

# Relationships and sex education policy (from 2020)



Co-op Academy  
Stoke-on-Trent

Ratified	Reviewed	Reviewed	Reviewed	Reviewed	Reviewed	Reviewed

**Approved by:**

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### 1. Aims

The aims of relationships and sex education (RSE) at our academy 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
- Support the Co-op value of Equality: Everyone should be treated justly and fairly
- Encourage students to demonstrate the Ways of Being Co-op and to 'Do What matters Most; We challenge when things aren't right - we don't look the other way'

## 2. Statutory requirements

As a secondary academy school 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 Co-op Academy Stoke-on-Trent we teach RSE as set out in this policy in order to encourage students to have due regard to moral considerations and to value family life.

## 3. Policy development

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

1. Review – The PSHE lead and SLT link pulled together all relevant information including relevant national and local guidance both statutory and advisory.
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. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and IT (staying safe on-line). PSHE is taught once per week for Year 9 and once per fortnight in Year's 7, 8, 10 and 11. Pupils also receive stand-alone sex education sessions delivered by a trained health professional as part of three calendared PSHE days over the academic year.

At the Co-op Academy Stoke-on-Trent, 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) and is in line with the Equality Act 2010.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing body has delegated the approval of this RSE policy to the Student Well-being Committee.

### 7.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the academy, 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 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 principal.

Mrs K Bailey has responsibility for ensuring the delivery of RSE as part of the PSHE programme at the academy through a team of teaching staff and identified external and internal experts in such fields as LGBT, domestic violence, sexual health, contraception and healthy relationships.

## **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 principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The 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 involved in the delivery of RSE are given resources and guidance to enable them to deliver RSE in a competent and confident manner; external visitors, such as school nurses or sexual health professionals, are invited into the academy to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Mrs K Bailey, PSHE Leader and Mr C Hall, SLT link through: work scrutinies, learning walks and student voice.

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

This policy will be reviewed by the Student Well-being Committee annually.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

The following link details the academy PSHE curriculum map and identifies when RSE will be taught for each year group. [PSHE Curriculum Map Link](#)

### Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● What marriage is, including their legal status e.g. that marriage carries legal rights and protection, cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>● Why marriage is an important relationship choice for many couples and why it must be free choice</li> <li>● The characteristics and legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents with respect to raising of children, including the child's best interests</li> <li>● How to: determine whether other children, adults or sources of information are trustworthy; determine if another relationship is unsafe (and to recognise this in others' relationships); and, how to see and address concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including generosity, boundaries, privacy, consent and the management of conflict, reconciliation and resolution of different (non-sexual) types of relationship</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation and ethnicity (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and to show respect to others, including people in positions of authority and due tolerance of other people's views</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibility for bullying, how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● The legal rights and responsibilities regarding equality (particularly with reference to the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations apply online as in real life</li> <li>● About online risks, including that any material someone provides to another has the potential to be shared, removing potentially compromising material placed online</li> <li>● Not to provide material to others that they would not want shared further and not to share personal information</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● That specifically sexually explicit material e.g. pornography presents a distorted picture of sex and that people see themselves in relation to others and negatively affect how they behave towards others</li> <li>● That sharing and viewing indecent images of children (including those created by children) is illegal with penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, sexual harassment, sexual violence, abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> </ul>

	<ul style="list-style-type: none"> <li>● How people can actively communicate and recognise consent from others, including sexual consent can be withdrawn (in all contexts, including online)</li> </ul>
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, including respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including saying no to sexual pressure and not pressurising others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information) including keeping the baby, adoption, abortion and where to get further help</li> <li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted through sex (including through condom use) and the importance of and facts about testing</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health services</li> </ul>





