



**DUKE'S**  
ALDRIDGE ACADEMY

# Duke's Aldridge Academy

## Relationships and sex education policy

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## 1.Context and Aims

Relationship Sex and Health Education (RSHE) is lifelong learning about relationship, sex, sexuality, emotions, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Relationship and sex education should empower young people, build self-esteem, offer a positive and open view of sex and sexuality and support sexual self and mutual acceptance and respect.

RSE is firmly rooted in our academy's PSHEe Curriculum and is also delivered as part of other curriculum areas such as Science, Physical Education and IT as well as tutor time. This policy links with other academy policies such as the Behavior policy, Curriculum policy, safeguarding policy, Data protection policy, Internet and Acceptable use policy and Teaching and Learning policy.

### Our local context:

**Analysis of local data, information from network meetings and pupil voice have indicated the need for particular attention to:**

- **the diversity of our community and high rates of deprivation;**
- **the higher than national incidence of STIs;**
- **higher than national unwanted pregnancies;**
- **higher than national proportion of young people who do not have a trusted adult;**
- **the high proportion of children and young people who have 'spoken' online to somebody they don't know**
- the high proportion of children and young people who have received online sexual images**

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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

- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › To meet the needs of our students in relation to the local context

## 2. Statutory requirements

As a secondary academy school, we must provide RSE to all pupils 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 policies and procedures will adhere to the [Equality Act 2010](#) and [Disability Rights](#).

At Duke's Aldridge Academy we teach RSE as set out in this policy.

## 3. Policy development

This policy has been consulted with parents, subject staff and ratified by governors.

## 4. Definition

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.

## 5. Curriculum

Our curriculum overview 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, 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 don't seek answers online.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) with aspects of healthy living in PE.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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

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

## **Differentiation and Entitlement for All**

At Duke's Aldridge Community Academy, we are committed to working towards equality of opportunity in all aspects of Academy life. We will make sure that our RSE programme is inclusive and we will consider the needs of vulnerable groups, in the planning and delivery of our programme.

Special Educational Needs and Disabilities - Our students have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all students are properly included in RSE. We will, for example use differentiated materials.

Some students with SEND may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These students in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of students with SEND. It is helpful to remember to focus on activities that increase a student's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Religion and Ethnicity In our Academy, we recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. We will explore assumptions about different cultural beliefs and values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

We accept that students and adults in our Academy may hold very different religious and cultural beliefs about RSE.

We will encourage consultation and discussion with students, parent/carers and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our RSE policy and programme.

Whilst we will always try to work with parent/carers to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from RSE outside National Curriculum Science.

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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The local governing committee will approve the RSE policy, and hold the Principal to account for its implementation. The nominated governor will monitor the implementation of this policy.

### **7.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science 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 pupils
- › Responding appropriately to pupils 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 Principal.

RSE education will be delivered by staff timetabled to teach PSHE. Ms Tuptuk will have an overview of the RSE curriculum and content.

## 7.4 Pupils

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

## 7.5 Visitors

We welcome the support of visitors offering specialist support and links with the community. The academy nurse and other health professionals may be involved at different stages of the programme. Visitor sessions always complement the existing RSE provision and never replace or substitute teacher-led curriculum provision. All visitors are carefully vetted by the PSHE coordinator.

## 8. 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 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 discuss the request with parents and take appropriate action.

Alternative work will be given to pupils 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 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 Nil Tuptuk; Director of Humanities Faculty, through:

Learning walks, book scrutinies, student voice, lesson observations

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

This policy will be reviewed by the Academy annually. At every review, the policy will be approved by the local governing committee.

### Specific Issues

We recognise that some aspects of RSE for teachers, students, parent/carers and the wider

Academy community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context. We respect the varied beliefs and values held by our academy community. However, personal beliefs and attitudes will not influence the teaching of RSE. Teachers and all those contributing to RSE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHE Lead, the senior leadership team, outside agencies and the academy nurse.

Students may ask questions or seek information about specific issues. It is Academy policy to address these questions and provide information in a straightforward age and maturity appropriate way. The academy nurse may be used to support this process. In this way, students will be offered reassurance and will have misinformation corrected.

### **Confidentiality and Child Protection**

**The basic principle is that young people, including those under 13, have the same right to confidentiality as adults.**

Duke's Aldridge Academy is committed to acting in the best interest of all the individuals within the academy community. Relationship and sex education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSE lessons. As part of discussions about confidentiality, all students will be informed of the limits to teacher confidentiality and will be told that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. Students will also be discouraged from making personal disclosures during RSE lessons. As an integral part of RSE, students may be made aware of confidential sources of information.

As part of RSE students will be encouraged to talk to a trusted adult, possibly a parent or carer, if they are having sex or contemplating doing so. Students will also be reminded that the age of consent for heterosexuals and same sex relationships is currently 16.

There may be cases where a member of staff learns that an under 16-year-old is having or contemplating having sex. In this instance the student should be referred to the designated person for Child Protection or academy nurse.

Decisions to follow child protection procedures will be made according to the academies policy on safeguarding.

The DfE Guidance states that schools ought to also ensure that the young person 'has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services. The young person will not be permitted to visit a sexual health service during school time, but a referral will be considered where appropriate.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 7	<ul style="list-style-type: none"><li>• What are relationships</li><li>• Families</li><li>• Anger management and depression</li><li>• Changes in puberty</li><li>• Puberty and reproduction</li><li>• Getting help and support</li></ul>	<ul style="list-style-type: none"><li>• PowerPoints</li><li>• Class Booklets</li><li>• Homework through Show My Homework</li></ul>
Year 8	<ul style="list-style-type: none"><li>• Talking about sex and relationships</li><li>• Relationships</li><li>• Conception and pregnancy</li><li>• Contraception</li><li>• Taking care of your body</li><li>• Social pressures on young people</li></ul>	
Year 9	<ul style="list-style-type: none"><li>• Recognising and managing risk</li><li>• Abusive relationships</li><li>• Contraceptives and STIs</li><li>• Condoms and STIs</li><li>• HIV</li><li>• Reasons for abstinence</li><li>• Conflict with parents and family members</li><li>• Valuing difference</li></ul>	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 10	<ul style="list-style-type: none"> <li>• Relationships, Body image</li> <li>• Mental health</li> <li>• Negotiation skills</li> <li>• Sexual and gender identity</li> <li>• Personal safety</li> <li>• Marriage</li> </ul>	
Year 11	<p>Students will have some discussions during Registration</p> <ul style="list-style-type: none"> <li>• Sex</li> <li>• Sexuality</li> <li>• FGM</li> </ul> <p>Kip Education Workshop</p> <ul style="list-style-type: none"> <li>• Sex and Relationships</li> <li>• STI's</li> <li>• Pornography and the Internet</li> <li>• Sex &amp; the Law</li> <li>• Negotiating Safer Sex</li> <li>• Boundaries, Consent and Communication</li> </ul>	Short video clips during Registration



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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

**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	