



# RELATIONSHIP & SEX EDUCATION (RSE) POLICY

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Signed: *Dafed*

**Chair of Governors**

Dated: 7/05/2020

Signed: *Ax Galt*

Dated: 7/05/2020

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## 1. AIMS

The aims of relationships and sex education (RSE) at Goldington Academy, through implicit and explicit learning experiences, are to:

- Provide a framework in which sensitive discussions can take place
- Ensure that RSE is integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way
- 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
- Encourage enjoyment of relationships based upon mutual trust and respect, free from abuse
- Create a positive culture around issues of sexuality and relationships
- Value similarities and differences between genders
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Nurture a partnership between caring adults and pupils to ensure sensitive support for children and young people as they grow and mature
- Generate an atmosphere of trust and confidence where opinions and views can be shared without embarrassment
- Adopt a whole school approach
  
- Promote spiritual, moral, cultural, mental, physical and social development of pupils at the school and within their communities
- Prepare pupils for responsibilities and experiences of life

The school will work towards these aims in partnership with pupils and parents.

The aim of this policy is to clarify the context and manner in which RSE is delivered in this school.

## **2. STATUTORY REQUIREMENTS**

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools *must* cover from September 2020.

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#). From September 2020, most of PSHE education becomes statutory, including Relationships Education at key stages 1 and 2, RSE at key stages 3 and 4 and health education in both primary and secondary phases.

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](#).

At Goldington Academy we teach RSE as set out in this policy.

## **3. 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.

## **4. CURRICULUM**

Our curriculum is outlined in Appendix 1 and is based upon the programme of study provided by the PSHE Association, adapted as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

## **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, and other aspects are included in religious education (RE) and computing.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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 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).

All teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

RSE is part of the school's provision for Spiritual, Moral Social and Cultural development. The following are protocols for discussion-based lessons with students:

- ☑ No one (teacher or student) will have to answer a personal question
- ☑ No one will be forced to take part in a discussion
- ☑ Meanings of words will be explained in a sensible and factual way
- ☑ Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- ☑ It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
- ☑ If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify the School's Designated Safeguarding Lead.

### **SEN**

Young people with Special Educational Needs will not be withdrawn from RSE but will be given help to develop skills through materials and teaching styles appropriate to their learning needs. Work may be planned and delivered in different ways in order to meet the individual needs of the young people.

## **6. ROLES AND RESPONSIBILITIES**

### **6.1 The governing board**

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

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 7).

### **6.3 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.

Natalie Sacre, as curriculum leader for PSHE, will oversee development and implementation of RSE within both PSHE and the wider curricula across school. Delivery of RSE will be undertaken by a dedicated team of PSHE teachers, within timetabled lessons, with contribution from external agencies when appropriate. NS will also work closely with Education Consultant, Andi Whitwham.

### **6.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. A 'working agreement' is devised between staff and pupils at the start of course, which is embedded within the learning.

## **7. RIGHT TO BE EXCUSED FROM SEX EDUCATION**

We are required, as stated by the Department of Education's statutory guidance, to teach RSE as part of our PSHE curriculum from September 2020. We will notify parents when RSE will be taught, via our termly curriculum summaries.

Current regulations and guidance from the Department for Education state that parents have the right to withdraw their children from the aspects of sex education that is not part of NC Science. We hope, however, that parents will realise the value of their child learning age-appropriate content in a professional and safeguarded environment. The request to withdraw from sex education lessons may take place 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.

There is no right to withdraw from Relationships Education or Health Education.

Requests for withdrawal from sex education components within PSHE lessons 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.

Parents will be asked to provide alternative, appropriate, work for their child withdrawn from sex education for the number of lessons this affects.

## **8. TRAINING**

Staff will be trained on the delivery of RSE as appropriate.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **9. MONITORING ARRANGEMENTS**

The delivery of RSE is monitored by Natalie Sacre, Careers Leader and Leader of Life Skills, and the Senior Leadership Team, through:

- Lesson observations
- Learning walks
- Pupil work scrutiny
- Teacher assessments

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems, and reported home via the school reports.

Review and evaluation of the schemes of work will be the responsibility of the named curriculum leader in discussion with pupils, teachers and parents.

A nominated link governor (Joanna Hawkins) will have the responsibility of making the necessary connections between the school and the Governing Body.

This policy will be reviewed by the named curriculum leader annually. At every review, the policy will be approved by the governing board and headteacher.

The policy will be available to all staff and governors and on request, to parents of pupils at Goldington Academy.

Any questions in relation to the policy will be dealt with by the Headteacher/Senior Link or curriculum leader dependent on the nature of the enquiry.

**DISSEMINATION OF THE POLICY**

The policy will be made available to all governors, Headteachers, teaching and non-teaching staff and on request, to parents.

Each year on informing parents of forthcoming RSE lessons, parents will be made aware of the policy and how it may be accessed.

A copy of the policy will be available at all times with the Chair of Governors, the Headteacher and the RSE Co-ordinator.

**LINKS TO OTHER POLICIES**

This policy is to be reviewed and undertaken considering the links with other whole school policies related to PSHE, Child Protection, Anti-Bullying, Collective Worship and e-safety.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Exploring the nature of prejudice and discrimination and how to challenge and manage them</li> <li>• Recognising and managing social risks of internet use, including cyberbullying</li> <li>• Positive relationships and safely resolving conflict</li> <li>• Stereotypes in the media, attitudes and behaviour towards relationships</li> </ul>	<p>BBC Bitesize</p> <p>Childnet.com</p> <p>CEOPS</p> <p>NSPCC</p>
Year 7	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Self-esteem, romance and friendships</li> <li>• Exploring family life</li> </ul>	<p>BBC Bitesize</p> <p>Childnet.com</p>
Year 8	Spring 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Exploring racism, religious intolerance and migration and relevant laws</li> <li>• Influences and respect for others</li> <li>• Managing online safety and digital literacy</li> <li>• Laws, assessing resource reliability and protection online</li> </ul>	<p>BBC Bitesize</p> <p>CEOPS</p> <p>Citizens Advice Bureau</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 1	<p>Sex:</p> <ul style="list-style-type: none"> <li>• Qualities, behaviours and expectations in sexual development and activity</li> <li>• Diversity in sexual attraction and the influence of assumptions/stereotypes</li> <li>• Forming new partnerships</li> <li>• Different levels of intimacy in relationships and associated consequences; laws</li> <li>• Consent</li> <li>• Developing knowledge about the condom and contraceptive pill</li> </ul>	<p>BBC Bitesize</p> <p>Christopher Winter resources</p> <p>EC Resources</p> <p>Expect Respect Education Toolkit</p> <p>Stonewall.org.uk</p>
Year 9	Spring 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Managing conflict with parents and family members</li> <li>• Risks associated with running away from home</li> <li>• What makes someone who they are – protected characteristics</li> <li>• Gender identity, gender expression and gender stereotyping</li> <li>• Recognising and challenging transphobia and gender-based discrimination</li> </ul>	<p>BBC Bitesize</p> <p>Christopher Winter resources</p> <p>EC Resources</p> <p>Railwaychildren.org.uk</p> <p>Stonewall.org.uk</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 1	<p>Sex:</p> <ul style="list-style-type: none"> <li>• How to manage the pressures to start sexual activity</li> <li>• Consent and legal recognition of consent</li> <li>• Sexually transmitted infections and their prevention</li> <li>• Different forms of contraception, sexual health choices and access to appropriate services</li> <li>• The media's influence on sexual relationships</li> <li>• What is FGM and what do we need to know to help prevent it happening?</li> <li>• How to secure personal information online</li> <li>• The legal, emotional and social consequences of sharing explicit images</li> </ul>	<p>BBC Bitesize</p> <p>CEOPS</p> <p>Christopher Winter resources</p> <p>EC Resources</p> <p>NHS direct</p>
Year 10	Spring 1	<p>Sex:</p> <ul style="list-style-type: none"> <li>• Relationship and sex myths and social norms</li> <li>• Different types of romantic relationships</li> <li>• The changing nature of relationships over time</li> <li>• Recognising exploitative relationships; how and where to seek help</li> </ul>	<p>BBC Bitesize</p> <p>CEOPS</p> <p>Christopher Winter resources</p> <p>EC Resources</p> <p>NSPCC</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Different types of families in the UK today</li> <li>• Responsibilities and implications of parenthood and family life</li> <li>• Implications of and options available following an unplanned pregnancy</li> <li>• Effects and impact of family breakdown and bereavement and strategies for coping</li> </ul>	<p>BBC Bitesize</p> <p>EC Resources</p> <p>NHS Direct</p>
Year 11	Spring 1	<p>Sex:</p> <ul style="list-style-type: none"> <li>• Safeguarding in relationships</li> <li>• Unhealthy relationships</li> <li>• Consent and sexual assault; how to protect against and how to report</li> <li>• Coping with relationship break downs</li> </ul>	<p>refuge.org.uk</p> <p>womensaid.org.uk</p> <p>standingtogether.org.uk</p> <p>mankind.org.uk</p> <p>respect.uk.net</p>

## 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	