

Relationships and Sex Education policy

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 this will be amended in light of a change of head of Department and post covid recovery.

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 Social Ethics provision. Biological aspects of RSE are taught within the science curriculum.

The Social Ethics curriculum has been reviewed by staff and parents via consultations (January 2022)

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.

Thomas Ankin is responsible for the planning of RSE and its delivery 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 4 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: Key Stage Three Curriculum Map

Key Stage 3: Social Ethics Curriculum Map 2022-23

Prior Learning:

- At KS2 the aim was for students to:
- Exploring Christianity in more detail
- Investigating two principal religions: Hinduism and Islam
- Revisiting or encountering the other principal religious communities (Buddhism, Judaism, Sikhism) touching on various themes or looking at one in detail.
- a secular world view within any of the theme.
- that families are important for children growing up because they can give love, security and stability.
- that 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.
- 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.

Curriculum Intent:

The curriculum of Social Ethics has been designed to give every student the opportunity to explore and engage with real world issues and debates to prepare them to be active and valued members of modern-day Britain and its place in the world. Students will be able to see themselves in the curriculum and explore their feelings and beliefs in relation to a wide range of topics. Social Ethics is designed as a cross curricular subject that further supports the learning, knowledge, and skills developed in other subjects. The curriculum has been designed with consideration to our students in mind. The nature of Social Ethics is its intersectionality with other departments and its links to IT, numeracy and literacy.

Social Ethics focusses on Relationship and Sex Education, Careers and PSHE education; Social Ethics 2 allows students to explore religion and spirituality.

Key: Black – Social Ethics 1 Red – Social Ethics 2

Year 7						
	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	Social Ethics 1 – Transition and Healthy Choices. Social Ethics 2 – Identity.	Social Ethics 1 – Bullying and managing friendships. (Healthy relationships) Social Ethics 2 – Six main religions.	Social Ethics 1 – Confident Me project and first aid. Social Ethics 2 - Authority	Social Ethics 1 – Enterprise skills. Social Ethics 2 – Faith in action.	Social Ethics 1 – Alcohol, tobacco, and drugs. Social Ethics 2 – Marriage and family.	Social Ethics 1 – Money skills and understanding value. Social Ethics 2 – Symbolism.
Learning Focus: Foundations of belief	Healthy eating and recognising what habits are health and which are not. What makes me, me?	What is bullying? What does bullying and cyberbullying have in common and what can I do about them? What is faith?	Self-esteem and confidence project. Basic first aid skills such as the recovery position. (CPR) Why do people believe things from hundreds of years ago?	Understanding the world of work. Equality in the workplace. Can religious practice be separated from belief?	What is the impact of substances on the body? What is the difference between substances. Why do religions value marriage?	What is your money personality? Value for money and money role models. How could a symbol help someone?

Careers Focus	Student will develop elements of teamwork and self-reflection skills as well as understanding how to manage effective relationships essential for the workplace.	How to deal with authority in the workplace and what does it look like? First aid skills that are important skills in and out of the medical field an	How do businesses use symbolism in logos and designs. Understanding wage, pay slips, the importance of managing money and taking responsibility for saving.
Assessment	Oracy discussions and written self-reflection tasks.	Oracy discussions and written self-reflection tasks. Practical application of skills learnt in first aid.	Oracy discussions and written self-reflection tasks.

Year 8						
	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	Social Ethics 1 – Rights and responsibilities/Age and disability discrimination. (LGBT+) Social Ethics 2 – The environment.	Social Ethics 1 – Alcohol and peer pressure/Road safety. Social Ethics 2 – Discrimination.	Social Ethics 1 – Racism and Stereotyping. (LGBT+) Social Ethics 2 – Ritual.	Social Ethics 1 – Careers and future aspirations. Social Ethics 2 – Family and different types of family.	Social Ethics 1 – Body image and the importance of sleep. Social Ethics 2 – Life after death.	Social Ethics 1 – First aid. (CPR) Social Ethics 2 – Origins.
Learning Focus: Belief in action	Recognising age and disability discrimination and what can I do about it? Should we care for our world?	What is peer pressure and how can peer pressure influence people to drink. What to do if you think someone is encouraging you to drink. Why do people say discrimination is wrong?	What is racism and what does it look like? What can I do if I see someone being racist? How can I tackle stereotypes and why are stereotypes negative? Does ritual have a purpose today?	What is the local job market? Understanding my current career ambitions and planning how to get there. How do families and family life look different?	Media smart and body image project. How do I present myself and my self-esteem. What is healthy and unhealthy sleep? How does belief in the afterlife affect this life?	Understanding how to treat someone who is having an Asthma attack or if someone is having an allergic reaction. Does it matter where our universe came from?
Careers Focus	Creating positive and appropriate environments in the workplace and understanding what discrimination in the workplace may look like and how to tackle it.		Developing aspirations and enthusiastic workers and understanding what is required to achieve certain careers. Understanding pathways into roles and professional fields. Developing empathy.		Presentation skills and self-reflection skills. Ensuring that you are mentally and physically prepared for a day of work. First aid skills that are important in and out of the medical field.	
Assessment	Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks. Practical application of skills learnt in first aid.	

Year 9						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2

	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Module Title	Social Ethics 1 – Health and wellbeing/Peer pressure and the risks of gangs. Social Ethics 2 – Respectful disagreements.	Social Ethics 1 – Understanding money and the risks of money. Social Ethics 2 – Crime and punishment.	Social Ethics 1 – Family relationships/Tackling homophobia and racism. Social Ethics 2 – Animal rights.	Social Ethics 1 – Alcohol and its impact. Social Ethics 2 – Social justice.	Social Ethics 1 – Consent. Social Ethics 2 – God.	Social Ethics 1 – First aid. (CPR) Social Ethics 2 – Sex and sexuality.
Learning Focus: Getting along with others	What influences health and unhealthy behaviours and how can I develop healthy habits. Do you have to agree with someone to like them?	How much does property cost and what is the cost of a vehicle? Looking at Sam’s Story to understand the risk of money. Why do we punish people?	What are the dynamics of family relationships and how can I improve my relationship with my family? What is homophobia and racism and why is it not acceptable in modern Britain. How can I tackle homophobia and racism? Should animals have rights?	How does alcohol impact our emotional and mental health and its impact on the body? How can we stand up for other people?	What is consent and why is it important? Avoiding assumptions and the freedom and capacity to consent. Can we prove God does or does not exist?	How to help someone who is choking or has a head injury. How do I make informed decisions about sex?
Careers Focus	Budgeting and managing money as well as understanding current costings of everyday items. How to disagree with others appropriately and how to make your voice heard effectively.		Understanding your rights and how to ensure that your rights, and those of others, are upheld.		Understanding the law and how you can campaign. First aid skills that are important in and out of the medical field. How to disagree and make decisions.	
Assessment	Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks. Practical application of skills learnt in first aid.	

Appendix 2: Key Stage Four Curriculum Map

Key Stage 4: Social Ethics Curriculum Map 2022-23

Prior Learning:

At KS3 the aim was for students to:

- Have a strong foundation in world beliefs
- See how belief affects action
- Consider how to get along with other people
- Recognise healthy and unhealthy relationships
- Understand the basics of money and its management
- Grasp how discrimination is not accepted in modern day Britain.
- Understand the impact of substances such as alcohol and drugs.

Curriculum Intent:

The curriculum of Social Ethics has been designed to give every student the opportunity to explore and engage with real world issues and debates to prepare them to be active and valued members of modern-day Britain and its place in the world. Students will be able to see themselves in the curriculum and explore their feelings and beliefs in relation to a wide range of topics. Social Ethics is designed as a cross curricular subject that further supports the learning, knowledge, and skills developed in other subjects. The curriculum has been designed with consideration to our students in mind. The nature of Social Ethics is its intersectionality with other departments and its links to IT, numeracy and literacy.

Social Ethics focusses on Sex Education, Careers and PSHE education; Social Ethics 2 allows students to explore religion and spirituality.

Key: Black – Social Ethics 1 Red – Social Ethics 2

Year 10

	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	Careers education. Spirituality.	Money, managing debt and work. Medical interventions.	Stereotypes and role models. Religious experience.	Community and inclusion. (LGBT+) Victims of war.	Managing healthy and unhealthy relationships. Matters of life and death.	First aid. (CPR) Sex and sexuality.
Learning Focus:	Showcasing your personal strength and managing your online image. Is there a spiritual	How do I deal with debt, and how do I understand how I am paid? Should we spend money on these treatments?	Recognising and challenging stereotypes relating to gender and race and identifying good role models.	Being a valued member of a community and challenging extremism. How should we treat refugees?	Recognising healthy and unhealthy behaviours and knowing how to access help. Is life sacred?	Basic life support, chest pain, bleeding and shock. Making informed decisions about sex.

	dimension to life?		Why do people sacrifice themselves today?			
Careers Focus	Understanding and identifying personal strengths. Improving interview skills. Strengthening understanding of money. Ethical decisions about allocation of resources		Understanding social norms and what is expected of a member of modern-day Britain in society. Challenging stereotypes in and out of the workplace. Developing empathy and showing it appropriately.			Basic life saving techniques which are useful both in and out of the medical field. Dealing with challenging issues sensitively.
Assessment	Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.			Oracy discussions and written self-reflection tasks. Practical application of skills learnt in first aid.

Year 11						
	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	
Module Title	Preparing for work. Conflict.	Is there a perfect relationship? Types of family. (:GBT+) Social Voting.	Healthy behaviours. Technological advancements.	First Aid. (CPR) Our place in the world.	British values and human rights. Exam nerves and techniques to manage them.	
Learning Focus: How I fit into the global community	Gain specific skills related to work and understanding how to manage stress and the impact of sleep on your wellbeing. Is it ever right to use violence to solve problems?	Recognising that all relationships have challenges and that a family in modern day Britain comes in many forms. What are my politics, and should I use my right to vote?	Identify healthy and unhealthy relationship qualities and knowing how to improve them. Are scientific developments always good?	Dealing with someone who is choking or who has bone, muscle or joint injuries. Could nature wipe out humanity?	Understanding my role in society, the values of Britain and how I can promote human rights. How do I stay in control of stress? Using a range of exercises to control anxiety in preparation for exams.	
Careers Focus	Improving skills in job searching and the job application process. Making my voice heard in a democracy		Recognising and challenging unhealthy relationships in different contexts. First aid skills that are useful in and out of the medical setting. Ethical responsibility of progress		Conducting myself in a way that coincides with the core British values. Self-management and control.	
Assessment	Oracy discussions and written self-reflection tasks.		Oracy discussions and written self-reflection tasks.			Oracy discussions and written self-reflection tasks. Practical application of skills learnt in first aid.

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	