



**Avonbourne Boys' & Girls' Academies**

The best in everyone™

Part of United Learning

# **Relationship & Sex Education (RSE) Policy**

# Relationship and Sex Education (RSE) Policy

## Definition of RSE

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way with care given to the age and educational stage of students.

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral, and emotional wellbeing.

At Avonbourne Boys' and Girls' Academies, RSE is centred on personal safety, caring for others, and building strong family relationships and aims to:

- Prepare students for the opportunities, responsibilities, and experiences of adult life, and promote the spiritual, moral, social cultural mental and physical development of students.

## How will RSE be taught at Avonbourne Boys' and Girls' Academies?

RSE will be taught as an aspect of the Physical, Social and Health Education (PSHE) curriculum. The learning objectives can be seen in bullet point format in our long term plan (Appendix 1).

These learning objectives fall into the categories below and have been planned thoughtfully so that each topic is embedded within a set of skills that students can use to apply their knowledge and build cultural capital.

- Families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children.
- Forming and maintaining caring relationships.
- The characteristics of healthy and respectful relationships, including online.
- How relationships may affect physical and mental health and wellbeing, and how to ensure they are safe
- Sexual relationships, including sexual health.

RSE (through the PSHE curriculum) is delivered by Humanities and Science teachers. They have had, or will receive, training on how to deliver sensitive content. Across all Avonbourne Academy lessons, a positive classroom culture ensures that lessons are free from disruption, so that students feel safe in their learning.

The delivery of RSE at Avonbourne Boys' and Girls' Academies is underpinned by the following moral and value statements:

- The delivery of RSE is factual, sensitive, and balanced
- RSE within the school promotes meaningful, positive, and healthy relationships
- Whilst delivering RSE staff will avoid the imposition of opinion. Instead, they will stay focused on the social, moral, spiritual, health and education aspects of the topics.

## **What resources are used as part of RSE?**

To ensure our programme of study meets the needs of our pupils and aligns with our Academy ethos, we have used a model developed by the PSHE Association.

It groups competencies (including skills and attributes) under three headings: Confidence, Ambition and Respect. These align to our REACH values.

The curriculum aims to develop students' competencies with knowledge as the central part of this model. To do this, the competencies are developed through the context of different topic areas, each with its own knowledge content. For example, 'developing agency, the ability to manage influence and access support' can be taught through the context of drugs and alcohol which would include the relevant factual knowledge.

This approach allows students to understand and develop skills to enable real-life application of knowledge.

The religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and all relationship education teaching will meet the requirements of equality law.

RSE resources are chosen and checked for: being inclusive (acknowledging the full spectrum of diversity in society); positive, healthy, and unbiased messages; age and understanding appropriateness.

## **Equality and accessibility of the RSE curriculum**

Avonbourne Boys' and Girls' Academies delivers RSE in line with the Equality Act 2010 and in observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE that are dependent on their circumstances and background.

At Avonbourne Boys' and Girls' Academies, we believe that all students should have access to RSE that is relevant to their particular needs. To achieve this, our approach to RSE will take account of:

- SEND students (special educational needs or disabilities), students with learning, or emotional or behavioural difficulties require certain RSE needs when certain topics are being taught. We will ensure that RSE is accessible to all through high quality teaching that is differentiated and thoughtfully planned. We are also mindful of preparing for adult outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Some of our students will go on to define themselves as LGBTQ+. Some students may have LGBTQ+ parents or carers, brothers or sisters, other family members and/or friends. All our students will meet LGBTQ+ people both now and in the future. Our approach to RSE will reflect this and teaching will be age appropriate and sensitive both in content and delivery. Content linked to LGBTQ+ will, where possible, be integrated into the programme rather than taught as a standalone lesson or unit. We actively tackle homophobic bullying or comment.
- Different cultural/ethnic groups within our community. These groups may have different attitudes to issues taught in RSE. Avonbourne Boys' and Girls' Academies will take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and the Academy's statutory duty to keep all students safe and deliver certain elements of the statutory RSE curriculum.

## **How will RSE be monitored and evaluated at Avonbourne Boys' and Girls' Academies?**

Each year a curriculum audit of the RSE statutory guidelines is carried out across the Academies. Areas of RSE not being delivered are identified and actions made to ensure they are present in the curriculum.

Evidence of the teaching of RSE (through the PSHE curriculum) is collected via learning walks, collated resources and student work. From these the PSHE lead will evaluate the efficacy of teaching and learning in RSE and assess how this affects student outcomes. Students may be consulted on the delivery and effectiveness of the lessons.

### **Parental right to withdraw**

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. National Curriculum Science is statutory. At KS3 and KS4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth, and HIV/AIDS. Information on sex and relationships, staying safe online, and health education are taught within PSHE.

Parents/Carers have the right to withdraw their children from the 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. Please note that students cannot be withdrawn from the relationships and health education components with RSE. If a parent wishes to withdraw their child from aspects of the RSE programme, then they need to write a letter to the Principal stating their reasons for the request.

Once received the Principal will discuss the request with parents/carers followed by relevant colleagues before action.

Where a Parent/Carer wishes to withdraw their child from sex education within RSE, the following will apply;

- The Principal will discuss with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Principal will discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Principal will want to take a pupil's SEND into account when making this decision.

## **Keeping children safe**

At the heart of these subjects is keeping children safe. Our policy on Keeping Children Safe in Education can be found at [gov.uk/government/publications/keeping-children-safe-in-education](https://www.gov.uk/government/publications/keeping-children-safe-in-education) website and should be read alongside this policy.

## **Safety and confidentiality**

We make it clear to students what our procedures are with regard to confidentiality. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will use the safeguarding systems in place to consult with the Designated Safeguarding Lead (DSL) or in their absence the Deputy Designated Safeguarding Lead (DDSL).

## **Policy review date**

<b>Written by:</b>	G. Creed May 2021
<b>Ratified by the governors:</b>	TBC
<b>Next Annual Review Date:</b>	TBC

## Appendix 1: PSHE Curriculum Overview

Ambition	Respect	Confidence
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Developing goal setting, organisation skills and self awareness including strategies to identify bias.</p> <ul style="list-style-type: none"> <li>Personal identity and values</li> <li>Learning skills and teamwork</li> <li>Respect in school</li> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul>	<p>Developing self-confidence and self-worth.</p> <ul style="list-style-type: none"> <li>Puberty and managing change</li> <li>Body satisfaction and self-concept</li> </ul>	<p>Developing empathy, compassion and communication.</p> <ul style="list-style-type: none"> <li>Making and maintaining friendships</li> <li>Identifying and challenging bullying</li> <li>Communicating online</li> </ul>	<p>Developing risk management skills, analytical skills and strategies to identify bias.</p> <ul style="list-style-type: none"> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul>	<p>Developing agency, strategies to manage influence and decision making.</p> <ul style="list-style-type: none"> <li>Regulating emotions</li> <li>Diet and exercise</li> <li>Hygiene and dental health</li> <li>Sleep</li> </ul>	<p>Developing agency and strategies to manage influence and access support.</p> <ul style="list-style-type: none"> <li>Drugs and alcohol</li> <li>Introduction to contraception</li> <li>Resisting peer influence</li> <li>Online choices and influences</li> <li>Weapons</li> </ul>
Year 8	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence.</p> <ul style="list-style-type: none"> <li>Boundaries and consent</li> <li>'Sexting'</li> <li>Managing conflict</li> </ul>	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence.</p> <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Boundaries and consent</li> <li>LGBT+ inclusivity</li> <li>'Sexting'</li> </ul>	<p>Developing empathy, compassion and strategies to access support.</p> <ul style="list-style-type: none"> <li>Mental health (including self-harm and eating disorders)</li> </ul>	<p>Developing agency and strategies to manage influence and access support.</p> <ul style="list-style-type: none"> <li>Maintaining positive mental health</li> <li>Importance of physical activity</li> </ul>	<p>Developing goal setting, motivation and self-awareness.</p> <ul style="list-style-type: none"> <li>Aspirations for the future</li> <li>Career choices</li> <li>Identity and the world of work</li> </ul>	<p>Developing analytical skills and strategies to identify bias and manage influence.</p> <ul style="list-style-type: none"> <li>Financial decisions</li> <li>Saving and borrowing</li> <li>Gambling, financial choices and debt</li> </ul>

		<ul style="list-style-type: none"> <li>Managing conflict</li> </ul>				
Year 9	<p>Developing assertive communication, clarifying values and strategies to manage influence.</p> <ul style="list-style-type: none"> <li>Consent</li> <li>Relationship expectations</li> <li>Identifying and responding to abuse and harassment</li> </ul>	<p>Developing assertive communication, risk management and support seeking skills.</p> <ul style="list-style-type: none"> <li>Rights in the community</li> <li>Relationship boundaries</li> <li>Unwanted contact</li> </ul>	<p>Developing empathy, compassion and communication. Clarifying risk management and support seeking skill.</p> <ul style="list-style-type: none"> <li>Relationship values</li> <li>Maintaining sexual health</li> <li>Sexual health services</li> <li>Managing relationship challenges and endings</li> <li>Fertility, adoption, abortion</li> </ul>	<p>Developing self-awareness, goal setting, adaptability and organisation skills.</p> <ul style="list-style-type: none"> <li>Managing transition to key stage 4 including learning skills</li> <li>Managing mental health concerns</li> </ul>	<p>Developing decision making, risk management and support seeking skills.</p> <ul style="list-style-type: none"> <li>Sexually transmitted infections (STIs)</li> <li>Contraception</li> <li>Cancer awareness</li> <li>First aid</li> </ul>	<p>Developing decision making, risk management and support seeking skills.</p> <ul style="list-style-type: none"> <li>Friendship challenges</li> <li>Gangs and violent crime - weapons</li> <li>Drugs and alcohol</li> <li>Assertive communication</li> </ul>
Year 10	<p>Developing empathy and compassion, strategies to manage influence.</p> <ul style="list-style-type: none"> <li>Sexual assault</li> <li>Impact of pornography</li> </ul>	<p>Developing self-confidence, risk management and strategies to manage influence.</p> <ul style="list-style-type: none"> <li>Friendship challenges</li> <li>Gangs and violent crime</li> <li>Drugs and alcohol</li> <li>Assertive communication</li> </ul>	<p>Developing resilience and risk management skills.</p> <ul style="list-style-type: none"> <li>Money management</li> <li>Fraud and cybercrime</li> <li>Preparing for adult life</li> </ul>	<p>Developing confidence, agency and support-seeking skills.</p> <ul style="list-style-type: none"> <li>Making safe and healthy lifestyle choices</li> <li>Health promotion and self-examination</li> <li>Blood, organ, stem cell donation</li> </ul>	<p>Developing respect for diversity, risk management and support-seeking skills</p> <ul style="list-style-type: none"> <li>FGM and forced marriage</li> </ul>	<p>Developing agency and decision making, strategies to manage influence and access support.</p> <ul style="list-style-type: none"> <li>First aid and life-saving</li> <li>Personal safety</li> <li>Online relationships</li> </ul>

Year 11	<p>Developing self-awareness, goal setting, adaptability and organisation skills.</p> <ul style="list-style-type: none"> <li>Managing mental health concerns</li> <li>Substance and alcohol abuse</li> </ul>	<p>Citizenship</p> <ul style="list-style-type: none"> <li>Role of Parliament</li> <li>Electoral systems</li> <li>Other democratic and non-democratic governments</li> <li>Commonwealth</li> <li>Local governance</li> <li>Religious, ethnic regional identities in the UK and respect</li> </ul>				





