



St Ivo Academy Relationships and Sex Education (RSE) Policy

Date	December 2023
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Review Date	December 2025
This policy was consulted on from 11th April 2023 to 30th November 2023	

ST IVO ACADEMY

Relationships and Sex Education Policy

1. Context

This RSE Policy must be read in conjunction with our PSHCE/Personal Development Policy.

1.1 RSE in our school

In our school, RSE enables young people to learn about emotional, social and physical aspects of their lives, about themselves and their relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips them with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help students to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. RSE enables young people to explore their own attitudes and those of others respectfully.

RSE makes a major contribution to fulfilling our **school's vision and ethos**.

- We believe that all students, regardless of their starting point, should be guided and supported to develop the academic, social and moral understanding and behaviours to be successful and happy in their future.
- As a community of students, staff and parents/carers we are respectful, polite and courteous to each other in all that we do.
- Our ethos is, very simply - Work hard, be kind.

1.2 Context of Wider PSHCE

We deliver RSE as part of our wider provision of PD lessons, also known as Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education. Other areas of our work, such as teaching about fundamental British Values, and Protected Characteristics are also relevant to our teaching in RSE.

The aims of RSE are further supported by our school behaviour policy, interventions, extracurricular and enrichment activities we provide. For example, our pastoral support provision, our activities programme, the extra-curricular provision we offer, developing as a healthy school and our assembly programme.

We understand that our school environment must complement our RSE curriculum provision in order for it to positively affect students' behaviour and attitudes. We endeavour to ensure that all adults in schools act as positive role models for our students. All will take steps to ensure that our responses to all behaviours based on disrespect, ignorance, prejudice, fear or hatred and associated behaviour issues are addressed consistently, in line with our Behaviour Policy and Anti-bullying Policy. We may carry out activities to improve or reflect on our school environment in relation to the experience of students, using pupil voice groups and other evidence generated by students.

1.3 Aims of RSE

Through the delivery of RSE we intend to further our school's aims of providing a curriculum which is relevant to the needs of every pupil, both now and in the future. It will enable pupils to develop knowledge, skills and

attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for RSE. We seek to enable our students to:

- develop interpersonal and communication skills to support them when relationships are good or when they are difficult
- develop and explore personal values and a moral framework to guide decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- promote equality and respect in their own peer groups, both on and offline, reducing prejudice and challenging stereotypes and harassment
- develop skills for healthy relationships based on mutual respect, trust and positive communication
- have a confident understanding of human biology and reproduction
- understand the role of sex in intimate relationships and strategies for considering readiness for sex
- be prepared for puberty, understand the emotional, physical and social effects of adolescent development and support others
- develop the attitudes and skills needed to understand their sexuality, sustain healthy intimate relationships, should they choose them, and maintain their sexual health
- explore the positive implications of new technologies for relationships and understand safety and privacy
- develop critical, media literacy skills, enabling them to reflect on relationships and sex portrayed in the media, including in pornography
- recognise and avoid exploitative, coercive and controlling relationships, including intimate relationships
- explore and confidently discuss issues and develop skills associated with consent in different relationships
- explore their own values and attitudes towards gender identity and sexuality
- explore their own values and attitudes towards behaviours based on disrespect, ignorance, fear, prejudice or hatred
- value, care for and respect their own bodies
- understand about safer sex, including contraception and the prevention of STIs, for people of different sexualities
- have the skills and knowledge to access advice and support from local and national services, on and offline.

2. Implementing Our Policy

2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our RSE programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We understand that students with SEND have as much right to receive the whole RSE curriculum as other students. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviours and understand private/public boundaries
- their need to develop self-esteem and positive body image

- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

2.2 Equality

The [Equality Act 2010](#) has special resonance in RSE. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable students to understand the rights and responsibilities we all have towards one another. We strive to ensure that every student feels valued and represented in our school as a whole and specifically through our RSE provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Also relevant here is our duty to teach fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs.

We will ensure that our provision of RSE is not only equally accessible and inclusive for all students or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that RSE meets the needs of all:

- We will reflect a range of lifestyles and family structures, in PSHCE lessons and beyond, so that all pupils see themselves and their families reflected back in the lesson content.
- We will teach about RSE themes in a way which is relevant to all, using examples of people with different sexualities, gender identities, lifestyles and faith backgrounds.
- We will ensure that the law in relation to, for example, equality, marriage, sexuality, gender identity, online behaviours and sexual harassment and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure students see their family views reflected back in the lessons.
- We will not seek to gain consensus, but will respectfully listen, accept and celebrate difference and enable students to develop skills to do the same.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible. We will offer single-sex groups where cultural or religious views make students and their families feel uncomfortable in mixed-sex groups. Where teaching in single-sex groups is requested, the needs and wishes of non-binary students will be taken into account when making a decision about grouping.
- All adults in school will encourage respect and discourage abusive and exploitative relationships of any sort.
- We will not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work on *'Healthy Relationships'*, *'Identity, Diversity and Communities'*, *'Rights and Responsibilities'* and other areas of our Citizenship Curriculum.

2.3 Safeguarding

We understand the importance of high quality RSE as we fulfil our statutory safeguarding duties. RSE enables students to understand about mutual, consensual and reciprocated relationships in all their forms. Whether

students are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Healthy Relationships and 'Anti-bullying' supports us in fulfilling our statutory duty (as described in KCSIE) to prevent 'peer-on-peer' abuse.

In the case of RSE, we recognise that effective teaching may alert students to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Teaching RSE supports us in fulfilling our duty to prevent Female Genital Mutilation (FGM). *All staff are aware of the Safeguarding Policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.*

2.4 Consulting on our Policy

All parents/carers were invited to PD Parent Forum meetings to explore the RSE curriculum. (Meetings held on 19/04/23 and 18/10/23) They were asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for RSE. The student leaders' group were invited to give their views about the definition of Sex Education, and the timing and content and sequencing of our curriculum (SLM 18/10/23). Staff and Local Governance Committee (LGC) were also given information about RSE and associated duties in accessible formats and were invited to respond.

Further consultation with parents/carers and students will be carried out when the policy is reviewed, which happens at least every 3 years.

2.5 Development of the Policy

This policy has been developed in consultation with students, staff, the LGC and parents/carers. The needs of students and our community have also been taken into account.

All views expressed by students, staff, the LGC and parents/carers about the policy have been considered. Our consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the Academy Lead for PD, the Head of taught PD supported by discussion with the Academy Trust lead for PD, taking into account the needs of pupils and views of the school community. The policy was ratified on 30th November 2023

3. Involving the Whole Community

3.1 Working with Staff

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their statutory duties connected with safeguarding, teaching statutory content, equality and inclusion.

Staff training on delivering Sex Education is relevant to and therefore made accessible to all teaching staff, as questions can be asked at any time by inquisitive students, and we must be prepared for dealing with questions in a safe and age-appropriate way. One hour per half term is dedicated to whole staff PD staff training. In June 2023 this included sex education and condom demonstration CPD.

Teachers responsible for delivering RSE have a duty to deliver statutory areas of the curriculum and will be supported to develop their skills in delivering content. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects

of RSE. We will also encourage the sharing of good practice. We may also use team teaching/shadowing to develop confidence.

Those with leadership responsibility for the development of RSE will be offered opportunities to consult with advisors and attend external training courses.

3.2 Engaging with Students

We will use a variety of teaching methods relevant to the needs of our students in RSE. We will use the outline assessment below in the initial stages of planning our Curriculum. Throughout, students will consider the skills they need to develop and sustain healthy relationships, including intimate relationships, both on and off line. They will consider the physical aspects of intimate relationships, their emotions and how to manage them, and social aspects, such as positive and negative influences from friends.

AGE 11-13

Typical concerns of students of this age include puberty and hormones and how they will be affected by them, alongside concerns relating to 'normal' physical development. They will be encountering physical changes associated with puberty and often want reliable information about these and to consider how they affect their self-image, body image and relationships.

Students are often interested to learn more about pregnancy and associated choices.

They are often interested to explore the nature of sexual attraction and love

They are often considering how people make decisions about whether they are interested in sex, whether they want sex and whether to delay their first sexual encounters. They will be interested in the levels of sexual activity amongst their own and older peers. (In Cambs only 2% of Y8 say they have ever had sex)

They will be likely to be exposed to information about sex from a range of sources and will need support in exploring ways to assess these sources for reliability. They are often interested to explore attitudes about prejudice and will want to develop skills to challenge prejudice based on gender identity, sexuality or sexual orientation.

AGE 14-16

Many students will wish to revisit themes addressed earlier, but in new detail as their experiences broaden. They are likely to need to think more about consensual relationships and what this means for communication and behaviour.

Most young people in this age group will not have had sex; most wait until they are older than 16. (In Cambs only 13% of Y10 say they have ever had sex (HRBS 2018))

They are often interested to explore ways of responding to pressure or expectation to have sex, what to expect of a partner and how to communicate and negotiate with them. They will need more information about contraception, sexual health and how to access services. All students, including those who identify as LGBT+ will need information about the positive aspects of healthy sexual relationships. They will need information about coercion and other forms of abusive relationships, including peer on peer abuse.

We will involve students in the evaluation and development of their RSE in ways appropriate to their age. We will seek opportunities to discuss their views about the content of their RSE lessons.

- *We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.*
- *We will engage students in assessment activities to establish their development needs.*
- *We will encourage students to ask questions as they arise by providing anonymous question boxes.*

- *We will ask students to reflect on their learning and set goals for future learning.*
- *We will consult students (e.g. through Student Leadership group and Student Voice Focus groups) about their perceptions of the strengths of our RSE programme and the areas to be further developed.*
- *We will ask the pastoral team for their reflections on issues presented by students asking for support.*

3.3 Working with members of the Local Governance Committee (LGC)

This policy has been developed with involvement of the LGC, so that members are able to fulfil their statutory duties relating to RSE policy.

It is the responsibility of the LGC to ensure, through consultation, that the RSE Policy reflects the needs and views of our community.

In order to facilitate this process, the RSE Policy and delivery of RSE in the curriculum will appear annually on the LGC meeting schedule for discussion and update. The policy will be available on the school's website. Our link LGC representative is Claire Burke.

It is the role of governors to ensure that:

- students make progress in RSE in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many young people like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering RSE. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers via newsletters of forthcoming RSE topics
- Inviting parents to learn more about the approach used in RSE and its content in our termly Parent PD Forums.
- Informing parents/carers about PSHCE/RSE programmes as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in RSE
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.5 Working with External Agencies and the Wider Community

We believe that all aspects of RSE are most effectively taught by those who know our students well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned

provision. We recognise that inviting visitors from local services may increase the accessibility of services for students. We will work closely with visitors to ensure that the needs of our students are met.

In addition to our usual safeguarding procedures, we will follow this Code of Practice when inviting visitors to support our RSE provision:

- The care and management of students is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with students, but will be supported by a member of staff.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PD Coordinator, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PD Co-ordinator beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

4. Curriculum Organisation

Our RSE Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for RSE and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider RSE to be a continuous process of learning, which begins before students enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All staff have a part to play in supporting the delivery of RSE and ensuring that their interactions with students support the RSE curriculum

RSE is learning about:

- Families
- Respectful relationships, including friendships
- Online and Media
- Being Safe
- Intimate and sexual relationships including sexual health

Our curriculum for PSHCE does not separate delivery of RSE from Health Education and wider PSHCE. We deliver content which, taking the lead from student's lived experiences and their needs, considers related themes including development of knowledge, skills and attitudes in an integrated way. The topics where RSE is a significant driver are:

- Healthy Relationships, including Anti-bullying
- Relationships and Sex Education
- Safety and Risk
- Rights and Responsibilities
- Identity, Diversity and Community

RSE will be taught through:

- PSHCE through designated lessons, teaching by specialist teachers, tutor time and assemblies

- Other curriculum areas, especially Science, English, RE, PE and Computing
- Enrichment activities, pastoral provision, support for 'vulnerable' young people, involvement in school trips and adventurous activities, activities carried to support wellbeing in school, student LGBT+ groups, and the Student Leadership and House Committees.

Specific Units of Work on RSE are planned into our teaching programme every year, as described in our Personal Development Curriculum Map.

The RSE curriculum will primarily be delivered by PSHE specialist teachers.

Those delivering RSE will have responsibility for assessing students' needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Leader/ Head of Year.

The Whole School PD Lead and Lead for taught PD are responsible for reviewing and evaluating RSE and will report findings to the Senior Leadership Team and the LGC when required.

4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as *communication, compromise and negotiation* are practised in classroom situations and where attitudes such as *respect and empathy are modelled and discussed*. We encourage teachers to ensure that *group work, debate, taking other people's view points and working together* are practised in all RSE lessons and across the wider curriculum. Our RSE lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction. In keeping with this approach, where appropriate to the topic, lessons provide students with the opportunity to engage in turn and talk, and whole class discussions, rather than simply acquire banks of knowledge.

We understand that at times students will benefit from varying methods of delivering the RSE curriculum. For example, we may use *single-sex groups or small group* teaching where this will help us to meet the needs of particular students more effectively. We may use *team teaching* where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Single-Sex groups:

Alongside our mixed-sex groups, we may use single-sex groups or small group teaching where this will help us to meet the needs of those with cultural, religious or other backgrounds which make it difficult for them to comfortably access the statutory curriculum in a mixed-sex group.

Where a student identifies as trans, does not identify with either gender, or with both, the school will discuss the content with them and decide how to proceed on a case-by-case basis. This will take into account the subject matter and the interests of all students, including the student in question. Options might include 1:1 or small group alternatives to the class, partial involvement with one or more group, or an adaptation to the teaching for all students.

Ground Rules:

RSE is taught in a safe, non-judgemental environment where adults and students are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The avoidance of sharing personal information and asking personal questions
- Confidentiality
- Strategies for checking or accessing information, and identifying appropriate people with whom they may wish to share personal information/from whom they may wish to seek advice.

Distancing Techniques:

In order to protect student's privacy, we will employ distancing teaching and learning strategies which enable them to discuss issues without disclosing personal experiences. For example, we will use fiction, poetry, case studies, role-play, film, theatre in education to enable students to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

4.4 Curriculum Materials and Resources

We will primarily use the Astrea PD Curriculum, which is adapted from *PSHE Association Resources* to map out our provision in RSE. We will avoid a 'resource-led' approach, instead focussing on the needs of the students and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are inclusive of LGBT+ students
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the students
- appeal to adults and students
- are up-to-date in factual content and outlook
- are produced by a reputable organisation
- do not show bias (e.g. towards a commercial product or religious/political view)
- avoid racial, cultural, gender and sexual stereotyping
- encourage active and participative learning, developing skills and attitudes, not just giving information
- conform to the statutory requirements for RSE.

4.5 Safe and Effective Practice

In our school we have a clear Confidentiality Policy, as part of our Safeguarding Policy, which is shared with staff, students and parents/carers. This policy is communicated to parents/carers on the School website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm.
- Students will be told if information is to be shared and will be offered appropriate support.
- There are circumstances when confidentiality may not be upheld e.g. when Female Genital Mutilation or Child Sexual Exploitation is suspected, where an adult and child are in a sexual relationship. See our Safeguarding Policy for further details.

There are circumstances where confidentiality may be upheld e.g. there is no requirement to report disclosed sexual activity to a young person's parent/carer, although we may report it to the DSL to be sure there is no unknown underlying risk to the young person. (See Sexually Active Students – below)

Professionals, such as school nurses, pastoral support and youth workers are bound by their professional codes of conduct when offering advice and guidance to individual students in non-teaching situations such as health 'drop-ins'. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Teachers and Health professionals will ensure that students are aware of the different boundaries of confidentiality when beginning work with them.

Answering Questions:

We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group, or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from Amanda Crellin or Maria Double.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the DSL in line with school Safeguarding Policy.

Sexually Active Students:

If a young person, especially one under 16, indicates to an adult that they are sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We are not required to inform the young person's parent/carer about sexual activity, but will usually pass the information to the DSL, in case there are unknown, underlying risks to the young person.
- We will inform young people of where they can obtain confidential support and information e.g. from local sexual health services, in-school health services. We will make it clear that they do not need their parent/carer's agreement to attend these services.
- Students seeking support will be given clear information about where contraception and sexual health advice may be accessed. Students whose parents have withdrawn them from sex education will also be given this information if they seek it.
- Careful judgements will be made by the DSL as to whether the sexual activity is a safeguarding or child protection concern.

If the pupil is 12 years old or younger, sexual activity will always be referred to the DSL.

If the staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative they will log a concern according to our Safeguarding Policy and refer to the DSL.

We offer guidance for all our staff to support their decisions relating to disclosure. The DSL will lead in this.

4.6 Assessment, Recording, Reporting

We have the same high expectations of the quality of pupils' work in RSE as in all other subjects. RSE will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. All lessons begin with baseline assessments, and these are revisited at the end of lessons formative assessment activities.

End of unit tests will assess the effectiveness of the learning within that unit. Peer marking will highlight and address common misconceptions, This is then fed back to our central PD team, who will use the information to inform future planning.

Student, teacher and parent voice questionnaires, and focus group discussions, will help us to gain quantitative and qualitative data to inform future planning, and ensure that learning is appropriate and effective in all areas. This will also help us to ensure that our curriculum is appropriate for our students, in our school. Please note that our curriculum includes assemblies, tutor PD sessions and other interventions.

5. Sex Education

5.1 Our Definition of Sex Education

Following guidance from the DfE, we have considered the elements of our RSE curriculum from which parents may request to withdraw their child. These elements will be defined as ‘sex education’.

We recognise that most students will not differentiate between Science, RSE, ‘sex education’ or Health Education provision. This distinction is only necessary to enable parents to enact their right to withdraw their child from what our school defines as ‘sex education’.

We have consulted during this process with parents/carers, students, teachers and the LGC.

As a starting point we have compared the statutory Science curriculum with the statutory RSE curriculum and identified which topics appear in both. Any aspects of statutory RSE, appearing in the ‘Intimate and Sexual Relationships’ section, which are not included in Science were considered in this process.

We also took into account aspects of human sexual experience and response, sexual feelings and choices and influences relating to sexual activity which we feel are important to meet the needs of our students in addition to the statutory requirements for RSE.

As a result, these are the areas of learning from the DfE Guidance which, in our school, are defined as ‘sex education’:

- ✓ **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.**
- ✓ **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).**

5.2 Delivery of the areas defined as ‘Sex Education’

‘Sex Education’ will be delivered as part of RSE/PSHCE. The content we have collectively defined as ‘sex education’ will not be taught as a separate subject, but it will be blocked into one theme to facilitate the right of parents to request withdrawal.

5.3 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of the areas we have collectively defined as ‘sex education’ delivered as part of statutory RSE. Before granting any such request the Personal Development Leader Amanda Crellin will discuss the request with parents/carers (and if appropriate with the student) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the student of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the student to receive the content we have defined as ‘sex education’ at school (e.g. same sex teacher, same sex teaching group).

Other compromises may be made for families with concerns outside our defined area of 'sex education' e.g. if a family prefers sexual body parts to be discussed in a single-sex group or by a same sex teacher, it may be possible, through discussion and compromise, to make arrangements for the student to receive their statutory entitlement in a single-sex group with a same-sex teacher.

We will offer support to parents/carers who wish to deliver 'sex education' content at home.

If a pupil is excused from 'sex education', we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

This decision will stand until three terms before the student turns 16. At this point, the student may request to receive 'sex education'. They will be entitled to receive the 'sex education' from which they were previously withdrawn. The school will ensure that they receive this in at least one of the three terms before their 16th birthday. We will work closely with the student to ensure that their needs are fully met.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the Personal Development Lead. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHCE Leader, parents/carers and students to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it. **It will next be fully reviewed in AUTUMN 2026**

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from 'sex education'.

7. Appendices

7.1 Our RSE Curriculum

The majority of learning in RSE will be delivered through our topic 'RSE' and 'Healthy / Intimate Relationships'. These are coloured yellow in the map below. The specific subtopics which we as an Academy define as Sex Education, and from which parents may withdraw students, by contacting Amanda.crellin@astreastivo.org, are the yellow Spring Term topics in Years 9, 10 and 11.

Curriculum Map						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
7	Staying Safe and Managing Change Transition to secondary school, managing emotions and personal safety in and outside school.	Health and Puberty Healthy and unhealthy lifestyles, vaping, smoking, healthy routines, hygiene, puberty, unwanted contact and FGM.	Building Healthy Relationships Self-worth, romance and friendships (including online). Boundaries and consent.	Diversity Diversity, prejudice, stereotyping and bullying. Protected Characteristics and the Equality Act 2010.	Digital Literacy Online safety, digital literacy, media reliability, safer gaming and gambling hooks.	Self-Awareness Job families, skills, qualities and working as part of a team.
8	Drugs and Alcohol Vaping, smoking, energy drinks, caffeine, alcohol, counter/ prescription drugs and county lines.	Emotional and Physical Health Mental health, healthy and unhealthy coping strategies, digital resilience and body image.	Identity and Relationships Protected characteristics, gender and sexual orientation, stereotypes, sexting and consent.	Labour Market Information Professional behaviour, health and safety, LMI. Action planning.	Citizenship What is democracy? Parliament and Government, the law and how laws are made. Local government.	Financial Decision Making Budgeting, saving and borrowing and making financial choices.
9	Peer influence, substance use and gangs Healthy and unhealthy friendships, risky behaviours (ASB), substance misuse and gang exploitation.	Respectful Relationships Different families, positive relationships, parenting, conflict resolution and relationship changes.	Opportunity Awareness Decision-making, work motivation and challenging stereotypes.	Intimate Relationships Relationship and sex education including consent, contraception, the risks of STIs and attitudes to pornography.	Employability Skills Rights and responsibilities, first impressions, managing your online presence.	Healthy Lifestyles and Summer Safety Diet and exercise. Vaccinations. Safety including, sun safety, water and railway safety.
10	Mental Health Looking after your wellbeing, impact of drugs and alcohol, managing pressure and benefits of sleep.	Securing a job Applying for a job, interview techniques, action planning for the future.	Healthy Relationships Relationships, consent, sexual harassment, sexual pleasure and challenges, including the impact of the media and pornography.	Citizenship Rights and responsibilities of ordinary citizens. Jury service, magistrates and special constables.	Respectful Britain Multi-cultural Britain, Equality Act and promoting tolerance. Gangs, hate crime and challenging extremism.	Keeping finances secure Gambling, debt, cybercrime, fraud and the importance of keeping your details safe online.
11	Building for the future Self-efficacy, stress management, mental health and future opportunities.	Post 16 Transitions Writing CVs, different types of employment and apprenticeships.	Families and Relationships Parenting and family conflicts. Different long-term commitments, marriage and forced marriage. FGM.	Self-Examination and Sexual Health Sexual health and self-examination. Pregnancy outcomes. Routes to parenthood, fertility and the menopause.	Being independent Being ready for progression, rights and responsibilities and active citizenship.	
	Theme	Health & Wellbeing	Relationships	Wider World Inc CEIAG	Citizenship	6

7.2 Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21st Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

7.3 Our PD Vision: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their students

- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.