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Relationships and Sex Education (RSE) Policy

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 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

Statutory requirements

As a secondary academy school we must provide RSE to all students 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.

We teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents and approved by the Trust Education Committee. The consultation and policy development process involved the following steps:

1. Review – The Trust Head of Legal reviewed all relevant information including relevant national and local guidance to produce a draft template. This was reviewed by the Trust Education Executive Team and then approved by the Trust Education Committee.
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 sent information about the policy and were invited to ask questions and make comments
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made in light of the consultations, the policy was shared with senior Trust staff and the Local Governing Body and ratified

Definition

RSE is about the emotional, social and cultural development of students, 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.

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, 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.

Delivery of RSE

RSE is taught within the Lifeology curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Lifeology 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 Lifeology 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).

Roles and responsibilities

The Trust Education Committee

The Trust Education Committee will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher 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 (see **Parents' right to withdraw**).

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 headteacher or the Head of Lifeology.

At Saint Mark's Academy, the Headteacher is Hannah Fahey and the Head of Lifeology is Mackenzie Dawson-Hunt.

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 have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until three 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 headteacher.

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

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff who are timetabled to teach Lifeology will also receive additional training and support from the Head of Department.

The Headteacher or the Head of Lifeology may 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 arrangements

The delivery of RSE in our school is monitored by the Head of Lifeology through:

- Learning walks
- Book looks
- Department-wide CPD
- Q&A with relevant members of staff
- Instructional coaching
- Monitoring of relevant government policy
- Creating and updating of resources

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

This policy will be reviewed by the Trust every two years. At every review, the policy will be approved by the Trust Education Committee.

Appendix 1: Relationships and sex education (Lifeology) curriculum map

Lifeology 7 Year Curriculum Plan:





*At its core, Lifeology is the study of life; the big decisions, the big questions and the vital tools for a happy and healthy life. Here at St Mark's, Lifeology empowers students by providing the information, tools and skills to become well rounded, active citizens during their time at school and beyond. The goal is for all students to leave school as **independent, self-reliant** and **assertive** young people.*

*All students will cover a range of topics that fall into our four big ideas: **Character, Community, Comfort** and **Care**.*

*In Lifeology students are shown a variety of different backgrounds through engaging with **case studies** and **personal testimonies**. Students are empowered by being encouraged to draw on their own **lived experiences**.*

*One key purpose of Lifeology, both as a subject and a department, is the development of students' **literacy**. This is achieved through **consistently embedded DVI, case study lessons** and **classroom strategies** with **instruction embedded in slides** - including turn and talk, philosophical enquiry and comprehension activities.*

Big Ideas:

Character	Community	Comfort	Care
How do I grow as a person?	How do we all live together?	How do I look after myself?	How do I keep myself safe?
12 schemes of work at KS4	7 schemes of work at KS4	6 schemes of work at KS4	4 schemes of work at KS4
			

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>	<u>Year 13</u>
<u>Autumn 1</u>	How do I Adjust to Secondary School? Big Idea: Comfort	<u>Discrimination and Prejudice:</u> What are my Human Rights? Big Idea: Community	<u>Discrimination and Prejudice:</u> What are the Types of Discrimination? Big Idea: Community	<u>Growing up in Merton:</u> How do we Stop Sexual Harassment? Big Idea: Character	First Give Project: What is Active Citizenship? Big Idea: Character	Universities and Higher Education Big Idea: Character	Reclaiming your Faith Big Idea: Character
<u>DVI</u>	Character Reflection Community Conflict Values Bullying	Rights Activism Responsibilities Homophobia Democracy Racism	Discrimination Ableism Racism Sexism Homophobia Prejudice	Harassment Consent Gender identity Sexuality Violence Pornography Explicit	Social issue Activism Charity Volunteering Awareness Fundraising	Degree Bachelors Masters Apprentice Employability Expertise	Feminism Equality Theology Gender Liberation Patriarchy
<u>Autumn 2</u>	<u>Stewardship:</u> How do we Look After the World? Big Idea: Community	<u>Growing up in Merton:</u> How do I Stay Safe Online? Big Idea: Character	How do I Pick a Career? Big Idea: Character	<u>Mental Wellbeing:</u> What can cause Stress? Big Idea: Comfort	First Give Project: What is Active Citizenship? Big Idea: Character	Employability Big Idea: Comfort	Drugs, Alcohol and Tobacco Big Idea: Character
<u>DVI</u>	Stewardship Climate Recycling Food Miles Crisis Global Warming	Anonymous Risk Cyberbullying Digital Footprint Social Media Passive	Employability STEM Jobs Creative Industry Public Sector Private Sector Taxation	Wellbeing Stress Spectrum Factor Preventative Depress	Social issue Activism Charity Volunteering Awareness Fundraising	Employability Transferable Motivation Discipline Productive Sector	Risk Moderation High Epidemic Sober Intoxicated

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>	<u>Year 13</u>
Spring 1	<u>Mental Wellbeing:</u> How do I Care for Myself? Big Idea: Comfort	<u>Stewardship:</u> What is Environmental Activism? Big Idea: Community	<u>Respectful Relationships:</u> What is Abuse? Big Idea: Care	<u>Stewardship:</u> How do we Make Change? Big Idea: Community	What should I pick at A-Level? Big Idea: Character	Financial Capability Big Idea: Comfort	Extremism and The Media Big Idea: Community
<u>DVI</u>	Wellbeing Meditation Mindfulness Mental Health Stress Relief	Stewardship Activist Informed Confrontation Recycle Reduce	Conduct Abusive Coercion Consent Trauma Violence	Duty Pressure group Activist Lobbyist Civil disobedience Social justice	This is a series of weekly taster lessons for different A-Level options: RS, Law, Psychology, Performing Arts	Budgeting Income Expenditure Taxation Equity Self employment	Media Traditional Extremism Echo chamber Misinformation Disinformation
Spring 2	<u>Growing up in Merton:</u> What is My Community Like? Big Idea: Character	<u>Respectful Relationships:</u> How do I have Good Friendships? Big Idea: Care	<u>Growing up in Merton:</u> What Risks are there in the Community? Big Idea: Character	<u>Respectful Relationships:</u> What is Safe Sex? Big Idea: Care	How do I live as an Adult? Big Idea: Comfort	Religion and the Media (RE) Big Idea: Community	Intimate Relationships & Safe Sex Big Idea: Care
<u>DVI</u>	Diverse Liberty Heritage Windrush Generation Community Multicultural	Respectful Imbalance Excessive Reciprocal Conflict Mutual	Risk Belonging Vulnerable Grooming Manipulate FGM	Consent Mature Impact STIs and STDs Chronic Exposure	Income Expenses Budget Investment Autonomy Independence	Media Platform Islamophobia Platform Radicalisation Double standard	Consent Mature Impact STIs and STDs Chronic Exposure

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	<u>Year 12</u>	<u>Year 13</u>
Summer 1	Who Runs the UK? Big Idea: Community	Mental Wellbeing: What are the Risk Factors? Big Idea: Comfort	How do I have a Healthy Lifestyle? Big Idea: Character	Discrimination and Prejudice: What is Structural Discrimination? Big Idea: Community	Growing up in Merton: What's my Identity? Big Idea: Character	Safe Sex and Contraception Big Idea: Care	Leading a healthy lifestyle after leaving home Big Idea: Comfort
DVI	<i>Represent Campaigning Royal Assent Power Democracy Distributed</i>	<i>Wellbeing Symptom Body image Anxiety Mindset Stress</i>	<i>Wellbeing Lifestyle Moderation Sedentary Habit Excessive</i>	<i>Prejudice Oppression Bias Privilege Structural Institutional</i>	<i>Identity Factor Characteristics Heritage Social class Self-determination</i>	<i>Contraception Safe sex Hormonal methods Barrier methods STIs and STDs Birth control</i>	<i>Health Lifestyle Independence Moderation Autonomy Self-reliance</i>
Summer 2	How do I Study for Exams? Big Idea: Character	What is Financial Capability? Big Idea: Comfort	What are the Risks of Drugs, Alcohol and Tobacco? Big Idea: Care	How do I Study for Exams? Big Idea: Character	Discrimination and Prejudice Big Idea: Community		
DVI	<i>Revision Efficient Spaced Learning Versatile Self-Assess Metacognition</i>	<i>Budgeting Taxation Income Benefits Public Services Bankrupt</i>	<i>Risk Moderation High Epidemic Sober Intoxicated</i>	<i>Revision Efficient Spaced Learning Versatile Self-Assess Metacognition</i>			
						<i>Homophobia Misogyny Misandry Sexism Fatphobia Transphobia</i>	

Appendix 2: By the end of secondary school students should know

Topic	Students 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	Students 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)
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p>

Topic	Students should know
	<p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

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	<p><i>Include notes from discussions with parents and agreed actions taken.</i></p> <p><i>e.g. Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</i></p>