



GUILSBOROUGH ACADEMY RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Policy Name	Relationships and Sex Education
Committee	Curriculum and Student Welfare
Owner	Head of Life Skills and Enterprise
Statutory	Yes
Reviewed by Governors, ratified by Directors	

Date Ratified	Review Date
March 2022	March 2023

1. 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
- Integrate relationships and sex education into our Life Skills Programme delivered through our tutorial programme, Life Skills Lessons and life skills days
- Ensure that students are prepared to be global citizens in the 21st century

2. 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](#).

Our policy is developed in line with the DFE guidance on implementing the new framework for RSE 2020 outlined in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

At Guildsbrough Academy we teach RSE as set out in this policy.



3. Policy development

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – the Middle Leader responsible pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were selected to look at the policy and make recommendations
3. Parent/stakeholder consultation – all parents/carers and any interested parties were brought together in a focus group online.
4. Pupil consultation – we investigated what exactly students want from their RSE through a questionnaire online.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. 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.

At Guilsborough Academy, the RSE curriculum forms part of our wider Life Skills Programme.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. 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/carers, 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.

Guidelines for curriculum development have been recently updated by the Department for Education and can be found in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#). Our curriculum has been designed to meet this new requirement and maps a flightpath of age appropriate learning throughout key stages 3 and 4.

6. Delivery of RSE

RSE is taught within the Life Skills (or personal, social, health and economic (PSHE) education) curriculum. As a school, we refer to PHSE as Life Skills. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

Students also receive stand-alone sex education sessions delivered by a trained external provider to ensure that the most up-to-date, sensitive and expert delivery of such themes is upheld as part of an off-timetable day.

As part of the science curriculum, students will receive statutory sex education lessons through the curriculum as outlined in the scheme of learning developed by the science department.

For more information about our RSE curriculum, see **Appendices 1 and 2**.

RSE 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

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, LGBTQAI+ parents/carers, 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).

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

7.3 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/carers wish them to be withdrawn from the non-statutory components of RSE by passing this forward to Mr Flanagan, RSE lead, to submit to the Principal for approval.

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 Principal.

Stephen Flanagan (Head of Life Skills and Enterprise), is the school's lead for RSE.

All tutors are responsible for delivering RSE as part of the Life Skills Tutor Time Scheme of Learning (see appendix 1).

Teachers of Science will teach the national curriculum sex education components of RSE in line with the scheme of learning for KS3 science.

Where appropriate, expert external providers will be used to deliver the more specialist areas of the RSE curriculum as deemed necessary by the RSE Lead.

7.4 Students

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

8. Parents/carers' right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory 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 principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The principal will direct the HoY to discuss the request with parents/carers and take appropriate action.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The assistant principal 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Stephen Flanagan (Head of Life Skills and Enterprise) through:

- Learning walks undertaken in conjunction with HOYs and SLT
- Staff and student voice – collected annually
- SOL review with teachers of Life Skills curriculum
- Cross-school collaboration with RSE leads in the SWAN partnership schools

This policy will be reviewed by Stephen Flanagan (Head of Life Skills and Enterprise) annually. At every review, the policy will be approved by the governing board.

Appendix 1: Life Skills Scheme of Learning

Curriculum Map Life Skills 2021-2022 Overview

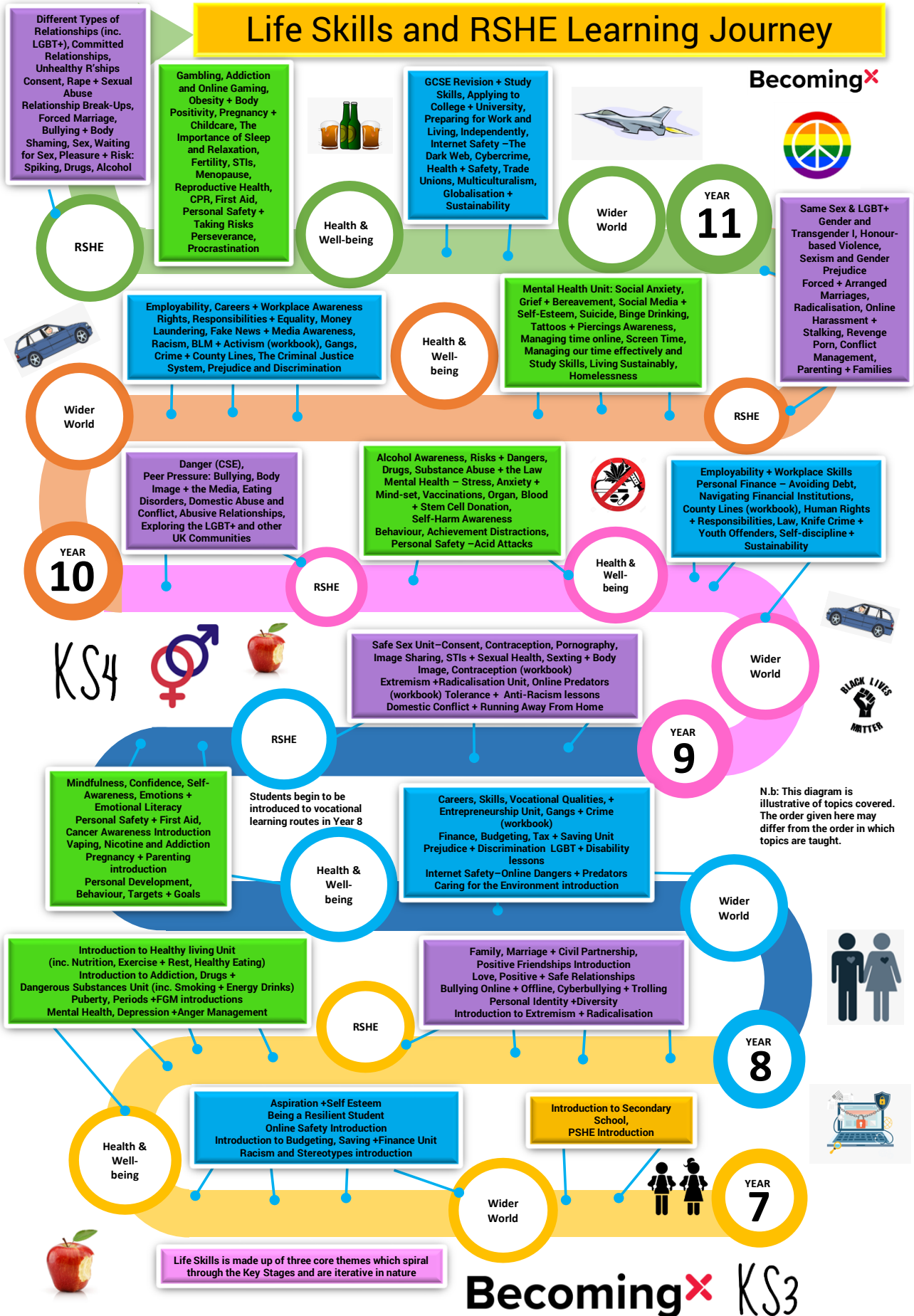
C- Units – Delivered in Curriculum Specialist Lessons

T- Units – Delivered in Tutor Time Weekly Sessions

	Living in the Wider World	Health and Wellbeing	Relationships
Year 7	Unit C3 Financial Literacy and Money – Banks, Savings, Debt and Budgeting	Unit C4 Healthy Lifestyles – Nutrition and Exercise	Unit C1 Resilience and Dealing with Change – Anti-Bullying, Personal Safety, Social Media
	Unit C5 Critical Thinking and Media – Fake News, Cyber Security	Unit C6 Health and Wellbeing – Smoking, Energy Drinks, Illegal Substances.	Unit C2 Relationships and Friendships – Cyber Bullying, Romance, Marriage, Positive Relationships, Keeping Safe, British Values.
	Unit T1 – Self Esteem, Aspiration & Money	Unit T5 – Periods, Puberty, FGM, Drugs Awareness and Energy Drinks.	Unit T3 – Personal Identity, Gender and Sexuality.
	Unit T2 – Social Media, Financial Products.	Unit T6 – Managing Anger, Smoking, Healthy Living and Exercise.	Unit T4 – Positive Relationships, Radicalisation and Extremism, Staying safe Online.
Year 8	Unit C1 Resilience – Cyber Security and Fraud, Making Decisions, Fraud.	Unit C2 Every Mind Matters (NHS) – Dealing with Change, Bullying, Smoking, Body Image, Online Stress.	Unit C3 RSE - Consent, Sexting, Contraception and Dangers of Pornography.
	Unit C4 Your Future and Careers – Entrepreneurs, Enterprise and Workplace Skills.	Unit C5 Health and Wellbeing – Addiction, Managing Behaviour, Teenage Pregnancy, Self Confidence.	Unit C6 Civil Rights and Discrimination – Racism, BLM, Martin Luther-King.
	Unit T1 – Careers, Discrimination, E-Safety	Unit T5 – Cancer awareness, Emotional Literacy, Self Confidence and Goals.	Unit T3 – STI's, Domestic Conflict, Religious Discrimination.
	Unit T2 – Finance, Tax, Climate Change	Unit T6 – Vaping, Addiction, Mindfulness and Relaxation. Dealing with a Crisis.	Unit T4 – Positive Relationships, Extreme Groups, Radicalisation.
Year 9	Unit C2 Workplace Skills – Employability, Enterprise and Self Discipline.	Unit C1 Attitudes and Mindset - Behaviour to succeed, Interpersonal skills and Growth Mindset.	Unit C3 Relationships – Body Image, Abusive Relationships and Peer Pressure.
	Unit C5 International Awareness – Aid and Charity, Human Rights, Human Rights Abuses and Immigration.	Unit C4 Core Issues – Drugs and the Law, Self-Image, Self-Harm, Coping with Stress and Anxiety.	Unit C6 British Values – British Community, Religion and Culture. Diversity and LGBTQ+ Community.
	Unit T1 – Employability, Crime and The Law	Unit T5 – Alcohol Awareness, Coping with Stress and Anxiety, Finding Help.	Unit T4 – Consent, Sexting and Sharing Images, Healthy Relationships.
	Unit T2 – Finance, Debt, Human Rights.	Unit T6 – Discrimination, Vaccinations, Organ and Blood Donation. Accessing Education.	Unit T3 – Child Sexual Exploitation, Trafficking and Abusive Relationships.
Year 10	Unit T1 – Careers, Fake News, Critical Thinking	Unit T5 – Screen Time, Social Media and Self-esteem, Study Skills, Social Anxiety.	Unit T3 – Community Cohesion, Managing Conflicts, Same Sex Relationships, Gender & Trans-Identity.
	Unit T2 – Anti-Social Behaviour, County Lines, Criminal Justice System.	Unit T6 – Binge Drinking, Homelessness, Hate Crime, Managing Grief, Study Skills.	Unit T4 – Harassment and Stalking, Role Models, Revenge Porn and Sexism.
Year 11	Unit T1 – Revision and Study Skills, Applying, Interviews.	Unit T5 – Sleep, Gambling and Online Gaming, Digital Footprint, Privilege, Identity and Diversity.	Unit T3 – Consent, Body Shaming, Positivity and Relationship Break-Ups.
	Unit T2 – E-Safety, Globalisation, World Issues.	Unit T6 – Personal Safety, Risk Taking, Reproductive health, Obesity and Body Positivity.	Unit T4 – Safe Sex, Types of Relationships. Healthy sex. Community Cohesion. Sexism.

Life Skills Days 2021-2022		
C1 Health and Wellbeing	Tuesday 30 th November 2021	All
C3 Living in the Wider world	Wednesday 9 th February 2022	All
C2 Sex and Relationships	Thursday 7 th July	All (excl. Y11 & Y13)

Life Skills and RSHE Learning Journey



Appendix 2: RSE Learning Outcomes

Below is a detailed summary of the learning outcomes as described by the Department for Education in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) that will be achieved by students through engagement with the RSE curriculum:

Topic	Students should know
<p>Online and media</p>	<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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
	<ul style="list-style-type: none"> • What to do and where to get support to report material or manage issues online
	<ul style="list-style-type: none"> • The impact of viewing harmful content
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
<p>Being safe</p>	<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
	<ul style="list-style-type: none"> • 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)
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
	<ul style="list-style-type: none"> • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
	<ul style="list-style-type: none"> • That they have a choice to delay sex or to enjoy intimacy without sex
	<ul style="list-style-type: none"> • The facts about the full range of contraceptive choices, efficacy and options available
	<ul style="list-style-type: none"> • The facts around pregnancy including miscarriage
	<ul style="list-style-type: none"> • 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)
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
	<ul style="list-style-type: none"> • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENT/CARER			
Name of pupil		Tutor group	
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/carers	