



RELATIONSHIPS AND SEX POLICY

April 2023-2024

Passmores Academy

Contents

1. Aims	1
2. Statutory requirements	1
3. Policy development	1
4. Definition	2
5. Curriculum	2
6. Delivery of RSE	2
7. Roles and responsibilities	2
8. Parents'/Carers right to withdraw	3
9. Training	3
10. Monitoring arrangements	4
Appendix 1: Curriculum map	5
Appendix 2: Parent/Carer form: withdrawal from sex education within RSE	7

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.
- As a Co-operative Academy we place emphasis on positive and healthy relationships.

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](#).

At Passmores 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/carers. 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/carer/stakeholder consultation – parents/carers 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 & 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/carers, 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.

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, within i-Future. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive sex education sessions delivered in i-Future. Sex Education is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by students.

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 Appendix 1.

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/carer families, LGBT parents/carers, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The Governing Board

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

The governing board will hold the Co-Principal to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Co-Principal.

7.2 The Co-Principal

The Co-Principal 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/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Ensuring all children, including those with SEND, are able to access the curriculum.

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 Co-Principal.

The Head of i-Future is responsible for planning our RSE programme in conjunction with SLT. RSE is taught predominantly by a range of staff, overseen by the Head of i-Future.

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/Carers Right to Withdraw

Parents/Carers 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 2 of this policy and addressed to the Co-Principal.

A copy of withdrawal requests will be placed in the student's educational record. The Co-Principal will discuss the request with parents/carers 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 and it is included in our continuing professional development.

The Co-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 the Head of i-Future through learning walks, staff meetings and one to one discussions with staff teaching RSE.

Students' development in RSE is monitored by class teachers.

This policy will be reviewed by SLT. At every review, the policy will be approved by the Local Governing Body with consultation with parents/carers, staff and students. Reviews are carried out annually.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map (This is Subject to Change)

Relationships and sex education	Subject or whole school area
<p>Family life and different types of relationships. This includes:</p> <ul style="list-style-type: none"> - The role of the family and relationships in a child’s development. - The importance of relationships in people’s lives. - What is safe and unsafe in a family/relationship. 	<p>i-Future – Year 7. We cover relationships in terms of friendships, families, and peers. We teach about healthy and unhealthy relationships.</p> <p>Year 10 – healthy and unhealthy relationships e.g. ‘Murdered by my boyfriend’.</p> <p>Year 10 – different types of relationships and the legalities relating to them.</p> <p>Year 10 – parental roles and responsibilities. ‘What makes a good parental role model?’</p> <p>i-Future – the fire service gives a talk to Years 7 and 8 about healthy relationships.</p> <p>Year 11 – what is a difference between a respectful and an abusive relationship?</p>
<p>Respectful relationships and friendship. This includes:</p> <ul style="list-style-type: none"> - What makes a safe and respectful friendship? - Stereotyping people based on gender and sexuality. - Bullying and the impact this has on the victim and the perpetrator. Also, the dangers of being a bystander. 	<p>i-Future – these matters are covered across Years 7 to 10.</p> <p>i-Future - Year 7 – respectful friendships and the impact of bullying.</p> <p>i-Future – Year 7 – definitions of LGBT+ to avoid misuse of language and develop understanding of different types of relationship.</p> <p>i-Future – Year 10 – Heterosexual and homosexual continuum. Gender fluidity.</p> <p>i-Future - Year 8 – Stereotyping. Upstanders and bystanders.</p> <p>i-Future - Year 9 – Joint enterprise: peer pressure, group dynamics.</p> <p>i-Future - Year 10 – healthy and unhealthy relationships e.g. ‘Murdered by my boyfriend’.</p> <p>Aspire day – Year 9. LGBT+.</p> <p>Aspire day – Year 9. Relationships and CSE.</p> <p>Year 11 – online bullying linked to sexualised behaviour and online sexualised posts.</p>
<p>Keeping safe online or using different types of media. This includes:</p> <ul style="list-style-type: none"> - The law and sharing sexual images, grooming and cyber bullying. 	<p>Computer Science – KS3: Cyber safety.</p> <p>i-Future – Year 8. Media influences, especially in relation to body image and societal pressure.</p> <p>i-Future – Year 7/10. Gang influence.</p> <p>i-Future - Year 8. Child exploitation and what to do if you think you are being abused or groomed. Dangers of sexting.</p> <p>Aspire day – Year 9. Online pornography and body image.</p>

<ul style="list-style-type: none"> - The problem of distorted messages projected by online pornography. - Getting help with online safety and/or if they are the victim of online abuse. 	<p>i-Future Year 8 – sexualising females online and in person. Inappropriate language and behaviour towards females and LGBT+ groups.</p> <p>Year 11 – the dangers of posting and sharing sexually explicit material online.</p> <p>Year 11 - how to deal with online threats including blackmail.</p>
<p>Being safe and the law. This includes:</p> <ul style="list-style-type: none"> - FGM - Exploitation - Consent - Abuse - Rape - Forced marriage 	<p>GCSE Citizenship – there is a unit that includes FGM, exploitation and forced marriage.</p> <p>i-Future - Year 8. Child exploitation and what to do if you think you are being abused or groomed. Dangers of sexting. Types of abuse and the signs plus how to report it.</p> <p>i-Future – Year 9. Consent and rape (and the legalities).</p> <p>i-Future - Year 10 – healthy and unhealthy relationships e.g. ‘Murdered by my boyfriend’.</p> <p>Year 9. Consent.</p> <p>Year 11 – what is consent and the law?</p>
<p>Intimate and sexual relationships, including sexual health. This includes:</p> <ul style="list-style-type: none"> - Facts about reproduction and pregnancy - The link between sexual activity and mental/physical health - Consent and peer pressure - Pregnancy choices (pros and cons) - Facts about STIs - Where to get advice 	<p>Science – KS3: reproduction, puberty, fertilisation, STIs, contraception and pregnancy/birth.</p> <p>Science - KS4: Contraception and good sexual health.</p> <p>i-Future – Year 9. These are ALL covered by the year 9 RSE programme.</p> <p>i-Future (consent and peer pressure as above).</p> <p>Year 11 – what is consent and why is it important to respect it?</p>

Appendix 2: Parent/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	