



**DUKE'S**  
ALDRIDGE ACADEMY

# **Duke's Aldridge Academy**

## **Relationships and sex education policy**

<b>Approved by:</b>	Duke's LGC	<b>Date:</b> 5 <sup>th</sup> October 21
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<b>Last reviewed on:</b>	February 2024
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<b>Next review due by:</b>	February 2026
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## Contents

1. Context and Aims.....	2
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition.....	3
5. Curriculum .....	3
6. Delivery of RSE .....	3
7. Roles and responsibilities .....	4
8. Parents' right to withdraw.....	5
9. Training.....	5
10. Monitoring arrangements .....	5
Appendix 1: Curriculum map.....	7
Appendix 2: By the end of secondary school pupils should know .....	8
Appendix 3: Parent form: withdrawal from sex education within RSE .....	9

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## 1. Context and Aims

Relationship Sex and Health Education (RSHE) is lifelong learning about relationships, 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 and through 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:

- **diversity of our community and high rates of deprivation;**
- **higher than national numbers of STIs;**
- **higher than national unwanted pregnancies;**
- **higher than national proportions 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.

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard for the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

## 3. Policy development

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

- Review – a member of staff or working group 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
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- 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 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.

We will share all curriculum materials with parents and carers upon request.

## 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 and tutor time.

We are mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

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.

We consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Support our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences
- Are relevant to our context and any emerging needs

## **Inclusion, access 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 consider the needs of vulnerable groups, in the planning and delivery of our programme.

Our students have different abilities based on their emotional and physical development, life experiences, literacy levels and learning abilities, and we aim to ensure that all students are able to access and be included in RSE.

Some students with SEND may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable 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.

We celebrate and recognise the diverse beliefs of our religious and minority ethnic communities and we value and celebrate cultural diversity. We explore assumptions about different cultural beliefs and values and encourage activities, which challenge stereotypes and misconceptions. We use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of openness and 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/carer's to accommodate their wishes, we 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).

## **Inclusivity**

We teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We consider the best environment that pupils learn about these topics in an environment that's appropriate for them, and give careful consideration to the level of adaptation needed, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

## **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. The PSHE lead will have an overview of the RSE curriculum and content.

## 7.4 Students

Students 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 to enhance the curriculum offer and support with specialist knowledge. 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 lead.

We ensure that any visitors and external materials are appropriate and in line with KCSiE and our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools, and resources used don't undermine our fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996

We will:

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources enhance the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session



- Make sure that the teacher is in the room during any sessions with external speakers
- Make all external materials available for parents and carers
- We won't, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## **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 regularly trained on the delivery of RSE, this may include the use of external visitors to support training and delivery

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE lead, 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 bi-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.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

RSE is taught as part of a spiral curriculum within PSHEe. Some of the content is also covered in Science and Computer Science lessons.

Aspects of RE covered in Year 7 – 11 is listed below.

Year Group	Topic and lessons	Resources
Year 7	<b>Health &amp; Puberty</b> <ul style="list-style-type: none"> <li>What is puberty? Year 7 Science Spring 1: January</li> <li>Emotional changes and how my brain works Year 11 Science Separates Autumn 1: September</li> <li>How I feel and Personal Hygiene</li> <li>Menstrual Cycle and Managing Periods Year 7 Science Spring 1: January and Year 11 Autumn 1: September</li> <li>Importance of exercise and Healthy Diet Year 7 Science Spring 1: January and Year 8 Autumn 1: September</li> <li>Importance of Sleep and Review of Topic</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>What is mental health?</li> <li>What is self esteem?</li> <li>What is body image?</li> <li>Qualities and behaviours relating to different types of positive relationships</li> <li>How to recognise unhealthy relationships</li> <li>Consent and Review of Topic</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoints</li> <li>Class Booklets</li> <li>Where relevant there are video clips from reputable sources and students are signposted to help/advice.</li> </ul>
Year 8	<b>Building Relationships</b> <ul style="list-style-type: none"> <li>What is mental health?</li> <li>What is self esteem?</li> <li>What is body image?</li> <li>Qualities and behaviours relating to different types of positive relationships</li> <li>How to recognise unhealthy relationships</li> <li>Consent and Review of Topic</li> </ul> <b>Negative Peer Influences [6 lessons]</b> <ul style="list-style-type: none"> <li>Strange Friendships</li> <li>Grooming</li> <li>Escalating Situations</li> <li>Pressures to Commit Crime</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoints</li> <li>Class Booklets</li> <li>Where relevant there are video clips from reputable sources and students are signposted to help/advice.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reasons for Knife Crime</li> <li>• Run-Hide-Tell and Review of Topic</li> </ul>	
Year 9	<b>Identity and Relationships</b> <ul style="list-style-type: none"> <li>• Healthy Relationships</li> <li>• Commitment</li> <li>• Sexual Orientation and Relationships</li> <li>• Assumptions about Consent</li> <li>• Sharing Sexual Images</li> <li>• Toxic Relationships: Domestic Abuse and Violence</li> <li>• Forced Marriage and Review of Topic</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoints</li> <li>• Class Booklets</li> <li>• Where relevant there are video clips from reputable sources and students are signposted to help/advice.</li> </ul>
Year 10	<b>Healthy Relationships</b> <ul style="list-style-type: none"> <li>• Working out Relationships</li> <li>• Sexualised Media</li> <li>• Inappropriate Persuasion</li> <li>• Managing Relationship Conflict</li> <li>• Strange Relationships</li> <li>• Managing Unwanted Attention and Review of Topic</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoints</li> <li>• Class Booklets</li> <li>• Where relevant there are video clips from reputable sources and students are signposted to help/advice.</li> </ul>
Year 11	<b>External Pressures and Relationships</b> <ul style="list-style-type: none"> <li>• Living Independently</li> <li>• Law around Consent</li> <li>• What do you Need? Effective Communication</li> <li>• Unwanted and Inappropriate Behaviours</li> <li>• Variations in Power</li> <li>• Exploited Victims and Review of Topic</li> </ul> <b>Families and Relationships</b> <ul style="list-style-type: none"> <li>• Conflict in Families</li> <li>• Long-Term Commitments</li> <li>• Legal Status of Relationships</li> <li>• Parenting of Young Children</li> <li>• Fertility and Infertility</li> <li>• Pregnancy Outcomes</li> <li>• Pregnancy Choices and Review of Topic</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoints</li> <li>• Class Booklets</li> <li>• Where relevant there are video clips from reputable sources and students are signposted to help/advice.</li> </ul>

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



**DUKE'S**  
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#### 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	