



Relationships and Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) at Nore Academy 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

We recognise that pupils will come to Nore Academy having experienced different amounts of RSE teaching in their mainstream schools prior to joining us. Our curriculum offer and approach to teaching this is flexible to ensure that all pupils have an equal opportunity to meet these aims.

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 Nore Academy we teach RSE as set out in this policy.

You should also refer to your funding agreement and articles of association for further information.

3. Policy development

The future development of this policy and the teaching of the RSE requirement will be undertaken through a 'plan, do, review' cycle. We already use this model to improve on the spiritual, moral, social and cultural (SMSC) umbrella curriculum which RSE sits under.

We aim to pull all the relevant information, including lesson observation and feedback from students as well as guidance and wider information together to create a list of suggested

improvements to the policy and teaching profile. These suggestions are then put out to consultation across staff teams, stakeholder schools, parents and pupils. This is then reviewed again and put into the policy where appropriate.

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. We sit this within our SMSC umbrella curriculum. 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 is set out as per Appendix 1 but we may need to adapt it as and when necessary. The RSE curriculum is covered as part of the wider SMSC umbrella which can be seen in the overview set out in Appendix 1.

We will develop the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Resources will be made available for parents to view upon request. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE curriculum is taught through our discrete SMSC sessions as well as within other subjects where appropriate such as reproduction within the biology strand of science.

We draw upon experts to ensure that pupils have access to the highest trained professionals across the subject, this includes health professionals but also goes across to speakers about knife crime. We also look for workshops or additional programmes we can engage our pupils in.

Further to this the lead for the subject also signposts students to further information, charities for support and other services within the school. This collaborative approach has led to better engagement and it being a whole school ethos.

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

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).

7. Roles and responsibilities

7.1 The Governing Board

The Governing Board will hold the Head of School to account for the implementation of this policy.

7.2 The Head of School

The Head of School 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 (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in 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

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 Head of School.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This is set out at the start of every lesson and reminders are given as needed.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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 Head of School.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and agree an individualised plan with the parent in each case.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Specific planning and mentoring support is also provided on an ongoing basis.

External visitors will also be invited to contribute to the delivery of RSE, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through the whole school learning walk process.

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

This policy will be reviewed by the Head of School annually.

At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map

TERM 1	KS3	Year 10	Year 11	Supporting Tutor Sessions	Citizenship
Identity (yr 11 managing money)	<ol style="list-style-type: none"> 1. What is identity 2. Identity and similarities 3. Identity and differences 4. Gender and identity 5. Identity and communication 6. Identity and bullying 	<ol style="list-style-type: none"> 1. What is identity 2. Identity and respect 3. Identity and beliefs 4. Gender and identity 5. Identity and social media 6. Identity and bullying 	<ol style="list-style-type: none"> 1. Managing money 2. Budgets and savings. 3. Debit and credit cards 4. Income 5. Cost and Priorities 6. Financial Responsibilities 	<p>Our community. How we contribute to our school School Values. How can we be kind?</p>	<p>Introduction to Citizenship. What makes a good citizen. Rights and responsibilities within school.</p>
Workshops/Guest speakers	Andy Watson Swale roadshow – fire, community, county lines safety	Andy Watson Swale roadshow – fire, community, county lines safety	Andy Watson Swale roadshow – fire, community, county lines safety		
TERM 2	KS3	Year 10	Year 11	Supporting Tutor Sessions	Citizenship
Online safety (yr 11 workplace preparation)	<ol style="list-style-type: none"> 1. Online wellbeing 2. Fake news 3. Online safety 4. Self Esteem/grooming 5. Online influence 	<ol style="list-style-type: none"> 1. Online Wellbeing 2. Online bias 3. Online influence 4. Media influence 5. Gangs 6. Radicalism 	<ol style="list-style-type: none"> 1. Rights and responsibilities at work 2. Tackling challenges 3. Expectations 	<p>Internet and influence. Fake news. Gaming and mental health</p>	<p>1hr per week – ‘In the News’ Using what is current in the news and media to teach students -</p>

	6. Gender pornography	7. Extremism	of the workplace 4. Preparing applications 5. Laws and contracts. Professional standards.		Political systems Role of the Government (both local and national) British Values Law and Justice Liberties Community functioning and contribution Human rights Finance and budgeting.
Workshops/Guest speakers	Andy Watson Digital Collaboration workshop	Andy Watson Digital Collaboration workshop Charlies Promise	Andy Watson Digital Collaboration Charlies Promise		
TERM 3	KS3	Year 10	Year 11	Supporting Tutor Sessions	Citizenship
Healthy Relationships	<ol style="list-style-type: none"> 1. Intro to different types of relationships 2. What is a healthy relationship 3. Family Relationships 4. Boundaries and consent 5. Relationships online 	<ol style="list-style-type: none"> 1. Respect and consent 2. Effective relationship communication 3. Signs of abuse and grooming 4. Why it happens and how to spot it 5. Sexual violence 6. Consequences and impact. 	<ol style="list-style-type: none"> 1. Respect and consent 2. Effective relationship communication 3. Signs of abuse and grooming 4. Why it happens and how to spot it 	Respectful behaviours within relationships. Boundaries and consent Law and Consent Sexual violence Playfighting	1hr per week – ‘In the News’ Using what is current in the news and media to teach students - Political systems Role of the Government (both local and national)

	6. Boundaries and sexting		5. Sexual violence 6. Consequences and impact.		British Values Law and Justice Liberties Community functioning and contribution Human rights Finance and budgeting.
External Workshops/Guest speakers	New Leaf Domestic Abuse Charity	New Leaf Domestic Abuse Charity	New Leaf Domestic Abuse Charity		
Term 4	KS3	Year 10	Year 11	Supporting Tutor Sessions	Citizenship
Community safety (yr 11 study skills)	<ol style="list-style-type: none"> 1. Understanding Consequences. 2. Vaping 3, Smoking 4. Alcohol 5. Active bystander 6. Being an asset to our community. 	<ol style="list-style-type: none"> 1. Understanding Consequences. 2. Anti-social behaviour 3. Positive role of the police 4. Dangers of knife crime 5 Encountering risks in the summer. 6.Keeping our island safe 	<ol style="list-style-type: none"> 1. Goals and objectives 2.Getting organised 3.How to keep the brain healthy 4.Banishing negative thinking 5.Building confidence 6.Beating stress and building resilience 	<p>Shoplifting Keeping safe in our community. Looking after our community. Respect and Kindness in our community.</p>	<p>1hr per week – ‘In the News’ Using what is current in the news and media to teach students - Political systems Role of the Government (both local and national) British Values Law and Justice Liberties Community func-</p>

					tioning and contribution Human rights Finance and budgeting. (Elections and government on our island and Swale?)
Workshops/Guest speakers	Community police Donovan Trust	Community Police Donovan Trust	Community Police Donovan Trust		
Term 5	KS3	Year 10	Year 11	Supporting Tutor Sessions	Citizenship
Body awareness (Yr 11 -preparing for post 16)	1.Body awareness 2.Responding to attraction 3. Body changes during puberty. 4. Body changes and sex 5.Choices over sex and sexuality. 5. FGM	1.Different types of sexuality 2. Readiness for sex 3. Responsibilities of contraception 4. Contraceptive choices 5. STI's	1.Getting organised 2How to keep the brain healthy 3.Banishing negative thinking 4.Building confidence 5.Beating stress and building resilience	Influence and life choices Impact on mental health Physical health – sleep, exercise, hygiene, self-care, mental health, Impact of life choices on health	1hr per week – ‘In the News’ Using what is current in the news and media to teach students - Political systems Role of the Government (both local and national) British Values Law and Justice Liberties Community functioning and contribution Human rights

					Finance and budgeting.
Workshops/Guest speakers	NHS – Emma Coutts	NHS – Emma Coutts Wise-UK Sex education workshop			
Term 6	KS3	Year 10	Year 11	Supporting Tutor Sessions	Citizenship
Media Literacy <i>TBC - New content in accordance with curriculum changes.</i>	Media Literacy	Media Literacy	N/A	To support media literacy.	1hr per week – ‘In the News’ Using what is current in the news and media to teach students - Political systems Role of the Government (both local and national) British Values Law and Justice Liberties Community functioning and contribution Human rights Finance and budgeting.
Workshops/Guest speakers	TBC	TBC	N/A		

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

Families

- 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

- 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

Online and media

- 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

- 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

- 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 Date of birth

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

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Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents

Include notes from discussions with parents and agreed actions taken.

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