

Relationships and Sex Education Policy 2020/2021

Phoenix Academy



Approved by: **Tony MacDowall** Date: **September 2020**

Last reviewed on: **September 2018**

Next review due by: **September 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
- › RSE relates to the school's ethos and values of knowledge, freedom to choose, freedom to think well, freedom from prejudice and freedom to live, which all form the foundation to any healthy relationship.

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 Phoenix 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.

6. Delivery of RSE

The PSHE coordinator will be responsible for the development of the curriculum overseen by the relevant Assistant Head teacher.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum delivered by form tutors. 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.

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, LGBTQ+ 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 Principal to account for its implementation.

7.2 The Principal/PSHE Co-ordinator

The Principal 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
- › Following the school's safeguarding policies when required



- 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 Principal.

The PSHE coordinator has the responsibility of planning and providing resources to allow the effective delivery of RSE by colleagues. They also have the responsibility of providing support and training to colleagues and monitoring the effectiveness of RSE delivery in the school.

The Principal/Assistant Head teacher overseeing PSHE/RSE has the responsibility of ensuring that the PSHE coordinator receives up-to-date CPD training on all aspects relating to PSHE and RSE.

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 Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal or the designated member of staff e.g. Assistant Head teacher, PSHE coordinator or Heads of Year, 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 PSHE coordinator will also invite visitors/professionals from outside the school to provide support and training to staff teaching RSE. The PSHE coordinator will also provide individual support to teachers who are unfamiliar with the curriculum.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE coordinator through learning walks, student voice and work scrutiny.

Pupils' development in RSE is monitored by form teachers using student self-reflection sheets and end of topic quizzes embedded into the schemes of work, as well as student voice.

This policy will be reviewed annually by the PSHE coordinator. If there are no statutory updates, the policy will be approved by the Principal.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Spring	<p>Friendships and Families: the nature of friendships, what makes a positive friendship, how to cope when friendships breakdown, consider what a family is, understand how the values of our family shape us, attitudes to marriage and other partnerships, how a multicultural Britain has changed marriage.</p> <p>Science curriculum: The scientific naming of body parts and the physical changes that occur during puberty. The facts around pregnancy from fertilisation to foetus development, as well as the menstrual cycle.</p> <p>Rights, responsibilities and opportunities online, online risks, including the consequences of material and the difficulty of removing potentially compromising material placed online. The dangers of being groomed online and what to do and where to get support to report material or manage issues online.</p>
	Summer	<p>Cyber bullying: discuss what cyberbullying is, distinguish the different ways cyberbullying takes place, and identify ways to manage cyberbullying.</p> <p>Forced Marriage and Honour based violence: define forced marriage and honour based violence (HBV). Be clear on the difference between a forced marriage and marriage by choice e.g. arranged marriage. Understand the reasons why forced marriage takes place and the potential consequences of forced marriage.</p> <p>Relationships and friendships: To understand how relationships change over time and definitions of positive qualities in a relationship.</p> <p>Puberty and reproduction: Understand the emotional and physical changes that take place at puberty (please note this includes social and emotional changes not covered in the science curriculum). Understand that puberty can be a difficult time and to be aware of places which offer advice information and support. Understand what the process of human reproduction and how puberty changes are linked to reproduction.</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 8	Spring	<p>Bullying: develop a definition of bullying and consider what this involves, consider reasons why someone may bully another person and what they would consider to be a stereotypical bully, understand the different forms of bullying and their effects on the individual involved, discuss and develop an opinion about the best way to tackle bullying.</p> <p>The legal consequences of sharing and viewing indecent images of children (including those created by children) and how information and data is generated, collected, shared and used online.</p>
	Summer	<p>Media v Reality: Consider how the media can have a negative effect on self- esteem and how images in the media are manipulated.</p> <p>Appropriate relationships: Discuss reasons for being in a relationship and what qualities to look for in a relationship.</p> <p>Sexuality: Gain an understanding of the range of sexual orientations and to consider the impact of homophobic bullying.</p> <p>Relationships: Discuss the concept of 'consent' and the laws that surround sexual activity. Discuss reasons to wait before having sexual intercourse. Consider the different ways in which relationships can develop and how people of different ages show commitment.</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	Spring	<p>Assertiveness: understand how to communicate assertively and to discuss the ideal</p> <p>Sexual Health: discuss different types of contraception, where they can be accessed and their advantages and disadvantages, including how to use a condom. The laws on sexual consent and are made clear, as well as, the message of abstinence as the only 100% effective way to avoid pregnancy and STI. Students develop explore their own beliefs and attitudes towards sex and explore positive and negative reasons to have sex. Explore the range of Sexually Transmitted Infections, including the signs and symptoms, testing and treatment options</p> <p>Female Genital Mutilation (FGM): what FMG is, what the law says, reasons given for carrying out FGM and reasons against it being performed.</p> <p>The media: explore sexualisation and the negative impact of the media on positive and healthy sexual relationships.</p> <p>Pregnancy options: exploring the options of bringing up a child, abortion and adoption, considering the advantages and disadvantages of each, including the laws on abortion. This includes the context of individual, family and cultural values.</p> <p>Sexting: discussing what sexting is, what the law says, what the consequences might be.</p>
Year 10	Spring	<p>What is sex? Explore definitions of sexual activity, debate the rights and wrongs of having sex at a young age. Sex as part of a loving and adult relationship,</p> <p>Science GCSE curriculum: The facts about reproductive health, including fertility, hormones and the potential impact of lifestyle on fertility for men and women, as well as, methods of contraception.</p>
	Summer	<p>Child sexual exploitation: exploring healthy and unhealthy relationships, acceptable and unacceptable behaviours.</p>
Year 11	Spring	<p>Relationships: Explore the importance of belonging and some of the potential dangers, recognise what it feels like to be excluded, explore some of the dangers of social networking, consider rules for minimising risk when meeting someone first encountered online, explore the importance of friends and family and what it takes to be a good friend or family member, recognise that how you see yourself, influences your behaviour and how others react to you.</p>

Appendix 2: By the end of secondary school pupils should know – DfE Guidance 2020

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	