



RELATIONSHIPS AND SEX POLICY

April 2022-2023

Passmores Academy

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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
- › As a Co-operative Academy we place emphasis on positive and healthy relationships

2. Statutory requirements

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](#).

At Passmores 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 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
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, 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

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional based on the availability of the school nurse service. They attend to discuss contraception and unhealthy attitudes to sex and pornography.

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).

7. Roles and responsibilities

7.1 The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Lee Pickering (Staff Governor and SMSC lead teacher) and Natalie Christie (Co-Principal)

7.2 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/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 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 headteacher.

Mrs T Bassett is responsible for planning our RSE programme in conjunction with Mr L Pickering (ASLT responsible for SMSC across the school). RSE is taught predominantly by humanities staff, overseen by Mrs Basset as head of our I-future programme.

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 headteacher.

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.

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 headteacher 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 Mrs T Bassett through:

Learning walks, staff meetings and one to one discussions with staff teaching RSE.

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

This policy will be reviewed by the ASLT SMSC lead. At every review, the policy will be approved by the Local Governing Body.

The policy was approved by the Local Governing Body on 10th May 2022. Reviews are carried out annually.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Relationships and sex education	Subject or whole school area
<p>Family life and different types of relationships. This includes:</p> <ul style="list-style-type: none"> - the role of the family and relationships in a child's development. - The importance of relationships in people's lives. - What is safe and unsafe in a family/relationship. 	<p>I-future – Year 7. We cover relationships in terms of friendships, families, and peers. We teach about healthy and unhealthy relationships.</p> <p>Year 10 – healthy and unhealthy relationships e.g. 'Murdered by my boyfriend'.</p> <p>Year 10 – different types of relationships and the legalities relating to them.</p> <p>Year 10 – parental roles and responsibilities. 'What makes a good parental role model?'</p> <p>I-future – the fire service gives a talk to years 7 and 8 about healthy relationships.</p> <p>Year 11 – what is a difference between a respectful and an abusive relationship?</p>
<p>Respectful relationships and friendship. This includes:</p> <ul style="list-style-type: none"> - What makes a safe and respectful friendship? - Stereotyping people based on gender and sexuality. - Bullying and the impact this has on the victim and the perpetrator. Also, the dangers of being a bystander. 	<p>I-future – these matters are covered across years 7 to 10.</p> <p>I-future - Year 7 – respectful friendships and the impact of bullying.</p> <p>I-future – Year 7 – definitions of LGBT+ to avoid misuse of language and develop understanding of different types of relationship.</p> <p>I-future – Year 10 – Heterosexual and homosexual continuum. Gender fluidity.</p> <p>I-future - Year 8 – Stereotyping. Upstanders and bystanders.</p> <p>I-future - Year 9 – Joint enterprise: peer pressure, group dynamics.</p> <p>I-future - Year 10 – healthy and unhealthy relationships e.g. 'Murdered by my boyfriend'.</p> <p>Aspire day – Year 9. LGBT+.</p> <p>Aspire day – Year 9. Relationships and CSE.</p> <p>Year 11 – online bullying linked to sexualised behaviour and online sexualised posts.</p>
<p>Keeping safe online or using different types of media. This includes:</p> <ul style="list-style-type: none"> - The law and sharing sexual images, grooming and cyber bullying. 	<p>Computer Science – KS3: Cyber safety.</p> <p>I-future – Year 8. Media influences, especially in relation to body image and societal pressure.</p> <p>I-future – Year 7/10. Gang influence.</p> <p>I-future - Year 8. Child exploitation and what to do if you think you are being abused or groomed. Dangers of sexting.</p> <p>Aspire day – Year 9. Online pornography and body image.</p>

<ul style="list-style-type: none"> - The problem of distorted messages projected by online pornography. - Getting help with online safety and/or if they are the victim of online abuse. 	<p>I-future Year 8 – sexualising females online and in person. Inappropriate language and behaviour towards females and LGBT+ groups.</p> <p>Year 11 – the dangers of posting and sharing sexually explicit material online</p> <p>Year 11 -0 how to deal with online threats including blackmail.</p>
<p>Being safe and the law. This includes:</p> <ul style="list-style-type: none"> - FGM - Exploitation - Consent - Abuse - Rape - Forced marriage 	<p>GCSE Citizenship – there is a unit that includes FGM, exploitation and forced marriage.</p> <p>I-future - Year 8. Child exploitation and what to do if you think you are being abused or groomed. Dangers of sexting. Types of abuse and the signs plus how to report it.</p> <p>I-future – Year 9. Consent and rape (and the legalities).</p> <p>I-future - Year 10 – healthy and unhealthy relationships e.g. ‘Murdered by my boyfriend’.</p> <p>Year 9. Consent.</p> <p>Year 11 – what is consent and the law?</p>
<p>Intimate and sexual relationships, including sexual health. This includes:</p> <ul style="list-style-type: none"> - Facts about reproduction and pregnancy - The link between sexual activity and mental/physical health - Consent and peer pressure - Pregnancy choices (pros and cons) - Facts about STIs - Where to get advice 	<p>Science – KS3: reproduction, puberty, fertilisation, STIs, contraception and pregnancy/birth.</p> <p>Science - KS4: Contraception and good sexual health.</p> <p>I-future – Year 9. These are ALL covered by the year 9 RSE programme.</p> <p>I-future (consent and peer pressure as above).</p> <p>Year 11 – what is consent and why is it important to respect it?</p>

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

TOPIC	PUPILS 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 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
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 (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

TOPIC	PUPILS SHOULD KNOW
Online and 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)

TOPIC	PUPILS 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

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	