



Park Campus Academy

RELATIONSHIPS AND SEX EDUCATION POLICY

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1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Educating and preparing 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

2. Statutory Requirements

As an academy we must provide RSE to all Secondary students, 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 Park Campus Academy we teach RSE as set out in this policy.

Please refer to our funding agreement and articles of association for further information.

3. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. These topics are covered at different depths appropriate to the age and developmental maturity of the students.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Secondary sex education, is supported by the School Nurse where possible, will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

5. Delivery of RSE

RSE is taught within the Relationships, Sex and Health Education (RSHE) curriculum. The basic biological aspects of RSE are taught within the RSHE curriculum, and other aspects are included in Princes Trust and PE.

Students can also receive stand-alone sex education sessions delivered by a trained health professional (the School Nurse) – should the need arise

A student's chronological age will determine the curriculum legally available to them, so we carefully consider each student's developmental maturity, along with any Special Educational Needs, when tailoring the curriculum to be delivered.

RSE in the Secondary here at Park Campus Academy focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Being Safe Online and on social media
- Respectful relationships, including friendships
- Intimate and sexual relationships, including sexual health

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

6. Roles and responsibilities

6.1 RACE (REGIONAL ACADEMY COMMITTEE EXECUTIVE)

The RACE has delegated the approval of this policy to Melissa Elves-Williams (Headteacher).

6.2 The Headteacher

The Headteacher has delegated the task of planning, delivery and monitoring RSE to the Assistant Head Teacher (AHT) – RSE Lead. The AHT – RSE Lead is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw students from non-statutory components of RSE (see section 8) in conjunction in liaison with the Headteacher.

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 RSE Lead or Headteacher.

6.4 Students

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

7. Parents' right to withdraw

Parents of Secondary students **do have** the right to withdraw their children from the non-statutory 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 addressed to the Head of Academy.

A copy of withdrawal requests will be placed in the student's educational record. The Assistant Head Teacher – RSE Lead will discuss any request received with the Headteacher before speaking with parents and taking any appropriate action. Alternative work will be given to students who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of Relationship Education as part of their induction and it is included in our continuing professional development calendar. The specific 'sexual' elements of the RSE curriculum are delivered by trained teaching staff, who have received additional CPD training for the roles.

The Senior Leadership Team will invite visitors from outside the academy, such as School Nurses or sexual health professionals, to provide additional support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Head

Teacher – RSE Lead through:

Work Scrutiny

Learning Walks

Curriculum Reviews

Ongoing formative/summative assessment(s)

This policy will be reviewed by SLT **annually**. At every review, the policy will be approved by the Headteacher.

Appendix 1: RSE Secondary Curriculum Map 2020-2021

Yearly Overview 2021-2022						
Subject: RSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	Unit 2: Drugs Education	Unit 5: Emotional Wellbeing	Unit 12: Introduction to Diversity, Prejudice and Discrimination	Unit 3: Sex and Relationship Education	Unit 10: Personal Safety	Unit 4: Personal Finance
Year 10	Unit 5: Emotional Wellbeing Unit 2: Drugs Education	Unit 5: Emotional Wellbeing Unit 12: Introduction to Diversity, Prejudice and Discrimination	Unit 3: Sex and Relationship Education	Unit 10: Personal Safety	Unit 4: Personal Finance	Unit 1: Personal Action Planning
Year 11	Unit 2: Drugs Education Unit 5: Emotional Wellbeing	Unit 12: Introduction to Diversity, Prejudice and Discrimination Unit 5: Emotional Wellbeing	Unit 3: Sex and Relationship Education	Unit 10: Personal Safety	Unit 4: Personal Finance	

Appendix 2: By the end of the Secondary phase 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 of 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	STUDENTS 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 (nonsexual) 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

<p>Online and media</p>	<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
<p>Being safe</p>	<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 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