



Relationship and Sex Education

Reviewed date: August 2022



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SECTION 1 - AIMS

The aims of relationships and sex education (RSE) at our academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Provide clear guidance for parents, carers, staff and trustees.
- Help pupils move more confidently and responsibly into adolescence
- Develop skills and understanding to enable pupils to make healthy responsible choices about their health and wellbeing.

SECTION 2 - STATUTORY REQUIREMENTS

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

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting students' understanding and skills in developing positive and healthy relationships.

At Arco Academy we teach RSE as set out in this policy.

SECTION 3 - POLICY DEVELOPMENT

This policy has been developed in consultation with staff, students 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 academy 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. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

SECTION 4 - DEFINITION

RSE is about the emotional, social and cultural development of students, 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.

SECTION 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, students and staff, taking into account the age, needs and feelings of students. If students 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.

SECTION 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.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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



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Students also receive stand-alone RSE lessons delivered by staff. These are complemented by the work of external providers.

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).

SECTION 7 - ROLES AND RESPONSIBILITIES

The Advisory board

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

The advisory board will hold the Principal to account for the implementation of this policy.

The advisory board has delegated the approval of this policy to the principal.

7.1 The Principal

The principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

7.2 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 teacher at the academy, will be responsible for teaching RSE.

7.3 Students

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

SECTION 8 - PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory 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 academy 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 student's educational record. The principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

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

SECTION 10 - MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Vice Principal through; students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Principal and Vice Principal annually. At every review, the policy will be approved by the advisory board and the principal.



Appendix 1: Curriculum Map for PSHE (RSE included)

Relationships and Sex Education curriculum map (Spring 1 and Summer 1)

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<p>Transition to secondary school</p> <p>Diet, exercise and how to make healthy choices</p>	<p>Enterprise skills and introduction to careers</p> <p>Challenging career stereotypes and raising aspirations</p>	<p>Diversity, prejudice and bullying including cyber bullying</p> <p>Managing on- and off-line friendships</p>	<p>The risks of alcohol, tobacco and other substances</p> <p>Managing puberty and the issues of unwanted contact and FGM</p>	<p>Self-esteem, romance and friendships</p> <p>Exploring family life</p>	<p>Making ethical financial decisions</p> <p>Saving, spending and budgeting our money</p>
Year 8	<p>First aid and personal safety, focusing on road safety</p> <p>Alcohol and drug misuse and managing peer influence</p>	<p>Rights and responsibilities in the community</p> <p>Tackling age and disability discrimination</p>	<p>Tackling racism and religious discrimination, promoting human rights</p> <p>Online safety and digital literacy</p>	<p>Mental health and emotional wellbeing, including body image</p> <p>Managing change and loss</p>	<p>Introduction to sexuality and consent</p> <p>Introduction to contraception including condom and the pill</p>	<p>Evaluating value for money in services</p> <p>Risks and consequences making financial decisions</p>
Year 9	<p>Peer pressure, assertiveness and risk, gang crime</p> <p>Dieting, lifestyle balance and unhealthy coping strategies</p>	<p>Understanding careers and future aspirations</p> <p>Identifying learning strengths and setting goals as part of the GCSE options process</p>	<p>Managing conflict at home and the dangers of running away from home</p> <p>Tackling homophobia, transphobia and sexism</p>	<p>Managing peer pressure in relation to illicit substances</p> <p>Assessing the risks of drug and alcohol abuse and addiction</p>	<p>Relationships and sex education including healthy relationships and consent</p> <p>The risks of STIs, sexting and pornography</p>	<p>Planning and carrying out an enterprise project</p> <p>Reflecting on learning skills development in key stage 3</p>
Year 10	<p>Transition to key stage 4 and developing study habits</p> <p>Mental health and ill health, tackling stigma</p>	<p>Understanding the causes and effects of debt</p> <p>Understanding the risks associated with gambling</p>	<p>Tackling relationship myths and expectations</p> <p>Managing romantic relationship challenges including break ups</p>	<p>Exploring the influence of role models</p> <p>Evaluating the social and emotional risks of drug use</p>	<p>Understanding different families and learning parenting skills</p> <p>Managing change, grief and bereavement</p>	<p>Preparation for work experience</p> <p>Evaluation of work experience and readiness for work</p>
Year 11	<p>Promoting self-esteem and coping with stress</p> <p>Learning and revision skills to maximise potential</p>	<p>Understanding the college application process and plans beyond school</p> <p>Skills for employment and career progression</p>	<p>Personal values and assertive communication in relationships</p> <p>Tackling domestic abuse and forced marriage</p>	<p>Health and safety in independent contexts</p> <p>Taking responsibility for health choices</p>	<p>British values, human rights and community cohesion</p> <p>Challenging extremism and radicalisation</p>	

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

TOPIC

STUDENTS SHOULD KNOW

Families

- 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

- 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

Online and media

- 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

- 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)

Intimate and sexual relationships, including sexual health

- 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



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	