

Relationships and Sex Education Policy

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Applicable to	All students and staff
Ratified by	Local Governing Body
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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 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
- › Enhance Students understanding of our core values of Excellence, Resilience and Aspiration

2. Statutory requirements

As a secondary academy school we must provide RSE to all Students 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.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Montsaye Academy we teach RSE as set out in this policy.

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 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. Student 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, 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 they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum delivered through discrete PSHE sessions delivered within the curriculum, through tutor time sessions and through workshop sessions as part of our ERA days. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Ethics and Philosophy lessons.

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

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).

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of Students will relate to them
- Is sensitive to all Students' experiences

During lessons, makes Students feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that Students learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions

- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support Students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our Students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to Students' experiences and won't provoke distress

7 Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to Students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with Students' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
 - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

7. Roles and responsibilities

7.1 The governing board

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

7.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw Students from non-statutory 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-statutory 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. All form tutors at Montsaye Academy are responsible for teaching RSE. The Assistant Vice Principal along with the Values Coordinator have responsibility for the RSE content and delivery.

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 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 principal.

A copy of withdrawal requests will be placed in the Student's educational record. The principal 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 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Jon Berridge Assistant Vice Principal and Emma Lopes Values Coordinator and Progress Leaders through joint planning, work scrutiny, learning walks, student and teacher voice.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Jon Berridge Assistant Vice Principal annually. At every review, the policy will be approved by the governing body.

Appendix 1: Relationship and Sex Education Curriculum Map



Relationships and Sex Education Curriculum Map

YEAR	UNIT	TOPIC/THEME DETAILS	RESOURCES
7	Jigsaw &7 Unit 4 Healthy Me	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	PSHE SOW
7	Jigsaw Y7 Unit 5 Relationships	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	PSHE SOW
7	Jigsaw Y7 Unit 6 Changing Me	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support	PSHE SOW
7	ERA days x2	<ol style="list-style-type: none"> 1. My changing body: How boys' and girls' bodies change as we grow up, and how these changes affect us 2. Emotional intelligence workshop 3. Online safety sessions 2 x 30 mins – protect your online presence 4. Mindfulness 5. Peer pressure, strategies to manage it; avoiding 'group think' 	<ol style="list-style-type: none"> 1. Loudmouth, "My mate fancies you" perf. and workshop 2. Visiting speaker from Amplifyouth 3. In house ERA day sessions / cyber dilemmas 4. Mindfulness trainer
7	Additional curriculum content	EP SoW on communities inc. Healthy relationships	EP SoWs

YEAR	UNIT	TOPIC/THEME DETAILS	RESOURCES
7	Science curriculum input:	Fundamentals of Biology: Variation & Inheritance (basics of genetics) Bio 2: Reproduction in plants and animals Big idea 6: Genetic information (DNA) is passed down from generation to next	Unit of work on... see topic title on bold
8	Jigsaw Y8 Unit 4 Healthy Me	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	PSHE SOW
8	Jigsaw Y8 Unit 5 Relationships	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	PSHE SOW
8	Jigsaw Y8 Unit 6 Changing Me	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour	PSHE SOW
8	ERA days x2	<ol style="list-style-type: none"> 1. Self-confidence and Goals 2. Personal development and target setting 3. Healthy friendships 4. Managing my behaviour to achieve 5. Emotional literacy: self-awareness 6. Mindfulness 7. Team building with cadets 8. Basic first Aid 	In-house ERA day sessions Visiting speaker from Amplifyouth Mindfulness trainer Red Cross first Aid training
8	Additional Curriculum content	EP SoW Human Rights EP SoW Healthy relationships	EP SoWs
8	Science curriculum input:	Bio 4: Drugs, alcohol & smoking Big Idea 5: All organisms are made of cells and all cells respire	

YEAR	UNIT	TOPIC/THEME DETAILS	RESOURCES
9	Jigsaw Y9 Unit 4 Healthy Me	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	PSHE SOW
9	Jigsaw Y9 Unit 5 Relationships	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	PSHE SOW
9	Jigsaw Y9 Unit 6 Changing Me	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation	PSHE SOW
9	ERA days x2	<ol style="list-style-type: none"> 1. Risks of alcohol and drug abuse 2. Beer goggles activities 3. Little box of questions – careers 4. Great men – positive role models and workshop 5. All about options 6. Guns and knives session 7. Nurses?? STIs – causes and impacts + barrier contraceptives 8. Teenage cancer trust session <p>Also: careers fair and options evening</p> <p>Also: SWOs and nurses signpost access to contraception inc emergency contraception</p>	Loudmouth “One too many” performance and workshop ERA day sessions Visiting speaker from Amplifyouth Careers fair and aspiration activities
9	Science curriculum input:	Cell Biology: Stem cells – Social & ethical use in medical research and treatments	

YEAR	UNIT	TOPIC/THEME DETAILS	RESOURCES
10	Jigsaw Y10 Unit 4 Healthy Me	Improving health, mental health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, substances and the body, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	PSHE SOW
10	Jigsaw Y10 Unit 5 Relationships	Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, Impact on family understanding love, fake news Pornography	PSHE SOW
10	Jigsaw Y10 Unit 6 Changing Me	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of	PSHE SOW
10	ERA days x2	<ol style="list-style-type: none"> 1. Respectful relationships, including friendships 2. Basic first aid 3. Porn – awareness of the issues 4. Toxic masculinity/misogyny/male mental health session 5. School nurses – consent 6. Online safety / social media/sexting 7. Teenage Cancer Trust session? 	ERA day sessions Red Cross first Aid training Visiting speaker from Amplifyouth Mindfulness trainer Loudmouth “Working for Marcus” perf. and workshop Teenage Cancer Trust resources
10	Science curriculum input:	<p>Homeostasis: Hormones & female menstrual cycle, fertility treatments and contraception Why issues around contraception cannot be solved by science alone</p> <p>Inheritance: Sexual reproduction (meiosis) Genes & inherited disorders eg cystic fibrosis, genetic screening / choices & gene therapy</p>	

11	Jigsaw Y11 Unit 4 Healthy Me	Managing anxiety and stress, exam pressure, concentration strategies, worklife balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility issues, contraception, consent, pregnancy facts and myths, pregnancy choices including adoption, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe Expectations in relationships	PSHE SOW
11	Jigsaw Y10 Unit 5 Relationships	Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	PSHE SOW
11	Jigsaw Y10 Unit 3 Relationships	Anxiety, solution focused thinking, sleep, relaxation, Aspiration on; career, finances, budgeting, borrowing, relationships, Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, employment, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong	
11	ERA days x 1	<ol style="list-style-type: none"> 1. Risks of alcohol and drug abuse 2. Beer goggles activities 3. Q and A community coaching project 4. Post-16 planning session 5. NCS social action activities 6. Mindfulness 	ERA day sessions Visiting speaker from Amplifyouth Mindfulness trainer

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

Topic	Students should know
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <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	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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>

Topic	Students should know
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 3: Withdrawal from Sex Education within RSE



To be completed by parents			
Name of child		Tutor group	
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			