



Relationship, Sex Education (RSE) policy

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Policy status:	Statutory
Lead on policy:	Mr Maguire
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This policy should be taken and used as part of The Academy of Saint Francis of Assisi overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a joint denominational academy, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

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

RSE at is taught in line with our core values of Respect,Ambition,Pride,Happiness,Peace and Reconciliation and developed in line with the advice within The Catholic Education Service and 'Valuing all God's Children', published by The Church of England Education Office.

2. STATUTORY REQUIREMENTS

As a maintained secondary school we must provide RSE to all students as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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 staff 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 students 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 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.

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, considering 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.

6. DELIVERY OF RSE

RSE is taught within the Personal Development and Growth Programme education curriculum. This is normally delivered by the student's form tutor. Some biological aspects of RSE are taught within the science curriculum.

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 Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from 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 students

- Responding appropriately to students whose parents wish them to be withdrawn from the 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. RSE lessons are normally taught by form tutors.

7.4 Students

Students 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 or 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, or someone they designate, will discuss the request with parents and take appropriate action.

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

9. TRAINING

Staff training on RSE is included in our continuing professional development calendar.

The headteacher 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.

10. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Deputy Head through curriculum evaluation and quality assurance procedures which include learning walks and pupil voice.

Students' development in RSE is monitored by form tutors and the Head of PSHE as part of our internal assessment systems.

This policy will be reviewed by the Deputy Head every two years. At every review, the policy will be approved by the governing board.

11. RELATED POLICIES AND DOCUMENTS

- Anti-bullying
- Child Protection
- PSHE
- Special Education Needs and Disabilities
- Teaching and Learning

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Autumn 2	<ul style="list-style-type: none"> • Friendships and bullying- online and offline (week 2) • The importance of equality (week 4) • Treating people kindly (week 5) • Protected characteristics (week 7)
	Spring 1	<ul style="list-style-type: none"> • E-safety (week 5)
	Spring 2	<ul style="list-style-type: none"> • The different types of relationships (week 1) • Healthy and unhealthy relationships (week 4) • Promoting safe and respectful boundaries (week 5)
	Summer 1	<ul style="list-style-type: none"> • Staying safe- grooming (week 2) • The dangers of sexting (week 3)
	Summer 2	<ul style="list-style-type: none"> • Puberty (week 6)
Year 8	Autumn 2	<ul style="list-style-type: none"> • Friendships and bullying- online and offline (week 2) • The importance of inclusion (week 3) • Treating people in a kind way (week 4) • Prejudice (week 5)
	Spring 1	<ul style="list-style-type: none"> • E-safety (week 5)
	Spring 2	<ul style="list-style-type: none"> • Recognising and reducing risk in relationships (week 2) • How to manage a breakdown in a relationship (week 3)

	Summer 1	<ul style="list-style-type: none"> • Dealing with loss (week 4) • The importance of stable relationships (week 5) • The roles of parents and family members (week 6)
	Summer 2	<ul style="list-style-type: none"> • Consent (week 1) • The dangers of sexting (week 3)
Year 9	Autumn 2	<ul style="list-style-type: none"> • The importance of inclusion and the language we use (week 1) • Bullying (week 2) • Xenophobic views (week 3) • Challenging racism (week 4) • Challenging discrimination- homophobia (week 5)
	Spring 1	<ul style="list-style-type: none"> • E-safety (week 5)
	Spring 2	<ul style="list-style-type: none"> • How does the media affect our views towards sex and relationships- pornography (week 2) • Sexual consent and harassment (week 3) • Domestic violence (week 4) • The consequences of unintended pregnancy (week 5) • Contraception (week 6)
	Summer 1	<ul style="list-style-type: none"> • STI's including HIV (week 1) • The dangers of sexting (week 3)
Year 10	Autumn 2	<ul style="list-style-type: none"> • The importance of challenging stereotypes (week 1) • Bullying- online and offline (week 2) • Promoting diversity and equality (week 4)
	Spring 1	<ul style="list-style-type: none"> • E-safety (week 5)
	Spring 2	<ul style="list-style-type: none"> • How might people use coercion, manipulation and persuasion to influence our actions? (week 1) • How does the media impact our view of relationships (week 2)

	Summer 1	<ul style="list-style-type: none"> • Consent and establishing boundaries (week 3) • How do we manage a breakdown in relationships? (week 4) • The importance of healthy relationships (week 5) • Contraception (week 6) • STI's- including HIV (week 1) • The dangers of sexting (week 3)
Year 11	Autumn 2	<ul style="list-style-type: none"> • How do we promote inclusion and limit discrimination? (week 1) • Bullying online and offline (week 2)
	Spring 1	<ul style="list-style-type: none"> • Domestic violence (week 1) • E-safety (week 5)
	Spring 2	<ul style="list-style-type: none"> • How does the media impact our views towards body image and relationships? (week 1) • The different types of intimacy (week 3) • The consequences of unintended pregnancy (week 4) • Contraception (week 5) • STIs- including HIV (week 6)
	Summer 1	<ul style="list-style-type: none"> • The importance of consent (week 1) • Forced marriage and honour-based violence- links to FGM (week 2)

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

TOPIC	STUDENTS SHOULD KNOW
Families	<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.
Respectful relationships, including friendships	<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	STUDENTS SHOULD KNOW
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<p>Online and media</p>	<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.
<p>Being safe</p>	<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	STUDENTS SHOULD KNOW
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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	