



Park Academy West London
an Aspirations Academy

Relationships and Sex Education Policy

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Date of next review:	September 2022	Owner:	B Reynolds Vice Principal
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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 organisations.

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 the Senior Leadership team 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 the Senior Leadership team 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	Living in the Wider World <ul style="list-style-type: none"> Maintaining friendships Self esteem Wants and needs Prejudice and discrimination Safe social media Ethical consumers 	Financial Decision Making <ul style="list-style-type: none"> Introduction to Unifrog Managing money Budgeting basics and planning for the future Keeping money safe Developing a careers profile 	Relationships <ul style="list-style-type: none"> Families Marriage and different commitments Love and new feelings Bullying or banter? Safe and positive relationships 	Values <ul style="list-style-type: none"> Personal core values Core values of School and community What does it mean to be a British Citizen? Identify Online radicalization 	Healthy Lifestyles <ul style="list-style-type: none"> Healthy lifestyle Balanced diets Unhealthy living Healthy active lifestyles Smoking Dangers of drugs 	Personal Safety <ul style="list-style-type: none"> Recognising good mental health Anger Puberty Menstrual cycle FGM Basic First Aid 	<ul style="list-style-type: none"> Your life, you choose! (Feb)
Year 8	Discrimination, Prejudice and Challenges <ul style="list-style-type: none"> Disabilities Homophobia Teenagers Online grooming Environmental issues 	Careers and Finance <ul style="list-style-type: none"> Introduction to Unifrog Budgeting Income and expenditure Borrowing money Keeping safe from fraud Communication Your skills, your team, your future 	Sex, Relationships and Conflict <ul style="list-style-type: none"> Consent Contraception Dangers of pornography Dangers of sexting and image sharing STIs Male body image Domestic conflict 	Prejudice, Values, Extremism & Cults <ul style="list-style-type: none"> Tolerance Radical groups Extremism Prevent Prejudice and discrimination: religion 	Looking after our Health <ul style="list-style-type: none"> Vaping, nicotine and addiction Cancer awareness Personal safety and First Aid Teenage pregnancy 	My Goals, Behaviour and Emotions <ul style="list-style-type: none"> Self confidence and goals Personal Development an Target Setting Managing my behaviour to achieve Self awareness Mindfulness 	<ul style="list-style-type: none"> Safety First Virtual Workshop (Oct) SORTED alcohol misuse assembly (April) Prison? Me? No Way! (TBC)
Year 9	Rights and Responsibilities <ul style="list-style-type: none"> UNICEF Trafficking Sustainability Young offenders Knife crime 	Careers and Enterprise <ul style="list-style-type: none"> Introduction to Unifrog Understanding and managing debt Pay slips and deductions Financial technology Aiming high and dream careers Employment rights and responsibilities 	Healthy Relationships with Ourselves and Others <ul style="list-style-type: none"> Eating disorders Body image CSE Abusive relationships Peer pressure LGBTQAI+ community 	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 	Our Health & Personal Safety <ul style="list-style-type: none"> Alcohol awareness Drugs and the Law Vaccinations Organ and blood donation Stem cells Acid attacks Self-harm 	Achieving Good Mental Health <ul style="list-style-type: none"> Behaving to achieve Human rights: access to education Interpersonal skills Discrimination and Equality Act 2010 Growth Mindset Stress and anxiety Selfie safety 	<ul style="list-style-type: none"> SORTED Cannabis workshop (Dec) DSM Foundation (Feb) First Aid (July) Workshops on consent, contraception, the risks of STIs (TBC)
Year 10*	Managing Emotions <ul style="list-style-type: none"> Time management including screen time Managing social anxiety Social media & self esteem Suicide Dealing with grief 	Financial Decision Making <ul style="list-style-type: none"> Study Skills The right career for me What makes a good communicator? Health & Safety at Work Employer Rights Trade Unions 	Relationships <ul style="list-style-type: none"> Conflict management Forced & arranged marriages Harassment & stalking Revenge porn Relationships with role models Same sex relationships 	Society <ul style="list-style-type: none"> Community cohesion Criminal justice system Anti-social behaviour Money laundering Terrorism & holy war Overt & covert racism 	Sexual Health <ul style="list-style-type: none"> Unsafe sex Fertility & reproductive health Healthy pregnancies Miscarriage Parenting 	Choices <ul style="list-style-type: none"> Unplanned pregnancies Adoption and fostering Abortions Organ and stem cell donation Monitoring health checks 	<ul style="list-style-type: none"> SORTED County lines and CCE workshops (Feb) BROOK workshops on consent and contraception (May) Futures assembly (July) Workshops the risks of STI's, screening and self-check (TBC)
Year 11*	The Wider World <ul style="list-style-type: none"> Importance of revision and various techniques Multiculturalism Extremism Globalisation Internet safety and the dark web Cyber crime and online fraud Pollution, plastics and environment 	Preparation for the Future <ul style="list-style-type: none"> Study Skills Applying to Sixth Form/College Preparing for interviews Independent Living Health & safety at work 	Relationships <ul style="list-style-type: none"> Bullying and body shaming Types of relationships Consent, rape & sexual harassment Revenge porn Relationship break up Happiness & positivity 	Risks <ul style="list-style-type: none"> Risk taking & decision making Gambling and online gambling Digital footprints Personal safety Tattoos and piercings Binge drinking 			<ul style="list-style-type: none"> Study skills workshop (Sept) Advanced First Aid (Nov) Drugs workshop (Nov) Careers Workshop (Nov) SORTED County lines and CCE workshops (Nov) BROOK Sexual Harassment (April) Workshops on consent, contraception, the risks of STI's, screening and self-check (TBC)

* Delivered in Academic Mentoring or as Deep Learning Opportunities throughout the year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Deep Learning Opportunities
	<i>Living in the Wider World</i>	<i>Emotional Wellbeing</i>	<i>Relationships</i>	<i>Personal Health</i>	<i>Futures</i>	<i>Risk & Safety</i>	
Year 12*	Society <ul style="list-style-type: none"> • Study skills • Critical thinking skills • Free speech and hate speech • Social Justice & religion • Honour based violence 	Health and Wellbeing <ul style="list-style-type: none"> • Relaxation • Cosmetic and plastic surgery • Gender identity • Unplanned pregnancy • Miscarriage 	Relationships <ul style="list-style-type: none"> • Bullying and body shaming • Types of relationships • Consent, rape & sexual harassment • Date rape • Relationship break up • Happiness & positivity 	Managing Mental Health <ul style="list-style-type: none"> • Organ donation • Recognising mental health issues (anxiety; depression; eating disorders; self-harm; compulsive behaviours) • Reducing stress and anxiety 	The Next Steps <ul style="list-style-type: none"> • Work ethic • Computer literacy employability skills • Apprenticeships • Plagiarism • Problem solving • Leadership skills 	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"> • Living Away from Home Day (July) • External speaker focusing on screening and self check (TBC) • Safe Drive Stay Alive (Nov) • DSM Foundation Performance (Feb) • SORTED Party Drugs workshop (April) • BROOK Sexual Harassment (April) • Aim Higher activities (Summer Term) • First Aid workshop (July)
Year 13*	Society <ul style="list-style-type: none"> • Study skills • Sex & the media • Culture wars and the media • Call out culture • Cultural Appropriation 	Health and Wellbeing <ul style="list-style-type: none"> • Relaxation • Cosmetic and plastic surgery • Gender identity • Unplanned pregnancy • Miscarriage 	Relationships <ul style="list-style-type: none"> • Types of relationships • Sex: Readiness and encounters • Controlling relationships • Ageism and prejudice • Tolerating intolerance • Online subcultures and extremism 				<ul style="list-style-type: none"> • SORTED Party Drugs workshop (Sept) • Living Away from Home Day (Sept) • Safe Drive Stay Alive (Nov) • BROOK Sexual Harassment (April)

* 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	