



# Relationships and Sex Education Policy

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<b>Review Cycle</b>	Annually
<b>Governing Body Ratification</b>	June 2023
<b>Date shared with Academy staff</b>	September 2023
<b>Review Date</b>	June 2024
<b>Legal Framework</b>	Children Act 1989 (as amended 2004 Section 52) Education Act 1996 s403 Education Act 2002 s175/s157/s80A Equality Act 2010 Teachers Standards' 2012
<b>Statutory Guidance</b>	Relationships Education, Relationship and Sex Education (RSE) and Health Education in England Government Consultation Response 2019 Keeping Children Safe in Education 2023
<b>Department of Education and Local Advice and Guidance</b>	Information sharing – advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015 The equalities act 2010 and schools: Department advice City and Hackney Safeguarding Board's Procedures Hackney Well-Being Framework PSHE Association

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## 1. Aims

The aims of RSE (Relationships and Sex Education) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for future experiences around family, relationships including friendships, online & media considerations, being safe and intimate or sexual health.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of morality
- Teach pupils the correct vocabulary to describe themselves, emotions, relationships and their bodies

## Academy Values and Ethos

**“Be the best you can”** – We believe that all pupils, regardless of background or ability, should be supported to excel in all that they do. At Skinners’ Academy, we value every member of our community’s wellbeing. We believe that for a school to be a success everyone must feel wellness – mentally as well as physically. Our aim is to create and maintain an environment in which all feel supported to be the best they can be. Early identification, clear guidance and safe spaces for discussion of mental health will form the backbone of our wellbeing practice. We do not aim to eradicate distress, as this would be impossible, but our aim is for Skinners’ Academy to be a place where all feel encouraged and empowered to share struggles, find solutions and receive ongoing strategies for continued wellbeing – free from stigma and in the spirit of shared humanity.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).<sup>i</sup>

**We strive for all our pupils and staff to enjoy healthy, rewarding relationships within our community and beyond, giving all a strong sense of belonging and wellbeing.**

## 2. Statutory requirements

During the passage of the Children and Social Work Act in 2017, the government recognised that there was a compelling case to make Relationships Education for all primary pupils and Relationships and Sex Education (RSE) for all secondary pupils **compulsory** through regulations, and to consider the status of Personal, Social, Health and Economic Education (PSHE) or elements of the subject for all state-funded pupils.

*Relationships Education, Relationships and Sex Education, and Health Education in England Government consultation response February 2019<sup>ii</sup>*

*In addition, it should be noted that*

*the new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021.* <sup>iii</sup>

### **3. Delivery of RSE**

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way'*

*(Secretary of State foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers)*

#### **Definition**

RSE forms part of the PSHE offer at Skinners' Academy. RSE is concerned with education around the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, mental health and wellbeing, diversity and personal identity.

RSE involves a combination of factual information and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE is taught within the personal, social, health, citizenship and economic (PSHE) education curriculum. The Personal Development Curriculum Coordinator and Assistant Principal will be responsible for mapping the RSE curriculum. Biological aspects such of RSE are also taught within the science curriculum, and other aspects are included in Religious Studies (RS) and Information Technology (IT).

RSE will be made accessible to all ages and abilities including those with SEND. The PD Curriculum Coordinator will consult with the SENCO to ensure resources and schemes of learning are suitable for all pupils.

Across all key stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing 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

#### **4. Roles and responsibilities**

- Appropriate use of outside agencies is made in the delivery of some health education issues. All external agencies are experienced professionals and are vetted by the Assistant Principal. Pastoral teams provide support for individuals who are worried by aspects of their development or relationships.
- The school nurse is available upon request for any students who wish to see her. Students are encouraged to discuss concerns with their PD teacher, Head of Year, Assistant Head of Year or any member of staff. The Assistant Principal, who is also the Designated Safeguarding Lead, gives guidance on procedure regarding sensitive issues.

##### **4.1 The governing board**

The governing board has delegated the approval of this policy to the Education and Wellbeing Committee.

##### **4.2 The Principal**

The Principal, in line managing the Vice Principal, is responsible for ensuring that RSE is taught consistently across the Academy, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

##### **4.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to PSHE & RSE that do not discriminate any protected characteristics of the Equality Act 2010
- Monitoring progress around content as directed in the Academy programme of study for PSHE
- 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 their line manager or the HR manager. Staff will receive training on how to deliver the RSE curriculum in a non-discriminatory manner, with sensitivity to the different cultural groups at the Academy.

##### **4.4 Pupils**

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

Facts will be presented in an objective, impartial and balanced manner using both the commonly used and biological terms (to allow young people to learn appropriate vocabulary and facts and to develop confidence in discussing sexuality and personal relationships). Sensitive issues such as sexually transmitted infections, abortion, contraception and homosexuality will not be avoided and questions will be met with balanced and factual information.

- LGBT content is fully integrated into the personal development programmes of study
- Our programme Relationships and Sex education places an emphasis on loving and caring relationships, respect for family life and oneself and which seeks to enable students to value the cultural and religious influences in our society. Students will be guided towards developing a moral code which encompasses both rights and responsibilities.
- The Academy will provide an atmosphere in which discussion can take place about a range of sexuality and personal relationship issues which will allow the students to explore their own feelings, values and attitudes and to listen to the views of others. This will enable them to make informed decisions about their own sexual health and lifestyle.
- Staff do not give an individual student advice on contraception and related matters. Any concerns staff have about individual students are referred to the Academy's Designated safeguarding Lead.
- Lessons and Schemes of Learning will take into account the cultural and religious views of the Academy community.

## 5. Training

Staff are trained on the delivery of RSE as part of the Academy's PLD schedule and it is included in our continuing professional development calendar.

Visitors will on occasion be invited into the Academy to provide support and training to staff teaching RSE.

## 6. Monitoring arrangements

The delivery of PSHE is monitored by Heads of Year, the PD curriculum coordinator and the Senior Leadership Team through work scrutiny, pupil voice and learning walks.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Assistant Principal. At every review the policy will be approved by the Education and Wellbeing Committee .

Pupils will sit assessments for RSE and other topics covered in the PD curriculum during the Academy assessment weeks.

## 7. Parents' right to withdraw

Parents' have the right to withdraw their children from the **non-statutory** components of RSE. In line with government guidance, there is

'no right to withdraw from Health or Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught' <sup>iv</sup>

Parents can request to have their child to be removed from specific lessons that are classed as 'non statutory' within the Academy's PSHE curriculum 'up until and including 3 terms prior to a pupil's 16<sup>th</sup> birthday'. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

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

## **7. Parental consultation**

In line with government guidance,

‘Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge’

As part of developing this policy, Skinners' Academy has held parental consultation and offered parents the opportunity to contribute in an open dialogue regarding the aims, values and ethos underpinning taught content. Please see appendix 4.

Staff have also been consulted on the RSE curriculum. Please see appendix 4. Pupils will also be consulted via online form which gives the students the opportunity to share their opinion.

Curriculum maps will be published on the school website which details when RSE will be taught throughout the year. Example resources will also be made available, as will resources that support discussions about the RSE curriculum at home.

All stakeholders will be consulted at the next annual review September 2023.

***Skinners' Academy*** is working with local partners, agencies, theatre in education companies, LA Advisers and Consultants to ensure appropriate provision in the key areas of PSHE, including RSE and Drug Education, Healthy Eating, Physical Activity and Emotional Health and Wellbeing.



### **Appendix 1: Table of substantive policy changes from September 2021**

<b>Where</b>	<b>What</b>
<b>Summary</b> Throughout the policy PSHCE has been replaced with the term PSHE, as this is the terminology used by the government. Citizenship education is included in wider PD curriculum.	
<b><u>Page 2</u></b>	Designated Safeguarding Lead changed to Benjamin Howe Designated Governor For Child Protection changed to Paul Merchant

### **Appendix 2: Responses and actions to parent consultation 2022**

<b>Response/suggestion</b>	<b>Action</b>
Some parents want support with teaching RSE content to their children at home, and answering questions they may have	Resources will be placed on school website to support parents
Pupils should be taught about sexuality and gender identity	Resources throughout the content and in every year group are inclusive of all genders and sexualities. Resources contain case studies from a diverse range of people to ensure our LGBTQ+ pupils feel included and consistently represented. In addition, pupils explore the ideas of gender and sexual identity in the EDI curriculum.
Pupils should learn about explicit material online, and the risks and consequences of image sharing	This will be taught in year 8 and 10
The curriculum should not develop a curiosity for harmful or dangerous activities	The curriculum is designed so that pupils are aware of the risks that exist in society, and how to avoid and manage those risks.
Pupils should be taught about contraception	This will be taught in year 10 and 11 (2021/2022) and year 8. Resources are provided to KS4 pupils on where to get access to contraception.
Pupils should be taught about Consent including nonverbal clues	Pupils are taught this in year 7 (harassment) year 8 (harassment) and year 10 and 11 (consent). Age of consent taught in these year groups too. They will also receive information on where to go for support if they are victims of sexual harassment.
Pupils should be taught about the dangers of unprotected pregnancy	This is included in the RSE curriculum in year 8, 10 and 11 (2021/2022)
Pupils should be taught about personal hygiene	This is included in the RSE curriculum in year 7
Physical and emotional changes that occur in adolescence	This is included in the RSE curriculum in year 7 and 8
Concerns about content being too taught to pupils too early, and requests to withdraw	The ages and stages of pupils have been considered when designing the curriculum. Any parents wishing to remove their child from sex

	education may do so using the withdrawal process.
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### **Appendix 3: Responses and actions to staff consultation 2022**

Response/ suggestion	Action
Some staff feel that recognising negative and positive relationships is the most important subject that should be taught	This is taught in both KS3 and KS4 as part of the RSE unit, but it is looked at in every year group during the PD curriculum. The age and stage of pupils is considered when teaching this subject.
Some staff feel that consent is the most important subject in RSE	Sexual harassment is taught to pupils in every year groups, and consent is taught to both KS3 and KS4. The age and stage of pupils is considered when teaching this subject.
RSE should be more cross curricular.	Heads of related departments are consulted before planning the curriculum to be aware of prior learning. E.g. Science, RS and ICT. We will try to consult with all head of departments ahead of next year's RSE schemes of learning and policy update
Staff feel that options for unwanted pregnancies should be included in the curriculum.	This is included in KS4 RSE lessons

### **Appendix 4: Responses and actions to pupil consultation 2022**

Response/ suggestion	Action
Pupils would like to learn about financial literacy	This is included as part of the careers curriculum in year 9 and as part of the year 12 financial literacy unit
Pupils would like to learn about financial LGBTQ+ History and rights	This is covered in the EDI curriculum in LGBT History month for year 7 –10 and year 12
Discrimination	This is covered in several different topics across the EDI curriculum across every year group
Islamophobia and religious discrimination	This will be included in next year's PD curriculum
Physical disabilities	Pupils learn about physical disabilities in the EDI curriculum for year 7 –10 and year 12

Video games	This will be included in next year's PD curriculum
Learning difficulties	This will be included in next year's PD curriculum
Healthy eating	This is covered in the year 9 and 10 curriculum
Consent, rape culture and toxic	Consent is covered in the year 8 ,10 and 11 curriculum. Toxic masculinity and rape culture will be covered in next year's curriculum
Mental health illness	This is covered in the healthy minds curriculum in year 7 and 8  And during children's mental health week – whole school
Global issues such as war and peace	This is covered throughout the year as issues arise. For example, the PD curriculum has covered the war in Ukraine and the conflict in Israel Palestine.
Self esteem	This is covered in the health minds curriculum for every year group
Black History	This is covered in the EDI curriculum in year 7, 8, 9, 11, 12 and 13
Bullying	This is covered in the PD curriculum in year 8,9, 10 and 12
Sexism	This is covered in the EDI curriculum in year 7, 8, 10, 12 and 13
Careers and options for further and higher education	This is covered throughout the careers curriculum.

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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*Relationships Education, Relationships and Sex Education, and Health Education in England  
Government consultation response February 2020*

iii <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

iv *Relationships Education, Relationships and Sex Education, and Health Education in England  
Government consultation response February 2019*