

Academy Protocol – RSE (Relationships & Sex Education) Policy

Aims:	<ul style="list-style-type: none"> • Provide a framework in which sensitive discussions can take place as per section 34 of the Children and Social Work Act 2017. • Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene • Help pupils develop feelings of self-respect, confidence and empathy to support with all types of relationships <ul style="list-style-type: none"> □ Teach pupils the correct vocabulary to describe themselves and their bodies
Targets/ Outcomes	For a positive culture around issues of sexuality and relationships that challenges sexual assault and harassment, empowers students to discuss issues in a respectful way, ensures students know what consent is, and allows students to know what a positive and safe relationship looks and feels like
Process:	<p>The academy must consult with parents when making changes to our RSE policy. This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:</p> <ul style="list-style-type: none"> • Review- SLT pulled together all relevant information including relevant national and local guidance • Staff consultation- all school staff were given the opportunity to look at the policy and make recommendations • Pupil consultation- all pupils were surveyed regarding safeguarding and asked what they want from RSE • Parent consultation- parents and any interested parties were invited to attend a meeting about the policy <p>□ Ratification- the policy was shared with governors and ratified</p>
Definition:	<p>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</p> <p>□ RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity</p>
Roles and Responsibilities:	
Students will:	<ul style="list-style-type: none"> • Learn about RSE, appropriate to their age and stage of development, through the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE) and Computing. • Pupils also receive stand-alone sex education sessions delivered by a trained professional from Young Hackney • Be given 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 and intimate and sexual relationships, including sexual health • Be taught within the context of family life without stigmatisation of children based on their home circumstance • Engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity
Parents and carers will:	<ul style="list-style-type: none"> • Parents have the right to withdraw their children from the non-statutory, non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this • Requests for withdrawal should be put in writing using the form found in appendix 1 of this policy and addressed to the Principal. The Principal will discuss the request with parents and take appropriate action.
Academy Principal/SLT will ensure that:	<ul style="list-style-type: none"> • Our curriculum is outlined on our PSHE Curriculum Map (available on website). We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online • RSE is taught consistently across the school, and the Principal is responsible for managing requests to withdraw pupils from non-statutory and non-science components of RSE • Staff are trained on the delivery of RSE as part of our annual CPD programme that visitors from outside the school, including sexual health professionals or the school nurse, will be invited to provide support and training to staff teaching RSE • The delivery of RSE is monitored by SLT with their link ATL (Achievement Team Leader) • The RSE curriculum takes into account developments and issues in our local community that are relevant to our student body

This document must be read and understood by all employees of the academy upon appointment

ATLs will develop a curriculum so that by the end of secondary	<ul style="list-style-type: none"> □ Families- that there are different types of committed, stable relationships, how these contribute to human happiness and their importance of bringing up children, what marriage is and why it 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
school pupils will know:	<ul style="list-style-type: none"> children and how to determine when others are trustworthy or a relationship is unsafe and what to do about this • Respectful relationships, including friendships- the characteristics of positive and healthy friendships, practical steps they can take in a range of different contexts to improve or support respectful relationships, how stereotypes, in particular, about sex, gender, race, religion or sexual orientation or disability can cause damage, that they should expect to be treated with respect, about different forms of bullying, that some behaviour is criminal including violent or coercive behaviour, what constitutes sexual harassment and sexual violence and why these are unacceptable, the legal rights and responsibilities regarding equality (Equality Act 2010) • Online and media- the rights, responsibilities and opportunities online, online risks, not to provide material to others that they would not want sharing further, what to do and where to get support to report material online, impact of viewing harmful content, specifically sexually explicit material e.g. pornography can damage the way peoples see themselves in relation to others and impact how they behave towards sexual partners, that sharing and viewing indecent images of children is a criminal offence, how information and data is generated, collected, shared and used online • Being safe- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic violence, abuse, forced marriage, honour-based violence and FGM and how these can affect current and future relationships, how people can actively communicate and recognise from others consent and when it is withdrawn • Intimate and sexual relationships, including sexual health- how to recognise the characteristics of these relationships, that all aspects of health can be affected by choices made in sex and relationships, positively and negatively, the facts about reproductive health, that there are a range of strategies for identifying and managing sexual pressure, that they have sexual choices, contraception, facts about pregnancy, choices in relation to pregnancy, STIs, use of alcohol and drug, how to get further advice on these issues
All staff & volunteers will:	<ul style="list-style-type: none"> • Deliver RSE in a sensitive way and model positive attitudes to RSE monitoring progress and development in this subject • Respond to the needs of individual pupils
The Governing Board will ensure that the RSE policy is approved and up to date and will hold the academy accountable for its implementation and effectiveness	
Related Docs:	KCSIE (2021) , Working Together to Safeguard Children (2019) , Equal Rights Act 2010, Relationships and Sex Education (RSE) and Health Education (DFE, 2019)

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			

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Parent signature	
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TO BE COMPLETED BY THE SCHOOL

Review Date:	Reviewed By:	Approved by Governors:	Review By:
July 2024	FGB	Dec 2022	Staff, students, parent/ carers, Governors

[Appendix 1: Parent form: withdrawal from sex education within RSE](#)

TO BE COMPLETED BY PARENTS

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.
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