



## Relationships and sex education

Clapton Girls' Academy is committed to safeguarding and promoting the wellbeing of young people and expects all staff and volunteers to share this commitment.

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<b>Does this policy need to be agreed by Governors? If yes, which committee?</b>	Yes Engagement
<b>Agreed by Governors on</b>	9 June 2021
<b>This policy is communicated by the following means:</b>	
<b>Governors</b>	Governor consultation
<b>Staff</b>	Policy folders on staff shared drive
<b>Parents</b>	Academy website
<b>Students</b>	N/A

<b>1. Principles and Rationale</b> .....	2
2. Aims .....	2
3. Statutory requirements .....	2
4. Policy development.....	3
5. Curriculum .....	3
6. Delivery of RSE .....	4
7. Roles and responsibilities .....	5
8. Parents' right to withdraw .....	6
9. Monitoring arrangements.....	6
<b>Appendix 1: By the end of secondary education students should know</b> .....	8
<b>Appendix 2: By the end of secondary education students should know</b> .....	11
<b>Appendix 3: Parent form: withdrawal from sex education within RSE</b> .....	13
At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science in maintained schools). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) .....	13



## 1. Principles and Rationale

Relationships and Sex Education (RSE) is compulsory from age 11 onwards. It involves learning about reproduction, sex, sexuality, emotions, relationships, healthy lifestyles including sexual health, diversity and personal identity. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes in order to make safe choices. **RSE is not about the promotion of sexual activity.** We believe that RSE has a key part to play in the social, moral, spiritual and cultural (SMSC) development of students at Clapton Girls' Academy (CGA) and in preparing them for adult life.

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

## 2. Aims

The aims of (RSE) at our academy are to:

1. Provide a framework in which sensitive discussions can take place
2. Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
3. Help students develop feelings of self-respect, confidence and empathy
4. Create a positive culture around issues of sexuality and relationships
5. Teach students the correct vocabulary to describe themselves and their bodies
6. Build on students' prior knowledge of primary school education and across the key stages.

## 3. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in updated section 403 of the Education Act 1996 and the most recent statutory guidance. In line with this legislation, the Academy Funding Agreement and government policy, Clapton Girls' Academy provides a programme of learning for RSE that includes coverage of puberty, menstruation, contraception, abortion, safer sex, marriage, sexually transmitted infections (STI's,) HIV/AIDS and sexual exploitation.

At CGA, we teach RSE as set out in this policy. Statutory content is outlined in appendix 1 and 2.

All references to parent refer to the person with parental responsibility.

#### **4. Policy development**

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

1. Review – the RSE coordinator pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all academy staff had the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to ask questions and seek clarification about the policy
4. Student consultation – we investigated what exactly students want from their RSE curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **5. Curriculum**

Our RSE curriculum has been developed as a result of consultation with parents, students and staff taking into account the needs and feelings of students. If students ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so students are fully informed and only seek answers from reliable sources.

We provide all our students with biological information about sexual reproduction as part of their entitlement to the Science curriculum. We aim to support this sensitively and effectively by providing all students with a programme of RSE as part of the whole academy PSHCE programme delivered through PSHCE lessons and Focus Days including opportunities to explore and deepen understanding of sexual orientation and gender identity.

The academy uses external agencies to support with the delivery of RSE. Focus Days and other opportunities are used to invite in specialist facilitators who enhance the teaching and learning experience of this curriculum.

This curriculum content is taught in a way that is accessible to all students including those who are identified as having a Special Educational Need and/or disability.

See appendix 4 for Covid specific guidance related to this section.



## 6. Delivery of RSE

RSE is taught within the personal, social, health and citizenship education curriculum (PSHCE). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), P.E and ICT.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, 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).

Form Tutors deliver the PSHCE curriculum to their Tutor Group with guidance and support from the Head of Year/Progress and the PSHCE/RSE coordinator. The PSHCE curriculum is delivered via PSHCE lessons, virtual assemblies, Focus Days and through other topics covered by the wider curriculum.

We set RSE within a broader base of self-esteem, safe choices and the types of behaviour which encourage students to take responsibility for the consequences of their actions. We encourage meaningful discussion about feelings, relationships and values and encourage young people to respect themselves and others and understand difference.

See appendix 4 for Covid specific guidance related to this section.

### 6.1 Sensitive issues

There will always be sensitive issues when teaching RSE. We believe that students are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE provision.

At CGA we will seek to deal with all issues and wider questions sensitively, in a careful and balanced way, free from sensationalism and personal bias, at a level appropriate to the needs and experience of pupils. Account will be taken of different viewpoints. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

As a school community, we have identified those aspects which we deem to be sensitive.



- Physical and emotional changes during puberty
- Managing changing relationships with family and friends
- Physical and sexual relationships
- Contraception
- Assessing risks, sexual activity
- Sexually transmitted infections, including HIV/AIDS
- Parenting
- Pornography
- Paedophilia
- Sexuality
- Pregnancy and abortion
- Loss and change e.g. divorce, bereavement (RE)
- Marriage
- Masturbation
- IVF/Stem cell research
- Gender Identity
- Homosexuality
- Consent

## **7. Roles and responsibilities**

### **7.1 The Governing body**

The governing body approves the RSE policy, and holds the Headteacher to account for its implementation.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw students from non-statutory components of RSE (see section 8). This responsibility may also be delegated to the member of the Leadership Team responsible for PSHCE/RSE.

### **7.3 Staff**

Staff are responsible for:

1. Delivering RSE in a sensitive way
2. Modelling positive attitudes to RSE
3. Monitoring progress in RSE
4. Responding to the needs of individual students
5. Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE
6. Reporting any concerns, for example disclosures that arise through RSE teaching.



Staff do not have the right to opt out of teaching RSE, however, adjustments can be made for staff who have concerns about teaching RSE and are encouraged to discuss concerns with the Headteacher.

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. Appropriate training is provided so that all staff with responsibility for delivering RSE are equipped to do so.

The PSHCE/RSE coordinator will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

See appendix 4 for Covid specific guidance related to this section.

#### **7.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. When required, suitable resources for SEND students will be provided to ensure that all students feel included and can engage with all topics. Differentiation and scaffolding as outlined in 4.2 of the Principles of Lesson planning in policy 1, Curriculum, Quality of Teaching, Learning and Assessment will be adhered to.

#### **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of RSE up to and until 3 terms before the child turns 16. Students cannot be withdrawn from sex education where this is taught in the Science National Curriculum. Hence, any student withdrawn will still receive biological information but not be taught RSE in the context of sexual health and relationships.

Parents do not have the right to withdraw students from relationships education.

Students can request sex education without their parent's consent from three terms before their 16th birthday.

Requests for withdrawal from RSE should be put in writing and addressed to the Headteacher. The Head of Progress/Year will also be made aware of this request. See appendix 3. A copy of withdrawal requests will be placed in the student's educational record and a note put on SIMS to ensure that all staff are aware. The Headteacher should explain the value and importance of RSE with parents, discuss the request with parents and take appropriate action.

Alternative work will be given and arrangements made for students who are withdrawn from RSE.

#### **9. Monitoring arrangements**

RSE will be monitored and evaluated in line with our whole academy procedures for implementing 'Student Voice' and through Collective Time and assemblies.



Schemes of Learning and resources will be subject to annual review by Heads of Year/Progress, the PSHCE/RSE coordinator and the member of Leadership Team that has responsibility for PSHCE/RSE.

There will be opportunities to evaluate PSHCE and Focus Days whenever they take place through verbal feedback and staff and student surveys.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. Evidence of what students have learned will be collected in RSE/PSHCE exercise books and reviewed by teachers.

This policy will be reviewed annually by the member of Leadership Team responsible for PSHCE/RSE. At every review, the policy will be approved by the governing body.

**Policy No: 10**  
**Relationship and sex education policy**

**Appendix 1: By the end of secondary education students should know**

TOPIC	STUDENTS SHOULD KNOW
<p><b>Statutory- Families</b></p>	<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>
<p><b>Statutory- Respectful relationships, including friendships</b></p>	<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 the academy 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	STUDENTS 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	STUDENTS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p> <p><b>*Statutory (taught in Science)</b></p>	<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 2: By the end of secondary education students should know

Physical and mental wellbeing- all statutory	
Topic	Students should know
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• that happiness is linked to being connected to others</li> <li>• how to recognise the early signs of mental wellbeing concerns</li> <li>• common types of mental ill health (e.g. anxiety and depression)</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health</li> <li>• about the science relating to blood, organ and stem cell donation</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>



<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"><li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</li><li>• the law relating to the supply and possession of illegal substances</li><li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li><li>• the physical and psychological consequences of addiction, including alcohol dependency</li><li>• awareness of the dangers of drugs which are prescribed but still present serious health risks</li><li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</li></ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"><li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li><li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li><li>• (late secondary) the benefits of regular self-examination and screening</li><li>• the facts and science relating to immunisation and vaccination</li><li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li></ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"><li>• basic treatment for common injuries</li><li>• life-saving skills, including how to administer CPR.15</li><li>• the purpose of defibrillators and when one might be needed</li></ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"><li>• key facts about puberty, the changing adolescent body and menstrual wellbeing</li><li>• the main changes which take place in males and females, and the implications for emotional and physical health</li></ul>

**Relationship and sex education policy**

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

At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science in maintained schools). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16)

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for requesting withdrawal from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	



## Appendix 4 Covid-19 addendum

This addendum outline measures taken in response to Covid-19. The purpose of these measures is to ensure that the delivery of RSE is in line with the academy's health and safety guidance that supports the safety of the all stakeholders.

### Delivery of RSE

6. With guidance from the Head of Year/Head of Progress and the PSHCE/RSE coordinator, form tutors will be supported virtually by some outside specialists to deliver the PSHCE/RSE curriculum to their tutor group. The PSHCE curriculum is delivered via PSHCE lessons, virtual assemblies, Focus Days and through other topics covered by the wider curriculum.

### Staff

7.3 All external providers will deliver sessions virtually during the Covid safety measures that have been put in place.

### Curriculum

5. The academy uses external agencies to support with the delivery of RSE. Focus Days and other opportunities are used to invite in specialist facilitators who enhance the teaching and learning experience of this curriculum. During Covid safety measures, all support from external agencies will be delivered virtually.

There has been a reduction in the time given to Focus Days to address the impact of lockdown and the continuing impact that Covid has. Wellbeing and the needs of students remains to be the main focus during the time dedicated to Focus Day.