



Salford City Academy
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Part of United Learning

Salford City Academy

Relationships and Sex Education Policy

Document Owners:	Assistant Principal – PSHE Lead
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Next review due:	Spring Term 2027
Approved by:	Local Governing Body

Cover Note:

Salford City Academy is currently awaiting updated guidance from both the Government and United Learning. Upon receipt of this guidance, the policy will be subject to a full review and amended as necessary. In the meantime, the Local Governing Body has reviewed and approved the policy in accordance with the most recent guidance available.

Aim

Salford City Academy is committed to the spiritual, moral, social, cultural, mental and physical development of every child and young person. This policy sets out the aims of our Relationships, Sex and Health Education Policy at Salford City Academy and its approach in ensuring that all children are prepared for experiences and responsibilities of adult life in keeping with its core aims and values to bring out the 'best in everyone'

Introduction

Relationships and Sex education sits within the PSHE (Personal, Social, Health and Economic) curriculum at Salford City Academy and has been reviewed and redesigned to ensure that all aspects of the new 2024 RSE Guidance from the DfE has been implemented.

Underpinning the design of our RSE curriculum is the aim to prepare students to take their place in society as responsible and risk aware citizens. The curriculum has been carefully sequenced and has taken into consideration the new guidance on the age appropriateness of topics, to provide students with knowledge that will enable them to make informed decisions about their own health and wellbeing. As well as supporting students to develop the confidence and resilience to ask for support and advice, when necessary, but also to know where to seek appropriate support and advice.

The curriculum is designed to support students to embrace the challenges of adult life, equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

All students will study age-appropriate topics dependent upon the year group they are in, which are fully compliant with the new DfE guidance for 2024. More specifically, for RSE Y7 students will begin learning about consent and respectful and appropriate relationships. In Y8, students will then be taught about the characteristics of positive romantic relationships and puberty. In Y9, students will study intimate relationships, break-ups and unhealthy relationships. In Y10, students will study contraception and STI's and finally in Y11, students will study dealing with relationship pressure, rejection and the importance of sexual health. Age appropriate relationships and sex education is delivered during allocated PSHE tutor time and in Term 3 of Y7 and Y8 and Term 1 of Y9 in Citizenship.

The aims of Relationship and Sex Education at our school are to:

- Provide an environment in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Understand consent, resisting the pressure to have sex, contraception and developing intimate relationships.
- Identify when relationships are unhealthy and understand how such situations can be managed.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Enable young people to understand and accept themselves and others, regardless of race, gender, sexuality, sexual orientation, culture, disability, faith or age. All members of the community will be encouraged to accept and celebrate differences and will be given opportunities to do so.
- Students will be given the knowledge and skills to prevent prejudice and to challenge it where it occurs.

- Support students in developing the confidence, self-awareness and self-respect and esteem to make their own decisions with regards to positive, healthy, mature relationships and life choices and to resist peer pressure.
- Support students in the development of communication and decision-making skills so that they are effectively able to manage their own relationships;
- to provide students with an understanding of the potential dangers of social media and online facilities in relationships.
- Ensure that students are not encouraged in participating in early sexual experimentation and understanding the reasons for delaying sexual activity and the benefits of this.
- Ensure that students develop knowledge of how the law applies to sexual relationships.
- Support students in developing an understanding, appropriate to their level of maturity and developmental needs, of sexual and physical relationships.
- Develop students' understanding of appropriate and inappropriate, controlling, exploitative or abusive behaviour within any relationship, in order to reduce its incidence and to build confidence to deal with it if it occurs.
- Provide students with the opportunity to ask questions confidentially or without embarrassment and seek answers to questions about emotional or physical relationships.
- Provide students with the knowledge, understanding and information of where to turn for advice.
- Ensure that all students develop an understanding of the value of stable, loving and caring long-term relationships, as key building blocks of society and as providing a strong basis for bringing up children.
- Ensure that all students value all relationships, understand that the school is fully inclusive, encourages mutual respect and celebrates diversity.
- Instil a respect for the cultural and religious influences on individual sexuality, respect individual differences including those relating to cultural, religious, ethnic and family backgrounds and to promote those values of respect and dignity for human life and commitment, trust, love and honesty within relationships which are common to all faiths and societies.
- Help students recognise the contribution that hobbies, interests and community participation have to overall wellbeing.
- Provide students with factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and effective interventions.
- Ensure that young people have an accurate understanding of contraception and of the risks of sexually transmitted infections, unwanted pregnancy, abortion, sexually transmitted diseases, sexuality and emotional and physical development. Students will be given the opportunity to discuss these subjects openly, without prejudice or influence by teachers or facilitators.

Parental, staff and student involvement regarding the policy

Teachers will critically reflect on their work in delivering RSE through discussion in departmental meetings and as part of the annual curriculum review of PSHE and RSE specifically. Students will have opportunities to review and reflect on their learning during lessons. The academy is committed to consulting with parents and staff on the formation of the policy and will provide opportunity for parents and carers to feedback and review annually.

Parental right to withdraw children

Parents do not have the right to withdraw their child from National Curriculum subjects or statutory content. As part of the statutory Science curriculum, the biological aspects of human growth and reproduction must be taught to all children and parents do not have the right to withdraw their children from any reproduction and life stages education.

Relationships Education is also a statutory requirement. Parents do however have the to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Requests for withdrawal should be put in writing and addressed to the Principal, who may, if deemed appropriate, wish to discuss this further with the parents/carers and the child. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Where a student is withdrawn Alternative work will be given to students who are withdrawn from RSE.

Staff delivering RSE have received appropriate training and work continuously to ensure their knowledge and understanding is updated. External agencies, such as school nurses or sexual health professionals may also be invited into school to provide support and training to staff teaching SRE.

Teaching and Learning Objectives

RSE lessons are delivered through the PSHE curriculum by trained teachers with the support of School Health Advisors. The lessons are delivered in discrete PSHE lessons and adhere to the scheme of work provided through Life Lessons.

Section 1: Curriculum Overview		
	Topic/Lessons	Learning Outcomes What students should know by the end of these lessons
Year 7	Families and Relationships: <ul style="list-style-type: none">Types of familiesTypes of relationshipsHealthy and Unhealthy RelationshipsLonelinessRoles and responsibilities of parents	Students will know: <ul style="list-style-type: none">The different types of committed stable relationshipsIdentify the various relationships we may have as we move through lifeIdentify features of these relationships and categorise these into personal and professional relationshipsThe characteristics of positive and healthy friendshipsPractical steps to improve or support respectful relationshipsConsentRespectful and appropriate relationshipsThe roles and responsibilities of parentsDevelop critical thinking skills and the ability to identify when relationships are unsafeTo be able to identify which behaviours are criminal, including violent behaviour and coercive controlThe concepts of, and laws relating to domestic abuse
	Drugs and Alcohol <ul style="list-style-type: none">The Law relating to the supply and possession of illegal substances	Students will know: <ul style="list-style-type: none">The law relating to the supply and possession of illegal substances.The facts about legal and illegal drugs and their risks, including the link to mental health conditions.The physical and psychological risks associated with alcohol consumption

	<ul style="list-style-type: none"> Physical and psychological risks of drug taking and the impact on loved ones Smoking; and vaping primary and secondary health risks, costs and impacts. Alcohol – alcoholism, primary and secondary health risks, binge drinking and responsible drinking and the impact on loved ones 	<ul style="list-style-type: none"> The physical and psychological risks associated with smoking tobacco The physical and psychological consequences of addiction To assess the impact of drug taking on loved ones To identify the dangers of some prescription drugs
Year 8	Being Safe personally, online & media <ul style="list-style-type: none"> The law relating to consent, including the sharing of personal images including deepfakes What responsibilities do students have as 12/13-year-olds relating to consent and sharing images The impact of harmful content online and in media 	Students will know: <ul style="list-style-type: none"> What consent means and when it is required Develop critical thinking strategies, enabling them to make fully informed decisions should they find themselves in similar situations The consequences of viewing harmful content The responsibility that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties What action needs to be taken and who they can speak to if they were to encounter this situation or if they are worried about anyone they know being a victim of abuse
	Law relating to: <ul style="list-style-type: none"> Consent and exploitation Abuse and grooming Forced and arranged marriage FGM and Honour based violence 	<ul style="list-style-type: none"> Identify and explain the stages of grooming and exploitation Identify warning signs for a person who are targeted for grooming and exploitation Identify 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) What are the most common types of abuse categorised into: physical, emotional, sexual and neglect Characteristics of positive romantic relationships Puberty and changes to the body What marriage is, why it is an important relationship choice for many people Explain why arranged marriage is more common in some cultures and do so respectfully What constitutes sexual harassment and sexual violence and why these are always unacceptable Students will know the concepts of, and laws relating to, <ul style="list-style-type: none"> sexual consent forced marriage honour-based violence and FGM and how these can affect current and future relationships

Year 9	Relationships, Sex Education & Media <ul style="list-style-type: none"> • Consent and sexual relationships • Reproductive health, miscarriage and fertility and pregnancy • Contraception • STI's • Dangers of sexually explicit material including the law around sharing of sexual images and deepfakes • Characteristics of positive romantic relationships 	Students will know: <ul style="list-style-type: none"> • How people can communicate and recognise consent and how/when consent can be withdrawn • The concepts of, and laws relating to sexual consent • Intimate relationships • Break-ups • To be able to identify and explain the dangers related to sexually explicit material • To be able to identify the characteristics of healthy one-to-one intimate relationships • To be able to identify how all aspects of health can be affected by the decisions made relating to sex and relationships • That there are a range of strategies for identifying and managing sexual pressure • Unhealthy relationships • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage • What sexually transmitted infections are, how they are transmitted, the impact they can have on sexual partners and how risk can be reduced • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
Year 10 & Year 11	Relationships & Sex Education <ul style="list-style-type: none"> • How alcohol and drugs can lead to risky sexual behaviour • Choices in pregnancy; Adoption and abortion including menstrual and gynaecological health • Sexual exploitation and risk. • Sexual consent, • Sexual abuse, • Sexual harassment and sexual violence • Mental health and suicide prevention • Understanding of CCE & CSE • Illegal online behaviours including drug and knife supply 	Students will know: <ul style="list-style-type: none"> • The concepts of, and laws relating to, <ul style="list-style-type: none"> ○ sexual exploitation ○ abuse ○ grooming ○ coercion ○ harassment ○ rape • That they have a choice to delay sex or to enjoy intimacy without sex. • That there are choices in relation to pregnancy and where to get further help • The dangers surrounding alcohol and drugs when linked to sexual behaviour. • Contraception • STI's • Dealing with relationship pressure • Dealing with rejection • The importance of sexual health

The religious background of all students will be taken into account when planning teaching and materials, sensitive topics are handled appropriately, and that all relationship education teaching will meet the requirements of equality law. The delivery of RSE lessons will be adapted to ensure that learning is assessable

and relevant to all students, including those with SEND. This may include opportunities to discuss sensitive information with key workers and in small groups.

Complaints

In the event of a complaint about the teaching of relationships and sex education programme at Salford City Academy this should be made in accordance with the academy's usual complaints procedure and be made in writing to the Principal.