



Relationships and Sex Education Policy

Latest version:		Review period:	1 year
Date of next review:		Owner:	B Reynolds Vice Principal
Type of policy:	Academy	Approval level:	Academy

INTRODUCTION

At **Park Academy West London** we understand the importance of educating pupils about relationships and sex in order for pupils to make responsible and well-informed decisions in their lives.

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims and objectives

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

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 Park Academy West London we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents. 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. Student consultation – student focus groups were established to investigate what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with the West London District Board 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

The RSE Curriculum is set out as per Appendix 1 but it may need to adapt it as and when necessary. The curriculum has been developed in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by external companies.

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 West London District Board will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science 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 Principal.

All staff will be involved in the delivery of RSE through AM times, assemblies as well as in PSHCE lessons.

7.4 Students

Students 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/non-science 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 student'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 are trained on the delivery of RSE as part of their induction and it is regularly included in our continuing professional development calendar to ensure they are up-to-date with the RSE programme.

The 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.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

10. Monitoring arrangements

The delivery of RSE is monitored by Beth Reynolds, Vice Principal, through:

- Cooperative planning
- Learning walks
- Book scrutinies

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

This policy will be reviewed by Beth Reynolds, Vice Principal, annually or earlier when there is new guidance.

Any changes needed to the policy, including changes to the programme, will be implemented by the Principal. At every review, the policy will be approved by the Principal.

Any changes to the policy will be clearly communicated to all members of staff involved in the RSE programme.

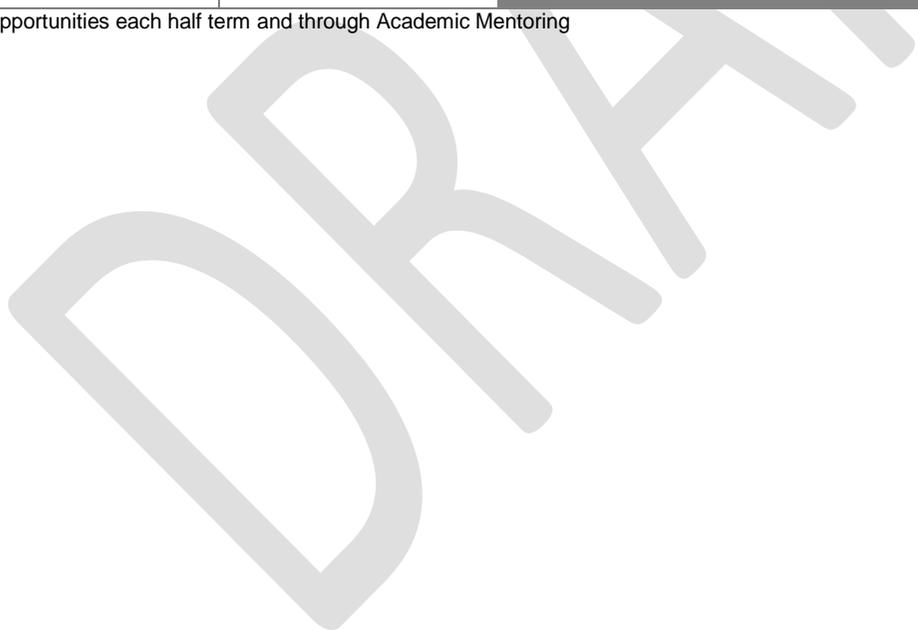
Appendix 1: Curriculum map

	Autumn 1 <i>Emotional Wellbeing</i>	Autumn 2 <i>Futures</i>	Spring 1 <i>British Values</i>	Spring 2 <i>Citizenship and Community</i>	Summer 1 <i>Personal Health</i>	Summer 2 <i>Risk & Safety</i>	Deep Learning Opportunities
Year 7	Transition, Person Qualities and Self Esteem <ul style="list-style-type: none"> Confidence Self esteem Making friends Diversity, prejudice and bullying Romance and friendship (including online) Relationship boundaries 	Developing skills & aspirations <ul style="list-style-type: none"> Positive role models Ambition and raising aspirations Teamwork and enterprise skills Unifrog introduction 	Family and Introduction to British Values <ul style="list-style-type: none"> Different relationships Nature of and importance of relationships Conflict resolution Forced Marriage When relationships change British Values 	Personal Values <ul style="list-style-type: none"> Setting personal targets Personal core values Core values of School and community Learner identity Study Skills 	Self-Care <ul style="list-style-type: none"> Personal hygiene Healthy routines Influences on health Puberty Unwanted contact Accessing health services FGM 	Road and Cycle Safety (including First Aid) <ul style="list-style-type: none"> Road and cycle safety Use of mobile phone whilst walking Managing risk – entering derelict buildings, swimming in a lake, etc. 	<ul style="list-style-type: none"> Basic First Aid Your Life You Choose run by the Metropolitan Police
Year 8	Identify and Relationships <ul style="list-style-type: none"> Gender identity Sexual orientation Consent 'Sexting' Introduction to contraception 	Financial Decision Making <ul style="list-style-type: none"> Saving Borrowing Budgeting Making financial choices 	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith <ul style="list-style-type: none"> Multicultural Britain Celebration different cultures Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia 	Behaviour and Communication <ul style="list-style-type: none"> Positive relationships Communication Debating Team working Negotiation Conflict resolution 	Drugs and Alcohol <ul style="list-style-type: none"> Alcohol and drug misuse Legal and illegal drugs Law relating to drugs Peer pressure 	e-Safety <ul style="list-style-type: none"> Online safety Digital literacy Media reliability Gambling hooks 'Sexting' The law 	<ul style="list-style-type: none"> Prison? Me? No Way! SORTED substance misuse
Year 9	Mental Health <ul style="list-style-type: none"> Mental health and emotional wellbeing Anxiety and depression Self-Harm Eating disorders Triggers Coping strategies 	Work Role and Career Pathways <ul style="list-style-type: none"> Making decisions Plotting and building our road maps GCSE Options Career Pathways including colleges, universities and apprenticeships 	Individual Liberty and Rights <ul style="list-style-type: none"> Human rights Rights of the child Stereotypes Prejudice Discrimination Equality 	Place in the Local Community – First Give <ul style="list-style-type: none"> Working together to improve their community Skills development – active listening, clear communication, negotiation and compromise 	Healthy Lifestyles <ul style="list-style-type: none"> Diet & exercise Lifestyle balance & healthy choices Male and female body image Media vs. real life Cosmetic surgery 	Healthy/Unhealthy Relationships <ul style="list-style-type: none"> Healthy and unhealthy relationships Forced marriage Honour based violence Peer Pressure Gang exploitation Knife Crime 	<ul style="list-style-type: none"> First Aid Workshops focusing on healthy relationships, consent, contraception, the risks of STIs.
Year 10*	Developing Resilience <ul style="list-style-type: none"> Mental health & ill health Safeguarding health What is reliance? Managing stress Time management 	Financial Decision Making <ul style="list-style-type: none"> Impact of financial decisions Debt Gambling Impact of advertising on financial choices 	The Rule of Law <ul style="list-style-type: none"> Law, crime and punishment Going to court Real cases Antisocial behaviour ASBO 	Extremism and Tolerance <ul style="list-style-type: none"> Discrimination and bigotry Extremism Radicalisation Role of communities Accessing support 	Sex <ul style="list-style-type: none"> Relationships and sex expectations Myths Pleasure and challenges Impact of the media and pornography 	Independence <ul style="list-style-type: none"> Responsible health choices Safety in independent contexts Exploring influence and impact of drugs, gangs, role models and the media 	<ul style="list-style-type: none"> Workshops focusing on consent, contraception, the risks of STIs, screening and self-check. Substance misuse
Year 11*	Building for the future <ul style="list-style-type: none"> Revision Techniques Managing Stress Income and expenditure Credit and debt Insurance Financial produce and services 	Preparation for the Future <ul style="list-style-type: none"> Employment skills Interviews Education, work and apprenticeships Curriculum Vitae Application Forms 	Democracy <ul style="list-style-type: none"> Human rights International law 				<ul style="list-style-type: none"> Advanced First Aid Workshops focusing on consent, contraception, the risks of STIs, screening and self-check.

* Delivered as focused deep learning opportunities each half term and through Academic Mentoring

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Deep Learning Opportunities
	<i>Futures</i>	<i>Emotional Wellbeing</i>	<i>British Values</i>	<i>Futures</i>	<i>Personal Health</i>	<i>Risk & Safety</i>	
Year 12*	Roles and Rights in the Workplace <ul style="list-style-type: none"> Professionalism in the workplace Health and Safety Confidentiality Security Bullying Different departments Customer service 	Relationships <ul style="list-style-type: none"> Healthy relationships Respect Ending a relationship Consent Sexual assault Accessing support Respect for different beliefs Diversity and equality 	British Values <ul style="list-style-type: none"> Review of British Values Prejudice and Discrimination Diversity and Equality Legal Rights Extremism Radicalisation 	The Next Steps <ul style="list-style-type: none"> Further education Apprenticeships My options 	Managing Mental Health <ul style="list-style-type: none"> Reducing stress and anxiety How to access support 	Looking After You! <ul style="list-style-type: none"> Drinking and Drug Use Personal Safety Meeting people online Body piercing and tattoos Dieting and cosmetic surgery 	<ul style="list-style-type: none"> Living Away from Home Day Workshops focusing on consent, contraception, the risks of STIs, screening and self-check. Safe Drive Stay Alive delivered by Surrey Fire Service.
Year 13*	Future Career/UCAS Prep <ul style="list-style-type: none"> Global market place Further education Apprenticeships Personal brand Curriculum Vitae Referees and References Interviews 	Unhealthy Relationships <ul style="list-style-type: none"> Healthy vs unhealthy relationships Manipulation Coercion Managing pressure Accessing support Abuse and exploitation Aggression Stalking Harassment 	Safety in the Wider Community <ul style="list-style-type: none"> Travelling safely Getting home and avoiding drink driving Gap Year Travelling abroad Local customs Health issues 				<ul style="list-style-type: none"> Workshops focusing on consent, contraception, the risks of STIs, screening and self-check.

* Delivered as focused deep learning opportunities each half term and through Academic Mentoring



Appendix 2: 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
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

Topic	Pupils should know
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)
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 3:

Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		AM	
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	