

Relationships and Sex Education Policy

Document Control

This document is issued, controlled and impact assessed by the Leadership Team.

The latest version of the procedure will be maintained on the School Website.

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1. Aims

The aim of RSE at Endeavour Academy is to provide balanced, factual, and nonbiased information about relationships, reproduction and wider contexts including emotional, ethical, religious, and moral dimensions for a range of topics. Our RSE programme aims to prepare students for an adult life in which they can:

- Develop awareness of the physical self, how it functions and how changes occur over time.
- Develop practical strategies for self-management of body actions such as menstruation, puberty, and related physical changes.
- Develop awareness of emotions and how they relate to behaviour of self and others.
- Develop understanding of how physical changes can affect emotional responses (female & male hormonal changes) and to help students to manage these independently.
- Develop positive values and a moral framework that will guide their decisions, judgements, and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Develop awareness of the differing nature and levels of relationships and the codes of conduct relating to them.
- Develop an awareness of different 'life choices' regarding transitions from school and home.
- Develop awareness of codes of conduct governing sexual expression & sexuality, particularly in relation to understanding the concepts and implications of 'public' & 'private' behaviours.
- Help students to develop strategies for 'keeping safe' and for protecting themselves against exploitation or abuse.
- Understand the physical aspects of reproduction, contraception, and sexual health as appropriate to age and cognitive ability of the individual student.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of themselves including their core beliefs and values, sexuality, and opinions.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support, and treatment if necessary
- Know how the law applies to a range of topic including alcohol, drugs, sex, and consent.
- To develop an understanding of how social networks/media portray body image and sexuality.
- To develop knowledge of responses to peer pressure.

2. Statutory Requirements

As a secondary academy free 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](#).

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

This policy was developed in response to:

Relationships Education, Relationships and Sex Education and Health Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Keeping children safe in education: for schools and colleges;

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Behaviour and discipline in schools: guidance for headteachers and staff

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Equality Act 2010: advice for schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Special educational needs and disability code of practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Alternative provision

<https://www.gov.uk/government/publications/alternative-provision>

Mental health and behaviour in schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Preventing and tackling bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Cyber bullying: advice for headteachers and school staff

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Advice for parents and carers on cyber bullying

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Sexual violence and sexual harassment between children in schools and colleges

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Promoting fundamental British values as part of SMSC in schools

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

National Citizen Service: guidance for schools and colleges

<https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges>

3. Policy Development

This policy is developed in consultation with staff, students, and parents. The consultation and policy development process involves 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 are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE from discussions in tutorials, PSHE lessons and via the School Council.
5. Ratification – once amendments are made, the policy is shared with Trustees 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, we may need to adapt it as and when necessary.

We have developed the curriculum to consider 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 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 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).

Students also have access to stand-alone sex education sessions delivered by a trained health professional.

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.

Endeavour Academy deliver relationship, sex education and health education throughout our KS4 curriculum and within:

- PSHE lessons
- Tutor Groups and related pastoral programmes
- Assemblies
- External speakers, dramas, and agencies
- Interactive workshops
- Health care professionals
- Other curriculum delivery including Science, ICT, Food Technology, English, and PE.

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).

Students with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Academies will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. The Academy is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching RSE, Academies will ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. The Trust and the Academy

will comply with all relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. The Academy will ensure that all teaching is sensitive and age appropriate in approach and content. When the Academy decides it is appropriate to teach students about LGBT, this will be fully integrated into the programmes of study.

7. Roles and responsibilities

7.1 The Governing Board

The Trustees will approve the RSE policy and hold the Head of School to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/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-statutory/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.

Lead Teacher for RSE: Mr M Cullen

Learning Support Assistant for RSE: Mrs L Rosamond

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/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 student's educational record. The headteacher will discuss the request with parents and take appropriate action. The Head of School will ensure where a student is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

9. Training

Staff training is included in the school CPD programme on the delivery of RSE.

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 Mr M Cullen – Teacher.

Monitoring takes place via the scrutiny of planning, learning walks, student and staff surveys and collecting of evidence of work completed.

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

This policy will be reviewed annually by the Head of School. At every review, the policy will be approved by the Chair of Trustees.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	LESSONS
10/11	Autumn Term 1	Being Safe Students will learn: <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)	<p>Why is it essential we know about consent, rape, and sexual abuse?</p> <p>What are forced and arranged marriages and what do we need to know?</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	LESSONS
10/11	Autumn 2	<p>Respectful Relationships</p> <p>Students will learn:</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. • 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>Do we have healthy or unhealthy relationships?</p> <p>Harassment and stalking – what are these things and what does the law say about it?</p> <p>Relationship types and sexuality</p> <p>Why do sexism, gender prejudice and stereotypes still exist?</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	LESSONS
10/11	Spring 1	<p>Online and Media</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • 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. • 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 partner. 	<p>Revenge Porn – _what is this and how can we prevent ourselves from being victims?</p> <p>How can we make ourselves and other people feel more positive and why is happiness important?</p> <p>Bullying – Body Shaming</p>
10/11	Spring 2	<p>Families</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • why marriage is an important relationship choice for many couples and why it must be freely entered. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to the 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. 	<p>Relationship Break Ups</p> <p>How can we manage conflict successfully?</p> <p>Parenting, the different types, and styles and looking after a child.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	LESSONS
10/11	Summer 1/2	<p>Sexual Relationships and Sexual Health</p> <p>Students will learn:</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. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • that they have a choice to delay sex or to enjoy intimacy without sex. • 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. • 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 	<p>What is 'good sex?'</p> <p>What do we mean when we talk about safe sex?</p> <p>Sex, Drugs and Alcohol</p> <p>STIs</p> <p>Abortion</p>

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), which include 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
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	STUDENTS SHOULD KNOW
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

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	
Head Signature	