



London South East Academies Trust

Relationships and Sex Education Policy (from 2020)

Responsible post holder	Executive Headteacher
Approved by / on	June 2020
Next Review	July 2022

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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

Bromley Trust Academy – Hayes (BTAH)

As a secondary academy school we must provide RSE to all pupils 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](#).

Across London South East Academies Trust 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 or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated what exactly pupils want from their RSE
4. 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, 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.

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

6. Delivery of RSE

At BTAH, the Relationship and Sex Education (RSE) statutory framework is predominantly delivered through the PSHE Curriculum, in line with new mandatory requirements for relationships and health education and developed and updated within the guidelines of the PSHE Association. Furthermore, as well as through explicit teaching of PSHE, learning is embedded through cross-curricular wider teaching in subjects such as English, Science, Religious Studies, Physical Education, Food Technology as well as through themed weeks and assemblies, Diversity days, Impact days, external visits, health nurse visits and talks. This reinforces the cultivation of the fundamental values and moral

purpose of the school and Trust in a safe and protected environment, so the students may become thriving, well-informed and successful members of the community.

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

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). They support the development of resilience and character in a safe and protected environment, so that pupils may become informed, successful and productive members of society.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the executive headteacher to account for its implementation.

7.2 The executive headteacher

The executive headteacher is responsible for ensuring that RSE is taught consistently across the schools, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE in conjunction with the head of school (see section 8).

7.3 Staff:

Staff Responsible for teaching PSHE at BTAH: L. Blake and K. Cleaver

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

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 of school.

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/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 head of school.

A copy of withdrawal requests will be placed in the pupil's educational record. The head of school 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

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by E. Bennett (Head of Teaching and Learning BTAH) through: planning scrutinies, learning walks and lesson observations.

Pupils' development in RSE is monitored by L. Blake and K. Cleaver as part of our internal assessment systems.

This policy will be reviewed by L. Blake and K. Cleaver on an annual basis. At every review, the policy will be approved by N. Miller.

Appendix 1: Curriculum Map - Relationships and sex education curriculum map

<u>YR</u>	<u>AUT 1</u>	<u>AUT 2</u>	<u>SPR 1</u>	<u>SPR2</u>	<u>SUM 1</u>	<u>SUM 2</u>
7/8	Drugs and alcohol. Alcohol and drug misuse and pressures relating to drug use.	Community and careers. Equality of opportunity in careers and life choices, and different	Discrimination. Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional Wellbeing. Mental health and emotional wellbeing, including body image and coping strategies.	Identity and relationships. Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.	Digital Literacy. Online safety, digital literacy, and gambling hooks. Prevent
9	Mental Health. Introduction to Mental health Bereavement, Suicide, Social anxiety, social media and self-esteem.	Peer influence, substance use and gangs. Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.	Respectful Relationships. Families and parenting, healthy relationships conflict resolution, and relationship changes. FGM.	Setting Goals. Learning strengths, career options and goal setting as part of the GCSE options process.	Intimate Relationships. Relationships and sex education including consent, contraception, the risk of STI's.	Employability skills. Employability and online presence
10	Mental Health. Mental Health and ill health, stigma, safeguarding health, including during periods of transition or change.	Financial Decision Making. The impact of financial, debts, gambling and the impact of advertising on financial choices.	Healthy Relationships. Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography. Peer on Peer.	Exploring influence. The influence and impact of drugs, gangs, role models and the media. Prevent.	Addressing extremism and radicalisation. Communities belonging and challenging extremism. FGM.	Next Steps. Application processes, and skills for further education, employment and career progression.

11	Identity and relationships. Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.	Intimate Relationships. Relationships and sex education including consent, contraception, the risk of STI's	Communication in Relationships. Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.	Families, Addressing extremism and radicalisation Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships. FGM	Independence. Responsible health choices, and safety in independent contexts.	
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Resources: The teaching of the PSHE curriculum will predominantly be taught using resources made available and suggested by Department of Education and the PSHE Association in line with statutory guidance.

<https://www.pshe-association.org.uk/>

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

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	