
RELATIONSHIP AND SEX EDUCATION POLICY

Recommended by: Inclusion Lead

Recommendation Date: 9 December 2020

Ratified by: Trust Board

Signed:



Position on the Board: Chair of Trustees

Ratification Date 16 December 2020

Next Review: December 2023

Policy Tier (Central/Hub/School): Central

Introductory statement

The Central RSA Academies Trust schools have adopted this policy and fully recognise the importance of RSE in compliance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019).

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” (from the Secretary of State for Education foreword, 2018)

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of appropriate loving and caring relationships and the understanding of reproduction, sexuality and sexual health at an age appropriate level. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age. As a Trust, we ensure that RSE is inclusive and meets the needs of all students, which is appropriate for their age, understanding and level of physical development with differentiated provision if required.

Values and Aims

Students will learn the significance of stable relationships as key building blocks of community and society. Care will be taken to ensure that there is no stigmatisation of young people based on their home circumstances ensuring inclusivity and sensitivity for all learners and their backgrounds.

The RSA schools across the Trust serve a wide variety of communities and cultures and recognise the different beliefs and needs of each individual student cohort. Please see appendices for individual school details.

The aims of the RSE programme of study are to enable students to:

- be prepared for puberty and adulthood;
- develop positive values and a moral framework that will 1) guide their decisions, judgements and behaviour 2) give them the confidence and self-esteem to value themselves and others 3) give them respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within relationships;
- avoid being exploited or exploiting others or being pressured into unwanted sexual behaviours;
- communicate effectively by developing knowledge of appropriate terminology and ensuring knowledge and information is factually accurate and current;
- know how the law applies to sexual relationships in order to safeguard themselves;
- understand their personal feelings and behaviour so they can lead fulfilling and enjoyable lives;
- develop and use communication and assertiveness skills to cope with the influences of their peers and the media;
- challenge stereotyping and prejudice in order to encourage mutual respect;
- make safe choices when using technology, such as social media platforms;
- develop knowledge of when and how to access support and guidance;
- make well-informed, positive choices to support their own health and mental wellbeing.

Legal Framework

The Central RSA Academies Trust schools recognise that all schools are now required to provide statutory, high quality RSE.

‘The relationships education, RSE and health education (England) regulation 2019, made under sections 34 and 35 of the children and social work act 2017, make relationships education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make health education compulsory in all schools’
(DfE Statutory guidance 2019)

Policy Development

This policy has been developed by the RSA PSHE and RSE working party, in consultation with Kate Wilson (NHS advisor for RSE in schools, Worcestershire) and local RSE steering group (Redditch District schools).

All other relevant stakeholders have also been consulted. It has been ratified at school, Local Governing Body and then Trust Board level.

This policy is available on all CRSAAT school websites, with paper copies available on request.

Curriculum

Each school teaches similar content but in a way that suits their cohorts and local contexts. See schools' appendices for further detail.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding nature. All staff will follow the school safeguarding procedure and policy in these circumstances. The Designated Safeguarding team is aware of all RSE taking place in school and will be available to support as required.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavor to answer relevant questions as honestly as possible, but if faced with a question they do not feel comfortable answering within a classroom, provision will be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, other school or health professional.

Equal Opportunities

All students are entitled to receive RSE regardless of ability, gender, race, religious belief or grouping, based on the statutory expectation that all school should provide age appropriate RSE programme.

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019).

Any bullying around gender, sexuality or perceived sexual orientation will be dealt with as a serious matter in accordance with the school's anti bullying policy.

Monitoring and Evaluation

RSE is monitored through consultation and professional dialogue with those members of staff teaching the lessons by the subject leader for Personal Social Health Economic (PSHE) Education/ Learning for life, as part of the whole school monitoring process.

Any questions raised by parents/carers are dealt with on an individual basis.

Any staff development needs are addressed and appropriate support given.

Parents/ Carers

Parents/carers have the right to withdraw their child from RSE content that is not part of statutory science or health and relationships education.

There is no parental right to withdrawal from relationships education, health education or sex education delivered as part of the Science curriculum.

For primary aged students, the principal/ head of school will automatically grant a request to withdraw a student from any sex education delivered; other than as part of the science curriculum.

'For secondary aged students schools should respect the parents' request to withdraw a child up to and until 3 terms before the child turns 16, after that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms'.

(DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2019)

Schools will document any withdrawals.

Related Policies:

This policy is written in accordance with the following documents:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE 2019).
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- School Safeguarding Policy which includes child protection procedures
- National Curriculum for Science
- PSHE policy
- Equality Objectives/Policy
- Behaviour Policy including Anti-bullying
- E-safety Policy

Appendix I



School Overview

Abbeywood First school RSA Academy, is a mainstream first school with students aged 3-9 years serving a community with a population that is predominantly White British with below average numbers of students from minority ethnic heritages or with English as an additional language. RSE is age appropriate and adapted to meet the needs of individual students and groups of students and is carefully designed to fit with our overall curriculum methodology.

Curriculum

At Abbeywood, we use the Islington PSHE scheme of work as a framework to meet all Relationship and Sex Education statutory requirements. This is a progressive and sequential approach to the learning of key concepts and ideas. This ensures children can make meaningful links across subject areas and build on existing knowledge and skills. Philosophy for Children is a powerful opportunity for children to develop a good understanding of healthy relationships. As a THRIVE school, children are empowered to understand their emotions.

Curriculum overviews are available to view on our website.

Student Support

RSE will be taught by a familiar member of staff who has built strong relationships with the children. External organisations will be used where appropriate.

A range of additional support can be accessed where necessary such as; Nurture groups, Thrive Practitioners, School Nurse, Family Support, Play Therapist, Family Learning, Reach for Wellbeing.

Monitoring and Assessment

Abbeywood First School's RSE Education Policy is implemented in line with the following policies:

- Safeguarding
- PSHE
- Equal Opportunities
- Mental Health and Wellbeing
- Behaviour and anti-bullying
- E-safety
- Inclusion SEN Policy
- Intimate care policy

And also in conjunction with:

- Mental Health and Wellbeing RSA Commitment

Appendix 2



School overview

Church Hill Middle School is RSA Academy with students aged between 9 and 13 years, serving a community with a population that is predominantly White British with below average numbers of students from minority ethnic heritages or with English as an additional language. We aim to deal sensitively and honestly with all elements of the RSE curriculum, answer appropriate questions and offer support. We as a school encourage every student to contribute to our community and aims to support each individual as they grow and learn.

Curriculum

KS2

At Key stage 2 the students follow The Islington Scheme (PSHE Association approved) Units of work for RSE specific to their year group.

Year 5:

Students learn about the changes that occur during puberty

- they can identify the physical, emotional and behavioural changes that occur during puberty for both males and females.
- they understand that puberty is individual and can occur any time between 8-17.
- they understand that body changes at puberty are a preparation.

Year 6:

Students learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact

- they understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture.
- they can recognise and challenge gender stereotypes.
- they understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour.

KS3

At Key stage 3 the students follow age appropriate learning objectives taken from the PSHE Alliance Program of Study.

Core Themes:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse.
- About the concept of consent in a variety of contexts
- About managing loss, including bereavement, separation and divorce
- To respect equality and be a productive member of a diverse community
- How to identify and access appropriate advice and support.

Year 7 RSE	Year 8 RSE
<ul style="list-style-type: none"> • The different types of relationships and the factors that affect these. • The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships • The roles and responsibilities of people in families and friendships • The media portrayal of relationships and the fact that they may not reflect real life • To understand intimate relationships, the law and that they are within their rights to set boundaries • Understanding the terms relating to sex, gender identity and sexual orientation • Understanding the terms related to discrimination within relationships. • Understanding the concept of coercion and consent in relation to the law. • To recognise peer pressure and to develop strategies to deal with the effects of this within relationships. • Develop understanding of puberty and anatomical differences between males and females (to be covered in science) • Introduction to sexual health and contraception. 	<ul style="list-style-type: none"> • Understanding that all kinds of different relationships can cause strong feelings and emotions • Understanding the differences between friendship groups and gangs. • Developing an understanding of the impact of modern technology on relationships • Explicit images and the law, how to handle any pressure to share explicit images. • Understanding the nature and importance of marriage, civil partnerships, and other stable long-term relationships. • Understanding different types of intimate relationships and the pressures/ discrimination people may face. • Acknowledging the right to not have an intimate relationship until they are ready. • Understanding consent, various forms sexual contact and of contraception. • Understanding the concepts of sexual exploitation, and forced marriage, understanding that it is illegal.

At KS2 RSE is taught by the student's class teacher and is broken into approximately 6-8 lessons within a half termly period.

At key stage 3 it is delivered as a block of 12 lessons within the PSHE Curriculum and delivered by the assigned PSHE teacher in the timetabled PSHE slot.

Throughout the school when the assigned teacher is not available the lessons are adjusted as is appropriate for delivery by the member of staff.

Student Support

At both key stages the first point of contact for a student in need of support would be their RSE teacher or class teacher, they will do what they can to help to the best of their ability. If the student does not feel comfortable asking questions out loud; there will be question boxes set up in the year group areas for any topic specific questions. Any matters of a safeguarding nature that arise will be dealt with by staff in line with the safeguarding policy.

During the school day there is extra support from the pastoral teams within school. The students will also be provided during their lessons of external agencies they can turn to for advice and support.

Monitoring and Assessment

Due to the nature of the subject there is no formal assessment, however individual teachers will ensure they are aware and monitoring the students carefully so as to gauge the level of understanding and tackle any causes for concern. At Key Stage 2 this is done in books during the unit and via a self-assessment sheet after the unit is finished. At Key Stage 3 this is done by monitoring and regulating discussions, observing behaviors carefully and monitoring individual books.

At a Middle Leadership level monitoring is done by the Subject Lead for PSHE via student voice, learning walks and book monitoring.

Appendix 3



School overview statement / local

context

At Ipsley, we will ensure that RSE is inclusive and meets the needs of all our students, including those with Special Educational Needs and disabilities, and that RSE fosters gender equality and LGBT equality.

As a Church of England school, students will be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on Family consultation document Supporting families – that there are strong and mutually supportive relationships outside marriage.

Curriculum overview

By the end of Key Stage 2, students will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotional changes that occur at puberty and how to deal with these in positive way. They will have practiced skills in making judgements and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting health and well-being. They will also have considered different types of relationship (for example marriage and friendship) and discussed ways in which people can maintain good relationships (for example listening, supporting, caring). Key Stage 2 will follow the Islington scheme of work below.

<u>Year 5 RSE</u>	<u>Year 6 RSE</u>
Growing up and Changing	Healthy Relationships: How a baby is made
Students learn: <ul style="list-style-type: none"> about the way we grow and change throughout the human lifecycle about the physical changes associated with puberty about menstruation and wet dreams about the impact of puberty on physical hygiene and strategies for managing this about how puberty affects emotions and behavior and strategies for dealing with the changes associated with puberty about strategies to deal with feelings in the context of relationships to answer each other's questions about puberty with confidence where to seek support and advice when they need it 	Students learn: <ul style="list-style-type: none"> about the changes that occur during puberty to consider different attitudes and values round gender stereotyping and sexuality and consider their origin and impact what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships. about human reproduction in the context of the human life cycle about how a baby is made and grows (conception and pregnancy) about roles and responsibilities of parents and carers to answer each other's questions about sex and relationships with confidence where to find support and advice when they need it.

In Key Stage 3 students look at different types of relationships and the roles within such relationships. Students will have opportunities to gain the knowledge and skills necessary to build and maintain healthy and positive relationships in modern day society including sexual relationships. Students will be made aware of the possible pressures associated with relationships and be equipped with strategies to deal with these pressures.

<u>Year 7 RSE</u>	<u>Year 8 RSE</u>
<ul style="list-style-type: none"> The different types of relationships and the factors that affect these. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships The roles and responsibilities of people in families and friendships The media portrayal of relationships and the fact that they may not reflect real life To understand intimate relationships, the law and that they are within their rights to set boundaries 	<ul style="list-style-type: none"> Understanding that all kinds of different relationships can cause strong feelings and emotions Understanding the differences between friendship groups and gangs. Developing an understanding of the impact of modern technology on relationships Explicit images and the law, how to handle any pressure to share explicit images. Understanding the nature and importance of marriage, civil partnerships, and other stable long-term relationships.

<ul style="list-style-type: none"> • Understanding the terms relating to sex, gender identity and sexual orientation • Understanding the terms related to discrimination within relationships. • Understanding the concept of coercion and consent in relation to the law. • To recognise peer pressure and to develop strategies to deal with the effects of this within relationships. • Develop understanding of puberty and anatomical differences between males and females (to be covered in science) • Introduction to sexual health and contraception. 	<ul style="list-style-type: none"> • Understanding different types of intimate relationships and the pressures/ discrimination people may face. • Acknowledging the right to not have an intimate relationship until they are ready. • Understanding consent, various forms sexual contact and of contraception. • Understanding the concepts of sexual exploitation, and forced marriage, understanding that it is illegal.
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Timetabling and staffing

Lessons will be taught by class teachers in KS2 and by Learning for Life teachers in KS3. All of these teachers will be confident to lead the content and all subject matter and technical language will be explained.

Teaching and resources will be differentiated as appropriate to address the needs of all learners including those with Special Educational Needs in order for them to have full access to the content of relationships and sex education.

Student support services available

The school nurse is available for drop-in sessions and is able to offer all students confidential health advice and support on any issue.

All student support services work together and with tutors, pastoral leads, and the safeguarding team, but they will not share personal information about students without their permission unless there are child protection concerns.

Monitoring & assessment

RSE will be monitored by the class, subject teacher or L4L subject leader during lessons through questioning and observations. Anonymous question boxes will be used in the lessons so students can ask questions should they feel the need to use it.

Appendix 4



Introduction RSE

Oldbury Park RSA is a large primary school. Most children are of White British heritage and speak English as their first language. The remaining children come from a range of ethnic origins. We have children from a range of different religious backgrounds and cultures. RSE teaching and learning is age appropriate and the focus is to build the fundamental building blocks and characteristics of positive relationships.

Curriculum

The PSHE curriculum overviews are available to view on our school website. We currently follow SCARF and the Islington scheme to plan our teaching and learning of RSE.

Dealing with questions

As with any topic, children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. KS2 use question and answer boxes to answer questions anonymously and sensitively. Teachers across the school establish a safe and supportive environment where children can ask questions.

Children support services

The student know they can talk to their teacher or TA if they have any questions or concerns about their RSE learning. We also have our nurture room available, family support worker and school nurse. We have an external Thrive practitioner who works with children who have very specific needs.

Appendix 5



At St Stephen's CE RSA Academy RSE is part of our curriculum offer. RSE education sits in line with our Church ethos to develop and support students understanding of their self and how they interact with others in society. It sits in line with our Church school values: peace, love, hope, compassion and forgiveness and our insistence that at St Stephen's we respect one another and our planet.

'We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).'

We use Islington PSHE / RSE scheme of work as a basis for delivering these lessons. RSE is delivered in line with our Science Curriculum on animal life cycles, PSHE curriculum and other curriculum areas as and where applicable. It is adapted to be age appropriate and suitable for the needs of our students and is progressive and sequential developing key concepts and ideas. Students may discuss concepts taught in RSE / PSHE during philosophy for Education sessions or as part of their wider curriculum.

Withdrawing Students from RSE Education:

DFE guidance clearly states that a parent has the right to withdraw their children from Sex education where it goes beyond what is taught in the National Curriculum for Science. Parents do not have the right to withdraw from Relationship Education. Full details of the Guidance for Relationship and Sex Education can be found here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The content set out in the above guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals." **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DfE 2019**

The school does not intend to teach sex education beyond the Science Curriculum content. See our Curriculum overviews for further details.

RSE Education will be delivered by your child's class teacher.

Our RSE is implemented in line with other curriculum policies:

1. Safeguarding Policy
2. PSHE
3. Curriculum Methodology Policy
4. Mental Health and Wellbeing
5. Intimate Care Policy

Appendix 6



School overview statement / local context

At Sutton Park, we use the Islington PSHE scheme of work as a framework to meet all Relationship and Sex Education statutory requirements. This is a progressive and sequential approach to the learning of key concepts and ideas. It is adapted to meet the needs of individual students and groups of students and is carefully designed to fit with our overall curriculum methodology. This ensures children can make meaningful links across subject areas and build on existing knowledge and skills. Philosophy for Children is a powerful opportunity for children to develop a good understanding of healthy relationships. As a Thrive school, children are empowered to understand their emotions. We will ensure that RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities, and that RSE fosters gender equality and LGBT equality.

Curriculum overview

By the end of Key Stage 2, students will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotional changes that occur at puberty and how to deal with these in positive way. They will have practiced skills in making judgements and decisions and will be able to list some ways of resisting negative peer pressure around issues affecting health and well-being. They will also have considered different types of relationship (for example marriage and friendship) and discussed ways in which people can maintain good relationships (for example listening, supporting, caring). Key Stage 2 will follow the Islington scheme of work below.

<u>Year 5 RSE</u>	<u>Year 6 RSE</u>
<u>Growing up and Changing</u>	<u>Healthy Relationships: How a baby is made</u>
Students learn: <ul style="list-style-type: none">• about the way we grow and change throughout the human lifecycle• about the physical changes associated with puberty• about menstruation and wet dreams• about the impact of puberty on physical hygiene and strategies for managing this• about how puberty affects emotions and behavior and strategies for dealing with the changes associated with puberty• about strategies to deal with feelings in the context of relationships• to answer each other's questions about puberty with confidence• where to seek support and advice when they need it	Students learn: <ul style="list-style-type: none">• about the changes that occur during puberty• to consider different attitudes and values round gender stereotyping and sexuality and consider their origin and impact• what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.• about human reproduction in the context of the human life cycle• about how a baby is made and grows (conception and pregnancy)• about roles and responsibilities of parents and carers• to answer each other's questions about sex and relationships with confidence• where to find support and advice when they need it.

Curriculum overviews are available to view on our website.

Timetabling and staffing

Lessons will be taught by class teachers. All teachers are confident to deliver the content and all subject matter and technical language will be explained.

Teaching and resources will be differentiated as appropriate to address the needs of all learners including those with special educational needs in order for them to have full access to the content of relationships and sex education.

Monitoring & assessment

RSE will be monitored by the subject leader through student voice, questioning and observations. Anonymous question boxes will be used in the lessons so students can ask questions should they feel the need to use it.

The RSE Policy is implemented in line with the following school policies:

- Safeguarding which includes Child Protection
- PSHE
- Equal Opportunities
- Mental Health and Wellbeing
- Behaviour and anti-bullying
- E-safety
- Inclusion and SEN Policy
- Intimate Care Policy

And also, in conjunction with:

- Mental Health and Wellbeing RSA Commitment

Appendix 7



School overview statement / local context

RSA Academy Arrow Vale is a High School catering for students in Years 9 – 13. We serve a community with a population that is predominantly White British with below average numbers of students from minority ethnic heritages or with English as an additional language. RSE is delivered as part of our Learning for Life programme where we aim to deal sensitively and honestly with all elements of the RSE curriculum, answer appropriate questions and offer support where needed.

Curriculum overview

Most of our students arrive in Year 9 from one of our two trust Middle Schools and therefore have experienced high quality RSE education. Our aim in Year 9 is to build on that education and embed the outcomes outlined in the Year 7 and 8 curricula with a continued focus on respect and agreed understanding of consent:

<u>Year 7 RSE</u>	<u>Year 8 RSE</u>
<ul style="list-style-type: none"> • The different types of relationships and the factors that affect these. • The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships • The roles and responsibilities of people in families and friendships • The media portrayal of relationships and the fact that they may not reflect real life • To understand intimate relationships, the law and that they are within their rights to set boundaries • Understanding the terms relating to sex, gender identity and sexual orientation • Understanding the terms related to discrimination within relationships. • Understanding the concept of coercion and consent in relation to the law. • To recognise peer pressure and to develop strategies to deal with the effects of this within relationships. • Develop understanding of puberty and anatomical differences between males and females (to be covered in science) • Introduction to sexual health and contraception. 	<ul style="list-style-type: none"> • Understanding that all kinds of different relationships can cause strong feelings and emotions • Understanding the differences between friendship groups and gangs. • Developing an understanding of the impact of modern technology on relationships • Explicit images and the law, how to handle any pressure to share explicit images. • Understanding the nature and importance of marriage, civil partnerships, and other stable long-term relationships. • Understanding different types of intimate relationships and the pressures/ discrimination people may face. • Acknowledging the right to not have an intimate relationship until they are ready. • Understanding consent, various forms sexual contact and of contraception. • Understanding the concepts of sexual exploitation, and forced marriage, understanding that it is illegal.

In Key Stage 4 (Years 10 and 11) we continue to develop students' understanding by covering the outcomes below that are set out in the Department for Education's guidance for secondary schools. These are the knowledge statements required to be taught by the end of secondary (Year 11). Our RSE curriculum is committed to fulfilling the aims of the DfE policy which states that we give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

<u>By the end of Key Stage 4 students will know ...</u>
<ul style="list-style-type: none"> • 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. • 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).

- 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.
- 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.
- 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).
- 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 and menopause.
- 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.

Timetabling and staffing

RSE lessons are taught within our Learning for Life programme that is delivered by form tutors during assembly and tutor periods (once a week) and an additional weekly Learning for Life lesson for Years 9-11 that is delivered by trained teaching staff. All teaching staff who deliver these sessions are supported through professional development and training.

Teaching and resources will be differentiated as appropriate to address the needs of all learners including those with Special Educational Needs in order for them to have full access to the content of relationships and sex education.

Student support services available

The school nurse is available for students to be referred to by the student support team.

All student support services work together and with tutors, pastoral leads, and the safeguarding team, but they will not share personal information about students without their permission unless there are safeguarding concerns. Students are informed of this in their first RSE lesson; creating that safe space for honest dialogue is vital for a successful RSE programme. The use of anonymous question boxes will be used in the lessons so students can ask questions should they feel the need to use it.

Monitoring & assessment

RSE will be monitored by the Senior Leadership Team as part of our Teaching and Learning Quality Assurance policy and schedule.

School Overview

The RSA Academy Tipton is a medium sized secondary Academy serving the community of Tipton in Sandwell. The majority of the RSE and health education curriculum will be delivered through the PSHE Curriculum. In Key Stage Three there is a dedicated hour of curriculum time each week, in key stages four and five PSHE is delivered through the tutor programme.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE and health education curriculum will be delivered by appropriately trained members of staff. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.

RSE and health education will be linked to the following subjects:

Citizenship – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.

Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.

ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.

PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

PSHE – pupils learn about respect and difference, values and characteristics of individuals.

RSE subject overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, pupils will know:

- 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 children, including the characteristics of successful parenting.

Pupils will also know 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 recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, pupils will know:

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 relationships.

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.

That in school and 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 seek help.

The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.

What constitutes sexual harassment and violence and why these are always unacceptable.

The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, pupils will know:

- 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 – this includes online.

Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils will know:

- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

By the end of secondary school, pupils will know:

- 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.

Internet safety and harms

By the end of secondary school, pupils will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

By the end of secondary school, pupils will know:

- 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.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, pupils will know:

How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and 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.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

By the end of secondary school, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- [This should be taught to pupils in the later years of late secondary school, e.g. at KS4] 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

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

Changing adolescent body

By the end of secondary school, pupils will know:

- 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.

SRE & Health Educations programmes of study

Year 7

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
What do we mean by a healthy lifestyle? Health introduction.	Being an aspirational student	Keeping good friendships and avoiding toxic ones.
How can I keep healthy? Food groups, diet and nutrition.	The importance of self esteem	Family relationships – the different types and why we don't always get along.
Eating responsibly – Food labels and health hazards.	How can we budget our money?	
Healthy Living – exercise and keeping active.	How can I create a personal budgeting plan? (2x hours)	Love and relationships – falling in love and dealing with new feelings.
Not eating healthily - what are the consequences?	What are savings, loans and interest?	Bullying or banter? Why do people bully others and how can we help stop this?
What's the big deal about energy drinks?	What are the different types of financial transactions?	What is cyberbullying? Why do people bully online?
The dangers of cigarettes and passive smoking	What are the different types of financial products?	How do we keep safe and positive relationships (on and off-line)?
Puberty – what happens, when and why.	How can we shop ethically?	What is my personal identity and why is diversity important?
Periods – what happens, when and why.	What are wants and needs and why do we need to know the difference?	Extremism – why does radicalisation happen and how does it challenge our values?
FGM – what is this and why is it so dangerous?	How can we enjoy social media but keep our accounts safe and private?	
Introduction to mental health issues – depression focus.	What is stereotyping and prejudice? Racism focus.	
What are drugs? Why are they dangerous? (class A, B and C)	How can we be resilient and face challenges?	
How can we manage our anger?		

Year 8

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>Personal development and target setting – how can I improve my skills and behaviour?</p> <p>How can self-confidence boost our achievement?</p> <p>How can I manage my behaviour to achieve targets and goals?</p> <p>Why do teenage parents have it so tough? How we can avoid teenage pregnancy.</p> <p>Stereotyping, discrimination and prejudice. Disability focus</p> <p>How can we look after ourselves and others in an emergency? Personal safety and first aid.</p> <p>What is vaping and is this as bad as smoking?</p> <p>What is mindfulness? How can this aid positive mental health?</p> <p>Emotional literacy – why is self-awareness in our actions towards others so important? (2 hours)</p> <p>Cancer Awareness</p>	<p>Internet Safety – what is online grooming and why must we be so careful?</p> <p>How can we care for our environment and why is it changing? (2 hours)</p> <p>Careers + development focus - how can we develop our communication skills?</p> <p>Careers + development focus - how can we develop our teamwork skills?</p> <p>How can we become entrepreneurs?</p> <p>LGBT+ focus: Homophobia</p> <p>Finance – what is income and expenditure?</p> <p>Finance – budgeting and saving personal finances</p> <p>Careers + Finance - What are national insurance and income tax? Reading payslips</p> <p>Why do we pay tax and how is this spent?</p> <p>Stereotyping, discrimination and prejudice. Teens and the media focus.</p>	<p>How do we have safe sex and use different forms of contraception?</p> <p>How do we keep good sexual health and avoid STIs?</p> <p>What is consent and why is it important we know about it?</p> <p>What is sexting and why is it so risky to send personal images?</p> <p>What is pornography and why can it be dangerous?</p> <p>How can we prevent radicalisation and recognise the signs of extremism?</p> <p>Who are the extremist groups and why are they so dangerous?</p> <p>Where does extremism come from?</p> <p>How do religious extremists attract converts?</p> <p>Islamophobia – do Muslims really want Sharia Law in Britain?</p> <p>Stereotyping, discrimination and prejudice. Religion focus.</p> <p>How can British Values teach us tolerance and respect for others?</p> <p>Domestic conflict – why do people run away from home and why is this so dangerous?</p> <p>Body image and the media part 1 with a focus on boys.</p>

Year 9

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>Why do we need to keep to rules in order to succeed?</p>	<p>How does knife crime impact on our communities, why do teens get involved and what are the consequences?</p>	<p>Who are the LGBT+ community and what would they like us to know?</p>
<p>How can we foster a Growth Mindset to succeed and achieve?</p>	<p>How does the law deal with young offenders?</p>	<p>Why are British communities so diverse?</p>
<p>How can I develop interpersonal skills to help me succeed?</p>	<p>How can we be self-disciplined to achieve our aims at school and in the wider world?</p>	<p>Immigration and diversity focus.</p>
<p>How can we manage the stress of school and exams?</p>	<p>Employability Skills – preparing for and applying to the world of work and careers</p>	<p>What are domestic violence and abusive relationships?</p>
<p>Why do people take illegal drugs and what does the law say about drug use?</p>	<p>What other skills do we need to develop for the work environment?</p>	<p>Healthy and unhealthy relationships.</p>
<p>Why do people become selfie obsessed and consequences can this have?</p>	<p>What does it mean to be ‘enterprising’ and what is an ‘enterprising personality’?</p>	<p>CSE – how are children and young people lured into dangerous relationships and what do these look like?</p>
<p>What are the short and long-term consequences of excess alcohol drinking?</p>	<p>What is sustainability and why is this essential to our environment?</p>	<p>Body image and the media 2 – focus on girls</p>
<p>What is self-harm and why do people do this?</p>	<p>Navigating accounts, savings loans and financial institutions.</p>	<p>Body image and the media 3 – does the media contribute to eating disorders?</p>
<p>Why can't some people access education?</p>	<p>What rights do we have as shoppers and consumers?</p>	<p>Can we respect and celebrate British values and the religion and culture of our choice? (2 hour display lesson)</p>
<p>How are we protected from prejudice and discrimination?</p>	<p>How can I stay financially savvy and avoid debt?</p>	<p>What is peer-pressure – why is it so powerful and how can we overcome this?</p>
<p>Mental health – how can I deal with and manage anxiety?</p>	<p>What can we learn from successful business people and entrepreneurs.</p>	
<p>Acid attacks – why are these on the increase and what can we do if we witness one?</p>	<p>Should we sent aid to foreign countries – is aid the answer?</p>	
<p>Responsible health choices – blood donation, stem cells, vaccinations (2 hours)</p>	<p>How can extreme views lead to human rights abuses and atrocities?</p>	
	<p>How do charities like UNICEF help across the world?</p>	

Year 10 (37 hours of lessons accounting for one week's work experience)

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
How can we manage our time effectively to help us succeed?	What is Fake News and why do we need critical thinking skills? (2 hours)	Same sex relationships (LGBT+)
Can tattoos and piercings be dangerous?	What is anti-social behaviour and how does this affect communities?	What are forced and arranged marriages and what do we need to know?
Why do some people commit suicide?	How can we successfully prepare for work experience?	Gender and Trans Identity LGBT+
How can we manage grief and bereavement?	What rights and responsibilities do we have in the workplace?	How can we manage conflict successfully?
How can we manage social anxiety?	What is money laundering and why are some students taken in by this crime?	Why do sexism, gender prejudice and stereotypes still exist?
Why do some people become homeless and why is homelessness on the increase?	What are employers looking for in CVs?	What is community cohesion and why is this important? (British Values)
What are hate crimes and why do these still happen?	British Values – how does the criminal justice system work?	Revenge Porn – what is this and how can we prevent ourselves from being victims?
What is binge drinking, what are the risks and why do people still do it?	What is overt and covert racism and why are people still prejudiced?	Do we have healthy or unhealthy relationships with our role models?
Study Skills – the power of mind and memory.	Why do some religious people become terrorists?	Harassment and stalking – what are these things and what does the law say about it?
Social Media and Self-Esteem	Why pursue a <u>careers</u> in the STEM industries?	Parenting, the different types and styles and looking after a child.
Internet Safety – the dangers of excessive screen time	How do we choose a career that suits our personality, ambition and qualifications?	
How can we take steps to live more sustainably? (carbon footprint)	Crime, gangs and County Lines (2 hours)	
	Why do we still need an International Women's Day?	

Year 11 (32 hours of lessons– accounting for study leave)



Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Why is PSHE so important?	GCSE Revision and Study Skills	Bullying – Body Shaming
Risk Taking	Applying to College and University	Relationship Break Ups
Gambling and Online Gaming	Independent Living	What is 'Good Sex'?
Perseverance and Procrastination	Internet Safety – the Dark Web	Why is it essential we know about consent, rape and sexual abuse?
Privilege – How does this affect us all?	How is plastic pollution destroying our environment?	How can we make ourselves and other people feel more positive and why is happiness important?
Why do we need sleep and how does sleep deprivation affect us?	How can we protect animal rights and aid sustainability?	Relationship types and sexuality
Why is our digital footprint important?	How can trade unions protect our rights at work?	What is Chem Sex and what do we mean when we talk about safe sex?
How can we celebrate diversity and our identities?	What is cyber crime ?	
What is body positivity and is why is this controversial? (obesity issues)	How can we successfully prepare for a job interview?	
Personal Safety in the Wider World	Globalisation – how does this affect us?	
Fertility and reproductive health issues (2 hours)	What is multiculturalism?	
NEW – First Aid - CPR	What is right-wing extremism?	
	Why is Health and Safety at work so important?	

