



Park Campus Academy

Relationships and Sex Education Policy

June 2022

Park Campus Academy

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1. Aims

The aims of relationships and sex education (RSE) at Park Campus Academy 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

2. Statutory requirements

As a secondary academy, Park Campus Academy must provide RSE to all 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.

3. Policy development

This policy will further be developed in consultation with staff, students and parents. The consultation and policy development process involved will involve the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all academy 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.

4. Student consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with the PCAC (governing body) and ratified

4. Definition

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a stable and loving relationship. It is also about the teaching of sex, sexuality, and sexual health as well as preparing students at academy for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity. Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyber-bullying and the risk that children learn about relationships from untrustworthy sources – we aim to support children to make the right decisions and keep themselves safe and happy. The content and delivery of RSE at Park Campus Academy will always be conducted in an age appropriate way.

5. Curriculum

RSE is taught discretely through the RSHE curriculum, but a number of related themes are also delivered through a range of other curriculum subjects – primarily through timetabled Princes Trust and English lessons. Some themes might also be covered in assemblies or presentations to larger groups by external facilitators.

Park Campus Academy recognises the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about relationships and sex education. In order to do this, teachers will:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Encourage reflection
- Make students aware of the relevant persons to approach, if needed, at Park Campus.

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

The curriculum has been developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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.

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).

For more information about our curriculum, see our curriculum map in Appendix 1, which sets out our RSE curriculum. This curriculum is subject to change and may be adapted to contextual needs where necessary.

6. Delivery of RSE

RSE is taught within the Relationships, Sex and Health Education (RSHE) subject curriculum to all year groups and through Princes Trust and some English lessons.

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Park Campus Academy recognises that some aspects of RSE could benefit from being taught by specialists. As a result, students may also receive 'stand-alone' Sex Education sessions delivered by a trained health professional, and have the opportunity to discuss any concerns they have with the Academy's counselling team and the academy nurse service.

All teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

RSE is part of Park Campus's provision for Spiritual, Moral Social and Cultural development. The following are protocols for discussion based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
- If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the academy's Safeguarding Policy and notify Park Campus's Designated Safeguarding Lead or Deputy DSL. Staff must also register any concerns for a student on Sleuth (via the 'Concern' or 'purple' button) before notifying the Safeguarding Lead or Deputy DSL.

7. Roles and responsibilities

7.1 The PCAC (governing body)

The PCAC will hold the Head Teacher to account for the implementation of this policy. The PCAC will approve and review this policy.

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw students from 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 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 Head Teacher.

RSE will be taught as part of the RSHE academic curriculum subject to all students in the academy. It will be taught by a teaching team and be led by a named individual. Materials used will have been quality checked by a designated member of SLT. Accompanying the lesson materials will be guidance notes and the details of any relevant organisations that tutors can 'sign-post' students to for further support.

7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Breaches of this expectation will be followed up using the academy's Behaviour Policy.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the 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 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 Head Teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher or a suitable, named individual will discuss the request with parents, outlining the importance of RSE and take appropriate action.

Alternative work will be given to students who are withdrawn from Sex Education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Training will be delivered through termly scheduled RSHE subject team meetings.

The Head Teacher, or the named nominated subject lead will also invite visitors from outside the academy, such as academy nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through:

- Learning Walks
- Observations
- Student Voice
- Staff feedback

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

This policy will be reviewed by the Senior Leadership Team **annually**. At every review, the policy will be approved by the PCAC (the governing body).

Appendix 1: RSE Curriculum Map (RSE is taught as part of RSHE at Park Campus Academy)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & Wellbeing	Relationships (RSE)	Living in the Wider World	Health & Wellbeing	Relationships and Sex Education (RSE)	Living in the Wider World
Year 7	Transition and Mental Wellbeing	Diversity and Bullying	Digital Opportunities and Boundaries	Personal Goals (careers)	RSE - Healthy Relationships, Consent and Body Rights	Puberty and Health Managing Risk and Pressure
Year 8	Emotional Wellbeing	Employment and Money (careers)	Identity and Discrimination	Health Responsibilities	RSE - Communication and Consent	The Online World
Year 9	Physical and Mental Health Support	Relationships Rights and Myths	Careers and What Influences Us	Substance Misuse, Addiction and Gangs	RSE - Intimate Relationships and Contraception	Employment, Money and Me
Year 10	Mental and Physical Wellbeing	Healthy and Unhealthy Relationships and How to Get Support	Money - Influences and Decisions	Understanding Risks	RSE - Diverse Relationships and Contraception	The World of Work (careers)
Year 11	Careers – Next Steps for me...	The Media, Stereotypes and Expectations	Mental Wellbeing, Health and First Aid	The Online World, Gangs and Extremism	RSE - Sexual Health, Fertility and Pregnancy Choices	

Appendix 2: RSE Learning Outcomes

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.

Online 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)

Appendix 3: Parent Form: withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Year Group	
Name of parent/carer		Date	

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the academy to consider

Parent signature	
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TO BE COMPLETED BY THE ACADEMY

Agreed actions from discussion with parents	
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