



**PLATANOS TRUST**

**DRAFT**

## **Relationships and Sex Education (RSE) Policy Secondary Academies**

### **Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by, or invited to deliver services at, the school.

We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

**2021 – 2022**

## **Relationships and Sex Education (RSE) Policy Secondary Academies**

### **Review procedures**

This Policy is to be reviewed annually or as necessary with notification being given to the Board of Trustees on the results of any review.

If any amendments to the Policy are required as a result of a review, then these will be presented to the Board of Trustees for acceptance of the amendments.

Signature:	Signature:
Chair of Trustees	Headteacher
Date of approval:	

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## 1. Rationale

This policy covers our whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

We believe that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

### Equality Act 2010

- DfE 'Keeping children safe in education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

The policy should be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy
- SEND Policy
- Equal & Diversity Policy
- Curriculum Policy
- E-Safety Policy
- IT Systems Acceptable Use Policy
- SMSC Policy

## 2. Aims

RSE is defined as the emotional, social and cultural development of pupils, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. At our school, the RSE curriculum is delivered through the PSHE curriculum which is delivered in Portfolio for Life lessons by our teachers.

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.

RSE, as part of the PSHE curriculum, is a key part of the development of young people at the school. It is a key component of our safeguarding agenda and equipping pupils with the skills to safeguard our pupils through the curriculum. The RSE curriculum is designed to support our pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

### **3. Statutory requirements**

Our secondary academy must provide RSE to all 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 teaching science, part of which comprises elements of sex education.

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 teach RSE as set out in this policy.

### **4. Policy development**

This policy has been developed in consultation with parent and other stakeholders. This involved a process of review, consultation and then ratification by trustees. This policy will also be reviewed annually as appropriate.

### **5. 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.

## 6. 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.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum which we deliver in Portfolio for Life lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) in Key Stage 4.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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, 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).

### ***How we deliver the RSE curriculum***

- RSE is taught to Years 7 to 9 through the Portfolio for Life curriculum. This is supplemented by workshops for different year groups at various points throughout the academic year.
- RSE and PSHE are delivered through a spiral curriculum that allows pupils to develop their knowledge and skills over time. This means that the RSE curriculum follows a year-by-year approach. This is to ensure that essential knowledge and learning is taught in age and stage-appropriate contexts, with links made with other relevant subjects to ensure consistency and continuity for pupils.
- Tutor time activities, assemblies and whole school events often compliment the RSE and PSHE curriculum to ensure that we often a well-rounded approach to RSE and PSHE.
- The Portfolio for Life curriculum (which includes RSE and PSHE) is delivered by the form tutors. Some elements of the RSE curriculum are supported by external agencies. For examples, Brook

(Sex Education). Visitors such as Brook provide expert knowledge to further develop pupils' understanding of aspects of the curriculum.

- Form tutors adapt centrally planned lessons to best meet the needs of pupils in their classroom.
- There are no formal assessments in RSE and PSHE lessons. Pupils are certified for their participation in the lessons. Pupils receive a certificate entitled 'Health and Well-being' for their learning in these lessons.

## **7. Monitoring**

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the school's leadership team and Trustees on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

The school's leadership team monitors the implementation of the programme through:

- Learning walks
- Lesson observations
- Planning scrutiny
- Looking at samples of pupils' work
- Pupil voice
- Staff voice.

## **8. Pupil assessment**

*Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. (RSHE Guidance, p43)*

We use a range of assessment methods to get regular feedback on pupil progress in RSE. We also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including pupils with SEND and the most able, are suitably challenged.

Assessment methods used include:

- Project work
- Written assignments
- Pupils' pre and post unit self-evaluation
- Portfolio for Life certification.

## **9. Roles and responsibilities**

### **9.1 The Trust Board**

The Trust Board has delegated the approval of this policy to the Management Committee.

### **9.2 The Headteacher**

The Headteacher 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.

### **9.3 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.

### **9.4 Pupils**

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

## **10. Parents' right to withdraw**

Parents/carers have the right to withdraw their children from some or all of 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.

The school and parents should consider the effects that withdrawal might have. This could include any social and/or emotional effects of being excluded, as well as any likelihood of the child hearing their peers' version of what was said in the class, rather than what was directly said by the teacher. The school and parents may wish to have a discussion on the nature of the curriculum before a request is granted.



This process is the same for pupils with SEND. However, there may be exceptional circumstances where the school may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Requests for withdrawal should be put in writing using the form found in the appendix of this policy and addressed to the Headteacher. Once discussions have taken place, except in exceptional circumstances, the school will grant a request to withdraw a pupil from any sex education, except from the statutory parts that form the science curriculum.

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

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

There is no right to withdraw from Relationships Education or Health Education.

## **11. Training**

Staff are trained on the delivery of RSE as part of their training and it is included in our continuing professional development.

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

## APPENDIX 1 | CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p><b>Transition and safety</b> Transition to secondary school and developing positive relationships inside and outside of school</p>	<p><b>Our society</b> Understanding our community, society and democracy  Diversity, prejudice, and bullying</p>	<p><b>Setting goals</b> Developing skills and aspirations: Careers, teamwork and enterprise skills, and raising aspirations.</p>	<p><b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p><b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p><b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices</p>
<b>Year 8</b>	<p><b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use</p>	<p><b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p><b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p><b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<p><b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies</p>	<p><b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks</p>
<b>Year 9</b>	<p><b>Healthy lifestyles</b> Diet, exercise, lifestyle balance and healthy choices, and first aid- link to promoting healthy lifestyles</p> <p><b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p><b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p><b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p><b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p><b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p><b>Employability skills</b> Employability and online presence</p>

## APPENDIX 1 | CURRICULUM MAP

<b>Year 10</b>	<p><b>Mental health</b></p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p><b>Financial decision making</b></p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p><b>Healthy relationships</b></p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p><b>Exploring influence</b></p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p><b>Addressing extremism and radicalisation</b></p> <p>Communities, belonging and challenging extremism</p>	<p><b>Work experience</b></p> <p>Preparation for and evaluation of work experience and readiness for work</p>
<b>Year 11</b>	<p><b>Building for the future</b></p> <p>Self-efficacy, stress management, and future opportunities</p>	<p><b>Next steps</b></p> <p>Application processes, and skills for further education, employment and career progression</p>	<p><b>Communication in relationships</b></p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p><b>Independence</b></p> <p>Responsible health choices, and safety in independent contexts</p>	<p><b>Families</b></p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	

## APPENDIX 2

### BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>



**PARENT/CARER FORM  
WITHDRAWING PUPIL FROM SEX EDUCATION WITHIN RSE**

TO BE COMPLETED BY PARENT/CARER			
Name of school			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships and Sex Education (RSE)			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from any discussion with parent	<b>Example: Pupil X will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</b>