

ACKLAM GRANGE SCHOOL



DRAFT RELATIONSHIPS AND SEX EDUCATION POLICY (from 2020)

Status & Review Cycle	Term	Year
Last Review Date	Summer	2020
Next Review Date	Summer	2021
Lead SLT	Miss A Gika/ Mrs L Gowland	

This school is an academy within The Legacy Learning Trust.



AIMS

The aims of relationships and sex education (RSE) at Acklam Grange 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
- Understand the importance of the PRIDE Curriculum for personal development to support academic achievement.

The Programme covers three core themes:

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
Topic areas: Personal identity Healthy lifestyles Keeping safe	Topic areas: Healthy Relationships Relationships and sex education Relationship safety Valuing difference	Topic areas: Rights and responsibilities Economic wellbeing Employability and enterprise Career progression

This is then enhanced with opportunities through the following AGS initiatives:

- **AGS SUCCESS** – Developing personalised study-skills for success
- **My PRIDE Pledge, Projects and Events** – KS3 Character-building, project-based programmes to encourage experiential and independent learning.
- **MINDFUL 5** – Mindfulness practices to promote self-regulation and positive mental wellbeing

MORAL FRAMEWORK

This is underpinned by the commitment to Equal Opportunities as expressed in the Equal Opportunities Policy for our school.

The ethos of trust, honest and mutual respect is also a central strand of all that we do.

Students are encouraged to understand:

- The difference between right and wrong
- Respect for others truth and property
- How actions can affect others
- How to make reasoned judgements

- The importance of moral behaviour

Children should be taught sex and relationship education within a moral framework which encourages the following values:

- Self-respect
- Respect for others
- Honesty
- Non-exploitation in sexual relationships
- Commitment and trust
- Acknowledgement of rights, duties and responsibilities in sexual relationships

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 Acklam Grange School we teach RSE as set out in this policy.

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.

CURRICULUM

Our Pride 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, 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.

For more information about our Pride curriculum, see our curriculum map in Appendix 1.

DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, known as our Pride Curriculum. Student's will cover RSE topics across their time at Acklam Grange, which have been carefully mapped to be age appropriate and relevant to the social context of the time. Students will receive a Pride lesson once a fortnight. When relevant, elements of RSE may be delivered by external specialist professionals.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Aspects of relationships are also taught across the wider academic curriculum as outlined in Appendix 3.

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).

INCLUSION

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with SEND

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of gender and sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

ROLES AND RESPONSIBILITIES

The Local Council (governing body)

The Local Council will approve the RSE policy, and hold the headteacher to account for its implementation.

The Local Council will hold the headteacher to account for the implementation of this policy.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

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 components of RSE

All staff are responsible for the teaching of RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Specific CPD will be made available for form tutors to support their delivery of RSE. RSE will be taught by form tutors and relevant pastoral staff on the allocated session fortnightly, through the PRIDE curriculum. On occasion, external specialist speakers and professionals will deliver sessions.

Pupils

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

CONFIDENTIALITY

In line with our Safeguarding and Child Protection Policy, the following applies:

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse, the student would be referred to ARC Services RELATE where specialist staff can do the following:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's safeguarding and child protection policy guidance.

PARENTS RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the 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.

Parents do not have the right to withdraw their children from compulsory relationship education as part of the new statutory framework for Relationships and Sex Education from September 2020.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents in a formal meeting and take appropriate action. This will be in line with the statutory framework for Relationship and Sex Education 2020.

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

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 headteacher 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.

Monitoring arrangements

The delivery of RSE is monitored by the Deputy Head Teacher and Assistant Head Teacher responsible for pastoral care through:

- A quality assurance schedule for the review of lesson resources within the Pride curriculum
- Book scrutiny as part of the wider Teaching & Learning Quality Assurance schedule
- Regular engagement in external CPD opportunities around the delivery and teaching of RSE

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

This policy will be reviewed by the Assistant Headteacher and Deputy Headteacher Pastoral on an annual basis. At every review, the policy will be approved by the Local Council.

Appendix 1: Pride Curriculum map 2020 / 21

Term 1					
	Year 7	Year 8	Year 9	Year 10	Year 11
	Mindful 5 (1) Personal Identity and Transition	Mindful 5 (1) Managing change and loss	Mindful 5 (1) Peer Pressure	Mindful 5 (1) Transition to KS4	Mindful 5 (1) Self Esteem and Coping with Stress
	S1: Discovering Middlesbrough S2: My PRIDE Pledge Meserani Mile	S1/S2: My PRIDE Projects AGS Pioneers	S1: Knife Crime & Gangs S2: Point 7: Chris Cave Foundation	S1: Global Bridge S2: Chris Cave Foundation	S1: Cannabis Use S2: AGS SUCCESS
Black History Month / World Mental Health day	On and Off-line Relationships	Rights and Responsibilities Age & Disability	Managing Conflict at Home	Contraception, consent & Sexual Harassment	Skills for Employment – Next Steps
	Remembrance & Learning <u>From</u> History	Remembrance & Learning <u>From</u> History	Remembrance & Learning <u>From</u> History	Remembrance & Learning <u>From</u> History	Remembrance & Learning <u>From</u> History
Half term					
Anti-bullying week Wk1 AGS Remembrance Event	Mindful 5 (2) Diversity, Prejudice and Bullying	Mindful 5 (2) Anti-bullying	Mindful 5 (2) Diet and Lifestyle Balance (inc Dental /Bodily Hygiene)	Mindful 5 (2) Relationship Myths and Expectations	Mindful 5 (2) AGS SUCCESS
	Self Esteem – Romance	PREVENT	My PRIDE Future - Understanding Careers	Relationship Challenges	ENTRY EXAMS
	Risks of Alcohol & Addiction	Racism and Religious Discrimination My PRIDE Projects AGS Pioneers Pitches	Resilience and Positive Mental Health – Online and offline	Peer Pressure Unplanned pregnancy	Next Steps – application processes

Term 2					
	Year 7	Year 8	Year 9	Year 10	Year 11
	Mindful 5 (3) Diet, Exercise and Healthy Choices	Mindful 5 (3) Alcohol and Drug Misuse	Mindful 5 (3) Relationships and Consent	Mindful 5 (3) Social and Emotional Risks of Drug Use	Mindful 5 (3) Personal Values
	S1: Risks of Tobacco / Smoking / Vaping S2: Finance	S1: Mental Health and Wellbeing - Body Image S2: My PRIDE Projects Living the #Lit Life	S1: Risky behavior S2: Sexual Health Choices / Contraception	S1: PRISON ME NO WAY! S2: Grooming and Exploitation – Gangs	S1: <u>Consent, Contraception & Sexual Harassment</u> S2: <u>Structured Revision</u>
National Apprenticeship Week	Puberty and FGM	Introduction to Sexuality and Consent	AGS Success	Managing Change, Grief and Bereavement	Grooming & Exploitation – Safe Choices
Half term					
National Careers Week	Mindful 5 (4) PREVENT	Mindful 5 (4) Online safety	Mindful 5 (4) Preparation for SHINE	Mindful 5 (4) Preparation for Work (SHINE)	Mindful 5 (4) Independent Health and Safety
	My PRIDE Pledge £5 Initiative challenge	My PRIDE Projects Living the #Lit Life	ENTRY EXAMS	Causes and Effects of Debt and Gambling	Structured Revision
	Enterprise Skills and Introduction to Careers	Introduction to Contraception	Grooming & Exploitation	Online Reputation Vs Reality	Domestic Abuse

Term 3					
	Year 7	Year 8	Year 9	Year 10	Year 11
	Mindful 5 (5) S1: My PRIDE Pledge Wellbeing showcase Preparation S2: AGS SUCCESS	Mindful 5 (5) S1: First Aid and Road Safety S2: AGS SUCCESS	Mindful 5 (5) S1/S2: My PRIDE Future: Enterprise Day	Mindful 5 (5) S1/S2: Spotlight on Success	Mindful 5 (5) S1: Communication in Relationships S2: Mental Health Wellbeing during exam period
	ENTRY EXAMS	ENTRY EXAMS	Risks of Substance Misuse	Rights and Responsibilities in the Workplace and online	MINDFUL 5 REVIEW Phased Dismissal
	Exploring Family Life MPP Wellbeing Showcase	My PRIDE Projects Survey and Hamper Planning	Homophobia, Transphobia and Sexism	AGS SUCCESS	
Half term					
	MINDFUL 5 REVIEW Consent & recognising sexual harassment	MINDFUL 5 REVIEW Peer Pressure - Gangs	MINDFUL 5 REVIEW Media and Relationships - Pornography	MINDFUL 5 REVIEW Mental Health	
	My PRIDE Pledge Evidence review	Value for Money Financial Decisions	Reflecting on Enterprise Skills/KS3	ENTRY EXAMS	
	Personal Safety for the Summer	Careers - My PRIDE Future	Risks of Alcohol Misuse	Understanding Families and Parenting Skills	

Appendix 2: By the end of secondary school pupils should know (as per the statutory guidance for RSHE from Sept. 2020)

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 • 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

TOPIC	PUPILS SHOULD KNOW
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

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 meeting with parents	
Head Teacher's signature	

