



**THE  
HASTINGS  
ACADEMY**

# **RELATIONSHIPS & SEX EDUCATION (RSE) POLICY**

**April 2021 - 2022**

*This policy has been written in consultation with students, parents and staff*

DRAFT

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## 1. Statement of Intent

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. *-Secretary of State Foreword (July 2020)*

At The Hastings Academy, it is our vision to provide the best possible education for all of our students and to remain an exceptional educational establishment locally, nationally and globally. Relationships and Sex Education is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of Personal Development / Relationship & Sex Education (RSE) lessons.

"Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health.

The programme will be taught objectively and will focus on the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSE equips students with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSE in preparing student to live safe, fulfilled and healthy lives. The overarching objective of RSE is to support students through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

The school will fully respect the legal right of parents to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science).

### Aims and objectives

The relationships and sex education programme is an opportunity for students to:

- Develop an understanding of sex, sexuality sexual health and gender identity
- Develop an understanding of what a healthy relationship looks like and the benefits that this will have to their mental wellbeing
- Develop a range of appropriate personal skills.
- Develop an ability to recognise abusive relationships and address these within the context of the law
- Develop a positive view of human sexuality with honest and medically accurate information so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Learn about how to get help and treatment from sources such as the School Health Service and other health and advices services including reliable information online

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- Understand the importance of gender equality and LGBTQ+ equality and challenge all forms of discrimination in RSE lessons and in everyday school life.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Understand how to remain safe when using the internet and social media.
- Help students develop feelings of self-respect, confidence and empathy
- Provide student voice, so that teaching can be made relevant to their real lives and assessed and adapted as their needs change
- Teach students the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place

The aims will be achieved through developing an understanding in the following areas:

- a range of values and moral issues including the importance of family life;
- the biological facts related to human growth and development, including reproduction;
- Different types of relationships, including friendships, working relationships, family relationships, dealing with strangers and intimate relationships;
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent and how to manage conflict, and also how to recognise unhealthy relationships;
- Address grooming, sexual exploitation and domestic abuse, including the emotional damage caused by female genital mutilation.
- How relationships may affect health and wellbeing, including mental health.
- Rules and principles for keeping safe online, including the use of data

Effective RSE can make a significant contribution to the development of personal skills needed by students to establish and maintain relationships. RSE will ensure students are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables students to make responsible and informed decisions about their health and wellbeing

RSE will be approached through evidence-based, best practice principles to ensure the highest impact on improving student health, wellbeing, safeguarding and lifelong outcomes.

## 2. Policy Development

The relationships and sex education programme will be developed in conjunction with the views of teachers, students and parents and carers by the Head of Personal Development, in accordance with DfE recommendations. The programme will be designed to reflect the culture of the local community.

The consultation and policy development process involved the following steps:

- Review – the programme pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- Student consultation – to ensure students understand what is being taught and what more they need
- Ratification – once amendments were made, the policy was shared with the Local Board and ratified.

## 3. Definition

RSE is about 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.

## 4. Curriculum Organisation

Our curriculum is set out as per Appendices but we may need to adapt it as and when necessary.

The majority of the programme will be delivered through the Personal Development framework, with aspects taught via the science and physical education curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, through our Personal Development framework. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students 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

The topics taught at each key stage are broken down as follows:

### Key Stage 3

- Students in Year 7, 8 & 9 shall learn about the following topics:
  - Anti-bullying
  - Mobile phone and internet safety
  - Road safety
  - Sustaining positive mental health
  - Careers
  - Drugs and alcohol
  - Personal identity, self-esteem and resilience
  - The body, emotions, puberty and how a baby is born
  - Personal safety
  - Internet safety
  - Mental health
  - Resilience
  - Basic first aid
  - Drugs education

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- Careers
  - Body image and self esteem
  - HIV, condoms and contraception, where to get help
  - Drugs and alcohol
  - Physical and mental health
  - Careers
  - First aid
  - Crime and punishment
  - Mobile phone safety
  - Relationships
  - STIs: diagnosis and treatment
  - Tolerance (including racism and extremism)
  - Gender identity and equality and guidance to reduce homophobic, transphobic and biphobic bullying
  - Recognition of abusive relationships, including FGM
- Throughout KS3, students will learn about puberty – physical and emotional body changes, managing the changes, exploring why people might want a baby, body image, HI V and AIDS, sexually transmitted infections, contraception, arguments for delaying sexual activity, the reasons for having protected sex, consequences of unhealthy choices, where to access help and support.

## Key Stage 4

Students will learn social and emotional aspects of relationships including qualities of a good relationship and pressure, assertive behaviour, stereotyping, the law with regards to sexual behaviours, risk taking and consequences, contraception and where to access help and support. External experts may be invited to assist from time to time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

In both key stages, it will be made clear to students that sexual relationships involving students under 16 is a criminal offence.

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 & carers, 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).

## 5. Training of Staff

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

5.1	All staff members delivering Personal Development at the academy will undergo refresher training on an annual basis to ensure they are up-to-date with the sex and relationship education programme.
5.2	Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

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5.3	Trained staff will be able to give students advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and their effectiveness
5.4	The Principal 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.

## 6. Delivery of the programme

6.1	Throughout every year group, age appropriate and relevant diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
6.2	Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
6.3	Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the academy's E-safety Policy, and Acceptable Terms of Use Agreement.
6.4	Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
6.5	The programme will be designed as to focus equally on male, female, transgender and non-binary gender students and activities will be planned to ensure all are actively involved, matching their different learning styles.
6.6	The programme will be designed to promote self-esteem within pupils and encourage each to take responsibility for their own actions.

## 7. Roles and responsibilities

7.1	<b>The Trustees</b> The Trustees will hold the Principal to account for the implementation of this policy. The Trustees have delegated the approval of this policy to the Principal.
7.2	<b>The Principal</b> The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE.
7.3	<b>Staff</b> Staff are responsible for: <ul style="list-style-type: none"><li>• Delivering RSE in a sensitive way</li><li>• Modelling positive attitudes to RSE</li><li>• Monitoring progress</li><li>• Responding to the needs of individual students</li><li>• Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE</li></ul> 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 Principal. The Assistant Principal for Personal Development and the Head of Character Development are responsible for leading the appropriate delivery of RSE within the PSHE/RSE curriculum.
7.4	<b>Students</b>

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

8.1	The Hastings Academy has the same high expectations of the quality of students' work in RSE as for other curriculum areas. Our strong curriculum will build on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress.
8.2	Students learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self- assessment tasks that will confirm students' understanding of the topics.
8.3	Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged. Assessments are used to identify where students need extra support or intervention.
8.4	The quality of RSE teaching and learning will be monitored through book checks, informal drop-ins and Deep Dives conducted by the Head of Department and/or members of the Senior Leadership Team. The observation and findings of which will be used to identify and inform future staff training needs.

## 9. Working with parents

Working with parents and carers and the right to withdraw

9.1	The Hastings Academy understands that the teaching of some aspects of the programme may be of concern to parents/carers
9.2	The academy will ensure that no teacher expresses their personal views or beliefs when delivering the programme.
9.3	Parents/carers will be informed about the content of the sex education programme through letters

The academy respects the legal right of parents/carers to withdraw their child from all, or part, of the sex education programme, except for those statutory parts included in the science national curriculum (see appendices 2) up to and until 3 terms before the child turns 16. 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 4 of this policy and addressed to the Principal.



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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.

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

## 10. Equal Opportunities

The Hastings Academy abides by all equality legislation and fully respects the rights of all students and staff members, regardless of any protected characteristic that they may have. We will, therefore, endeavour to approach the relationships and sex education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which could cause offense.

## 11. Confidentiality

Confidentiality cannot be given within the classroom and students are made aware of this throughout the lessons however staff will signpost to services that can offer this to young people.

Staff should, however, alert the Designated Safeguarding Team about any suspicions of inappropriate behaviour or potential abuse via CPOMs or by talking directly to the safeguarding team as per the school's Child Protection and Safeguarding policy

(<https://resources.finalsite.net/images/v1615189864/brightonacademiestrorguk/bgzkcygbfo1gf13weyha/tha-child-protection-and-safeguarding-policy.pdf>)

## 12. Bullying

Staff should refer to the school's Preventing

Bullying policy (<https://resources.finalsite.net/images/v1610375808/brightonacademiestrorguk/fqde3wcwsgjptrpnryw6/tha-policy-preventing-bullying.pdf>) where

a child is bullied as a result of the relationships and sex education programme.

## 13. Statutory Requirements

As a secondary academy we must provide RSE to all students 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](#).

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

## 14. Monitoring and review

The Principal monitors the impact of RSE on an annual basis. The Principal will give serious consideration to any comments, consultation and evidence of impact.

Consultation with students will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed annually by the Principal or sooner if the RSE curriculum is amended, for example in response to stakeholder consultation, emerging themes, changing student needs or the introduction of new legislation and guidance. The next review date of this policy is currently set for April 2022.

## Appendices

### Appendix 1: PSHE/Citizenship & SRE Curriculum

This document can be found in the PSHE section on this page:

<https://www.thehastingsacademy.org.uk/teaching-and-learning/curriculum>

### Appendix 2: Overview of sex and relationship education in science

In Key stage Three RSE is taught within science in:

- Year 7, Term 2: students are introduced to organs and organ systems, including the reproductive organ system.
- Year 7, Term 5: this covers reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilization, gestation and birth.

In Key stage Four, RSE is taught within science in:

- Year 10, Term 2: students learn about STIs as part of the unit on health and disease
- Year 11, Term 1: students learn about the menstrual cycle, methods of contraception and hormones as part of their unit on animal coordination and control.

Other content, such as meiosis, genetic inheritance, growth curves, sex cells, and related content are covered throughout the science curriculum.

### Appendix 3: DFE Summary: By the end of secondary school students 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                             <ul style="list-style-type: none"> <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                                     <ul style="list-style-type: none"> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> </ul> </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> </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                             <ul style="list-style-type: none"> <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)                                     <ul style="list-style-type: none"> <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> </ul> </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> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <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>
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             <ul style="list-style-type: none"> <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> </ul> </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             <ul style="list-style-type: none"> <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> </li> </ul>
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             <ul style="list-style-type: none"> <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> </ul> </li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women             <ul style="list-style-type: none"> <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> </ul> </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             <ul style="list-style-type: none"> <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> </ul> </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             <ul style="list-style-type: none"> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> </ul> </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>

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## Appendix 4: Parent and Carer form: withdrawal from sex education within the Personal Development Curriculum

TO BE COMPLETED BY PARENTS & CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents & carers	

### Policy status and review

<b>Written by:</b>	Hilary Morawska
<b>Owner:</b>	Principal
<b>Status:</b>	Draft/Approved
<b>Approval date:</b>	
<b>Review Date:</b>	Annual review required

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