Relationship & Sex Education (RSE) Policy

Relationships and Sex Education Policy

Introduction

1 Definition of RSE

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age-appropriate way with care given to the age and educational stage of students.

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral, and emotional wellbeing.

At Avonbourne Boys' and Girls' Academies, RSE is centered on personal safety, caring for others, and building strong family relationships and aims to:

- Prepare students for the opportunities, responsibilities, and experiences of adult life, and promote the spiritual, moral, social cultural mental and physical development of students.

2 How will RSE be taught at Avonbourne Boys' and Girls' Academies?

RSE will be taught as an aspect of the Physical, Social and Health Education (PSHE) curriculum. The learning objectives can be seen in bullet point format in our long-term plan (Appendix 1). PSHE including RSE will be delivered by staff at the Avonbourne Girls' and Boys' Academies.

These learning objectives fall into the categories below and have been planned thoughtfully so that each topic is embedded within a set of skills that students can use to apply their knowledge and build cultural capital.

(i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,

(ii) forming and maintaining caring relationships,

(iii) the characteristics of healthy and respectful relationships, including online,

(iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and

(v) intimate and sexual relationships, including sexual health.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

The delivery of RSE at Avonbourne Boys' and Girls' Academies is underpinned by the following moral and value statements:

- The delivery of RSE is factual, sensitive, and balanced

- RSE within the school promotes meaningful, positive, and healthy relationships

- Whilst delivering RSE staff will avoid the imposition of opinion. Instead, they will stay focused on the social, moral, spiritual, health and education aspects of the topics.

Parental, staff and student involvement regarding the policy

The school may consult with parents and staff upon policy completion, and any changes made to it when it is reviewed, which will be at least annually.

The school will engage with students when updating the policy, through a meaningful student voice process.

Parental right to withdraw children

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. National Curriculum Science is statutory. At KS3 and KS4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilization, gestation, birth, and HIV/AIDS. Information on sex and relationships, staying safe online, and health education are taught within PSHE.

Parents/Carers have the right to withdraw their children from the 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. Please note that students cannot be withdrawn from the relationships and health education components with RSE. If a parent wishes to withdraw their child from aspects of the RSE program, then they need to write a letter to the Principal stating their reasons for the request.

Where a Parent/Carer wishes to withdraw their child from sex education within RSE, the following will apply;

- The Principal should discuss with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Principal should discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g., safeguarding concerns), the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Principal will want to take a pupil's SEND into account when making this decision.

What resources are used as part of RSE?

To ensure our program of study meets the needs of our pupils and aligns with our Academy ethos, we have used a model developed by the PSHE Association.

It groups competencies (including skills and attributes) under three headings: Confidence, Ambition and Respect. These align to our REACH values. The curriculum aims to develop students' competencies with knowledge as the central part of this model.

This approach allows students to understand and develop skills to enable real-life application of knowledge.

The religious backgrounds of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and all relationship education teaching will meet the requirements of equality law.

Resources are inclusive (acknowledging the full spectrum of diversity in society); positive, healthy, and unbiased, and all are age appropriate.

Equality and accessibility of the RSE curriculum

Avonbourne Boys' and Girls' Academies delivers RSE in line with the Equality Act 2010 and in observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation.

We recognize that children have varying needs regarding RSE that are dependent on their circumstances and background.

At Avonbourne Boys' and Girls' Academies, we believe that all students should have access to RSE that is relevant to their particular needs. To achieve this, our approach to RSE will take account of:

- SEND students (special educational needs or disabilities), students with learning, or emotional or behavioural difficulties require certain RSE needs when certain topics are being taught. We will ensure that RSE is accessible to all through high quality teaching that is differentiated and thoughtfully planned. We are also mindful of preparing for adult outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.

- Some of our students will go on to define themselves as LGBTQ+. Some students may have LSBTQ+ parents or carers, brothers or sisters, other family members and/or friends. All our students will meet LGBTQ+ people both now and in the future. Our approach to RSE will reflect this and teaching will be age appropriate and sensitive both in content and delivery. Content linked to LGBTQ+ will, where possible, be integrated into the program rather than taught as a standalone lesson or unit. We actively tackle homophobic bullying or comments.

- Different cultural/ethnic groups within our community. These groups may have different beliefs to issues taught in RSE. Avonbourne Boys' and Girls' Academies will take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and the Academy's statutory duty to keep all students safe and deliver certain elements of the statutory RSE curriculum.

How will RSE be monitored and evaluated at Avonbourne Boys' and Girls' Academies?

Each year a curriculum audit of the RSE statutory guidelines is carried out across the Academies to ensure the curriculum is responsive and comprehensive.

Evidence of the teaching of RSE (through the PSHE curriculum) is collected via learning walks, collated resources and student work. From these the PSHE lead will evaluate the efficacy of teaching and learning in RSE and assess how this affects student outcomes. Students may be consulted on the delivery and effectiveness of the lessons.

Keeping children safe

At the heart of these subjects is keeping children safe. Our policy on Keeping Children Safe in Education can be found at gov.uk/government/publications/keeping-children-safe-in-education website and should be read alongside this policy.

Safety and confidentiality

We make it clear to students what our procedures are with regard to confidentiality. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will use the safeguarding systems in place to consult with the Designated Safeguarding Lead (DSL) or in their absence the Deputy Designated Safeguarding Lead (DDSL).

Complaints

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

Date of this review	July 2022	Review period	1 Year
Date of next review	July 2023	Author	G Carmichael/G Creed
Type of policy	Statutory	Approval M Dyer	8.9.2022
Signature			

Appendix 1: PSHE Curriculum Overview

Ambition		Respect		Confidence	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Developing goal setting, organisation skills and self-awareness • Personal identity and values • Learning skills and teamwork • Making and maintaining friendships • Communicating and managing online presence	Developing knowledge about our democracy. • Political system of UK and its development • Formation of Parliament • Liberties • Rules and Laws • Uses of money	Developing empathy, compassion and communication. • Puberty and managing change • Body satisfaction and self-concept • Identifying and challenging bullying	Developing agency, strategies to manage influence and decision making. • Diet and exercise • Hygiene and dental health • Sleep • Smoking and vaping	Developing communication, risk management and support-seeking skills: • Rights in the community • Relationship boundaries • Unwanted contact • FGM and forced marriage	Developing agency and strategies to manage influence and access support. • Drugs and alcohol • Resisting peer influence • Staying safe
Year 8	Developing communication skills, clarifying values and strategies to manage influence. • Boundaries and consent • Managing conflict	Developing agency, strategies to manage influence and decision making. • Drugs • Alcohol • Online choices and influences on mental health	Developing empathy, compassion and strategies to access support. • Puberty • (contraception) • Body image	Developing agency and strategies to manage influence and access support. • Importance of physical activity • Regulating emotions • Mental wellbeing	Developing empathy, compassion and communication. • Gender identity • Sexual orientation • Stereotyping - homophobia/ bullying	Developing analytical skills and strategies to identify bias and manage influence. • Financial decisions • Saving and borrowing • Gambling, financial choices and debt

Year 9	Developing assertive communication, clarifying values and strategies to manage influence. • Consent • Relationship expectations • Identifying and responding to abuse and harassment	Developing agency and strategies to manage influence and access support. • Sexually transmitted infections (STIs) • Contraception / Fertility, adoption, abortion • Cancer awareness • First aid	Developing assertive communication, risk management and support seeking skills. • Rights in the community • Relationship boundaries - friendships • Unwanted contact	Developing agency and strategies to manage influence and access support. • Managing transition to key stage 4 including learning skills • Managing mental health concerns • Aspirations for the future	Developing respect for beliefs, values and opinions and advocacy skills. • Stereotypes, prejudice and discrimination • Promoting diversity and equality • Body image	Developing decision making, risk management and support seeking skills. • Friendship challenges and assertive communication • Drugs and alcohol • Gangs and violent crime - weapons
Year 10	Developing self-confidence, risk management and strategies to manage influence. • Sexual assault • Relationship expectations • Impact of pornography	Developing analytical skills and strategies to identify bias and manage influence. • Money management • Fraud and cybercrime • Preparing for adult life	Developing self-confidence, risk management and strategies to manage influence. • Gangs and violent crime • Drugs and alcohol • Assertive communication	Developing confidence, agency and support-seeking skills. • Making safe and healthy lifestyle choices • Health promotion (including mental health and sexual health (link to science) and self-examination • Blood, organ, stem cell donation	Developing respect for diversity, risk management and support- seeking skills • Difference between an arranged marriage and forced marriage • Trafficking • Extremism • FGM	Developing confidence, agency and support-seeking skills. • Personal Safety Online • First aid
Year 11	Developing agency and strategies to manage influence and access support. • Managing mental health concerns	Developing assertive communication, clarifying values and strategies to manage influence. • 'Sexting' • Healthy/unhealthy relationships ·	Developing assertive communication, clarifying values and strategies to manage influence. • Promoting diversity • Stereotyping and discrimination • LGBTQ	Developing empathy, compassion and strategies to access support. • Change, loss and bereavement • Healthy coping strategies • Families and parenting	Citizenship • Role of Parliament • Electoral systems • Other democratic and non-democratic governments • Commonwealth • Local governance	

	• Mental health (including self- harm and eating disorders) • Substance and alcohol abuse	• Nature of committed relationships · • Boundaries and Consent · • Sex in the media		• Fertility, adoption, abortion • Pregnancy and miscarriage	• Religious, ethnic regional identities in the UK and respect	
Year 12	Developing empathy, compassion and communication. • Mental health and emotional wellbeing • Managing stress • Healthy coping strategies	Developing agency and strategies to manage influence and access support. • Drugs and their impacts • Alcohol abuse • Managing influence - festivals and pressure	Developing self-confidence, risk management and strategies to manage influence. • Self Concept • Body image and the media • Cosmetic procedures and their risks	Developing respect for beliefs, values and opinions and advocacy skills: • Sex, gender and identity • Challenging prejudice and discrimination	Developing self-awareness, goal setting, adaptability and organisation skills. • Career opportunities • Preparing for the world of work	
Year 13	Developing self-awareness, goal setting, adaptability and organisation skills. • Application processes • Future opportunities and career development	Developing agency and strategies to manage influence and access support. • Responsible health choices • Tobacco • First aid	Developing confidence, agency and support-seeking skills. • Contraception and Parenthood • Fertility • Unplanned pregnancy	Developing assertive communication, clarifying values and strategies to manage influence. • Consent • Assertive communication • Positive relationships and recognising abuse • Dangerous situations or relationships	Developing self-awareness, goal setting, adaptability and organisation skills. • Exploring future opportunities • Post-18 options • The impact of financial decisions • Saving and Debt	