Draft Relationships and sex education policy (from 2020)

Christ Church Academy

Approved by:	[Name]	Date:	[Date]
Last reviewed on:	[Date]		
Next review due by:	[Date]		

Contents

1. Aims

At Christ Church Academy we promote the development of the whole child, both the academic and non-academic. The key to success is to capture children's innate love of learning, to seize the imagination and provide the challenge to achieve their best.

We are committed to providing all pupils with an appropriate curriculum which is broad and balanced in line with our vision to be a learning community that provides excellence in education for the whole person – a place where all can flourish. We believe that: "I can do all things through Christ who strengthens me".

Relationships and sex education forms part of the curriculum and is taught through PSHE and subject contributions such as science and RE. Learning is fully compliant with Church of England guidance – Valuing All God's Children.

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

2. Statutory requirements

As a middle school academy we must provide relationships education to all KS2 pupils and relationships and sex education to KS3 pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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 CCA we teach RSE as set out in this policy. The content of the Academy's curriculum is based on the statutory guidance issued by the Department for Education in 2019

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 – the Head of PSHE pulled together all relevant information including relevant national and local guidance

2. Governor consultation – governors were given the opportunity to look at the policy and make recommendations about its content and the consultation process

3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and the policy was shared on the school website

5. Pupil consultation – we investigated what exactly pupils want from their RSE

6. Feeder first schools and Alleyne's High School – we shared our curriculum map with feeder first schools. In addition, we mapped the key stage 3 curriculum in conjunction with Alleyne's Academy

7. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and sex education 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.

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.

Primary sex education within PSHE will focus on:

> Preparing boys and girls for the changes that adolescence brings

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. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education at KS2 focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

> Families and people who care for me

> Caring friendships

> Respectful relationships

> Online relationships

> Being safe

> Changes that happen during puberty

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

RSE in KS3 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).

7. Roles and responsibilities

7.1 The Governing Committee

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

7.2 The Principal

The Principal 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/non-science] components of RSE

Wherever possible, the Head of PSHE will deliver RSE lessons. Where this is not possible, teaching staff will be supported by the Head of PSHE.

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.

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

Key Stage 2

Parents do not have the right to withdraw their children from KS2 relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal of the Academy.

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

Key Stage 3

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 Principal of the Academy.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

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

9. Training

The Head of PSHE is responsible for the teaching of RSE classes in the school and attends training as part of their professional development on a regular basis.

Where appropriate, healthcare professionals may be invited to support the delivery of RSE sessions with the agreement of the Principal.

10. Monitoring arrangements

The delivery of RSE is monitored by Vice Principal through:

- Planning scrutinies

- Learning walks

- Lesson observations

- Work scrutinies

- Pupil voice activities

Pupils' development in RSE is monitored by the Head of PSHE as part of our internal assessment systems.

This policy will be reviewed by the Head of PSHE on an annual basis. At every review, the policy will be approved by the governing committee.

CCA Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	**Autumn 1**	**Friendships and Anti-bullying** • The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	Anti-bullying week resources produced by the Anti-bullying Alliance
Year 5	**Summer 1**	**Online Relationships** • That people sometimes behave differently online, including by pretending to be someone they're not • That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous) • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met • How information and data is shared and used online	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	**Summer 2**	**Growing and Changing** • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults (including that its not always right to keep secrets if they relate to being safe) • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they're heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice (e.g. family, school, other sources) • About the physical and emotional changes that occur during puberty	School nursing service puberty resources NSPCC
Year 6	**Autumn 1**	**Valuing Difference** • The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations and how to seek help or advice from others if needed	Anti-bullying week resources produced by the Anti-bullying Alliance NSPCC

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	**Summer 2**	**Growing and Changing** • About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe) • That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they're heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice (e.g. family, school, other sources) • The importance of permission-seeking and giving in relationships with friends, peers and adults • About the physical and emotional changes that occur during puberty • About periods and sanitary products • The importance of good hygiene	School nursing service puberty resources Betty for Schools Lil-lets resources for schools Sex Education Forum

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	**Autumn 1**	**Diversity, Prejudice and bullying incl.** cyber bullying • The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and 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 normalize 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 respect to others, including people in positions of authority, and tolerance of other people's beliefs • About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help	Anti-bullying Alliance Kidscape

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	**Summer 1**	**Relationships: Crossing the line – on and offline friendships and 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 wouldn't 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 • 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	Crossing the Line resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Year 7	**Summer 2**	**Relationships: Families**
		• That there are different types of committed, stable relationships
		• How this relationship 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
		• How to
		     o Determine whether other children, adults or sources of information are trustworthy
		     o Judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships
		• · How to seek help or advice, including reporting concerns about others if needed
			PSHE Association
			NSPCC
			Public Health England

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	**Autumn 1**	**Exploited** • 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 concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships • 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 enjoy intimacy without sex	ThinkUknow/Ceop resources
Year 8	**Summer 2**	**Consent** • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal • 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) • How the use of alcohol and drugs can lead to risky sexual behaviour	PSHE Association Consent resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
All years		The following reflect the school's aims, vision, values and rules and are therefore promoted and modelled by school staff and are embedded within all aspects of school life. • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority	

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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
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

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)

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	