



Park School

Relationships and Sex education policy

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1. Aims

The aims of relationships and sex education (RSE) at our Centre 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 and the law applied to sexual relationships
- 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

RSE also aims to uphold the key values that underpin Park School

- We ensure that students have the knowledge and understanding to keep themselves and others safe, including how and where to seek support when needed
- We ensure that students learn to respect themselves, their environment, and those around them, including their differences
- We ensure that students leave with the knowledge, skills and opportunities to live fulfilling and independent lives, and contribute positively to society

These are set in the context of a whole school approach to supporting children to be safe, happy and prepared for life beyond the school.

2. Statutory requirements

As a secondary alternative provision academy we must provide relationships education 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- KCSIE 2024

At Park School 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 working group pulled together all relevant information including relevant national and local guidance
2. **Staff consultation** – We have liaised with a group of teaching staff all school staff were given the opportunity to look at the policy and make recommendations

3. **Parent/stakeholder initial consultation** – all parents/carers and any interested parties are given the opportunity to look at the policy and make recommendations.
4. **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 RSE 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/carers, 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. As a school all staff are aware of different approaches to sexual orientation, without promotion of any particular family structure.

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSE

Relationships and Sex Education (RSE) is delivered within the personal, social, health and economic (PSHE) education curriculum with some of the biological aspects of RSE being taught within the science curriculum. Pupils with special educational needs are given the opportunity to fully participate in RSE lessons and a differentiated program will be provided where necessary to ensure that all pupils gain a full understanding.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships 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 sensitively, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families with members from different cultural or ethnic backgrounds, 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

RSE and Health Education must be accessible for all pupils. At Park School, there will be quality teaching that is adapted to meet the needs of all pupils. This will be in line with preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. At Park school, we are aware that some students are more vulnerable to exploitation, coercion, bullying and other issues due to the nature of their SEND. RSE is an integral part of the curriculum with particularly important subjects for some students; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. As with all teaching for these subjects, school will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.

- Remind teachers that they can say “no” or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.

We **won’t**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The local governing body (LGB) and Headteacher

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

8.2 The Headteacher – Gareth Webb

The Headteacher is responsible for ensuring that RSE is taught consistently across the centre, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

- 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

8.3 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.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This will include knowing how to share their own thoughts in a considerate way and respecting the privacy and confidentiality of others.

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. At this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Pupils are given the opportunity to withdraw via a form provided in the student handbook given to parents and pupils on entry. Requests for withdrawal at a later date 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.

Alternative work will be given to pupils who are withdrawn from sex education and that pupil will go to another class for the duration of the lesson.

10. Training

The PSHE Lead has received training through the trust hub system in this subject and delivers RSE across the whole Academy.

Other staff will be trained on the delivery of RSE where appropriate. The PSHE Lead continues to work closely with subject leads across the curriculum, to allow staff to have up to date RSE resources and material, when and if needed.

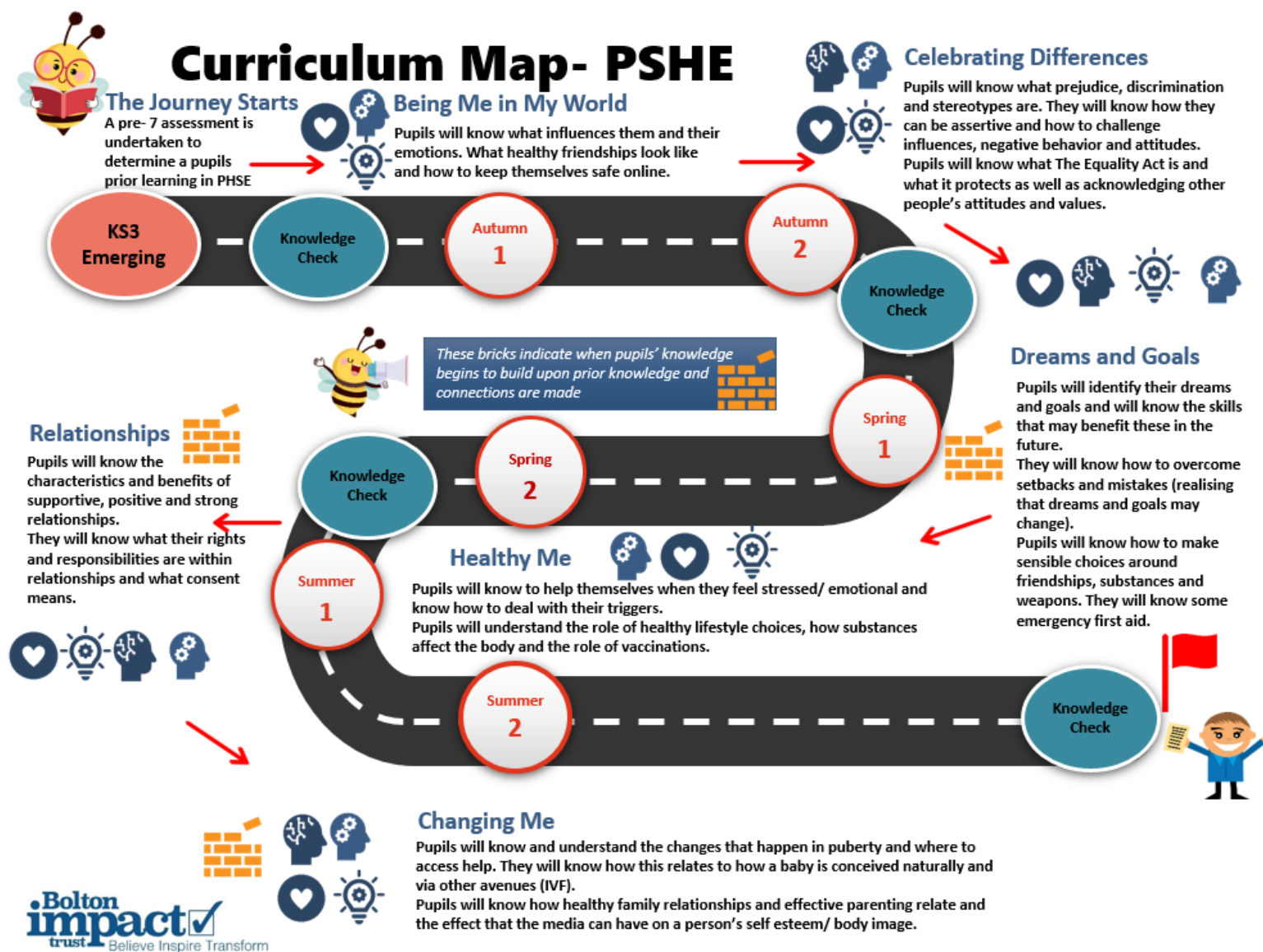
The PSHE Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher and Trust Director of Educational Standards through:

- Learning walks with feedback and support as appropriate and will be monitored through the whole school QA system
- Pupil and parent feedback
- Pupils' development in RSE is monitored by Jeanette Robinson as part of our internal assessment systems.
- The planning and delivery of RSE is regularly discussed at trust PSHE hubs.
- Curriculum mapping for PSHE, including RSE, has been completed collaboratively by suitably qualified teachers across the trust and has been overseen by the Trust Director of Educational Standards.
- This policy will be reviewed by the LGB every two years or when statutory requirements change.

Appendix 1 – Park School – PSHE Rolling programme (This is taught over 2 full academic years)





Curriculum Map- PSHE

Being Me in My World

Pupils will know how they view themselves and others and what influences this. They will know how important respect is and managing expectations. They will know what marriage is and what protected characteristics are.



Celebrating Differences

Pupils will know what it means to live in a diverse community and what injustice and equality exists in society. Pupils will know how to stand up to bullying and the different types of bullying that exist. They will learn about organ and blood donation.



KS3
Developing

Knowledge
Check

Autumn
1

Autumn
2

Knowledge
Check



Dreams and Goals

Pupils will know what their long-term goals are and how to achieve them. They will know how to manage finances and how to take care of themselves online. They will know how to look after their own mental health.



Relationships

Pupils will know the importance of having a positive relationship with themselves and what can affect this. They will know how to manage a range of relationships and what unhealthy relationships look like and what resources there are to support them.



These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made



Knowledge
Check

Spring
2

Summer
1

Healthy Me



Pupils will know the importance of long-term physical health and their own responsibilities around this. They will know the dangers of substances and the law in regards to their use. They will know how vaccinations and immunisations affect their health.



Summer
2

Knowledge
Check



Changing Me

Pupils will know about the types of intimate relationships that exist and the behaviours that exist in healthy relationships. They will know what pornography is and the dangers and risks associated with alcohol.





Curriculum Map- PSHE

Being Me in My World

Pupils will know that people have different perceptions about intimate relationships and how they can be exploited. They will know that risky behavior can be influenced by others and the problems that peer approval can cause. They will develop their knowledge on what influences their self-identity



Celebrating Differences

Pupils will know about the Equality Act and what prejudice, discrimination and harassment are. They will know how language can be negative and what bullying in the work place is. They will know what the law says about bullying and hate crimes.



KS3
Securing

Knowledge
Check

Autumn
1

Autumn
2

Knowledge
Check



Dreams and Goals

Pupils will know their personal strengths and how their option choices fit into their career plans. They will know how to plan smartly. They will know how their online presence affects their employability. Pupils will know the difference between physical and mental health, what are some mental health issues and all the things that can negatively influence a person's mental health.



Spring
1

Spring
2

Knowledge
Check

Relationships

Pupils will know what risks exist in intimate relationships and the importance of contraception and sexual health. They will know that sex and sexual relationships can be falsely portrayed in pornography and the media. They will also know what healthy relationships are and about power and control in relationships.



Summer
1

Healthy Me



Pupils will know that there are misperceptions about young people's health choices. They will know all of the negative effects that some substances can have on their health and what the law says about these. They will also know what to do in an emergency situation including first aid, CPR and those involving substances.

Summer
2

Knowledge
Check



Changing Me

Pupils will know how to build resiliency and to manage some of the changes that they are experiencing. They will know some of the stigma around mental health and how to challenge it. They will know how a person's mental health can be affected and recognize their own triggers and what strategies are effective in helping their own mental health.





Curriculum Map- PSHE

Being Me in My World

Pupils will know their human rights living in the UK and the differences that exist for people living around the world. They will know about loss in relationships and risks to their personal safety. Pupils will know the impact of social media on their culture and identity and the risks and threats to online safety.



Celebrating Differences

Pupils will know what the Equality Act is and what rights and responsibilities link with it in society and in the workplace. They will know the consequences that inequality has on individuals along with the benefits of living in a multicultural society.



KS4
Emerging
and
Developing

Knowledge
Check

Autumn
1

Autumn
2

Knowledge
Check

Dreams and Goals

Pupils will know the importance of healthy relationships and connections. The importance of work/life balance. They will know the importance of a healthy diet and how blood donation helps others. They will know the impact that debt and gambling has on their finances along with advertising influences. They will know what they need to do to be prepared for the world of work

These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made

Relationships

Pupils will know the different types of long-term relationships, what is required to sustain them, the choices they have in relationships and what the risks are when ending a relationship. Pupils will know the impact that healthy relationships have on children and how to critically evaluate their own relationships. Pupils will also know the law around abusive relationships and how to analyse their own relationships.

Knowledge
Check

Spring
2

Summer
1

Healthy Me

Pupils will know some of the common threats to health and how they can look after themselves and some of the ways that they can check their own health. They will understand how to protect their mental health, how community action and volunteering can help it and some of the common mental health disorders. Pupils will know about the advanced medical techniques and the negative effects that misuse of medications and substances can have.

Summer
2

Knowledge
Check

Changing Me

Pupils will know that change in their family and society affects them and how to manage that change successfully, including the impact that it has on their future relationships. They will know that the media has an impact upon societal change and that change also affects self-esteem and mental health. Pupils will know that some people experience change in relation to their sexual identity and gender and will understand the reality and the myths around this.



Curriculum Map- PSHE

Being Me in My World

Pupils will know what becoming an adult means and the legislation that affects them. They will know the law around age limits, consent, marriage and civil partnerships.

Pupils will know why coercive control, sexual harassment and sexual violence in relationships are unacceptable and the legal consequences of such behaviour. Pupils will know the law on internet use and pornography, possession and supply of drugs, tobacco and other substances and the legal consequences of breaching the Equality Act.

Pupils will know the correct steps to take in a range of emergency situations



Dreams and Goals

How to take care of their physical and mental health and how to use solution focused thinking. They will know what skills they need to achieve their career and financial goals and be knowledgeable about how to manage their finances and to avoid debt. They will know their long-term goals in relation to relationships and the choices they have in those.

They will know the challenges that parenting brings and what being a successful parent looks like. They will know what barriers may exist to their dreams and goals and how to manage when things go wrong.

KS4
Developing
and
Securing

Knowledge
Check

Autumn
1

Autumn
2

Knowledge
Check

Spring
1

Relationships



These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made

Pupils will know the different stages of intimate relationships, how to deal with unhealthy relationships and how to protect their sexual health. Pupils will know about the spectrum of gender and sexuality and that LGBT+ people have rights and protection under the Equality Act. Pupils will know why honour-based violence and forced marriage is unacceptable and illegal and what FGM and breast ironing is and why it is illegal.

Pupils will know what hate crimes are and how to report them.

Knowledge
Check

Spring
2

Healthy Me

Pupils will know how to manage anxiety and stress and how to deal with exam pressure. They will know the importance of sexual health, hygiene and self-examination; and the risks around unhealthy sexual relationships including how to avoid high risk situations in relation to sex. They will know what a healthy relationship is and how sex fits into this. They will know about contraception and fertility and all of the choices they have available. They will know about pregnancy and their choices including the financial implications of having a baby.

Summer
1

Knowledge
Check



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 • 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	• 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 arrange 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 relationships	• 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)

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

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	