

Relationships and Sex Education Policy



THE
ST LEONARDS
ACADEMY

Approved by:	Hannah Carter	Date: September 2020
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1. Aims

At The St Leonards Academy we are fully committed to a holistic approach to developing young people. A key part of this development is the education that they receive in relation to relationships and sex education. We recognise that parents take the primary role in developing the foundations of this education within their family units and that our role is to build upon that platform to sensitively promote an understanding of the importance of healthy, happy relationships.

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

- Provide a framework in which sensitive discussions can take place, where students feel valued and safe and can access relevant and timely guidance that supports them being responsible, proactive and kind members of their communities.
- Respect the backgrounds and beliefs of pupils and parents whilst providing students with an understanding of the law.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene and the impact that this has on wellbeing.
- To meet the needs of the community which the Academy serves and to promote wellbeing as an essential tool for navigating the development of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships that is inclusive of the values of all stakeholders.
- Teach pupils the correct vocabulary to describe themselves and their bodies and promoting linguistic sensitivity when discussing all legally protected characteristics as defined in the 2010 Equality Act.
- Ensure that our students are confident in understanding how to stay safe and how to navigate the challenges of becoming a young adult particularly in relation to changes in social media and online experiences of relationships.

2. Statutory requirements

As a secondary academy school we 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](#).

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

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- A detailed review of all relevant national and local guidance. This was carried out by the Head of Faculty and a member of the Academy's Senior Leadership Team.
- Consultation with staff. This took the form of sharing the draft policy; staff were asked to then respond to an online survey to gather their views where they could ask questions and make recommendations.
- A pupil focus group was completed with a selection of pupils from across all five year groups. They had the opportunity to read the policy and curriculum map. Their views and recommendations were also taken into consideration.
- Finally, a parent survey was completed to gather their views about the policy and delivery of RSE. This was followed up by a parent forum where parents were invited to share and elaborate on their views. The result of this was an agreement to share RSE content prior to the teaching of each module with parents.
- The final draft of the policy was reviewed by the Principal and Senior Leadership Team.
- Once amendments were made, the policy was shared with governors and ratified.

4. 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.
- RSE does not favour, prefer or promote any type of lifestyle or family unit.
- RSE is an inclusive experience whereby all protected characteristics are acknowledged and all students feel safe and valued.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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 and Organisation of RSE

RSE is taught within the personal development curriculum. Biological aspects of RSE are sometimes taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. These sessions are planned with the speaker and a member of the Personal Development faculty to ensure their input will be worthwhile and to ensure the suitability of the content (especially if there is a concern that there may be bias in the delivery).

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).

7. Roles and responsibilities

The governing board:

- The governing board will approve the RSE policy, and hold the Principal to account for its implementation.
- The governing board will hold the Principal to account for the implementation of this policy.
- The governing board has delegated the approval of this policy to x – to be decided.

The Principal:

- The Principal 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 8).

Staff:

Staff are responsible for:

- Delivering RSE in a sensitive way that holds the values of equality and inclusivity at the core of all discussions and interactions with young people
- Adhering to all guidance in relation to the PREVENT, CHANEL and KSIE policies
- Modelling positive attitudes to RSE
- Monitoring progress of all students and communicating regularly with other teams within the academy about student wellbeing
- Responding to the needs of individual pupils and their own unique family units
- 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 Principal.

The lead member of staff responsible for the delivery of RSE is the Head of Personal Development faculty. All teachers within this faculty can expect to teach RSE throughout the year

Pupils:

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity modelling the PRIDE values of the Academy at all times.

8. Equal Opportunities Statement

Our Academy ensures that effective RSE is available to all students. Our RSE programme responds to the needs of individual students and takes students' cultures, faiths and family backgrounds into consideration.

9. Parents' right to withdraw

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 Principal.

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.

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

10. Training

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

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.

All visitors are made aware of the RSE policy and staff evaluate all lessons. All external visitors are subject to safeguarding checks following the Academy procedure. A member of staff will also supervise the visitor at all times.

11. Safeguarding Procedures

The Academy has a Designated Safeguarding Lead who is responsible for safeguarding procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns.

As part of SRE ground rules, teachers need to make it clear to students that if they suspect anyone is at risk from harm, they will need to tell another adult.

12. Approach to potentially controversial and sensitive content

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented with all viewpoints so that students are able to form their own opinions, but are also encouraged to respect the fact that others may have quite different viewpoints.

13. Monitoring and evaluation arrangements

The delivery of RSE is monitored by the Head of Faculty for Personal Development through:

- Learning walks, lesson observations, work scrutiny and student voice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Vice Principal annually. At every review, the policy will be approved by the Principal.

Appendix 1: RSE Curriculum Map

	Pupils should know	Year 7	Year 8	Year 9	Year 10	Year 11
1	that there are different types of committed, stable relationships	S&R T1				
2	how these relationships might contribute to human happiness and their importance for bringing up children					
3	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					
4	why marriage is an important relationship choice for many couples and why it must be freely entered into					
5	the characteristics and legal status of other types of long-term relationships					
6	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	S&R T1				
7	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.	S&R T1	RSE T6	RSE T1&2		
8	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.	S&R T1	RSE T6	RSE T1&2		
9	practical steps they can take in a range of different contexts to improve or support respectful relationships	S&R T1				
10	how stereotypes, in particular 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)	S&R T1	RSE T6 R&R T5*	RSE T1&2	Ethics T3*	
11	that in school and 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	S&R T1				
12	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	S&R T1	M&E H T2			

13	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control			RSE T1&2	RSE T6*	RSE T4*
14	what constitutes sexual harassment and sexual violence and why these are always unacceptable			RSE T1&2	RSE T6*	RSE T4*
15	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		R&R T5*		Ethics T3*	
16	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online					
17	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	S&R T1	RSE T6	RSE T1&2	RSE T6*	
18	not to provide material to others that they would not want shared further and not to share personal material which is sent to them		RSE T6	RSE T1&2	RSE T6*	
19	what to do and where to get support to report material or manage issues online	S&R T1				
20	the impact of viewing harmful content			RSE T1&2	RSE T6*	RSE T4*
21	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			RSE T1&2	RSE T6*	RSE T4*
22	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.			RSE T1&2	RSE T6*	RSE T4*
23	how information and data is generated, collected, shared and used online					
24	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		Some RSE T6	More RSE T1&2	RSE T6* Ethics T3*	
25	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)		RSE T6	RSE T1&2	RSE T6*	RSE T4*
26	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		RSE T6	RSE T1&2	RSE T6*	
27	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			RSE T1&2	RSE T6*	

28	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause				RSE T6*	RSE T4*
29	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others			RSE T1&2	RSE T6	RSE T4*
30	that they have a choice to delay sex or to enjoy intimacy without sex			RSE T1&2	RSE T6	RSE T4*
31	the facts about the full range of contraceptive choices, efficacy and options available		RSE T6	RSE T1&2		
32	the facts around pregnancy including miscarriage				RSE T6*	RSE T4*
33	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)				RSE T6* Ethics T4*	RSE T4*
34	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 facts about testing		RSE T6	RSE T1&2	RSE T6*	
35	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment		RSE T6	RSE T1&2	RSE T6*	
36	how the use of alcohol and drugs can lead to risky sexual behaviour		Drugs T4		RSE T6*	RSE T4*
37	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment			RSE T1&2	RSE T6*	RSE T4*
38	how to talk about their emotions accurately and sensitively, using appropriate vocabulary				M&E H T2	
39	that happiness is linked to being connected to others					
40	how to recognise the early signs of mental wellbeing concerns		M&E H T2		M&E H T2	
41	common types of mental ill health (e.g. anxiety and depression)		M&E H T2		M&E H T2	
42	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health		M&E H T2		M&E H T2	

43	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	HL T2	M&E H T2		M&E H T2	
44	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online		M&E H T2?			
45	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	S&R T1?	M&E H T2		M&E H T2	
46	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	HL T2	M&E H T2		M&E H T2	
47	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health	HL T2				
48	about the science relating to blood, organ and stem cell donation					
49	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	HL T2				
50	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions		Drugs T4			
51	the law relating to the supply and possession of illegal substances		Drugs T4			
52	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood		Drugs T4			
53	the physical and psychological consequences of addiction, including alcohol dependency		Drugs T4			
54	awareness of the dangers of drugs which are prescribed but still present serious health risks		Drugs T4			
55	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so		Drugs T4			
56	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	HL T2				

57	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	HL T2				
58	(late secondary) the benefits of regular self-examination and screening				RSE T6*	RSE T4*
59	the facts and science relating to immunisation and vaccination					
60	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	HL T2?	M&E H T2		M&E H T2	
61	basic treatment for common injuries	NS T3	Term 3			
62	life-saving skills, including how to administer CPR	NS T3	Term 3			
63	the purpose of defibrillators and when one might be needed	NS T3	Term 3			
64	key facts about puberty, the changing adolescent body and menstrual wellbeing	HL T2	RSE T6	RSE T1&2		
65	the main changes which take place in males and females, and the implications for emotional and physical health		RSE T6	RSE T1&2		

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

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	
Staff signature	