



Relationships and Sex Education Policy

Responsible	Sophia Martin – Vice Principal Behaviour and Safety
Implementation Date	September 2023
Date of Next Review	September 2025

Any Associated Policies	DfE Relationships Education, Relationship and Sex Education (RSE) and Health Education – Statutory Guidance
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Review Committee	Teaching and Learning Committee
Approvals	September 2023

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1. Aims

The aims of relationships and sex education (RSE) at Global Academy are to:

- Provide pupils with the knowledge and understanding to be prepared for their next stage of life
- Build cultural capital so that all pupils have an awareness on different lifestyles
- 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

2. Statutory Requirements

As a secondary Academy we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to take into consideration guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Global 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 – the PSHE lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – a small working party of staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were invited to give feedback on the policy via our website and other online platforms
4. Pupil consultation – we investigated what pupils would like to learn from a survey.

4. Definition

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.

5. Curriculum

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

We have developed the curriculum in consultation with pupils, parents and staff, considering 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 students 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 Global Cultural Learning over version of Personal, Social, Health and Economic (PSHE) Education Curriculum. Pupils take part in Global Cultural Learning lessons during their tutor periods, specific sessions and assemblies. RSE content is also delivered through Wellbeing Days' throughout the year.

Biological aspects of RSE are taught within the Science curriculum, and other Religious Education aspects are included in Global Cultural Learning.

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
- Relationships online and the portrayal of relationships/sex in the media
- Being safe in relationships
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2. Parents are welcome to contact the Academy, if they require more details.

These topics (above) 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, LGBTQ 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 Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-Science components of RSE (see section 8).

7.2 Staff

Teachers and Pastoral Team are responsible for:

- Delivering RSE and Global Cultural Learning in a sensitive way
- Modelling positive attitudes to RSE and Global Cultural Learning
- Monitoring progress
- Responding to the needs of individual pupils
- Attending INSET sessions of Global Cultural Learning/PSHE/RSE training

Vice Principal Behaviour and Safety is responsible for:

- Reviewing the RSE policy
- Reviewing the content for staff to deliver in Global Cultural Learning/PSHE lessons
- Monitoring the quality of teaching of RSE through learning walks

Head of Safeguarding is responsible for:

- Leading, promoting and planning the Global Cultural Learning/PSHE/RSE schedule throughout the year

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.

7.3 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Lesson 1 of the year will involve creating a set of expectations that the students will follow in Global Cultural Learning/PSHE sessions.

8. Parents' right to withdraw

After parents have read the RSE curriculum, they have the right to withdraw their children from the 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 must be placed 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 pupil's educational record. The Principal will discuss the request with the Vice Principal, Behaviour and Safety and the parents before taking appropriate action. Alternative work will be given to pupils who are withdrawn from sex education. Pupils will be supervised by a member of staff.

9. Training

Staff are trained on the delivery of Global Cultural Learning/RSE as part of our continuing professional development calendar. Staff have the opportunity to attend extra CPD for additional support.

Head of Safeguarding 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 when needed.

The school is a member of the PSHE Association in order to receive further training and advice. Please click link for website <https://pshe-association.org.uk/>

10. Monitoring arrangements

The delivery of RSE is monitored by the Vice Principal Behaviour and Safety through:

- Curriculum reviews
- Learning walks
- Staff surveys
- Pupil questionnaires

Pupils' development in RSE is monitored by class teachers as pupil's complete summary surveys of what they have learnt.

This policy will be reviewed by the Vice Principal, Behaviour and Safety. At every review, the policy will be approved by the Principal.

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• 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

TOPIC	PUPILS SHOULD KNOW
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<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
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TOPIC	PUPILS SHOULD KNOW
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Online and media	<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)
TOPIC	PUPILS SHOULD KNOW

<p>Intimate and sexual relationships, including sexual health</p>	<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
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Appendix 3: Parent form: withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of Child		Form	
Name of Parent		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education after reading the curriculum			
Any other information you would like Global Academy to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Principal signature	