



**National and local guidance in relation to the Covid 19 pandemic may over rule aspects of this policy.**

# **Relationships and Sex Education Policy**

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*"The Academy believes that inclusive practice is central to developing quality teaching and learning. As such we endeavour to provide a supportive framework that responds to pupils' needs and overcomes potential barriers for individuals and groups of pupils and to ensure that pupils of all abilities and needs are fully included in the life of the school. The ethos of this statement underpins all Oldbury Academy's policies."*

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## 1. Aims

The aims of relationships and sex education (RSE) at our school 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure that students develop the knowledge and skills to stay safe in 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](#).

The new [Relationships and Sex Education](#) statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

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 Oldbury 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:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties consulted through an online survey following the sharing of the policy and curriculum plans. There was an opportunity to raise individual concerns or points directly.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – 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.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to meet the needs of our students and respond to events on a local, national or global scale.

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.

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

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum delivered within form time by their form tutor and during drop down days. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We also use external agencies such as Brook and the School Nursing Service where possible for expert support.

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

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). Teaching is also sensitive to children that 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 governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### 7.2 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 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 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.

All staff are responsible for delivering RSE and are trained and supported in doing so. RSE is delivered primarily within Personal Development in form time.

## **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**

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.

This may include a conversation to discuss the benefits of students receiving RSE education and explore reasons for withdrawal.

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

## **9. Training**

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. They will also have access upon induction to online training modules in order to support their start.

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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Gemma Tillotson, Assistant Headteacher and Year Teams through:

Pupil voice, staff voice and learning walks.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed on an annual basis. At every review, the policy will be approved by the governing body.

## Relationships and sex education curriculum overview

Please be aware that it may be necessary to amend the order in which topics are covered within the year. For example, some topics are unsuitable for delivery during periods of remote learning which has necessitated changes.

LIFE SKILLS & WELLBEING		CELEBRATING DIVERSITY & EQUALITY		RELATIONSHIPS & SEX EDUCATION		RIGHTS, RESPONSIBILITIES & BRITISH VALUES		STAYING SAFE ONLINE OFFLINE		HEALTH & WELLBEING		LIFE BEYOND SCHOOL		CREATIVE CURRICULUM	
Proposed Curriculum Overview of Personal Development including SRE															
TERM 1.1				TERM 1.2				Spring TERM 2.1							
Subject	Y Group	Key themes Studied				Topic		Subject	Y Group	Key themes Studied				Topic	
Citizenship	Year 7	<ul style="list-style-type: none"> <li>Communities</li> <li>Sleep</li> <li>Team Work</li> <li>Skills &amp; Qualities</li> </ul>				Managing Change		Citizenship	Year 7	<ul style="list-style-type: none"> <li>Identity</li> <li>Citizenship</li> <li>Nationalities</li> </ul>				Celebrating Differences	
PSHE	Year 8	<ul style="list-style-type: none"> <li>Health &amp; Wellbeing</li> <li>Child Abuse</li> <li>Stress Management</li> <li>Healthy eating</li> <li>Self Esteem</li> <li>Body Image</li> </ul>				Physical Health & Mental Wellbeing		CITIZENSHIP	Year 8	<ul style="list-style-type: none"> <li>Law</li> <li>Rights</li> <li>Society</li> <li>Community</li> </ul>				Law, Crime & Society	
Careers & Enterprise	Year 9	<ul style="list-style-type: none"> <li>Picking Options</li> <li>First Aid</li> <li>Conflict Management</li> <li>Budgeting</li> </ul>				Essential Life Skills		PSHE	Year 9	<ul style="list-style-type: none"> <li>Cannabis</li> <li>Illegal Drugs</li> <li>Drug Addiction</li> <li>Volatile Substance Abuse</li> </ul>				Legal & Illegal Drugs	
PSHE	Year 10	<ul style="list-style-type: none"> <li>Emotional Wellbeing</li> <li>Mental Health</li> <li>Child Abuse</li> <li>Self Harm</li> </ul>				Mental Health & Wellbeing		Citizenship	Year 10	<ul style="list-style-type: none"> <li>British Values</li> <li>Human Rights</li> <li>Fake News</li> </ul>				Exploring British Values	
Careers & Enterprise	Year 11	<ul style="list-style-type: none"> <li>Careers</li> <li>CV Writing</li> <li>Interviews</li> <li>Personal Statements</li> </ul>				Your Future & Beyond		PSHE	Year 11	<ul style="list-style-type: none"> <li>Drugs</li> <li>Festivals</li> <li>Sexualisation of the Media</li> </ul>				Staying Safe	
Subject	Y Group	Key themes Studied				Topic		Subject	Y Group	Key themes Studied				Topic	
PSHE	Year 7	<ul style="list-style-type: none"> <li>Puberty</li> <li>Body Development</li> <li>Periods</li> <li>Emotions</li> </ul>						PSHE	Year 7	<ul style="list-style-type: none"> <li>LGBT</li> <li>Gender Issues</li> <li>Trans Issues</li> </ul>				LGBTQ+ Explored	
PSHE	Year 8	<ul style="list-style-type: none"> <li>Terrorism</li> <li>Extremism</li> <li>Fake News</li> <li>Media</li> </ul>				Combating Extremism & Terrorism		Citizenship	Year 9	<ul style="list-style-type: none"> <li>Consumer Rights</li> <li>Employment Rights</li> <li>Social Media</li> <li>Personal Finance</li> </ul>				Rights & Responsibilities	
Citizenship	Year 10	<ul style="list-style-type: none"> <li>Parenthood</li> <li>Pregnancy</li> <li>Love and Abuse</li> <li>Cancers</li> <li>Organ Donation &amp; Medical Ethics</li> </ul>				Adult Health & Looking After Yourself		PSHE	Year 11						

LIFE SKILLS & WELLBEING	CELEBRATING DIVERSITY EQUALITY	RELATIONSHIPS & SEX EDUCATION	RIGHTS RESPONSIBILITIES BRITISH VALUES	STAYING SAFE ONLINE OFFLINE	HEALTH & WELLBEING	LIFE BEYOND SCHOOL	CREATIVE CURRICULUM
Proposed Curriculum Overview of Personal Development including SRE							
TERM 2.2			Summer TERM 3.1			TERM 3.2	
Subject	Y Group	Key themes Studied	Topic	Subject	Y Group	Key themes Studied	Topic
CITIZENSHIP	Year 7	<input type="checkbox"/> Voting <input type="checkbox"/> General Elections <input type="checkbox"/> Democracy <input type="checkbox"/> Making Laws	Politics, Parliament & Me	CAREERS & ENTERPRISE	Year 7	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Knife Crime <input type="checkbox"/> Peer Pressure	Staying Safe Online & Offline
Careers & Enterprise	Year 8	<input type="checkbox"/> Budgeting & Finance <input type="checkbox"/> Careers	Proud To Be Me!	PSHE	Year 8	<input type="checkbox"/> LGBT + Gender <input type="checkbox"/> Love <input type="checkbox"/> Consent <input type="checkbox"/> Relationships <input type="checkbox"/> Periods	Identity, Relationships & Sex Education
PSHE	Year 9	<input type="checkbox"/> Media & Airbrushing <input type="checkbox"/> Grief & loss <input type="checkbox"/> Cancer Prevention <input type="checkbox"/> Body Confidence	Body Confidence	PSHE	Year 9	<input type="checkbox"/> Consent <input type="checkbox"/> FGM <input type="checkbox"/> Contraception <input type="checkbox"/> Sexual Health	Sex, The Law, Consent
Citizenship	Year 10	<input type="checkbox"/> Brexit <input type="checkbox"/> Fair Trade <input type="checkbox"/> Women's Rights <input type="checkbox"/> AID <input type="checkbox"/> Peace & Conflict	Exploring World Issues	PSHE	Year 10	<input type="checkbox"/> Honour Based Violence <input type="checkbox"/> Gambling <input type="checkbox"/> Modern Day Slavery <input type="checkbox"/> Knife Crime	Violence, Crime & Seeking Safety
PSHE	Year 11	<input type="checkbox"/> Contraception <input type="checkbox"/> STIs and STD's <input type="checkbox"/> Sexual Health	Sexual Health	PSHE	Year 11		
PSHE	Year 7	<input type="checkbox"/> Consent <input type="checkbox"/> Friendships <input type="checkbox"/> Toxic Masculinity <input type="checkbox"/> Positivity	Friendships, Respect & Relationships	PSHE	Year 8	<input type="checkbox"/> County Lines (gangs) <input type="checkbox"/> Drugs <input type="checkbox"/> Online Safety <input type="checkbox"/> Alcohol	Dangerous Society Online & Offline
PSHE	Year 9	<input type="checkbox"/> Contraception <input type="checkbox"/> HIV and AIDS <input type="checkbox"/> STIs and STD's <input type="checkbox"/> Risky Activities in relationships	Contraception & STIs	PSHE	Year 10	<input type="checkbox"/> Sexting <input type="checkbox"/> Porn <input type="checkbox"/> Sexual Abuse & Rape <input type="checkbox"/> Domestic Violence	Exploring Relationships & Sex Education
PSHE	Year 11			PSHE	Year 11		

## 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		Year & Form Group	
Name of parent or carer		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	