



Ortu Hassenbrook Academy

Opportunity through learning

Relationships and Sex Education Policy 2021/22

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Next Review: September 2022



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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 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

As part of our Personal Social and Health Education curriculum, students are taught about the importance of healthy relationships. The curriculum is planned to deliver knowledge needed for positive and safe relationships of all kinds. Students are informed about how to keep themselves safe and healthy and have good relationships with others. Our programmes of study build on essential knowledge covering different types of relationships and how to recognise healthy and unhealthy relationships of all kinds. In addition, the curriculum covers how relationships can affect health and wellbeing. This aspect is further developed by taking safety online into account. Factual knowledge about sex, sexual health and sexuality are taught within the context of relationships.

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](#).

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

3. Policy development

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

Ortu Hassenbrook Academy Letter to Parents -

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited send comments regarding the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
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 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.

At Ortu Hassenbrook Academy our comprehensive RSE programme aims to provide accurate information about the body, reproduction, sex and sexual health. It also gives our young people the essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

We aim to prepare young people for an adult life in which they can do the following.

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Learn the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Be aware of their sexuality and understand human sexuality linked to lesbian, gay, bisexual and transgender relationships.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Have the confidence and self-esteem to value themselves and the skills to judge what kind of relationships they want.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and, where, they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections, including HIV.
- Avoid being pressured into unwanted or unprotected sex via coercion or exploitation.
- Access confidential sexual health advice, support and if necessary treatment.
- Know how the law applies to sexual relationships.

5. Curriculum

Our curriculum is set out as per Appendix I 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.

Ortu Hassenbrook Academy follows the 3 main elements of the RSE:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

The schools approach to formal RSE consists of:

1. The taught RSE programme.
2. Pastoral support for pupils who experience difficulties.
3. Provision of appropriate information through leaflets and books in the LRC and display of posters.
4. School nurse and sexual health improvement practitioner sessions.

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).

At Ortu Hassenbrook Academy Relationships and sex education is delivered through the PSHE and Citizenship Framework and through National Curriculum Science and RE. The school provides drop down days where key aspects are also taught by the school nurse and sexual health improvement team. The delivery is inclusive of all pupils (with the exception of those who opt out).

PSHCRE is delivered through structured sessions throughout KS3/4 and within structured form time and assemblies.

- Teachers from the Humanities department teach RSE through the PSHCRE programme and some through science and other curriculum areas (see appendix). All teachers play an important pastoral role by offering support to pupils. A pupil who experiences a difficulty regarding sex or relationships issues can approach any teacher.
- Outside agencies and speakers are involved in inputting to RSE lessons and as points of referral as support services for pupils. The school only works with agencies and speakers who are appropriate to pupil needs. We work in partnership with them and jointly plan their work within the school. The school also promotes relevant helping agencies that pupils can access.
- Pupils have an entitlement to age and circumstance appropriate to RSE and to pastoral support. Pupils are also actively consulted about their RSE needs and their views will be central to developing the provision.

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.

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).

Working with parents

Ortu Hassenbrook Academy seeks to work in partnership with parents. This is essential to effective relationship and sex education. We will endeavour to help parents who find it difficult to talk to their children about sex and relationships, and support them in their role as sex educators. We will aim to inform parents of the content of relationships and sex education being undertaken by pupils. This will enable parents to exercise the right to withdraw their children from all or part of relationships and sex education if they so wish after discussing

the matter with the Principal. Parents will be informed of the withdrawal process during the transition period and in the parent handbook.

Confidentiality

Ortu Hassenbrook Academy policy on confidentiality is clear and supports pupils in the following way.

- Reassure pupils that their best interests will be maintained .Encourage pupils to talk to their parents or carers and giving them support to do so.
- Ensure that pupils know that teachers cannot offer unconditional confidentiality. (child protection issues)
- Reassure pupils that if confidentiality has to be broken they will be informed first and then supported as appropriate.
- Ensure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, youth and community worker, GP, local-young person’s advice service or sexual health improvement team.
- Clarify procedures for staff to follow. If teachers think there is an issue which needs clarifying, they are to see Mr Scott or Mrs Major (child protection contacts)

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 pupils from 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 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.

2020-2021 Staff Member include H Mitchell and A Carretta

7.4 Pupils

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

8. Parents' right to withdraw

Parents 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.

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 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.

Ortu Hassenbrook CPD and Training Opportunities:

https://drive.google.com/file/d/1MZ97Hs0RsrVWYFPJqi_YeFbtJkVJW0Zk/view?usp=sharing

10. Monitoring arrangements

The delivery of RSE is monitored by Hannah Mitchell through:

Monitoring arrangements, developments and delivery, such as planning scrutinies, learning walks, and departmental meetings.

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

This policy will be reviewed by Ms H Mitchell annually. At every review, the policy will be approved by the governing board/committee name/governor name/the Principal.

Ortu Hassenbrook Academy Links:

DFE Guidance: https://drive.google.com/drive/folders/0B6LNzZM_rLI-fkdpN1N2em1uUWdre1BmaE8xXy1pWHZVRU9CQkVXRkNmOTE1eFRCeU54UkE?usp=sharing

Ortu Hassenbrook PSHE Curriculum Map: <https://hassenbrook.s3.amazonaws.com/uploads/document/KS4-YR10-Curriculum-Map-PSHE.pdf?t=1618764057?ts=1618764057>

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Ortu Hassenbrook PSHE Curriculum Map: <https://hassenbrook.s3.amazonaws.com/uploads/document/KS4-YR10-Curriculum-Map-PSHE.pdf?t=1618764057?ts=1618764057>

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• 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• Why marriage 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 of children, including the characteristics of successful parenting• 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
Respectful relationships, including friendships	<ul style="list-style-type: none">• 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• Practical steps they can take in a range of different contexts to improve or support respectful relationships• 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)• 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

	<ul style="list-style-type: none"> ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● 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
Online and media	<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 ● 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 ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● 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 ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
Being safe	<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 ● 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)
Intimate and sexual relationships, including sexual health	<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 ● 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 ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women

- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- 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)
- 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
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- 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

Dear Parent/Carer

As you may already be aware, Relationships and Sex Education (RSE), along with Health Education, will soon be forming part of the National Curriculum. This change begins as of September 2020.

As part of our school's wider Personal, Social and Health Education programme, your child will soon receive lessons on relationships, sexual health and personal safety.

Schools are required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered.

The purpose of the upcoming curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. This is to encourage the development of safe and healthy relationships throughout life. The subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

You do have a right to withdraw your child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, will be granted up to three terms before your child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at secondary level and we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. However, we are confident you will share our enthusiasm for the successful implementation of the new PSHRE curriculum, which we feel will benefit all of our students.

You are welcome to contact me to discuss the programme further.

Yours sincerely,

Ms J Williams
Headteacher
Hassenbrook Academy

TO BE COMPLETED BY PARENTS			
Name of child		C l a s s	
Name of parent		D a t e	
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	