

Relationships and Sex Education policy (Covid Recovery Plan)

Chantry Academy



Approved by: Thomas Moseley

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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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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

3. Policy development

This policy has been developed in with consultation with staff, pupils and parents in mind. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum this is delivered through our Iam and Ican provision. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board has delegated the approval of this policy to the Executive Principal

7.2 The Executive Principal

The Executive Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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 Executive Principal.

Liz Fox and **Amy Watson** are responsible for the planning of RSE, delivery is done by form tutors unless other requirements have been made. **Thomas Moseley** is SLT link

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Executive Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. 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 Executive Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Thomas Moseley, Assistant Principal through monitoring arrangements, such as planning scrutinies, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by **Thomas Moseley**, Assistant Principal annually.

At every review, the policy will be approved following consultation with stakeholders.

Appendix 1: Curriculum map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|---|--|
| Year 7 Foundations of belief | 1 Identity. What makes me, me? | 1 6 main religions. What is faith? | 2 Authority. Why do people believe things from thousands of years ago? (Holy books) | 2 Faith in action. Can religious practice be separated from belief? | 4 Marriage and family. Why do religions value marriage? * | 3 Symbolism. How could a symbol help someone? |
| Year 8 Belief in action | 7 Environment. Should we care for our world? (Stewardship, Climate change) | 4 Discrimination. Why do people say discrimination is wrong? Rosa Parks / Martin Luther King* | 3 Ritual. Does ritual have a purpose? | 4 Family. How does family life look different? * | 1 Life after death. How does belief about afterlife affect this life? | 6 Origins. Does it matter where our universe came from? |
| Year 9 Getting along with people different from | 8 Disagreeing. Do you have to agree with someone to like them? | 4 Crime and Punishment. Why do we punish people? | 7 Animal rights. Should animals have rights? | 5 Social justice. How can we stand up for other people? | 1 God. Can we prove God does or does not exist? | 7 Sex and sexuality. * |
| Year 10 Changing beliefs through the years | 4 Spirituality. Is there a spiritual dimension to life? (miracles, conversion, religious experiences) | 6 Medical interventions. Should we spend money on these treatments * (cloning, transfusions and fertility) | 4 Religious experience. Why do people sacrifice themselves today? (fasting, praying, pilgrimage) | 7 Victims of war. How should we treat refugees, persecuted people? (genocide) | 4 Matters of life and death. Is life sacred? (abortion and euthanasia)* | 5 Sex and Sexuality. (Wealth. What does it mean to be rich or poor?) |
| Year 11 The individuals place in the world | 4 Conflict. Is it ever right to use violence to solve problems? (Peace and Conflict – just war, holy war, conscientious objectors) | 5 Voting. Should I use my right to vote? | 6 Scientific developments. Are scientific developments always good? | 7 Environment. Could nature wipe out humanity? (global events, disasters, pandemics) | 8 Peace and calm. How do I stay in control of stress? | |

All units taught from the perspective of Christianity, another religion and non-religious viewpoint.

1 Beliefs and concepts

2 Authority

3 Expressions of Spirituality

4 Ethics and Relationships

5 Rights and Responsibilities

6 Religion and Science

7 Global Issues

8 Interfaith dialogue

* Sex and relationships Education included

SRE

| | |
|---------------------------------------|--|
| Year 7 Summer 1 | <ul style="list-style-type: none">- Types of family- Trustworthy sources of information |
| Year 8 Autumn 2 Spring 2 | <ul style="list-style-type: none">- Sexuality and Gender identity- Freedom in marriage, other relationships legal status, good parenting, healthy intimacy |
| Year 9 Summer 2 | <ul style="list-style-type: none">- FGM, Sexting, Consent, Where to get advice, Law on sex, Sexual pressure, Intimacy without sex, Pregnancy facts, STIs, Alcohol and consent, Contraception |
| Year 10 Summer 1 | <ul style="list-style-type: none">- Pregnancy choices, Sexual and reproductive health |
| Year 11 | <ul style="list-style-type: none">- Recap as an when |

| | Autumn 1 Sep - Oct | Autumn 2 Nov - Dec | Spring 1 Jan - Feb | Spring 2 Feb - April | Summer 1 April - May | Summer 2 May - July |
|---------------|---|--|--|---|---|---|
| Year 7 | Transition to Secondary school 3 sessions | Bullying and Cyberbullying 4 sessions | First Aid 3 sessions | Enterprise skills and intro to careers 3 sessions | Risks of alcohol, tobacco and other substances 3 sessions | Saving, spending and budgeting money 3 sessions |
| | Diet, exercise and how to make healthy choices 3 sessions | Managing on and offline friendships and sharing appropriate information 3 sessions | Self - esteem, romance and friendships 3 sessions | Challenging career stereotypes and raising aspirations 3 sessions | Charity planning 4 sessions | Looking ahead to Year 8 – expectations of high school vs reality 3 sessions |
| Year 8 | Challenging career stereotypes and raising aspirations 3 sessions | Rights and responsibilities in the community 3 sessions | Mental health and well - being including body image 3 sessions | Identifying learning strengths and setting goals as part of the GCSE options process 3 sessions | First Aid and the emergency services 4 sessions | Alcohol misuse and managing peer pressure 3 sessions |
| | Saving, spending and budgeting our money 3 sessions | Online safety and digital literacy 4 sessions | Managing change and loss 3 sessions | Exploring the influence of role models 3 sessions | Tackling racism and discrimination in the community 3 sessions | Personal safety including road safety 3 sessions |
| Year 9 | Mental health and wellbeing including body image 3 sessions | Understanding money in day to day life 3 sessions | Tackling homophobia, transphobia and sexism 3 sessions | Assessing the risks of drug and alcohol abuse and addiction 3 sessions | Reflecting on learning and skills development in KS3 and moving into KS4 3 sessions | Introduction to the NCFE H&F – Mock exam paper with marking and feedback 4 sessions |

| | | | | | | |
|----------------|---|---|---|---|--|--|
| | Managing change and loss 3 sessions | Peer pressure, assertiveness, risk and gang and knife crime 4 sessions | Managing conflict at home and the dangers of running away 3 sessions | First Aid and the emergency services 3 sessions | Lifestyle balance, health and wellbeing and coping strategies 4 sessions | Understanding different families, managing change, grief and bereavement 3 sessions |
| Year 10 | NCFE Exam content 7 sessions | NCFE Exam content 4 sessions | Dealing with stereotypes and expectations 2 sessions Exploring the influence of role models 3 sessions | Managing online issues including implications of sharing information online 3 sessions Managing money and budgeting 3 sessions | Understanding different families, managing change, grief and bereavement 3 sessions Understanding the college application process and plans beyond school. Job applications and CV writing 3 sessions | British values, human rights and community, challenging extremism and radicalisation cohesion 2 sessions Preparation for work experience 3 sessions |
| Year 11 | | Types of family 2 sessions Respectful relationships 3 sessions | Synoptic 7 sessions | Synoptic 3 sessions Online and media material including explicit material, indecent images and data collection 3 sessions | Judging relationships including trust, boundaries and conflict 3 sessions | |

Appendix 2: COVID Recovery Sex Ed Plan

| | | | | | |
|--|--|---|---|--|--|
| Sex Education - IAm | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Physical characteristics of men and women Sexual organs – what are they, what do they do, what are they used for | Sex Box Opportunity to ask any questions anonymously and the teacher to answer and discuss them | What is sex Physically what is it, what is a sexual act, how does pregnancy occur, (and prevention) other sexual acts | Why do people have sex To have a baby, for pleasure, power, control, money, pressured | Consent What is consent, who can give it, the law, consequences, rape, age | Pornography and Revenge Porn What are they, are they legal, consequences, consent, money, long term consequences |
| | | | | | |
| Sex Education - ICan | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| How does my body make me feel Am I happy with it, unsure, confused, different, do I think about it | Bodding shaming What is it, why do people do it, body types, long term effects, support networks | What is normal Physically what is normal, how do you know, self-awareness, body changes, support network | STIs What are they, how can I keep myself, how to seek help, prevention and cure, myths | How do I feel about sex How do I keep myself safe, how do I support my friends | Support Networks Friends/family, organisations, doctors, charities |

| | | | | | |
|---|---|--|---|--|---------------------------|
| Sex Education - IAm | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 |
| Sex Box Refresher from before half term, revisit questions, answer new ones, guide towards sexual orientation and gender | Sexual Orientation What is sexuality and sexual orientation, what is the difference between sexualities, what are they | Gender Identity What does it mean, various terms, definitions | Gender Identity and the Media Facts and Fiction, media frenzy, positive or negative | History of secrets Why can sexuality, orientations, gender be taboo subjects, why were they taboo subjects, what could happen to people, why have things changed | Spare/ Mop up week |
| | | | | | |
| Sex Education - ICan | | | | | |
| Supporting one another Were people honest with the sex box, why? Can we support others without having to be anonymous. Is sex education a taboo subject, how do you feel discussing it now compared to the first lesson | Sexual Orientation How do I know, do I need to know, what if I'm worried, what if I don't care, how do I support friends/family | Gender Identity The law, what does it mean, how can it affect jobs and career choice, can it put people at risk of harm, can you have an opinion | Effects of the Media Prejudice, discrimination, fear, too much information or not enough, what can I do | Scapegoating and Lies Can some people lie about who/what they are and how they feel, why would they do that, keeps them out of trouble, use an excuse, private person, media will protect them | Spare/ Mop up week |
| | | | | | |

Appendix 3: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---|--|
| Families | <ul style="list-style-type: none"> • 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 of 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That 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 • 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 |

| TOPIC | PUPILS SHOULD KNOW |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • 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 (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 |
| Being safe | <ul style="list-style-type: none"> • 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) |

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • 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 • 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 |

Appendix 4: Parent form: withdrawal from sex education within RSE

| 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 | |
| | |