberdashers' Abraham Darby, please refer to HAD's current INSIGHT Programme. For students at Haberdashers' Adams, please refer to the PSHE Schemes of Work. Special consideration will be made for all students with Special Educational Needs and Disabilities (SEND). Relationships and Sex Education will be modified for HAD students both in our ADAPT and THRIVE provision, and through consultation with the LINC at HA. This will be taught in smaller ratios at a slower speed, and much more detailed explanations for students, when necessary and appropriate.

Details below on each sub-section:

1. Families

Students should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

2. Respectful relationships, including friendships

Students should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - 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 (for example, 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.

3. Online and media

Students should know:

- 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, for example 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.

4. Being safe

Students should know:

- 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.

5. Intimate and sexual relationships, including sexual health

Students should know:

- 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, for example 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.
- 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 and 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.

6. **The Law**

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting,' youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)