



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."

## This policy should be read in conjunction with other school policies as/where necessary.

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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 <a href="Children">Children</a> and Social work act 2017.

The new <u>Relationships and Sex Education</u> 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 <u>guidance</u> issued by the secretary of state as outlined in section 403 of the <u>Education Act 1996</u>.

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.

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#### 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:

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- > 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 nonstatutory 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.

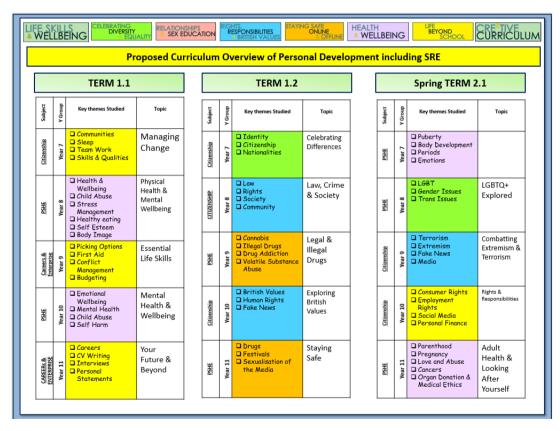
This policy will be reviewed on an annual basis. At every review, the policy will be approved by the governing body.

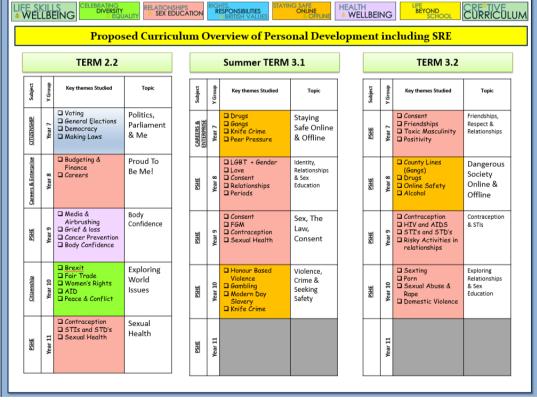
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#### **Appendix 1: Curriculum Overview**

#### 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.





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

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

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

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

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

TO BE COMPLET	ED 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							