



## Relationships and Sex Education Policy

<b>Approved by:</b>	Kingsbury Green Academy SLT	<b>Date:</b> May 2021
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<b>Next review due by:</b>	May 2024	

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## 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Give a clear understanding of consent
- Ensure that students are aware of the differences between a healthy and unhealthy relationship
- Provide a framework for students to identify positive Mental Health and signpost how to get support if required.
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

RWBAT schools must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

RWBAT secondary academies must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are 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](#).

RWBAT schools teach RSE as set out in this policy.

## 3. Policy development

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance. The policy has been made available to parents/carers for feedback.
2. Ratification – once amendments were made, the policy was ratified by the Senior Leadership Teams under the Headteachers' delegated power and was shared with governors and made available to staff and parents.

#### **4. Definition**

In an overarching definition,

RSE is about the emotional, social and cultural development of pupils, 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**

Each RWBAT school will have a slightly different curriculum and each school will use Appendix 1 to outline their curriculum; however, there may be occasions when schools need to adapt this when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils 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 online.

#### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, predominantly through the school's Personal Development (PD) Days. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

##### RWBAT Secondary schools:

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 (including the risks of Porn)
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental Wellbeing
- Online Safety
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body
- Relationships and Sex Education

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

For all RWBAT schools, 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, LGBT parents, families headed by grandparents, adoptive parents, foster parents/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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The local governing boards will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Headteacher

### **7.2 The Headteacher**

Headteachers are responsible for ensuring that RSE is taught consistently across their respective schools, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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 Headteacher.

Staff with the overall responsibility for the content and organisation of RSE at Kingsbury Green Academy Patty Kelly (Head of PSHE) and Dan Holley (Assistant Headteacher).

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

### RWBAT Secondary schools:

Parents have the right to withdraw their children from the non-statutory/non-science 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 school 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 Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

## **9. Training**

Training is available for staff on the delivery of RSE as required. The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Subject Leaders for PSHE and Assistant Headteacher through learning walks and pupil voice.

This policy will be reviewed by the Assistant Headteacher every 3 years.

At every review, the policy will be approved by the Headteacher.

# Relationships and Sex Education Curriculum Map September 2020 – Appendix 1

## PSHE Days

### Year 7 -

<p>Growing Up:</p> <p>Based around lessons on:</p> <ul style="list-style-type: none"> <li>• Positive Mental Thinking</li> <li>• Puberty</li> <li>• Resilience</li> <li>• Friendships</li> <li>• Bullying v's Banter</li> </ul>	<p>British Values – Voting Day</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Understanding of how voting works in the UK</li> <li>• Understanding of how political parties work in the UK</li> </ul>	<p>British Values</p> <ul style="list-style-type: none"> <li>• Freedom of Speech</li> <li>• Fake News</li> <li>• Power of the Media</li> </ul>
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### Year 8

<p>Economic &amp; Financial Wellbeing</p> <ul style="list-style-type: none"> <li>• Understanding employability skills using the Moonbase Challenge on Skillsbuilder</li> </ul>	<p>First Aid</p> <ul style="list-style-type: none"> <li>• St John's Ambulance Young First Aider Award</li> </ul>	<p>Fair Trade Day</p> <ul style="list-style-type: none"> <li>• Global Citizenship</li> <li>• Sustainable Planet</li> </ul>
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### Year 9

<p>Get Active</p> <ul style="list-style-type: none"> <li>• Malvern Hills</li> <li>• Outdoor Education</li> </ul>	<p>Careers Education</p> <ul style="list-style-type: none"> <li>• Understanding career choices using Careerpilot</li> <li>• Win/Won Workshops on Careers from Bath University</li> </ul>	<p>Disrespect Nobody</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Diversity</li> <li>• Honour Based Violence / Forced marriage/FGM/CSE</li> <li>• Equality</li> </ul>
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Year 10

<p>Careers</p> <p>ASK Apprenticeships Assembly - All students</p> <p>Career pilot workshop (WEX focus) (1 of 2)</p> <p>WIN Writing a CV</p> <p>Computer lesson looking at potential work experience places</p> <p>Colleges and KGA</p> <p>Social Media Identity</p>	<p>Empowering Young People</p> <ul style="list-style-type: none"> <li>• Holocaust Education</li> <li>• Human Rights</li> <li>• Human Right Action</li> </ul>	<p>Careers &amp; WEX – Big Interview</p> <ul style="list-style-type: none"> <li>• Interviews</li> <li>• Employers exp</li> <li>• CV / letter of application</li> <li>• H &amp; S</li> <li>• Tel. interviews</li> </ul>
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Year 11

<p>Careers, mental health and Sex Ed</p> <ul style="list-style-type: none"> <li>• Managing stress</li> <li>• Healthy lifestyle</li> <li>• Revision skills</li> <li>• Safe sex and consent</li> <li>• Potential career paths</li> </ul>	<p>English/Maths Intervention</p>	<p>English/Maths Intervention</p>
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Sixth Form – these lessons are adapted yearly depending on the needs of the year group. Ruth works closely with me and her link to make sure that these lessons are as effective and targeted to the students' needs as possible.

<p>Year 12</p> <p>Careers</p> <ul style="list-style-type: none"> <li>• Apprenticeships</li> <li>• Personal statements</li> <li>• Safe Drive Stay Alive</li> <li>• WEX prep</li> </ul>	<p>Year 12</p> <p>Safe driving, drugs and consent</p> <ul style="list-style-type: none"> <li>• Safe driving guidance linked into the risks of drugs and alcohol</li> <li>• Consent – the impact that substances have on consent</li> <li>• Rape on Trial</li> </ul>	<p>Year 12</p> <p>University visit</p> <p>Career Path Guidance</p>
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Year 13 Personal statements <ul style="list-style-type: none"> <li>• UCAS guidance</li> <li>• Job application guidance</li> </ul>	Year 13  Careers and financial management	Year 13  Cooking on a budget
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**PSHE Lessons (Fortnightly for KS3 and 12 lessons across the year for Year 10)**

Term	Year 7	Year 8	Year 9	Year 10
1	<b>Managing emotions</b> – snakes and ladder problem solving lesson  <b>Positive emotional response</b> – Using ROAD  <b>What is resilience?</b>	<b>Importance of Mental Health</b>  <b>Mental Health and anxiety</b>  <b>Mental and positivity</b>  <b>Good Mental Health</b>	<b>Dealing with change</b>  <b>Reframing negative thinking</b>  <b>Promoting emotional wellbeing</b>	<b>Taught during English/Maths/Science lessons on a class rotation</b>  <b>Abusive Relationships</b>  <b>Exploited – grooming</b>  <b>Planet Porn</b>  <b>Organ Donation – RS link</b>  <b>Parenthood</b>
2	<b>Positive Mental Thinking - Mindfulness</b>  <b>Positive Mental Thinking-</b> Positive actions and emotions	<b>Mindfulness</b>  <b>Self Esteem and Body Image</b>  <b>Positive Belief</b>	<b>Drugs</b>  <b>County Lines and Gangs</b>  <b>Careers</b> – Skills and qualifications required for different career paths	
3	<b>Careers</b> – jobs and the future	<b>Careers-</b> Employability skills	<b>Risky situations</b>  <b>Knife Crime</b>	

	<b>Careers – The importance of doing stuff</b> <b>Careers – research job careers</b>	<b>Careers – research jobs and skills</b> <b>Careers – Green Careers</b>	<b>RU Ready for Sex (Delay)</b> <b>Contraception</b>	<b>Fertility treatment and pregnancy (including Surrogacy) – RS link</b>  <b>Careers – CVS</b>
4	<b>Friendships</b> <b>Peer pressure</b> <b>Consent- self-respect and personal boundaries</b>	<b>What is risk?</b> <b>What is the issue with alcohol?</b> <b>What are the risks?</b>	<b>STIs</b> <b>Romance and Relationships</b> <b>Consent</b>	<b>Careers – letters</b> <b>Careers – Big Interview prep</b>
5	<b>Online Safety</b> <b>Healthy Eating</b> <b>Smoking</b>	<b>Sadfishing</b> <b>Contraception and STIs – an introduction</b> <b>Send me a pic – Healthy relationships</b>	<b>Families and Positive Relationships</b>	<b>Condom Olympics</b>  <b>Consent</b>  <b>What is good sex?</b>
6	<b>Gender Equality</b> <b>Charity</b>	<b>Send me a pic – nudes</b> <b>Send me a pic – when nudes get passed around</b> <b>Cyberbullying</b>	<b>Credit and Debt</b> <b>Budgeting</b> <b>Tax</b> <b>Public Spending</b>	

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
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 school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	