

Relationships and Sex Education Policy (from 2020)

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Document Detail	
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Intent

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

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 Rudheath Senior Academy we teach RSE as set out in this policy.

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 working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and the delivery of the RSE curriculum
4. Pupil consultation – we investigated what exactly pupils want from their RSE and completed student surveys about key areas of the curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

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.

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.

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).

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

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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The governing board

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

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.

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.

Form tutors are responsible for teaching RSE in the school: if a parent or guardian is unsure of the student's form tutor, this information can be found on the school website.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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 4 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher, or a teacher delegated by the headteacher, will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

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 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.

Monitoring arrangements

The delivery of RSE is monitored by Richard Russell through:

- planning scrutiny,
- learning walks,
- Book scrutiny
- Lesson observations

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

This policy will be reviewed annually by Jemma Morrell, Assistant Headteacher and Designated Safeguarding Lead. At every review, the policy will be approved by the governing board chaired by Stephen Klein

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	SRE- About you- Puberty <ul style="list-style-type: none">• Emotional well-being – Love yourself / Body confidence/ Anti bullying• Friendships, relationships and reconciliation• Online & On-street Safety
Year 8	SRE- About you- Puberty, relationships and well being <ul style="list-style-type: none">• Relationships – sexting/ recognising abuse• Exploring sexism and racism• Cyberbullying / Peer pressure/ sexting
Year 9	SRE- About you- Puberty, relationships and well being <ul style="list-style-type: none">• Body image – Your body, your image• Relationships, Abuse and consent• SRE- Consent/ Recognising abuse
Year 10	SRE- About you- Let's talk Sex Ed <ul style="list-style-type: none">• LGBTQ+• Nudes and Porn• Digital Safety – IT rules/ trolling

YEAR GROUP	TOPIC/THEME DETAILS
Year 11	SRE- About you. Sexual harassment / Grooming/ Blackmail <ul style="list-style-type: none"><li data-bbox="743 402 1192 435">• Love and sex – recognising abuse<li data-bbox="743 448 1222 480">• Staying safe- Drugs/ abuse/ the law

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• 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• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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

Appendix 3: Rudheath Senior Academy's holistic approach to Relationship and Sex Education (RSE)

The DofE recommend that the RSE/ PSCHE programme is encouraged holistically across all academic subjects, rather than addressed separately one PSCHE lesson. At RSA every faculty contributes to many aspects of RSE. We believe that all subjects have a responsibility to explore and challenge traditional and existing viewpoints regarding RSE. For example, every teacher uses role models of different genders, sexualities, cultures and religions in their teaching and if a discussion on LGBTQ+ discrimination arises, for example, in English or Maths it is challenged there and then.

How, where and when is Relationship and Sex Education (RSE) taught across each faculty at Rudheath Senior Academy

Religious Education (RE)	<u>English</u>	<u>Science</u>
<p>PSHE and RE work coherently to develop SRE holistically across all year groups. The sequencing of each curriculum builds on prior and current knowledge whilst allowing pupils to discuss a variety of topics in a different context and debate different cultural and religious perspectives. For example, exploring the viewpoints of</p>	<p><u>Year 8 and 9</u></p> <p>In years 8 and 9, pupils study the content and delivery of topical speeches, this includes a speech made by Malala Yousavsai, an activist for women’s rights and girl’s education plus a speech made at the UN about the rights of LGBTQ people and the</p>	<p><u>Year 7</u></p> <p>Human Reproduction. The pupils explore adolescence, the reproductive system, fertilisation, development of a foetus, the menstrual cycle and how puberty impacts each stage and effects the physical and mental development.</p>

<p>marriage and abortion within Christianity, Judaism and Islam allows students to see the international as well as local picture.</p> <p><u>Year 9</u></p> <p>Whilst exploring practices within Christianity, pupils receive an age-appropriate explanation of abortion and euthanasia as well as having the opportunity to discuss non-religious viewpoints and approaches towards equality. For example, feminist perspectives on society and issues of race are discussed.</p> <p><u>Year 10</u></p> <p>RE looks at what ‘family’, ‘marriage’ and ‘divorce’ means to different cultures and religions and explores how different faiths accept, teach and welcome LGBT+ relationships. Same sex marriages are also discussed. Islamic and Christian viewpoints regarding sex before marriage and adultery are also discussed and challenged as is contraception. Gender equality is challenged and traditional Islamic and Christian views on this topic are explored before modern viewpoints are introduced.</p> <p>The reasons and impact of Female genital</p>	<p>violence and discrimination they face in different parts of the world. These speeches act as a platform for open discussion and debate about each topic.</p> <p><u>Year 10/ 11</u></p> <p>The topic of consent is addressed in the teaching of 'An Inspector Calls' and how the perception of this has changed. We look at this critically through a feminist perspective of the male and female characters in the play and the role they play in the suicide of a young woman. We also look at gender expectations and norms in the Jacobean era and how they would be perceived then and now within Macbeth.</p>	<p><u>Year 8, 9 and 10</u></p> <p>The pupils analyse the effects of drugs and alcohol and an unhealthy diet on a human beings physical and mental state plus their decision making. They also explore the benefits of a healthy diet on living a long and healthy life.</p> <p><u>Year 10</u></p> <p>STIs (microbe science and symptoms) and their impact on wellbeing are explained. pupils are then given an opportunity to discuss and debate prevention.</p> <p><u>Y11 - GCSE.</u></p> <p>The pupils explore conception, contraception and the menstrual cycle plus the effect of hormones in more detail. Pupils discuss and debate the ethical decisions (abortion) through informal starter tasks and plenaries. Sex cells division and chromosomes i.e., genetics and fertilisation are also taught in preparation for their exam.</p>
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<p>mutilation (FGM) are discussed and debated when appropriate.</p> <p><u>Year 11</u> Gender and sexuality prejudice and discrimination provide the foundation for important discussion and debate. Christian and Muslim viewpoints are challenged, and positive discrimination is explored within society and the workplace. The status of women within both religions is explored as is the treatment of women in Islam. EG- The use of the hijab.</p>		
<p><u>Drama</u></p>	<p><u>History</u></p>	<p><u>Media Studies</u></p>
<p><u>Year 8</u></p> <p>Summer term- the script is ‘A Monster Calls’ by Patrick Ness adapted by Sally Cookson is explored. Although not BAME or LGBT+ directly it is about a boy who is dealing with his mum’s terminal illness, So it deals with death, denial, acceptance, mental health, Isolation, family and friendship and growing</p>	<p><u>Year 9</u></p> <p>Pupils learn about the suffragette movement and how women fought for the right to vote in public elections and for equality. The impact is analysed and comparisons with modern day society are explored.</p> <p>The impact and use of women in World War</p>	<p><u>Media Studies- KS4</u></p> <p>The sexual objectification of women in several media prints are analysed and debated. The Spectre – James Bond print has women in bikinis on it and provides a fantastic foundation for discussion on this topic.</p>

<p>up.</p> <p><u>Year 9</u></p> <p>The play text 'Game Over' by Mark Wheeler is explored. This is a verbatim play so uses the words of the family and friends involved in a real incident of online grooming. It deals with the potentially disastrous side effects of social media and how to keep safe online by recognising the signs of grooming and exploitation.</p> <p>We also create and analyse 'Theatre' using a range of different themes and stimuli such as sexual harassment, consent and tolerance and expectance of diversity.</p> <p><u>GCSE DRAMA</u></p> <p>The pupils explore Emma Rice at GCSE who as a drama director and practitioner, challenges views of sexuality and gender within her work.</p>	<p>1 is analysed and their roles explored. A variety of sources are scrutinised to evaluate and interpret the advantages and disadvantages of using women.</p> <p>Rosa Park's importance and influence on the American Civil Movement (1950-63) is assessed and discussion and debate is facilitated.</p> <p><u>Year 10</u></p> <p>Pupils explore how the political and economic recovery during 1918-1929 led to a period of social change in the position of women in Germany.</p> <p>Pupils look at the Nazi policy towards women during 1933-1939, examining how the roles of women changed in German society.</p>	<p>We also analyse the front of a Pride magazine and therefore investigate the representation of sexuality in the media. These are both taught through the advertisement and marketing SOW in Y10 Autumn 1 and Autumn 2.</p>
<p><u>Music</u></p>	<p>Food Technology and IT/ Business BTEC</p>	<p>Physical Education and BTEC Sport</p>
<p>Musical role models from all cultures and backgrounds are celebrated and explored, including LGBTQ+ musicians such as Sam Smith, Freddie Mercury and Elton John.</p>	<p>Gender stereotypes are challenged, and inclusivity and aspirations are encouraged.</p>	<p>Sporting role models from all cultures and backgrounds are celebrated and explored, including LGBTQ+ athletes such as Tom</p>

<p>All after school clubs are mixed gender and pupils of all genders and sexualities are encouraged to attend. There are no outsiders. Everybody is welcome</p>	<p>For example, Anita Roddick is used as a role model within business.</p>	<p>Daley, Nicola Adams, and Megan Rapinoe.</p> <p>All after school clubs are mixed gender and pupils of all genders and sexualities are encouraged to attend. There are no outsiders. Everybody is welcome</p>
<p>PSCHE</p>	<p>Maths</p>	<p>ACTION and REACTION drama clubs</p>
<p>In addition to the RSE and PSCHE curriculum we welcome guest speakers such as;</p> <ul style="list-style-type: none"> • Bronnie- Rock star who discusses LGBTQ+ and positive wellbeing. • Nurse Helen who delivers an interactive workshop on contraception, consent and STI's to year 9/10. • Oddballs Foundation who discusses testicular cancer to all students in years 9, 10 and 11. 	<p><u>Year 9</u></p> <p>Alan Turing was a master codebreaker in World War 2 and played a crucial role in cracking intercepted coded messages which contributed to the allies winning the war. In 1952 he went to jail for being homosexual. We explore the social injustice and how Britain has moved on in the acceptance of LGBTQ+. As we celebrate Turing's life and work we set year 9 a codebreaking mathematical challenge!</p>	<p><u>Spring term</u></p> <p>Pupil's link and liaise with the anti-bullying ambassador team to perform a piece about bullying and inclusivity.</p>

Appendix 4: 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	<i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>