Appleton Academy

Relationship and Sex Education Policy

Approved By	Approval	Next Review Date

This policy has been written using the Bradford LA Model Policies that have been through a consultation process with community and religious leaders.

Contents

Appendices

1. Aims and objectives

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

- Enable pupils to learn about what makes healthy relationships, including with family, friends and online; how to recognise unhealthy behaviour in 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.

Relationships education is not about sexual relationships. 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 ongoing consultation with families throughout the evolution of our school's relationships and sex education programme. The consultation and policy development process involved the following steps:

- Review – a working group pulled together relevant information including national and local guidance
- Staff consultation – staff were given the opportunity to look at the policy and make recommendations
- Parent consultation – parents were invited to work with us on the development of the policy (e.g. meetings/workshops)
- Pupil consultation – we investigated what pupils want from RSE/relationships education
- Ratification – once amendments were made, the policy was shared with governors and ratified

3. Statutory requirements

From September 2020, relationships education is compulsory in primary schools and relationships and sex education is compulsory in secondary schools. This applies to all schools.

Parents and carers can view all our PSHE/RSE curriculum materials by making an appointment to visit the school by emailing info@appletonacademy.co.uk. Parents and carers have the right to see our teaching materials in order to support their children's education and to engage with the school about the teaching of this subject. However, parents must agree not to copy, download or circulate commercially produced materials, as they are subject to copyright.

Phase-specific notes

Primary

Sex education is not compulsory in primary schools. Pupils will learn about puberty [from the school nurse/their teacher as part of science education lessons in year <mark>4/5/6</mark>. Other aspects of sex education will not be covered unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens.

Secondary

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 subjects

RSE/relationships education links to the following curriculum subjects and policies:

- Religious education – family, values and morals, and the celebration of marriage in different traditions
- Health education – feelings and mental wellbeing, friendships and family, bullying, help-seeking, and (by phase) puberty/adolescence
- Computing – e-safety including responsible, respectful and secure use of technology; keeping personal information private; how to seek help and support
- Anti-bullying, equality and diversity, and safeguarding policies

Science curriculum (by phase)

Primary

At Upper Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age. This remains statutory.

Secondary

The science curriculum covers reproduction in humans including the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.

5. Delivery of Relationships and Sex Education

RSE/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 (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity). The school environment reflects, values and celebrates the diversity of our community.

Across all key stages, pupils will be supported to develop 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 combine sharing information with facilitated discussion and exploration of issues and values. Lessons are delivered by school staff however the school will be supported by the expertise of external specialist such as the School Nurse where this enhances learning.

Content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND), by making need, and age appropriate adaptation to materials. TA support according to assessed need; use of assistive technology or communication aids and in some cases the use of specialist organisations where a child may be at risk due to their vulnerability.

Handling questions: Children and young people may ask questions about relationships, sex or sexuality that go beyond the planned curriculum. We will answer in a way that is sensitive to family and faith backgrounds, appropriate to age and understanding, and consistent with this policy and our scheme of work. This may necessitate one-to-one or small group discussion. Parents may be contacted for guidance where appropriate.

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 and sexual health, as detailed in section 7.

Curriculum content by phase

Primary (statutory end-of-phase outcomes)

Families and people who care for me
- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as 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.
- That the families of other children 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.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent 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.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times; that most people feel lonely sometimes; and that there is no shame in feeling lonely or talking about it.

- Characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships, and how we balance needs and wishes in relationships.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Differences between being assertive and being controlling; between being kind to others and neglecting your own needs.
- Expectations of respect for and from others, including those who are different or make different choices or have different preferences or beliefs.
- Practical steps and skills to improve or support relationships in different contexts.
- Conventions of courtesy and manners.
- The importance of self-respect and how this links to happiness, including developing skills and interests.
- Different types of bullying (including online), the impact of bullying, responsibilities of bystanders (primarily reporting to an adult), and how to get help.
- What a stereotype is; how stereotypes can be unfair, negative, destructive or lead to bullying; and how to challenge a stereotype.
- How to seek help when needed, including concerns about violence, harm, or when unsure who to trust.

Online safety and awareness

- That people should be respectful in online interactions, and that the same principles apply online as face-to-face, including where people are anonymous. Strategies for resisting peer pressure to share information and images.
- How to evaluate online relationships and sources of information; risks associated with people they have never met (including impersonation); how to recognise harmful content or contact and how to report it.
- That there is a minimum age for joining social media sites (currently 13).
- The importance of caution about sharing personal information online, including using privacy and location settings.
- That anything shared online might be circulated and cannot be fully deleted everywhere.
- That the internet contains inappropriate and upsetting content; where to go for advice and support when worried about something seen or engaged with online.

Being safe

- What boundaries are appropriate in friendships with peers and others (including online).
- The concept of privacy and its implications; that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them; differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous; skills for recognising who to trust and who not to trust.
- How to report abuse or concerns (including online) and the vocabulary and confidence needed to do so.
- How to ask for help for themselves or others, and to keep trying until they are heard; where to get advice (family, school and/or other sources).

Secondary (statutory end-of-phase outcomes)

Families

- That there are different types of committed, stable relationships.
- How these relationships might contribute to wellbeing, and their importance for bringing up children.
- Why marriage or civil partnership is an important relationship choice for many couples, and the legal rights, benefits and protections it carries compared with cohabitation.
- That "common-law marriage" is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
- That forced marriage and marrying before the age of 18 are illegal.
- How families and relationships change over time, including through birth, death, separation and new relationships.
- Roles and responsibilities of parents with respect to raising children and the importance of the early years for brain development.
- How to judge when a relationship is unsafe and where to seek help (including concerns about violence or harm, or uncertainty about who to trust).

Respectful relationships

- Characteristics of positive relationships of all kinds, online and offline, including romantic relationships (consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, conflict management, reconciliation, and ending relationships).
- How to evaluate their impact on others and treat people with kindness and respect, including in public spaces and with strangers; legal rights and responsibilities regarding equality; that everyone is unique and equal.
- The importance of self-esteem, independence and a positive relationship with oneself for healthy relationships with others.
- What tolerance requires, including tolerance of other people's beliefs.
- Practical steps and skills for respectful communication within relationships and with strangers, including in conflict.

- Different types of bullying (including online), the impact of bullying, responsibilities of bystanders and how/where to get help.
- Skills for ending relationships or friendships with kindness and managing difficult feelings that endings might bring.
- The role of consent in romantic and sexual relationships; that ethical behaviour goes beyond consent and involves kindness, care, attention to needs and vulnerabilities, and awareness of power dynamics.
- How stereotypes (e.g. sex, gender reassignment, race, religion, sexual orientation or disability) can cause damage and encourage prejudice; recognising misogyny and other forms of prejudice.
- How inequalities of power can impact behaviour within relationships, including sexual relationships.
- How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful behaviours and disempowering some people to feel autonomy over their own body; awareness of sub-cultures that might influence sexual ethics (e.g. "incels" or certain online influencers).

Online safety and awareness
- Rights, responsibilities and opportunities online; that the same expectations of behaviour apply in all contexts, including online.
- Online risks, including caution about sharing personal information and using privacy and location settings appropriately; differences between public and private online spaces.
- Characteristics of social media, including fake accounts, AI-generated or exaggerated content, and more extreme expression online.
- Not to provide material to others they would not want distributed further, and not to pass on personal material sent to them; legal considerations around sharing images.
- That keeping or forwarding indecent images of someone under 18 is a crime (even of oneself or where consented, including AI-generated imagery); that sharing indecent images of adults without consent is also a crime; how to seek support and report.
- How to report concerns about material circulated (personal information, images or videos), and how to manage issues online.
- About deepfakes, their harms and how to identify them.
- That some online content is illegal or harmful (e.g. encouraging misogyny, violence or weapons); where to go for advice and support; that online content can distort reality and normalise unhealthy behaviours.
- That social media can escalate conflicts; how to avoid escalation and where to get help.
- How technology and social media can be used in bullying, harassment, stalking, coercive/controlling behaviour, and other abusive/illegal behaviour; how to seek support.
- How information and data are generated, collected, shared and used online; that some websites share personal data for commercial purposes (e.g. targeted advertising).
- Online scams and sextortion risks; how to identify scams and seek support if affected.
- Risks posed by AI chatbots (e.g. fake intimacy or harmful advice) and the importance of critical thinking about new technologies.

Being safe

- How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (including online) and early sexual relationships that might involve kissing or touching; that kindness and care require more than consent.
- Strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
- How to determine whether others or sources of information are trustworthy; how to judge when a relationship is unsafe (including recognising this in others' relationships); how to seek help or advice, including reporting concerns.
- How to increase personal safety in public spaces; ways of seeking help and reporting harmful behaviour; trusting instincts; awareness that apparent trustworthiness can mask harmful intent.
- What constitutes sexual harassment or sexual violence; that such behaviour is unacceptable and never the fault of the person experiencing it; examples include unsolicited sexual language/attention/touching, taking/sharing intimate images without consent, public sexual harassment, pressuring others to do sexual things, and upskirting.
- Concepts and laws relating to sexual violence (including rape and sexual assault) and harmful sexual behaviour (including age-inappropriate sexual language).
- Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- That fixated, obsessive, unwanted and repeated behaviours can be criminal; where to get help.
- Exploitative harms including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- Forced marriage.
- Physical and emotional damage caused by female genital mutilation (FGM), virginity testing and hymenoplasty; where to find support; relevant criminal offences, including extraterritoriality and failure to protect a person under 16.
- That strangulation and suffocation are criminal offences; that applying pressure to the neck is an offence regardless of injury; that covering mouth and nose is dangerous and can cause serious harm or death.
- That pornography normalises some activities that many people do not engage in and that can be emotionally and/or physically harmful.
- How to seek support for worrying or abusive behaviour they have experienced or displayed; how to report abuse; and where to seek medical attention when required (e.g. after an assault).

Intimate and sexual relationships, including sexual health

- That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
- The law about the age of consent; that they have a choice about whether to have sex; that many young people wait until they are older; that intimate and romantic relationships can be enjoyed without sex.
- Sexual consent, including capacity to give, withhold or remove consent at any time, even if initially given; considerations prior to sexual activity (law, faith and family values); that kindness and care require more than consent.

- That all aspects of health can be affected by choices in sex and relationships, positively or negatively (physical, emotional, mental, sexual and reproductive health and wellbeing).
- That some sexual behaviours can be harmful.
- Facts about the full range of contraceptive choices, efficacy and options (including male and female condoms) and signposting to medically accurate information to support decision-making.
- Pregnancy choices – medically and legally accurate, impartial information on all options including keeping the baby, adoption, abortion, and where to get further help.
- Transmission of STIs (including HIV), risk reduction through safer sex (including condom use), HIV prevention (PrEP and PEP), how and where to access them, importance of regular testing and the role of stigma.
- Prevalence, short and long-term impacts of STIs, and key facts about treatment.
- How alcohol and drugs can lead to risk-taking in sexual behaviour.
- How and where to seek support for concerns around sexual relationships including sexual violence or harms.
- How to counter misinformation; signposting to medically accurate information; how to access confidential sexual and reproductive health advice and treatment.

6. Roles and responsibilities

6.1 The Local Advisory Board
The governing board will approve this policy and hold the head teacher to account for its implementation.

6.2 The Executive Headteacher
The Executive Headteacher is responsible for ensuring that RSE/relationships education is taught consistently across the school, and for managing requests to withdraw pupils from sex education where applicable (see section 7). For secondary pupils, the Executive Headteacher is 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/relationships education in a sensitive way, taking account of pupils' family, cultural and faith backgrounds
- Modelling positive attitudes to RSE/relationships education
- Monitoring learning to ensure pupils make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education (where applicable)
- Staff do not have the right to opt out of teaching RSE/relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

6.4 Pupils
Pupils are expected to engage fully in lessons and treat others with respect and sensitivity.

7. Parents' right to withdraw

Requests for withdrawal should be put in writing to the Executive Headteacher using Appendix B. A copy of any request will be placed in the pupil's file. Appropriate supervised learning will be provided in another room for pupils who are withdrawn from sex education.

Scope (by phase)

Primary

Parents and carers have the right to withdraw their children from any sex education that is not part of the science or statutory health education curriculum. There is no right to withdraw from relationships education or statutory health education, or from any part of the science curriculum.

Secondary

Parents and carers have the right to withdraw their children from the sex education components of RSE (i.e. lessons covering physical and emotional aspects of intimate relationships including: human sexuality; sexual activities; consent; making choices related to sex; safer sex; and sexual health). There is no right to withdraw from relationships education or from the science curriculum.

8. Training

Staff are trained on the delivery of RSE/relationships education as part of their induction, and it is included in our continuing professional development calendar. The Executive Headteacher may invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE/relationships education. Any sessions by outside visitors will be consistent with this policy.

9. Monitoring arrangements

The delivery of RSE/relationships education is monitored by Annette Kelly (primary) and Kat Boyle (secondary) through planning scrutinies, learning walks and pupil voice. Pupils' development is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Helen Jones (Executive Headteacher) annually. At every review, the p

Appendix A _Appleton Academy Relationships and Sex Education Curriculum Overview

Statutory notes: Primary: parents may withdraw from Sex Education but not from statutory Science or Relationships Education. Secondary: RSE is statutory; parents may request withdrawal from Sex Education components until three terms before age 16.

Year	Relationship Education	Sex Education	Science Curriculum linked to Sex Education	Linked Scheme Units
EYFS	• Self-Regulation, • Managing Self, • Building Relationships. • Safeguarding foundations: introduce correct names for private body parts (age appropriate) in a safeguarding context • Privacy/body boundaries; who to talk to if worried.		Relevant learning sits in PSED/PD/Understanding the World (hygiene; life and growth).	Jigsaw: Relationships Changing Me
1&2	• Family types; • friendship & conflict; • physical contact • boundaries; • recognising/expressing feelings; • respectful inclusion. • respecting privacy; • caring friendships; • managing conflict; • trusted adults & asking for help (incl. online).		Animals including humans: offspring grow → adults.	Jigsaw: Relationships Changing Me
3	• Family roles; • negotiation & empathy; • online safety basics; • where to seek help.		How babies grow	Jigsaw: Relationships Changing Me
4	• Healthy friendships; • empathy (love/loss); • recognising feelings & seeking support.	menstruation awareness (introduced).	Having a baby	Jigsaw: Relationships Changing Me
5	• Self-worth/body image; safer online communities; • rights & responsibilities online; • recognising grooming risky contact.	Conception including IVF (optional).	Human development changes incl. puberty; mammal life cycles/reproduction.	Jigsaw: Relationships Changing Me
6	• Family roles; • negotiation & empathy; online safety basics; where to seek help.		How babies grow	Jigsaw: Relationships Changing Me
7	• Banter vs bullying; • child-on-child abuse; • conflict resolution;		• Human reproduction systems; • puberty;	Pol-Ed strands: Keeping Safe Relationships

			• menstrual cycle.	Understanding the Law
8	• Responsible social media; • red flags; • resilience; • online harms impacting relationships.		• Gametes/fertilisation; gestation & birth.	Pol-Ed strands: Keeping Safe Relationships Understanding the Law
9	• Consent; • recognising CSE; • sexism/respect; • media influences.	Intro to contraception; image-based sexual abuse; the law & support.	Infection/health: transmission & prevention incl. HIV.	Pol-Ed strands: Keeping Safe Relationships Understanding the Law
10	• Relationship values; • recognising emotional/controlling abuse; • tackling misogyny/incel/toxic culture; • self-worth.	• Contraception choices; • safer sex; • sexual health/services; • pregnancy choices; • image-based sexual abuse.	Hormonal control; menstrual cycle; fertility & assisted reproduction	Pol-Ed strands: Keeping Safe Relationships Understanding the Law
11	• Sexual offences & victim blaming; • arranged vs forced marriage; • impact of pornography; • AI & relationships; • respect/boundaries.	• STI prevention/testing; • sexual images & the law; • contraception & pregnancy law; • accessing SRH services.	GCSE consolidation of reproductive health topics (as specified).	Pol-Ed strands: Keeping Safe Relationships Understanding the Law

Appendix B

Appleton Academy Relationship & Sex Education Policy Opt Out Form

Name of Pupil		Form	
If you wish to withdraw your child form 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 with 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_____			

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