

**Sex and Relationships
Education Policy
Smith's Wood Academy
Part of Fairfax Multi-Academy Trust**

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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

The Smith's Wood mission is to “enrich the lives and transform the futures” of every one of our pupils. PSHE in particular and RSE in general have a significant role to play in this mission. RSE at Smith's Wood aims to transform our pupils' futures by enabling them to make informed choices about their physical, emotional and social wellbeing, which they may not have otherwise been able to do.

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 Smith's Wood 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.

At Smith's Wood Academy, RSE is designed to enable all our students to make informed decisions about their personal lives that keeps them safe and happy now and in the future.

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 do not seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. In Years 7, 8 and 9 (Key Stage 3), PSHE will share a timetable with Religious Education (RE), where PSHE will be taught for three half terms and RE will be taught for three half terms. In Years 10 and 11 (Key Stage 4), PSHE will be taught in dedicated fortnightly one-hour timetabled lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in RE. Other aspects of RSE provision may also be taught in Enrichment Day, but this will not form the core of the provision at Smith's Wood Academy. Enrichment Days will be informed by local data and needs.

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, 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 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/nonscience 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.

At Smith's Wood Academy, RSE is delivered by:

Mr M A Qureshi (Subject Leader, PSHE)

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 Headteacher. A meeting will be arranged between parents

and either the Headteacher or another member of the senior leadership team to discuss reasons for making the request.

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.

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 Headteacher may 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 the Subject Leader for PSHE (Mr A Qureshi) through learning walks, lesson observations and checking of students' work books.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems, although the formal assessment criteria of grades do not apply to PSHE and RSE.

This policy will be reviewed by AQU, in conjunction with DGI and the Headteacher (KCG) annually. At every review, the policy will be approved by the Headteacher and the Academy Association.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

This curriculum map relates to the dedicated timetabled lessons that take place in PSHE and does not include the wider work that Smith's Wood undertakes through the House system and guidance time, Enrichment Days and wider extra-curricular provision.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Autumn 2	<p><u>Topic: 'Growing Up'</u> Students will learn:</p> <ul style="list-style-type: none"> • The physical and emotional changes that take place during puberty. • Common myths related to puberty and what the facts are. • The feelings they may experience during puberty and how to manage them. • Practical tips and avenues of support in managing changes during puberty in a positive way.

Year 8	Spring 2	<p>Topic: Relationships and Marriages Students will learn:</p> <ul style="list-style-type: none"> • Different types of relationships. • The characteristics of healthy and unhealthy relationships. • To understand the meaning of 'sexting' and its potential risks. • The different stages of a relationship and how a sexual relationship can develop. • The physical process of conception. • Different types of marriages; the laws surrounding marriage and the reasons people choose to/not to get married. • The difference between forced and arranged marriages.
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YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	Spring 2	This cell is intentionally left blank in the original image

		<p><u>Topic: Sexual Activity and Safety</u></p> <p>Students will learn:</p> <ul style="list-style-type: none"> • To recognise controlling behaviour in the context of relationships. • To start to consider the issue of consent in relationships. • To understand sexual exploitation and how to make safer choices about relationships. • To recognise what domestic violence is; how it can occur in relationships and how to seek support. • To understand the consequences of having unprotected sex; identify a range of the most common sexually transmitted infections (STIs); how to protect against STIs and when, where and how to seek support. • Myths surrounding pregnancy and its prevention. • To distinguish between the myths and facts surrounding sexual behaviour and its link to pregnancy and STIs. • A range of contraceptive methods and how they can protect themselves against unwanted pregnancy and STIs.
<p>Year 10</p>	<p>Autumn 2</p>	<p><u>Topic: Choices and Consequences</u></p> <p>Students will learn:</p> <ul style="list-style-type: none"> • To evaluate the messages we receive in the media and how they link to body image, self-esteem and relationships. • To consider the reality of pornography and how it can impact body image, self-esteem and relationships. • How drug use can impact sexual behaviour and its consequences. • To consider and practice assertiveness and negotiation skills in the context of sexual relationships. • Which sexual health services exist locally; what they do and how to seek advice confidentially. • To understand the kinds of skills needed to access sexual health services.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11	Autumn 1	<p>Topic: Personal Safety Students will learn:</p> <ul style="list-style-type: none"> • To consider consent and the issues involved in making sex safer. • The physical, emotional and social factors involved in safer sex. • How drug and alcohol abuse can impact someone's personal relationships. • The issues raised by unintended pregnancy and how to get advice and support. • To explore what is appropriate and inappropriate behaviour in sexual relationships. • What sexual bullying is and to identify when someone might be vulnerable in a relationship and how they might get support. • The role and responsibilities of a parent and what makes a good parent. • The complex range of needs a young child has and how being a parent changes a person's lifestyle.

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

TOPIC	PUPILS SHOULD KNOW
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<p>Families</p>	<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
<p>Respectful relationships, including friendships</p>	<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	
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