



Armthorpe  
Academy

*Enriching Lives, Inspiring Ambitions*

# Relationships and Sex Education Policy

April 2021

**Date of approval:**

14/04/2021

**Approved by:**

LAB

**Date of next review:**

Spring Term 2022



Consilium  
Academies

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies.
- Ensure that the delivery of RSE is factual, inclusive and developmentally appropriate for all students. Staff will avoid the imposition of personal opinions whilst teaching content.
- RSE promotes healthy, loving and respectful relationships.

## 2. Statutory requirements

As a secondary academy school we must provide RSE (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and Child Sexual Exploitation) 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. Other documents that inform the school's RSE policy include:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)

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

## 3. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values. Sequencing of lessons takes into consideration the context of the school.

RSE is not about the promotion of sexual activity.

## 4. Curriculum

The main aspects of our curriculum are set out as per Appendix 1 but it may need to be adapted when necessary. We have developed the curriculum in consultation with parents, students and staff, considering 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.

## 5. 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 may also receive 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

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).

RSE is delivered across all faiths within the school, it is done in a way that is respectful of all cultural and religious differences.

## **6. Roles and Responsibilities**

### **6.1 The Local Academy Board**

The Local Academy Board will approve the RSE policy and hold the Principal to account for its implementation.

### **6.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 7).

### **6.3 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
- Use appropriate terms for all body parts
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Clearly signpost avenues of support.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal, Assistant Principal with Responsibility for T+L or the PSHE Coordinator.

We make clear to students procedures in relation to confidentiality. Similarly, if questions are asked in class or in an assembly adults will follow agreed practice based on DfE guidance 2019. Teachers are aware that effective RSE can lead to a disclosure of a child protection issue. In an instance of disclosure, staff will consult with the Designated Safeguarding Lead and in their absence the Deputy DSL/Principal.

### **6.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **7. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science components of intimate sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive intimate 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 Principal. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education. Parents are not able to withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, as it is essential that all pupils receive this content to ensure their knowledge is good and can therefore keep themselves safe. This is a statutory requirement from the department of education and is strongly echoed by Armthorpe Academy's and Consilium Academies Trust's ethos. The academy's science curriculum also includes content on human development, including reproduction, which pupils cannot be withdrawn from. This is also a statutory requirement for delivery in all schools.

## **8. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by the Assistant Principal with responsibility for Teaching and Learning and the PSHE Coordinator. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the PSHE Coordinator. At every review, the policy will be approved by the Local Academy Board.



Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Summer 1	<p>Growing up:</p> <ul style="list-style-type: none"> <li>• Characteristics of abusive behaviours such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation.</li> <li>• Recognise warning signs, how to report abusive behaviours or access support.</li> <li>• services available to support healthy relationships and manage unhealthy relationships.</li> <li>• the roles and responsibilities of parents, carers and children in families.</li> <li>• the effects of change, including loss, separation, divorce and bereavement and strategies for managing these and accessing support.</li> </ul>	
	Summer 2	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Different types of relationships including those within families, friendships, romantic or intimate relationships and the factors that can affect them.</li> <li>• Indicators of positive, healthy relationships and unhealthy relationships, including online. (R7) How the media portrays relationships and the potential impact of this on people's expectations of relationships.</li> <li>• How to safely and responsibly form, maintain and manage positive relationships.</li> <li>• strategies to identify and reduce risk from people online that they do not already know, when and how to access help.</li> <li>• Qualities and behaviours they should expect and exhibit in a wide variety of positive relationships including in school and wider society, family and friendships.</li> <li>• Further, develop and rehearse team work skills.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• R3) similarities, differences and diversity among people of different race, culture, ability, sex, gender identity and sexual orientation.</li> <li>• (R4) the difference between biological sex, gender identity and sexual orientation.</li> <li>• (R5) To recognise that sexual attraction and sexuality are diverse.</li> <li>• (R9) To clarify and develop personal values in friendships and professional relationships.</li> <li>• (R9) To clarify and develop personal values in love and sexual relationships.</li> <li>• (R18) To manage the strong feelings that relationships can cause, including sexual attraction.</li> </ul>	
	Summer 2	<p>Evolving relationships:</p> <ul style="list-style-type: none"> <li>• That everybody has the choice to delay sex and enjoy intimacy without sex.</li> <li>• That constant is freely given, that being pressurised, manipulated or coerced to agree to something is not giving consent and how to seek help in such circumstances.</li> <li>• The law relating to sexual consent and (R26) How to seek, give, not give and withdraw consent.</li> <li>• The risks related to unprotected sex.</li> <li>• How to manage any request or pressure to share an image of themselves or others and how to get help.</li> <li>• The impact of sharing sexual images of others without consent.</li> </ul>	
Year 9	Summer 2	<p>Being a responsible adult:</p> <ul style="list-style-type: none"> <li>• Understanding that marriage is a legal, social and emotional commitment that should be entered into freely and never force upon somebody through threat or coercion.</li> <li>• Understanding that portrayal of sex in the media and social media can affect people's expectations of relationships and sex.</li> <li>• Understanding that portrayal of sex in pornography can affect people's expectations of relationships and sex.</li> <li>• The importance of trust in relationships and the behaviours that can undermine or build trust.</li> <li>• To evaluate expectations about gender roles within romantic relationships.</li> <li>• To evaluate expectations about positive behaviour and intimacy within romantic relationships.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Autumn 1	<p>Mental health:</p> <ul style="list-style-type: none"> <li>The characteristics and benefits of strong, healthy relationships, including mutual support and trust</li> </ul>	
	Summer 1	<p>Strength of character:</p> <ul style="list-style-type: none"> <li>To respond appropriately to indicators of unhealthy relationships, seeking advice when needed</li> <li>Strategies to access reliable, accurate and appropriate advice and support with relationships</li> </ul>	
	Summer 2	<p>Sexual relationships:</p> <ul style="list-style-type: none"> <li>About diversity in romantic and sexual attraction and developing sexuality including sources of support and reassurance and how to access them</li> <li>To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these play in relationship values</li> <li>The opportunities and potential risks of establishing and conducting relationships online</li> <li>The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</li> <li>To recognise the impact of drugs and alcohol on choices and sexual behaviour</li> <li>The legal and ethical responsibilities people have in relation to online aspects of relationships</li> <li>To evaluate different motivations and contexts in which sexual images are shared and possible legal, emotional and social consequences</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y11	Autumn 1	<p>Changing relationships:</p> <ul style="list-style-type: none"> <li>• To safely and responsibly manage changes in personal relationships including the ending of relationships</li> <li>• Strategies to manage the strong emotions associated with the different stages of relationships</li> <li>• Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</li> <li>• To recognise unwanted attention, ways to respond and how to seek help</li> <li>• The concept of consent in maturing relationships</li> <li>• The importance of stable, committed relationships and the rights and protections of marriage and civil partnerships</li> <li>• The legal rights, responsibilities and protections of the equality act</li> </ul>	
	Spring 1	<p>Choice:</p> <ul style="list-style-type: none"> <li>• The current legal position on abortion</li> </ul>	
	Summer 1	<p>Adult:</p> <ul style="list-style-type: none"> <li>• Recognise, clarify and challenge their own values.</li> </ul>	

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

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

**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	