Unsworth Academy Relationships & Sex Education Policy

Procedure Originator:	A Fair
Approved By:	Academy Council
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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

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 secondary academy school, we must provide RSE to all pupils as per the 'Statutory guidance on relationships education, relationships and sex education (RSE) and health education, 2019'.

At Unsworth Academy, 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 member of staff pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all teachers of RSE were given the opportunity to look at the policy and make recommendations

3. Parent and Governors – were invited to review the policy and provide feedback via an online survey

4. Pupil consultation – we investigate what exactly pupils want from their RSE using the School Council and pupil surveys

5. 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 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, considering 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 do not seek answers online.

6. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum; this is facilitated through 1 lesson of PSHE a fortnight and 2 form times per week. Information is then consolidated through form times, which may take place weekly and utilise external services to provide contextual learning. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education.

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

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

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, and 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 Academy Council

The Academy Council will approve the RSE policy and hold the head teacher to account for its implementation.

7.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory] 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 thee non-statutory components of RSE

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

Parents 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 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 will discuss the request with parents and respond appropriately.

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

Parents are strongly advised to consider this carefully as all lessons are planned to ensure student's well-being is not affected adversely. Research shows that RSE reduces risk of underage pregnancy, teenage pregnancies and the spread of sexually transmitted diseases. School will support any parents who have concerns to ensure an informed decision is made.

9. TRAINING

RSE is delivered by specialist teachers who continue their professional development throughout the year.

Staff are safeguarding trained and will act appropriately if any concerns arise.

10. MONITORING ARRANGEMENTS

Lorna White – PSHE Coordinator, monitors the delivery of RSE:

- Regular drop ins to RSE lessons
- Feedback from staff and students
- Workbook scrutiny
- Annual review of the curriculum content to ensure it is relevant to local context

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
Nicola Power – Deputy Principal, will review this policy with stakeholders annually. At every review, the Head teacher and the Governing body will approve the policy.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	• Being a good friend • Bullying or Banter • Enjoying social media • AI literacy • Selfie Safety • Puberty • Healthy relationships • Types of family
Year 8	• Online Grooming • Sex and gender • Consent • Safe sex • Virginity Testing • Pregnancy • Endometriosis • Pornography addiction • Misogyny
Year 9	• Domestic abuse • Sexting • Sexual harassment • Consent • Unwanted pregnancy • CSE and coercive control • AI literacy

YEAR GROUP	TOPIC/THEME DETAILS
Year 10	• Equalities act • Women's rights • Types of marriage • Parenting styles • Miscarriage • Menopause • Same-sex couples • Revenge Porn • Deepfake images • Incel Culture
Year 11	• Sexuality • Types of relationship • Safe sex • Virginity Testing • Hymenoplasty • Break-ups • Date rape • Fertility • Chem sex • Coercive control

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

TOPIC	PUPILS SHOULD KNOW THOUGH THE COBINATION OF THE PERSONAL DEVELOPMENT AND SRE /PSHE CURICULUM TEACHING.
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 THOUGH THE COBINATION OF THE PERSONAL DEVELOPMENT AND SRE /PSHE CURICULUM TEACHING.
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 The incel culture and their influence on attitudes towards women and girls and how they negatively affect boys and young men

TOPIC	PUPILS SHOULD KNOW THOUGH THE COBINATION OF THE PERSONAL DEVELOPMENT AND SRE /PSHE CURICULUM TEACHING.
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 The importance of AI literacy and the damage deepfake images can cause. How misogyny and incel culture thrive online, how to sot them and why they should avoid them.
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 THOUGH THE COBINATION OF THE PERSONAL DEVELOPMENT AND SRE /PSHE CURICULUM TEACHING.
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	Include notes from discussions with parents and agreed actions taken. E.g.: Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the Atrium.

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