



Appleton Academy

Relationship and Sex Education Policy



Approved By	Approval	Next Review Date
Appleton Academy LAB	May 2020	21/22 – Term 3
Appleton Academy LAB	Nov 22	23/24 Term 3

I.0 Aim

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

- Develop self-respect, confidence and empathy
- Enable pupils to learn about what makes healthy relationships, including with family, friends and on-line, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe. This will include online relationships, and how to seek help if they feel unsafe.
- Support pupils to develop self-respect, confidence, and empathy
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies

Teaching will be age appropriate and will respect the diversity of families and faith in our community RSE is not about the promotion of sexual activity.

2. Policy Development

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme.

This process involved the following steps:

- Review –pulling together all relevant information including national and local guidance
- Staff consultation – staff had the opportunity to make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited comment and make recommendations
- Pupil consultation – we spoke to pupils about the skills they would like to learn
- Ratification – once amendments were made, the policy was ratified by the Local Advisory Board

3. Statutory Requirements

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. Pupils will learn about puberty from the school nurse as part of science and PSHE lessons in year 6. Other aspects of sex education will not be covered in primary unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens.

From September 2020, all secondary pupils must be taught relationships and sex education. This applies to every school whether it is maintained, academy, free school or independent.

4. Links to other policies and curriculum areas

4.1 Primary Curriculum

- Health education, which is statutory in state funded schools since September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.
- At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.
- Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

4.2 Secondary Curriculum

- The science curriculum includes teaching about reproduction in humans including the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.
- Religious education looks at family, values and morals, and the celebration of marriage in different traditions.
- Health education requires pupils to learn about the main changes which take place in adolescence, and implications for emotional and physical health.
- The curriculum for computing covers e-safety. This includes how to use technology responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
- There continues to be no right of withdrawal from any part of the school curriculum except for RE and sex education.
- The content of relationships education is supported by our anti-bullying policy, equality and diversity policy, and safeguarding policy.

4.3 Policies

The content of relationships education is supported by the following policies;

- Anti-Bullying Policy,
- Equality and Diversity Policy
- Safeguarding and Child Protection Policy.

5. Delivery of RSE

5.1 Primary

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

Families and people who care for me

- Families are important for children growing up because they can give love, security and stability
- Characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

- Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
The conventions of courtesy and manners
The importance of self-respect and how this links to their own happiness
- 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 those in positions of authority
Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- People sometimes behave differently online, including by pretending to be someone they are not
The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- Privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
Where to get advice e.g. family, school and/or other sources

5.2 Secondary

RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The school environment reflects, values and celebrates the diversity of our community.

Across all key stages, pupils will be supported with developing the following skills:

Communication skills

- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information, and facilitating discussions and exploring issues and values. Lessons will be delivered by teaching staff within school

The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes which are set out below. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only. Parents have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour and sexual health, as detailed in section 7.

Families

- There are different types of committed, stable relationships
- How these relationships contribute to happiness and their importance for bringing up children
- What marriage is, including its legal status compared to other types of long-term relationships
- Why marriage is an important relationship choice for many couples and why it must be entered into freely
- 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
- 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, how to seek help or advice, including reporting concerns about others

Respectful relationships

- Characteristics of positive and healthy friendships (including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending (non-sexual) relationships
- Practical steps for a range of contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- In school and in wider society young people 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
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- Some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

- 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

Online and media

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online
- 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
- What to do and where to get support to report material or manage issues online
- 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
- Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online
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Being safe

- The concepts and effects of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- How people can actively communicate and recognise consent, and how it may be withdrawn, in any context
- Intimate and sexual relationships, including sexual health
- How to recognise the characteristics of healthy one-to-one intimate relationships
- All aspects of health can be affected by choices related to sex and relationships, positively or negatively
- Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility
- Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others
- Young people have a choice to delay sex or to enjoy intimacy without sex
- Facts about the full range of contraceptive choices, efficacy and options available
- Facts around pregnancy including miscarriage
- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options)
- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key facts about prevention and treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- Sources of advice, including how to access confidential sexual health advice and treatment

6. Roles and responsibilities

6.1 The Local Advisory Board

The Local Advisory Board will approve the relationships education policy, and hold the head teacher to account for its implementation.

6.2 The Executive Head Teacher

In primary the Executive Head Teacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

In secondary, the Executive Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from sex education components of RSE (see section 7).

The Executive Head Teacher is also responsible for ensuring that any young person who was previously withdrawn from sex education but wishes to receive it during the 3 terms before they turn 16 is provided with sex education.

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, taking account of pupils' cultural and faith backgrounds
- Modelling positive attitudes to RSE, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to seek support.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, as they would be expected to in any other lesson.

7. Parents' right to withdraw their children from lessons

- Parents have the right to withdraw their children from sex education lessons taught as part of the relationships education or PSHE curriculum. That means the lessons that cover physical aspects of sexual development and intimate relationships, and sexual health
- Requests for withdrawal should be put in writing using the opt out form in Appendix A and addressed to the Executive Headteacher. A meeting will be arranged with a senior leader and copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from sex education.
- Schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

8. Training

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

The Executive Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

Further support and guidance will be provided through the use of PSHE Association resources.

9. Monitoring arrangements

- The delivery of RSE is monitored through the monitoring of schemes of learning, lesson visits and pupil voice.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At every review, the policy will be scrutinised and ratified by the governing board.

Appendix A

Appleton Academy Relationship & Sex Education Policy Opt Out Form

Name of Pupil		Form	
If you wish to withdraw your child from the sex education elements of the whole school Relationship and Sex Education, please confirm the following			
1 Which sex education units of study do you wish to remove your child from			
2 Explain why you wish to withdraw you child from these units of study.			
3 How do you intend to provide information and guidance on these areas of study at home?			

Once you have submitted your form, you will be invited to a meeting to discuss your request further with a member of the Senior Leadership Team. We can only confirm that your child will not take part in these lessons once the meeting has taken place.

Once your child is within three terms of their 16th birthday, they may choose to opt back into the subject. In line with Department for Education Statutory Guidance (2020), your child will be supported to catch up with missed learning.

Date of Meeting		Senior Leader	
Following the meeting to discuss withdrawing my child from Sex Education, I can confirm that I do/ do not wish to withdraw my child from Sex Education			
Signed _____ Date _____			