



Relationships and Sex Education Policy

Updated June 2020



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Aims

The aims of Relationships and Sex Education (RSE) at Ashcroft Technology Academy (ATA) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Respect is at the core of our Academy ethos; RSE teaches students the importance of respect within relationships.

Statutory requirements

As a secondary level academy, we have a duty to provide RSE to all students as outlined in section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our Funding Agreement and Articles of Association to adhere to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

The way that ATA delivers RSE to its students is as set out in this policy.

Policy development

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

1. **Review**

The Curriculum Manager (CM) responsible for RSE informs herself on all relevant information including national and local guidance and their revisions and she has ensured that the policy has complied with such information and guidance.

2. **Executive Board and Trustee consultation**

The CM responsible for RSE presents the policy and its updates to Executive Board members on an annual basis and invites comments.

3. **Staff consultation**

All Academy staff are given the opportunity to read the policy and to make recommendations every year.

4. **Parent consultation**

Parents are invited to read the policy and make comments.

5. **Student consultation**

Students are invited to contribute to the creation of this policy.

6. **Final Ratification**

The final draft, with amendments highlighted, is shared with Executive Board members for approval.

Definition

RSE deals with the emotional, social, religious and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE lessons include a combination of delivering information and exploring issues and values.

RSE does not involve the promotion of sexual activity.

Curriculum

The RSE curriculum at ATA is set out in Appendix 1. This is not a rigid curriculum plan. It is subject to change to reflect issues staff may need to treat over the course of an academic year.

The curriculum has been created in consultation with parents, students staff and governors, and by taking into account the age, needs and feelings of students. If students ask questions of staff outside the scope of this policy, staff will try to respond in an appropriate manner which helps students to be better informed and discourages them from seeking answers on line.

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

Delivery of RSE

RSE is delivered through the Drama (Year 7 and 8), Religious Studies (Year 7 and 8) and Citizenship, Personal, Social and Economic Education (CPSE) (Year 9, Year 10 and Year 11) curricula. Biological aspects of RSE are taught in the Science curriculum. Other curriculum subjects may also cover aspects of RSE; for example, students may be exposed to issues with relationships, sex and sexuality in ICT, English, French, Religious Studies and Drama.

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

RSE at the Academy 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.

The Academy is committed to ensuring that the RSE curriculum and its delivery is inclusive; taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers, civil partnerships amongst other structures). Moreover, it reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

For every young person to be prepared for life in modern Britain, it's vital that the Academy's curriculum reflects the full diversity of the world in which they live. When students are supported to understand diversity and celebrate difference, they can develop accepting attitudes towards those who are different from them, and feel proud of the things that make them different themselves. When teaching RSE at ATA, teachers deal honestly and sensitively with sexual orientation and gender identity, answer appropriate questions and offer support. The curriculum is designed to be inclusive of students who are LGBTQ+; to ensure that these students are supported and that they see their lives and identities reflected in what they learn.

There is no direct promotion of any sexual orientation.

The Academy recognises that it has a duty of care, to ensure that students with special educational needs and learning difficulties are included in sex and relationship education.

Roles and responsibilities

The Executive Board

The Executive Board will approve the RSE policy and hold the Principal to account for its correct implementation.

The Principal

The Principal is responsible for ensuring that RSE is delivered to all students across the Academy and for managing requests to withdraw students from non-science components of RSE. Students are required to learn about human reproduction in Biology.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the 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, or his delegated Deputy Principal. Appropriate training will be provided for all staff teaching CPSE.

An updated list of teaching staff for CPSE can be found at:

<https://www.atacademy.org.uk/page/?title=Teaching+Staff&pid=176>

Students

Students 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 receiving the non-science components of sex education in 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 Academy 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 student's record on our student database (SIMS). The Principal, or his delegated Deputy Principal, will discuss the request with parents and take appropriate action.

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

Training

Staff are trained on the delivery of RSE before they begin teaching the subject at the Academy and on-going training is included in our continuing professional development programme.

The Principal will also invite visitors to the Academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, where appropriate.

Monitoring arrangements

The delivery of RSE is monitored by the CM for CPSE, and the member of the Leadership Group responsible for the subject, through:

- On-going curriculum review
- Planning scrutiny
- Learning walks
- The Academy strategic review process

Students' development in RSE is monitored by class teachers as part of our internal formal and informal assessment systems.

This policy will be reviewed by the CM for CPSE, annually. At every review, any significant changes in policy will be approved by the Principal and by the Executive Board.

Appendix 1: Curriculum map

Term	Y7	Y8	Y9	Y10	Y11
1 7 Weeks	Health and wellbeing: <i>Mental, emotional and physical health.</i> <i>Puberty and transition to secondary school.</i>	Sikhism	Health and wellbeing: <i>Social media, mental and physical health</i>	Health and wellbeing: <i>Self-concept, mental health and emotional wellbeing</i>	Relationships: <i>Sexual relationships, contraception and parenthood</i>
2 6 weeks	Hinduism	Living in the wider world: <i>Preparing for the working world, making good financial choices and staying safe online.</i>	Relationships: <i>The importance of equality and non -discrimination</i>	Relationships: <i>Positive relationships and relationship values. Forming and maintaining respectful relationships and consent.</i>	Health, wellbeing and living in the wider world: <i>Mental and physical health in Y11 and being a good citizen.</i>
3 6 weeks	Relationships: <i>Forming and maintaining positive relationships.</i> <i>Dealing with loss and the value of equality.</i>	Islam	Relationships: <i>The importance of equality and non -discrimination</i>	Living in the wider world: <i>Learning skills, choices and pathways, work and careers.</i>	Living in the wider world and health and wellbeing: <i>What comes next? Making wise choices after Y11.</i>
4A 5 weeks	Judaism	Citizenship: <i>Politics, government and law-making.</i>	Living in the wider world: <i>Banking, saving and consumer rights.</i> <i>Global and local issues: children's rights and poverty.</i>	Relationships: <i>Online and offline relationships.</i>	
4B 6 weeks	Living in the wider world: <i>The dangers and opportunities of the internet</i>	Christianity	Health and wellbeing: <i>Health related decisions, drugs, alcohol and tobacco, managing risks and personal safety</i>	Relationships: <i>Responsible relationships; avoiding negative relationships</i>	

<p>5 6 weeks</p>	<p>Buddhism</p>	<p>Relationships, Health and Wellbeing: <i>Staying safe in relationships, the role of the family, the negative impact of gangs.</i></p>	<p>Health and Wellbeing: <i>Health related decisions, drugs, alcohol and tobacco, managing risks and personal safety</i></p>	<p>Living in the wider world: <i>The online world, media and politics</i></p>	
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Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS 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 its 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
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 the Academy 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	STUDENTS 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	STUDENTS 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 sexual intercourse • 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: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the Academy to consider			
Parent signature			

TO BE COMPLETED BY THE PRINCIPAL	
Agreed actions from discussion with parents	