



The Shared Learning Trust

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THE STOCKWOOD  
PARK ACADEMY

# Relationships and sex education policy (from 2023)

The Stockwood Park Academy

<b>Policy Title</b>	RSE Policy	<b>Staff Member Responsible</b>	Kate Ward
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## **Introduction**

At Stockwood Park Academy, our RSE programme promotes the spiritual, moral, cultural, mental and physical development of students, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed from the PSHE Association's and EC Publishing Scheme of Work Planning Toolkit, which is recommended by the Department for Education. Our programme of Study not only reflects the specific needs of the students but also reflects the universal needs shared by all students.

## **Aim**

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Ensure pupils are informed about Child on Child abuse and sexual harassment in addition to other risks around Relationships and Sex
- To ensure the Academy has a preventative programme that enables pupils to learn about safety and risks in relationships

## **Statutory Requirements**

As a maintained secondary school, we must provide RSE to all students as per the Children and Social Work act 2017

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

As a secondary academy school, we must provide RSE to all students as per section 34 of the Children and Social Work act 2017

At the Stockwood Park Academy we teach RSE as set out in this policy.

## **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 – the subject lead pulled together all relevant information including relevant local and national guidance
2. Staff consultation – 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 give their opinions of the policy via our website.
4. Student consultation – we investigated via student panels what students wanted from their RSE lessons

5. Adaptations – Once the consultation was complete adaptations were made and the final policy put forward for approval

## **Curriculum**

Our curriculum is set out as per Appendix 1, this needs to be adapted as and when necessary. The curriculum has been developed in line with the parent, student and staff consultations, considering the 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 their answers online.

## **Delivery of RSE**

RSE is taught within personal, social, health (PSHE) education curriculum. At the Stockwood Park Academy PSHE is known as Relationships, Sex, Health and Character Education lessons (R.S.H.C.E). Biological aspects are taught within the science curriculum, and other aspects are included in religious studies.

RSE as part of the RSHCE curriculum at The Stockwood Park Academy 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 stigmatisations of children based on their home circumstances (families 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).

## **Roles and Responsibilities**

### **The Shared Learning Trust Cluster Board**

The Cluster Board will approve the RSE policy, and hold the Head of School to account for its implementation.

### **The Head of School**

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 Head of School.

## **Students**

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

## **Parents' right to withdraw**

Parents do not have the right to withdraw their child from relationship education; however, they do 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 Head of School.

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

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

## **Staff Training & Workshops**

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The Head of School 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.

## **Monitoring and review**

The delivery of RSE is monitored via the monitoring of RSHCE by the subject leader, the SLT link and the Head of School this includes but is not limited to checking lesson delivery against the curriculum intent, learning walks, drop-ins, formal lesson observations, book looks, assessments, student surveys and student panels.

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

This policy will be reviewed by the Assistant Principal for Personal Development who is responsible for overseeing RSHCE at the Stockwood Park Academy.

## **Equality and Diversity**

At Stockwood Park Academy, RSHCE is accessible to every pupil. Teaching will consider the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our RSE provision, in accordance with the Equality Act 2010.

## **Appendix 1: RSE Curriculum**

### **RSHCE curriculum Intent including RSE**

The aim to help children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety, social media and unhealthy relationships. RSHCE also helps pupils to develop skills and aptitudes, like teamwork, communication, and resilience. Through our subject, students will be prepared to navigate the challenges and opportunities of the modern world, becoming equipped with the skills valued by employers.

### **Implementation**

The curriculum design is a spiral map which will enable students to revisit themes, build upon prior learning and deepen students thinking.

RSE lessons are centrally planned by the team using resources from 'Explore PHSE' 'EC Publishing' and the 'PHSE Association' to ensure all statutory requirements are met.

Lessons are bespoke and take into consideration our schools demographic to ensure we are fulfilling the needs of the community appropriately.

**The Scheme:** The scheme of work has three core themes, Relationship, Health, wellbeing, and Living in the wider world. The same for each key stage. Each core theme is divided up into three topic areas:

<b>Term</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>One</b>	Relationships	Relationships	Relationships	Relationships	Relationships
<b>Two</b>	Living in the Wider world	Living in the Wider world	Living in the Wider world	Living in the Wider world	Living in the Wider world
<b>Three</b>	Health & Wellbeing	Health & Wellbeing	Health & Wellbeing	Health & Wellbeing	Health & Wellbeing
<b>Four</b>	Living in the Wider world	Living in the Wider world	Living in the Wider world	Living in the Wider world	Living in the Wider world
<b>Five</b>	Relationships	Relationships	Relationships	Relationships	Relationships
<b>Six</b>	Health & Wellbeing	Health & Wellbeing	Health & Wellbeing	Health & Wellbeing	Health & Wellbeing

Whilst RSHCE is split into three separate core themes, in reality there will always be extensive overlap. RSHCE addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that RSHCE should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

	<b>Autumn Term 1</b> <b>03/09/2021-</b> <b>22/10/21</b>	<b>Autumn Term 2</b> <b>01/11/2021-17/12/21</b>	<b>Spring Term 1</b> <b>05/01/22-11/02//22</b>	<b>Spring Term 2</b> <b>21/02/22-01/04/22</b>	<b>Summer Term 1</b> <b>20/04/22-27/05/22</b>	<b>Summer Term 2</b> <b>06/06/2022-22/07/22</b>
<b>Year 7</b>	Identity & Safety	Prejudice, Values, Online Safety & Extremism	Healthy Living	Careers & Future	Identity & Safety	Puberty
<b>Year 8</b>	Relationship & Conflict	Prejudice, Values, Online Safety & Extremism	Looking After Our Health	Careers & Future	Relationship & Conflict	Goals, Behaviour & Emotions
<b>Year 9</b>	Healthy Relationships	Prejudice, Values, Online Safety & Extremism	Mental Health	Careers & Future	Rights & Responsibilities	Our Growth Mind-set
<b>Year 10</b>	Healthy Relationships	Prejudice, Values, Online Safety & Extremism	Mental Health	Careers & Future	Rights & Responsibilities	Our Growth Mind-set
<b>Year 11</b>	Relationship & Sex	Prejudice, Values, Online Safety & Extremism	Health & Wellbeing	Careers & Future	Exams	



## 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 protections not available to couples who are 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 freely entered into</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 characteristics of successful parenting</li> <li>• 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</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: 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</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 or disability, can cause damage (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 that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</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 protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</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 sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe 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, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting 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 on all options, 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, how risk can be reduced through safer 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 and key facts about treatment</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 advice and treatment</li> </ul>

### Appendix 3: 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	