Relationship and Sex Education policy
Oakwood Academy

Completed by:	Mrs Hamer, Head of Personal Development and Mr Jones, Assistant Head Teacher	**Date:** September 2023
Approved by:	SLT and Governors	**Date:** October 2023
Next review due by:	July 2023 then annually.	

Contents

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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

> We also want all children to grow up healthy, happy and safe.

> To be able to manage the challenges and opportunities they may face.

> To develop their independence for the future that may inform their decisions as adults.

2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're 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 also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Oakwood Academy we teach RSE as set out in this policy and subject policy for Personal Development

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.

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 RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils 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

> We deliver RSE related topics in a way designed to cater to the stage of learning and not the chronological age of the children. Therefore, all lessons are planned and delivered to the needs of our learners.

> The curriculum has been developed with members of the Senior Leadership Team and based from guidance from the PHSE association in the article 'PSHE education planning framework for pupils with SEND (key stages 1-4, July 2020)'

> We revisit topics for memory recall and to consolidate knowledge addressing any gaps we may come across within pupil knowledge. All lessons are differentiated with the use of up to date resources for pupil engagement and understanding.

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).

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

> Considers how a diverse range of pupils will relate to them

> Is sensitive to all pupils' experiences

> During lessons, makes pupils feel:

  o Safe and supported

  o Able to engage with the key messages

We will also:

> Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

  o A whole-class setting

  o Small groups or targeted sessions

  o 1-to-1 discussions

  o Digital formats

> Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

  o Are aligned with the teaching requirements set out in the statutory RSE guidance

  o Would support pupils in applying their knowledge in different contexts and settings

  o Are age-appropriate, given the age, developmental stage and background of our pupils

  o Are evidence-based and contain robust facts and statistics

  o Fit into our curriculum plan

- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - o Are age-appropriate
  - o Are in line with pupils' developmental stage
  - o Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - o What they're going to say
  - o Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 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 9).

8.3 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.

Staff delivering RSE are:

Mrs J Hamer (HOD)

Mrs Cohen, Mrs Grant, Mr Bywater, Miss Gatto, Mrs Rigler, Mr Darnell, Miss Connor, Mr Ellis, Miss Leach, Miss Thompson, Mrs Hilton and Miss Higgins.

8.4 Pupils

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

9. 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 school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

We 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.

11. Monitoring arrangements

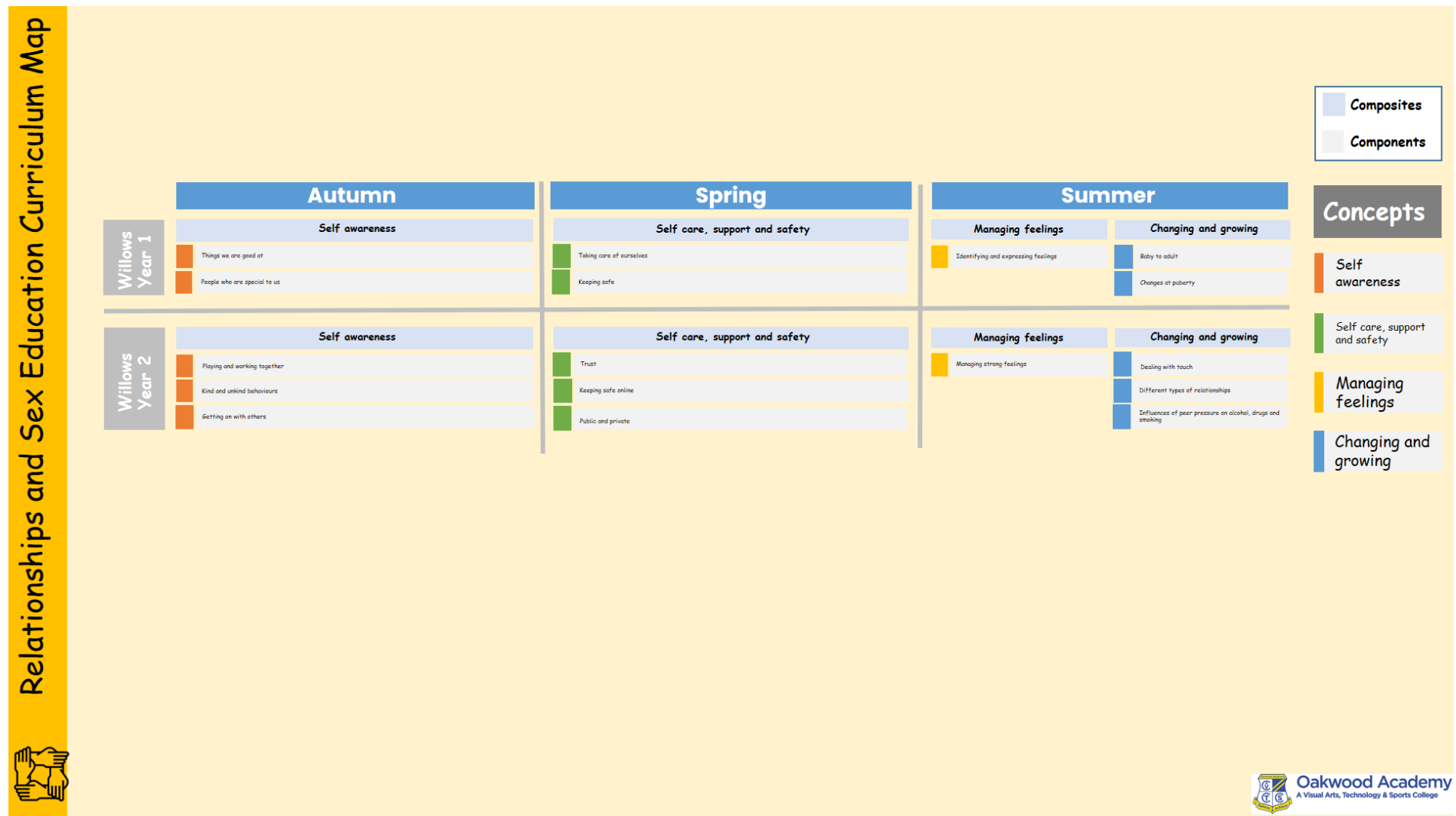The delivery of RSE is monitored by Mrs J Hamer HOD through:

Monitoring and completing book scrutiny, learning walks as well as discussions with individual staff.

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

This policy will be reviewed by Mrs J Hamer [annually]. At every review, the policy will be approved by [the Assistant Head Teacher Mr Jones and governors].

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Relationships and Sex Education Curriculum Map

	Composites
	Components

Concepts

- Self awareness
- Self care, support and safety
- Managing feelings
- Changing and growing

	Autumn	Spring	Summer	
Willows Year 1	Self awareness	Self care, support and safety	Managing feelings	Changing and growing
	Things we are good at	Taking care of ourselves	Identifying and expressing feelings	Baby to adult
	People who are special to us	Keeping safe		Changes at puberty
Willows Year 2	Self awareness	Self care, support and safety	Managing feelings	Changing and growing
	Playing and working together	Trust	Managing strong feelings	Dealing with touch
	Kind and unkind behaviours	Keeping safe online		Different types of relationships
	Getting on with others	Public and private		Influences of peer pressure on alcohol, drugs and smoking

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Relationships and Sex Education Curriculum Map

Legend: Composites | Components

Concepts: Self awareness | Self care, support and safety | Managing feelings | Changing and growing

Autumn

Year 7

Feeling unwell
- What it means to feel unwell
- How to let someone know you are feeling unwell
- Spreading of germs
- Some things we can do to take care of our physical wellbeing and mental wellbeing
- Simple things we can do if we are not feeling well (including hygiene routines)

Feeling worried / frightened
- Explain what being frightened or worried means and how to communicate this to others
- How to take care of our bodies and keep them safe
- Who is responsible for keeping us safe and the importance of helping to keep ourselves safe
- Appropriate / inappropriate contact and personal space
- Recognising harassment, including online.

Year 8

Accidents and risk
- What is meant by keeping safe and personal safety
- What is an accident? What is risky and dangerous?
- Situations and behaviours in and out of school including online which may not be safe and entail risk
- Trusted adults who can help us in risky situations and strategies we can use ourselves
- Inappropriate use of mobile phones can contribute to accidents (i.e. looking at driving, crossing the road)

Emergency situations
- People who keep us safe at school and at home
- Rules and procedures in school that help keep us safe (i.e. fire or emergency evacuation drills)
- What is meant by an emergency?
- Sources of immediate help in an emergency
- Simple first aid procedures

Year 9

Feeling safe online
- Different ways we can keep safe online
- Social media and how people use this
- Identify some possible risks of using social media
- How we can respond, including getting help, if we see or are sent upsetting or inappropriate online content
- Rules for keeping safe when using different social media platforms

Gambling
- Risk and change
- What is gambling and identifying places and ways this might take place
- 'Winning' or 'losing' when gambling
- Why people might gamble and influences/pressures on people to do this
- Strategies for people that need help with gambling

Spring

Year 7

Self esteem and unkind comments
- The different ways we are special
- Feelings associated with feeling good about ourselves
- Things we can do to help us feel good about ourselves
- The difference between helpful/kind and unhelpful/unkind comments
- Strategies to help manage our feelings

Personal strengths
- What we are good at and enjoy
- Identifying our personal strengths and qualities
- Self esteem and confidence
- Strategies to manage negative opinions/comments
- Media and how people feel about themselves

Year 8

Strong feelings
- Identify the different feelings we might experience and express
- Recognising feelings in others
- When we might feel strong emotions
- Strategies we can use to feel and stay safe
- Recognising signs that we or someone we know might need help to cope with strong emotions

Skills for learning
- What we enjoy learning about in school
- What makes us special and unique
- What we dislike doing as learners
- Learning targets / goals
- How we like to learn / ways we can develop our strengths

Year 9

Romantic feelings and sexual attraction
- People we like or know
- What it means to like someone
- The difference between 'liking' and 'fancying' someone
- Growing up and experiencing strong emotions
- Appropriate use of vocabulary associated with sex, reproduction, gender/sexual orientation

Prejudice and discrimination
- Treating others in a kind and fair way
- What is prejudice and discrimination?
- How and where to seek help if we think someone is behaving in a discriminatory way
- Explain what stereotyping means
- Strategies for responding to prejudice and discrimination

Summer

Year 7

Puberty
- Change as we get older
- New opportunities and responsibilities as we get older
- Stages of change (physical, emotional and social)
- Why puberty happens and personal hygiene
- Reproduction

Year 8

Friendship
- Different types of friends and why friendship is important
- Friendship and support
- Managing friendship disagreements
- Friendships changing over time
- Strategies for managing emotions and feelings

Year 9

Healthy and unhealthy relationships and behaviours
- Features of positive friendships and relationships
- Identifying emotions
- Identifying the differences between positive/healthy and negative/unhealthy relationships
- Identify people who we can talk to about relationships
- Strategies for managing inappropriate behaviour towards us
- Explain what is meant by compromise

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Relationships and Sex Education Curriculum Map

	Autumn	Spring		Summer

Year 10

Autumn — Intimate relationships, consent and contraception

- Instances in or out of school when we might need to seek permission/consent
- Demonstrate ways to indicate to others that we are happy/willing to do something
- Instances in or out of school when we might need to seek permission/consent
- What is intimacy and what are the different types of intimacy
- Consent and sexual activity

Spring — The different types of relationships

- The difference types of relationships
- The similarities, differences and diversity among people
- Marriage
- The portrayal of sex in the media and social media
- The importance of trust in relationships

Spring — Managing pressure

- Depicting kindness and unkindness
- Ways of telling a trusted adult if someone is being unkind to us
- Peer pressure and types of bullying
- Strategies to help us if we are being bullied
- Recognising the difference between groups and gangs

Summer — Public and private

- Things that are public and things that are private
- Sharing photos of ourselves or giving information about ourselves to others online
- Identifying aspects of our lives that we may wish to keep private
- Trusted adults who can help us with peer pressure
- The law and sexual images

Year 11

Autumn — Long term relationships and parenthood

- Me, who I am, my likes, dislikes, strengths and interests
- To recognise peer influence and to develop strategies for managing it, including online
- The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
- The need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this)
- The factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

Spring — Expectations of relationships / abuse

- The characteristics of abusive behaviours
- Recognise bullying, and its impact
- The impact of stereotyping, prejudice and discrimination
- The unacceptability of prejudice-based language and behaviour
- The need to promote inclusion and challenge discrimination

Spring — Social influences

- How to treat themselves and others with respect
- Recognising peer influence and develop strategies for managing it
- Talk about and share opinions on things that matter to them
- Differences and similarities between people and what we have in common with others
- Listen and respond respectively to a wide range of people

Legend

- Composites
- Components

Concepts

- Self awareness
- Self care, support and safety
- Managing feelings
- Changing and growing
- Mainstream content

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

TOPIC	PUPILS 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

TOPIC	PUPILS SHOULD KNOW
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)

TOPIC	PUPILS SHOULD KNOW
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

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	