

Relationships and sex education policy (from 2020)

Caistor Yarborough Academy

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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

At Caistor Yarborough Academy, the coverage of RSE ties into the Schools values of developing students who are Respectful, Resilient, Resourceful and Responsible. As such, it is vital that our RSE Curriculum allows students to cover topics and issues designed to make them more effective decision makers, more tolerant individuals and more respectful of others faith, culture, sexuality or gender.

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](#).

From 2020, the academy must follow the statutory guidance and curriculum outlined in [Relationships, Education, Relationships, and Sex Education \(RSE\) and Health Education](#) guidance document from the Department of Education.

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 Caistor Yarborough 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 made aware of this new policy through video guidance on the school website and via a letter sent out by the Academy inviting them to raise any questions or concerns with the policy, its contents and the delivery of RSE within the Academy.
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 provides an understanding that positive, caring environments are essential for the development of good self-image and that individuals are in charge of and responsible for their own bodies

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.

From 2020, the RSE Curriculum is comprised of two parts:

Relationships and Sex Education	Health Education
Families	Mental wellbeing
Respectful relationships, including friendships	Internet safety and harms
Online media	Physical health and fitness
Being safe	Healthy eating
Intimate and sexual relationships, including sexual health	Drugs, alcohol and tobacco
	Health and prevention
	Basic first aid
	Changing adolescent body

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

This academy aims to continue the acknowledged work undertaken by the Primary Schools. Notwithstanding the wide spectrum of social circumstances from which our pupils come, we aim to promote and foster sexual development and health within the context of family life.

We believe self-esteem and respect for others are the cornerstones of good personal, social and health education of which sex education forms a part. The programme of teaching and learning we offer, recognises that RSE must be about the physical, emotional, social, moral and legal dimensions of human sexuality. We will focus on:

- Different types of relationships, including friendships, family relationships, dealing with strangers and, intimate relationships;
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- How relationships may affect health and wellbeing, including mental health;
- Healthy relationships and safety online;
- Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of relationships.

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 don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

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).

Pupils will take part in this area of education in their normal class groups, or occasionally year groups. Work will be planned to meet the needs of the year group as a whole rather than to meet the needs of the sexual precocious or late-developing. Students with special educational needs will receive sex education. Teachers may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of those children with special educational needs or learning difficulties.

Approved outside agencies will also support the delivery of sex education. Pupils seeking personal advice from teachers should be made aware that they cannot promise confidentiality, such matters should be referred to the Assistant Headteacher (Wellbeing, Behaviour & Safety)

Pupils also receive stand-alone sex education sessions as part of the RSE Curriculum structure in Y7-Y9. Workshops provided by an External Provider are used to ensure students in Y10 are provided with relevant sex education information for their age group.

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 body

The Personal Development link of the governing body will approve the RSE policy, and hold the Headteacher and SLT Personal Development link to account for its implementation.

7.2a The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the Academy. This is done through half termly progress meetings with the SLT link for Whole School Personal Development. The Headteacher is also responsible for managing requests to withdraw pupils from non-statutory components of RSE (see section 8), either directly or via the deputy head

7.2b SLT Link for Whole School Personal Development

This member of staff ensures the day to day running of the RSE curriculum across the Academy. They will ensure Schemes of Learning and resources are in place for each lesson and staff are aware of the content and aims of each topic.

This member of staff will liaise with external organisations to provide visits and workshops where it is deemed these will be beneficial to students Personal Development.

The SLT link is also responsible for the QA process of the RSE curriculum (see section 10)

The SLT link is also responsible for working alongside the Assistant Head in charge of Behaviour and Well-Being in order to develop the RSE curriculum to cover specific issues which are occurring locally and require the Academy to take action and raise awareness.

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 components of RSE which are non-statutory

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 Caistor Yarborough Academy, the RSE Curriculum is overseen by the following member of staff:

Mr B Curtis – Associate Assistant Headteacher responsible for Whole School Personal Development – oversees RSE curriculum coverage and ensures Schemes of Work are up-to-date and relevant.

The RSE Curriculum is then taught by a team of 5 members of staff across Y7-Y9.

Mr O Romer

Mrs R Moll

Mrs N Noble

Mrs H Bagot

Form Tutors also deliver aspects of the RSE curriculum to all year groups through Form Time activities and also as part of the Academy's Discovery Days

Progress Managers deliver aspects of the RSE curriculum through Assemblies.

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 components of sex education covered within the RSE Curriculum (Outlined in Appendix 1) up to and until 3 terms before the child turns 16. Essentially, this would remove the child from lessons on intimate and sexual relationships, including sexual health. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Parents do not have the right to withdraw children from sexual reproduction lessons covered within the Key Stage 3 and Key Stage 4 Science Curriculum as this is statutory.

There is no right to withdraw from Relationships Education at primary or secondary as the Department for Education believes the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

There is also no right to withdraw from the Health Education at secondary level as the Department for Education believe that children should have a secure understanding of mental and emotional well-being, physical health and fitness, healthy eating and the dangers of drugs and alcohol.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher or deputy head.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher or deputy head will discuss the request with parents and take appropriate action. This discussion may take place with the RSE Curriculum co-ordinator so that parents can fully appreciate what sex education will look like for their child.

The Headteacher or Deputy Head will discuss with the parents the benefits of receiving RSE and any detrimental effects that withdrawal might have on a child. This could include social and emotional effects of being excluded, as well as the likelihood of the child having their peers' version of what was said in class, rather than what was directly said by the teacher.

Once these discussions have taken place, except in exceptional circumstances, the Academy will respect the parents request to withdraw the child

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 Mr B Curtis – Associate Assistant Headteacher for Personal Development through:

Learning Walks and Book Scrutinies are conducted on a half termly basis as per the Academy Quality Assurance Calendar.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Students will complete a range of assessment pieces through the academic year to monitor their understanding of the themes and issues studied

This policy will be reviewed by Mr Curtis on an annual basis. At every review, the policy will be approved by the Headteacher and the governing body.



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Appendix 1a: Curriculum map

Relationships and sex education curriculum map – Year 7

	Term 1 – September – October Half Term	Term 2 – October Half Term - Christmas	Term 3 – January – February Half Term	Term 4 – February Half Term to Easter	Term 5 – Easter to May Half Term	Term 6 – May Half Term – July
Year 7	Transition to Secondary School/Recovery Curriculum Focus <u>What are the Challenges</u> Returning to School post Lockdown Challenges of Transition Forming Positive Relationships Bullying/Cyber-Bullying Diversity/Prejudice **7K Literacy Focus – Only 4 Lessons from Unit	<u>Developing Life Skills</u> Enterprise Project Developing Raising Aspirations Teamwork Skills Presentation & Presenting Skills Finance and Budgeting	<u>Looking After Number 1</u> Diet and Exercise and how to make Healthy Choices Impact of Energy Drinks on the Body Risks of Alcohol and Tobacco Personal Hygiene	<u>Sex and Relationships</u> Emotional Aspects of Puberty – Managing Emotional Change Re-cap of Physical Changes in Puberty Concept of Healthy Relationships Issue of Female Genital Mutilation	<u>Community Spirit</u> Understanding Family Life in the 21 st Century Healthy Relationships with in Families/ Unwanted Contact Romance/ Marriage/Civil Partnerships	<u>Democracy and British Values</u> The concept of Democracy and its importance How citizens influence decision making The importance of the Rule of Law for wellbeing and safety How the Rule of Law Works in the UK Freedom of Speech/Choice

Appendix 1b: Curriculum map

Relationships and sex education curriculum map – Year 8

	Term 1 – September – October Half Term	Term 2 – October Half Term - Christmas	Term 3 – January – February Half Term	Term 4 – February Half Term to Easter	Term 5 – Easter to May Half Term	Term 6 – May Half Term – July
Year 8	<p><u>Recovery Curriculum – Emotional Well-Being & Resilience</u></p> <p>Returning to School post Lockdown</p> <p>Developing Memory – Learning how to Learn</p> <p>Forming Positive Relationships</p> <p>Emotional Resilience & Positivity</p> <p>Supporting issues around Mental Health</p>	<p><u>Sex & Relationships</u></p> <p>Introduction to Consent – the idea & the importance & the law</p> <p>Factors impacting choices around Sex</p> <p>Introduction to sexuality & Sexual orientation</p> <p>Introducing to Contraception</p>	<p><u>Staying Safe Part 1</u></p> <p>Drug use – investigating types of Drugs & impact – Physical/Mental/Social</p> <p>Understanding the Law around Drug Use</p> <p>Issues around Drugs & Alcohol</p> <p>The role of Peer Pressure</p>	<p><u>Community Spirit</u></p> <p>Rights & Responsibilities within Communities – School & Local Communities</p> <p>Human Rights</p> <p>Tackling Discrimination – Age, Disability & Religious</p> <p>Racism – Black Lives Matter</p>	<p><u>Democracy and British Values</u></p> <p>The concept of Democracy and its importance</p> <p>How citizens influence decision making</p> <p>The importance of the Rule of Law for wellbeing and safety</p> <p>How the Rule of Law Works in the UK</p> <p>Freedom of Speech/Choice</p>	<p><u>Developing Life Skills – Careers Focus</u></p> <p>Identifying Interests</p> <p>What are Skills? & What Skills are needed for specific Careers</p> <p>What is your Dream Job?</p>

Appendix 1c: Curriculum map

Relationships and sex education curriculum map – Year 9

	Term 1 – September – October Half Term	Term 2 – October Half Term - Christmas	Term 3 – January – February Half Term	Term 4 – February Half Term to Easter	Term 5 – Easter to May Half Term	Term 6 – May Half Term – July
Year 9	<p><u>Recovery Curriculum – Emotional Well-Being & Resilience</u></p> <p>Returning to School post Lockdown</p> <p>Developing Memory – Learning how to Learn</p> <p>Forming Positive Relationships</p> <p>Emotional Resilience & Positivity</p> <p>Supporting issues around Mental Health</p>	<p><u>Sex & Relationships</u></p> <p>Re-capping the idea of Consent</p> <p>The idea and features of an intimate relationship</p> <p>Issues around Healthy/Unhealthy Relationships – how to recognise signs of unhealthy relationships</p> <p>The issue of Rape</p> <p>Mythbusting Pornography</p> <p>Issues around Relationships – Sexting, Revenge Porn, etc.</p> <p>Re-capping Contraception</p> <p>Investigating STIs</p>	<p><u>Future Planning - Careers Focus</u></p> <p>Identifying Interests & linking to potential Careers</p> <p>Transferable Skills for Careers</p> <p>Subject Library Treasure Hunt (in line with Options Choices Process)</p> <p>Leadership Skills</p> <p>Investigating Universities and Apprenticeships</p>	<p><u>Looking after Number 1</u></p> <p>Lifestyle choices – re-capping issues around Alcohol/Drugs/Smoking</p> <p>Dieting – The Good/The Bad/The Ugly – including obesity & binge eating</p> <p>Healthy Lifestyles & exercise</p> <p>The pressures of Social Media on Body Image</p>	<p><u>Community Spirit</u></p> <p>Tackling Homophobia, Transphobia and Sexism</p> <p>Understanding Homosexuality</p> <p>Understanding Transgender/Gender Neutral</p> <p>Understanding reasons for sexual orientation</p> <p>Developing Tolerance</p>	<p><u>Developing Life Skills</u></p> <p>Enterprise Project</p> <p>Developing</p> <p>Raising Aspirations</p> <p>Teamwork Skills</p> <p>Presentation & Presenting Skills</p> <p>Finance and Budgeting</p>

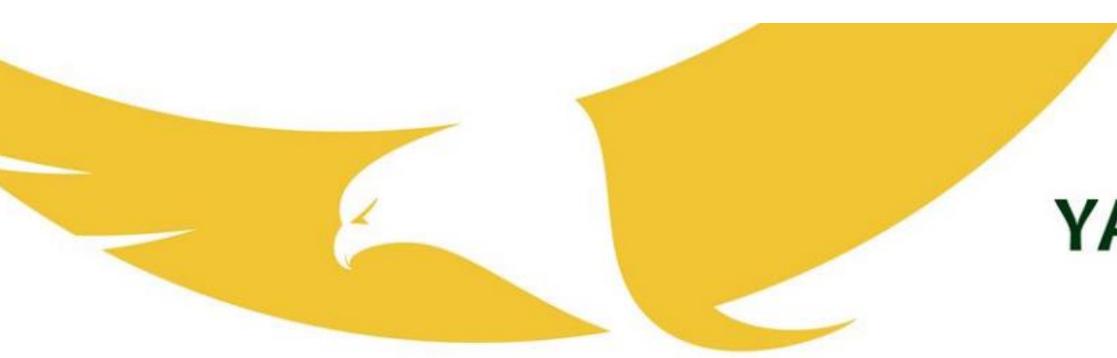
Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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 <p>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	<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

<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
<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

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)
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
Mental wellbeing	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Physical health and fitness	<ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • About the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • An awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<ul style="list-style-type: none"> • The facts about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • The facts about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR.15 • The purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.



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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 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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom