

Policy Name	RSE Policy
Policy Number	AMN057
Date of Issue	January 2020
Author	E. Stirzaker
Reviewed by	E. Strizaker
Date of next Review	January 2022

Policy Detail

Aims

The aims of Relationships and Sex Education (RSE) at Landau Forte Academy are to:

- Provide a framework in which sensitive discussions can take place
- Provide a clear moral and scientific framework enable student's to acquire knowledge and understanding with respect to Sex and Relationship Education (RSE)
- Promote positive student attitudes and values towards RSE and help to develop their personal and social skills
- 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

Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the <u>Children and Social work act 2017.</u> In teaching RSE, we are required by our funding agreements to have regard to <u>guidance</u> issued by the Secretary of State as outlined in section 403 of the <u>Education Act 1996.</u>

From September 2020, all schools will have to provide a RSE Curriculum for their students. This policy takes account of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance document, published by the DFE (25th of June 2019), the Academy's Child Protection and Safeguarding Policy and Equal Opportunities Policy. All policies are available on our Academy website for you to view and a printed copy is available on request. At Landau Forte Academy Amington, we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents and stakeholders. The consultation and policy development process involved the following steps:

- Review a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation –staff were given the opportunity to look at the policy and make recommendations
- Stakeholder consultation interested parties were invited to attend a meeting about the policy
- Student consultation we investigated what exactly students want from their RSE education
- Ratification once amendments were made, the policy was shared with governors and ratified

Definition

RSE is focused on the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values, and is not about the promotion of sexual activity.

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Curriculum

Our curriculum is set out as per Appendix 1 but may need to be adapted, as and when necessary. We have developed the curriculum in consultation stakeholders, 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 that students are informed and avoid seeking answers online.

6. Delivery of RSE

Landau Forte Academy Amington is committed to the principle that every student is entitled to Relationship and Sex Education appropriate to their age and maturity and will make every effort to ensure that this is available irrespective of ability, gender, sexual orientation, or cultural, ethnic or religious background. RSE at the Academy will focus 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

RSE is taught within the Personal, Social, Health and Economic education (PSHE) curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in non-exam Religious Education curriculum (RE).

The organisation and delivery of sex education within the Academy will be the responsibility of a team from both the Science, PSHE/RSE and Religious Education teams. Staff training and development will be provided for this team to develop a unified approach on methodology and the handling of controversial topics.

It is recognised that, in the role of Personal Tutor, staff may be required to individually discuss with students matters relating to relationship and sex education. With this in mind, staff training and development will be provided to raise awareness of the Academy policy and develop strategies and approaches for dealing with these issues.

Sex education will be delivered to mixed gender groups but on occasions it may be appropriate to separate genders to give opportunity for discussion of issues which one or the other gender may find embarrassing. All units of work will be evaluated to review the effectiveness of the programme. These responses will be taken into consideration when reviewing and developing future units of work.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Provision will be made available and SEND students' needs will be anticipated if it becomes apparent that certain RSE sections may be uncomfortable for certain students.

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).

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

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Roles and responsibilities

The governing board

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

The governing board has delegated the approval of this policy to the governors and Principal

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/non-science] components of RSE (see section 8).

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 or PSHE Lead. All science staff will teach aspects of RSE during biology sessions. PSHE staff will deliver some RSE sessions.

Miss C Fox (PSHE Lead) and Mrs E Stirzaker (RSE Lead) will be responsible for making sure that RSE is delivered across all year groups to a high standard.

Students

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

Parents' right to withdraw

You do have a right to withdraw your child from Sex Education (excluding the area covered by the National Curriculum for Science) delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, will be granted up to three terms before your child turns 16. At this point, if the child themselves wishes to receive Sex Education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. It is not necessary for a parent to supply a reason for the withdrawal.

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 Academy will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

There is no right to withdraw from Relationships Education at secondary level and we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Particular care is exercised in relation to contraceptive advice to students under sixteen, for whom sexual intercourse is unlawful. The general rule is that giving an individual advice on such matters without parental knowledge or consent is an inappropriate exercise of a tutor's responsibilities. Accordingly a tutor approached by an individual student for specific advice on contraception, or

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other aspects of sexual behaviour will encourage the student to seek advice from his/her parents and, if appropriate, from the relevant health service professional (e.g. the student's GP or the Academy's Visiting Health Care professional).

Where the circumstances are such as to lead the tutor to believe that the student has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral, or physical risk, or in breach of the law, the Tutor has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice as above. In such circumstances the tutor will inform the Senior Leader responsible for Safeguarding.

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 school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Miss C Fox and Mrs E Stirzaker through:

- Learning walks, lesson observations, student surveys to ascertain the level of knowledge and understanding the students have gained.
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by SRE Lead annually. At every review, the policy will be approved by the governors and Principal.

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Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Spring 1	Summer 1	
	Relationships	Relationships	
	Diversity	Building relationships	
Year 7		Self-worth, romance and friendships (including online) and relationship boundaries	
	Discrimination	Identity and relationships	
Year 8		Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	
	Respectful relationships	Intimate relationships	
Year 9		Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	
	Healthy relationships	Addressing extremism and radicalisation	
Year 10	Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Communities, belonging and challenging extremism	
	Communication in relationships	Families	
Year 11	· · · · · · · · · · · · · · · · · · ·	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

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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	• 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
friendships	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

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TOPIC	STUDENTS 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)

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TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual	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
health	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

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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 withdra	awing from sex education withi	in relationsh	ips and sex education
Any other informa	tion you would like the school t	to consider	
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLET	ED BY THE SCHOOL		
Agreed actions from discussion with parents			

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Change Made	Reviewed
Made By	E. Stirzaker