

Crofton Academy



Relationships and Sex Education/ Health Education Policy

Review Date:

July 2022

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development.....	3
4. Definition	4
5. Curriculum	4
6. Delivery of RSE	5
7. Roles and responsibilities	6
8. Parents' right to withdraw	6
Equal opportunities	7
9. Training	7
10. Monitoring arrangements.....	7
Appendix 1: Curriculum map	8
Appendix 2: Links to other Curriculum Areas	10
Appendix 3: By the end of secondary school pupils should know:	12
Appendix 4: Parent form: withdrawal from sex education within RSE	15

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
- › Give pupils an understanding around mental health and wellbeing
- › Equip students with the skills to know where to go for help

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](#).

Our Personal Development programme ensures coverage of the DfE expectations linked to 'Relationship and Sex education' and 'Health education' eg As part of the section on respectful relationships, pupils will learn about 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.

At Crofton Academy we plan to teach RSE as set out in this policy.

The Department of Education statutory guidance states that from September 2020, all secondary schools must deliver relationships and sex education. The parental right to withdraw pupils from RSE remains in secondary education, for aspects of sex education which are not part of the Science curriculum. If you would like to discuss this further, please contact the academy.

This RSE policy supports the following policies:

- Education Act (1996)
- Learning & Skills Act (2000)
- Education & Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education (2019 +annual updates)
- Children and Social Work Act (2017)

3. Policy development

DFE guidance suggests that from September 2020 new RSE guidance is likely to require that pupils:

- discuss and investigate different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships;

- recognise, understand and build healthy relationships, including self-respect and respect for others, commitment (including marriage and civil partnerships), boundaries and consent, tolerance and how to manage conflict. Pupils are also taught how to recognise unhealthy relationships, including bullying, coercion and exploitation;
- appreciate and examine healthy relationships and safety online, including use of social media, cyberbullying, sexting;
- learn how relationships may affect health and wellbeing, including the importance of good mental health and resilience;
- acquire factual knowledge about sex, sexual health and sexuality, set firmly within the context of relationships.

At Crofton Academy we recognise the need to meet new guidance and also the need to consult with staff, parents and pupils about the RSE policy. Our Curriculum aims to meet the aims suggested above and when new policy is made available from the DFE we will update this policy in consultation with staff, parents and pupils. Indeed staff and parents will have the opportunity to make recommendations about the policy and we will investigate what pupils want from RSE. The policy will then be shared with Governors and ratified.

This policy was 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 pulling 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 comment on the policy.
4. Pupil consultation – we informed pupils about the changes to RSE in school and gave opportunity for students to feedback on the changes
5. Ratification – once amendments were made, the policy was be 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 and Appendix 2. We recognise the necessity to evaluate and adapt these lessons regularly

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.

Young people have sexual knowledge, even if they have little or no sexual experience. They have grown up in a culture where sexual images and messages are directed towards them. Such cultures are also a hot bed of myth and misunderstanding and ignorance can be difficult to admit. It is important that relationship and sex education provides young people with the opportunities to gain knowledge, develop social skills and explore attitudes and values.

We must acknowledge the differences in young people; their social, cultural, ethnic and religious backgrounds with correspondingly different moral and cultural frameworks. These moral views and choices must be explored and shared in a balanced and sensitive manner.

Young people should be encouraged to appreciate the value of stable family life, marriage and the responsibility of parenthood. This provides a perfect opportunity to develop the partnership between home and school. Parental involvement in policy drafting will support and enhance the relationship between parent, student and school.

Students should be helped to discover the importance of self-restraint, dignity and respect for themselves and others, the acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. Students should be enabled to recognise the physical, emotional and moral implications and risks of certain types of behaviour, both genders being equally responsible.

For more information about our curriculum, see our curriculum map in Appendix 1 and Appendix 2.

6. Delivery of RSE

RSE is taught within Drop Down days across all year groups, during Active Studies for Year 9 students and during assemblies and Wellbeing Wednesday/registrations. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education .

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

Within this programme, pupils are supported to develop the following skills:

- › Communication, including how to manage challenging relationships and emotions.
- › Recognising and assessing potential risks
- › Assertiveness
- › Seeking help and support when required
- › Informed decision making
- › Self respect and empathy for others
- › Recognising and maximising a healthy lifestyle
- › Managing conflict
- › Discussion and group work

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, 2 and 3.

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.

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 The Coordinator

The coordinator of PSHE will be responsible for the implementation of this policy. SLT link will work closely with the coordinator to ensure its implementation.

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way, using the provided lesson plans and support material.
- › 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
- › Seeking training and support as necessary by seeing the Values Coordinator (SLo).

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 KAs, (SLT link to Values) in the first instance as support and training can be arranged. Other concerns linked to the teaching of RSE should be discussed with the headteacher. Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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 4 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. Pupils will be accommodated in the school, under the supervision of the Achievement Leader for that particular year group. The notice of withdrawal should be treated in a sensitive way, to ensure that students are not made to feel excluded from the class. It is important that the rest of the group respect the choice of the individual.

Equal opportunities

Particular care is taken to ensure that children with special educational needs and those from ethnic minorities are able to use the subject material effectively.

9. Training

During 2019-20 we consulted with staff about RSE and evaluated training need as part of this.

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 Coordinator for PSHE and SLT link through:

- Learning walks as set out in the school calendar during relevant sessions.
- Lesson drop in during Year Group Drop Down days by either the Coordinator for Values or Year Group Manager.

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

This policy will be reviewed by the Coordinator for PSHE annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Through personal development activities, pupils will be taught using a variety of resources appropriate to the lesson content. This includes presentations, worksheets, sorting activities and videos. In many lessons pupils will be discussing a range of issues under the guidance and leadership of the teacher. Ground rules will be established in class when discussing these topics and signposting to a range of relevant services will be included as part of the lesson. All pupils will reflect on their learning and will have opportunities to ask questions. Any disclosures will be dealt with as per school policy. As part of the programme, pupils will have opportunities to engage with relevant outside agencies. All lessons have been produced in line with PSHE Association guidelines or recommended lessons.

This is a live document and may be adapted as the year progresses.

Year Group	Topic/Theme details
Year 7	<p>Responsibility and kindness including friendships and introduction to consent.</p> <p>Looking after yourself and others including antibullying, personal safety, the value of friendship, mental wellbeing and resilience.</p> <p>Relationships including what happy and safe relationships are, friendships, recognising unhealthy relationships, expectations based on gender and sexuality, LGBTQ+ understanding, puberty and emotional as well as physical development</p> <p>Living without harm – dangers of online relationships and bullying. Issues surrounding FOMO</p> <p>Decision making – including all types of health and support with mental health issues. Understanding responsibility for physical health</p> <p>First aid skills - intro to the basics</p>
Year 8	<p>Responsibility including towards yourself and the decisions you make</p> <p>The importance of kindness.</p> <p>Understanding and looking after your mental health and managing wellbeing.</p> <p>Internet safety linked to mental health and understanding consent.</p> <p>Living without harm – healthy and unhealthy lifestyle choices (linked to mental health). Antibullying awareness.</p> <p>Some things not right (an introduction to unhealthy relationships, inappropriate, non-consensual relationships or unwanted behavior including online and how to report this.</p> <p>Puberty, relationships, self care</p> <p>LGBTQ and what is expected in relationships.</p> <p>Coercive friendships and how to identify relationships that aren't positive. What to do to get help.</p> <p>Discrimination awareness.</p> <p>First aid skills (continuation from Y7)</p>

Year 9	<p>Looking after yourself and others including mental health, physical health, emotional wellbeing and importance of positive relationships</p> <p>Relationships – self care, managing feelings and reactions, understanding personalities and getting to know yourself. Knowing what is expected of us and the different sorts of relationships inc getting involved in gangs.</p> <p>Understanding gender, LGBTQ+ and how it relates to people and society. How we can support ourselves and others.</p> <p>Communication, consent and sexual relationships inc safer sex, how to access help and negotiate within relationships. Drop down workshops from Spectrum support in the delivery of this topic inc healthy relationships, contraception, period products and sexual health.</p> <p>Respect and valuing others – reducing the stigma around mental health and negative thoughts.</p> <p>Online safety including bullying, sexting. Media portrayal of body image and relationships.</p> <p>Types of relationships and the roles of people within these including parents and carers. Dealing with relationship breakdown and grief.</p> <p>Awareness of abusive behaviour including emotional, grooming, sexual harassment, FGM, forced and honour marriage</p> <p>First aid skills</p>
Year 10	<p>Valuing yourself and others including understanding risks and choices (health education – alcohol and drug education, smoking risk awareness, gambling risk awareness).</p> <p>Understanding hidden disabilities and relationships with those who are different.</p> <p>Mental health and emotional wellbeing including body image in a digital world and issues surrounding sexting and safety.</p> <p>Female genital mutilation – awareness of signs, impact it has and how to seek help</p> <p>Relationships including types of relationships, impacts of ours and others behaviour, LGBTQ+, something's not right and recognising unhealthy relationships and strategies for staying safe and forming positive relationships. Negative influences on relationships including pornography. Managing unwanted attention.</p> <p>Revisit consent with support from Spectrum drop down session, sexting/sending images and what love is, equality act and rights in relationships.</p> <p>Cancer awareness and checking</p> <p>Drug, alcohol and gambling awareness and impact on relationships</p> <p>First aid skills</p>
Year 11	<p>Relationships including importance of acceptance regardless of identity and working out relationships.</p> <p>Mental wellbeing and resilience including exam stress and managing depression, anxiety. Importance of sleep as part of this.</p> <p>Revisit the basics of first aid (health education).</p> <p>Staying safe around risks – drug and alcohol awareness, internet safety and social media risks.</p> <p>Donation of blood, organ and stem cell. The facts around pregnancy including options, choices and seeking advice. Period products, shaving and menopause. Negotiating contraception use and consent.</p>

Appendix 2: Links to other Curriculum Areas

Science

Teaching in Science supports the delivery of the RSE curriculum

Content taught:

- The facts about reproductive health, including fertility.
- The facts around pregnancy including miscarriage
- How the different sexually transmitted infections (STIs), including HIV/AIDS are transmitted, how risk can be reduced and the importance of testing.

Religious Education

Teaching in RE supports the delivery of the RSE curriculum.

Content explicitly taught:

- 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
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- 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
- 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

Appendix 3: 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 4: 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	