

Relationships and Sex Education Policy

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1. Aims

The aims of relationship and sex education (RSE) within the Futura Learning Partnership (the trust) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils/students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils/students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils/students the correct vocabulary to describe themselves and their bodies

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

3. Policy development

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

1. Futura Learning Partnership Policy – The trust Executive Leader for Safeguarding and a trust primary RSE specialist collated all relevant information including relevant national and local guidance. A template policy for all trust schools to adapt to the school context was then created.
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 to give their views on the content of the policy
4. Pupil/student consultation – we investigated what exactly pupils/students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors.

4. Definition

RSE is about the emotional, social and cultural development of pupils/students, 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 is set out as per Appendix A 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.

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).

Pupils 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 A and B.

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 Governance

Approval of this policy is the responsibility of the trust Executive Leadership Team (MELT). The local governing bodies of each academy will hold the Headteacher/Principal to account for the implementation of this policy.

7.2 Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils/students from non-statutory components of RSE (see section 7).

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/students
- Responding appropriately to pupil/students whose parents/carers 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 Headteacher.

7.4 Pupils/Students

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

8. Parents/Carers' rights to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to, 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 Headteacher. The student will then be withdrawn from all RSE content until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn they will be given the option to continue.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher 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 ongoing professional development.

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.

10. Monitoring arrangements

The delivery of RSE is monitored by Paul Eadie, Deputy Head of school.

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

Appendix A – Relationships and sex education curriculum map

Relationships Puzzle Map - Ages 14-15

Big Question: Is love all you need?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Healthy, long-term relationships	<p>I can identify types of long-term relationships, including legal status</p> <p>I can identify the important elements in long-term relationships</p> <p>I can discuss what is required to sustain healthy long-term relationships</p> <p>I know appropriate vocabulary associated with long-term relationships</p> <p>I can differentiate the elements present in different types of long-term relationships</p>	<p>I understand the importance of relationship with self</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>www.ted.com/talks</p> <p>What's happening template (optional)</p>
2. Love and loss	<p>I understand the relationship life-cycle</p>	<p>I understand relationship choices and support available when things go wrong</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p>

	<p>I understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices</p> <p>I can explain how a range of relationships can be ended including romantic relationships</p> <p>I understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this</p> <p>I can list sources of help and support for when relationships end including bereavement and divorce, family separation</p>		<p>Flipchart paper</p> <p>Stages of relationships template (optional)</p> <p>TED talk - Unhealthy love</p>
3. Healthy connections	<p>I understand the benefits of healthy relationships</p> <p>I can discuss the physical and mental benefits of connectedness</p> <p>I can assess the impact healthy relationships can have on children</p> <p>I can evaluate my own role in a range of relationships</p> <p>I can critically evaluate the role of love in relationships</p> <p>I can list strategies to cope with difficult relationships</p>	<p>I can explain how different types of relationships contribute towards happiness</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p>

<p>4. Relationships - don't believe what you see!</p>	<p>I can critically evaluate the truth or otherwise of a relationship e.g. via social media, "fake news" etc.</p> <p>I can explain why rumour mongering might give a false impression of a relationship</p> <p>I can discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography</p>	<p>I can describe the negative influence pornography can have on relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Fact sheets</p>
<p>5. Better together?</p>	<p>I can list the health benefits that positive relationships can provide</p> <p>I understand the physical and mental impact of unhealthy relationships</p> <p>I can discuss the patterns associated with abusive relationships including exploitation and abuse in teenage relationships</p> <p>I understand how coercion can feature in a range of relationships</p> <p>I can describe examples of legislation associated with coercion, exploitation and abuse in relationships</p> <p>I know the support available when relationships are unsafe</p>	<p>I can discern relationships that might not be healthy</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Healthy/Unhealthy relationship template (optional)</p> <p>Relationship scenarios (optional)</p> <p>Ideal partner template (optional)</p> <p>YouTube clips</p>

6. Assessment	<p>I can consider what makes a relationship healthy or coercive and know what my non-negotiables are</p> <p>I know how to get help if needed</p>	<p>I can recognise my own emotions and know these help me discern when a relationship is good for me or not</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p>
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Relationships Puzzle Map - Ages 15-16

Big Question: Is it possible to stay true to yourself and be in healthy relationships?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
<p>1. Intimate romantic relationships</p>	<p>I know that an intimate relationship can move through different stages and how behaviour may change according to the stage</p> <p>I can give examples of how the media can sometimes portray unrealistic expectations of sex and relationships</p> <p>I can tell you some of positive and negative connotations of sex and where these might come from</p>	<p>I can judge whether information I receive about intimate sexual relationships can be trusted</p> <p>I know how to access confidential health and advice about sex and relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Slides</p> <p>'What some think...'template</p> <p>Are you ready for sex? checklist cards</p>

	I can tell you about my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future		
2. Gender diversity and sexuality	<p>I can explain there is a spectrum of gender and sexuality</p> <p>I know that sexuality is different from gender diversity</p> <p>I know that for some people, gender identity and sexuality is fluid and for others it is fixed</p> <p>I know that LGBT+ people are protected by law</p>	<p>I know how to access support if worried about sexuality or gender issues</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Slides</p> <p>LGBT+ wordsearch</p> <p>Video www.youtube.com</p> <p>(or any other of the Stonewall Come Out For Trans Equality videos)</p> <p>Case studies</p> <p>Flip chart and pens</p>
3. Coming Out as LGBT+	<p>I understand that ‘coming out’ can be challenging for some LGBT+ people and it is up to them to choose the right time for this</p> <p>I understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented</p>	<p>I know how to access support and advice about LGBT+ issues</p> <p>I can empathise with people who are LGBT+</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Slides</p> <p>You decide scenario cards</p>

	I know that being LGBT+ is different for each individual and there is no 'normal' way of being or expressing being LGBT+		
4. Who holds all the cards?	<p>I can recognise when there is an imbalance of power within an intimate relationship</p> <p>I can suggest strategies for managing relationships that are imbalanced, including ending them if appropriate</p> <p>I know how to recognise illegal behaviour within an intimate relationship, how and where to report it</p>	I understand that for some young people (straight and LGBTQ) lack of understanding, information or support can lead them towards risky sexual experimentation which is a different form of power imbalance in relationships	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Balance of power template (optional)</p> <p>Is there any future template (optional)</p> <p>Case study (print out – optional)</p>
5. The last taboos	<p>I can explain why honour-based violence and forced marriage is unacceptable and illegal</p> <p>I can give examples of honour-based violence</p> <p>I know what FGM and breast ironing is, and why it is illegal</p> <p>I can give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal</p> <p>I know how to report honour-based crimes or hate crime against LGBTQ+ people</p>	I understand the difficulties some people might face as a result of the cultural group they belong to	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Slides</p> <p>Legal/illegal template (optional)</p> <p>FGM & Breast Ironing fact sheets (optional)</p> <p>Video - Surviving Forced Marriage</p>

6. Assessment	<p>I can consider how power in relationships can affect people</p> <p>I understand issues relating to inclusion, equality and violations of human rights</p>	<p>I can empathise with people coming to terms with their own identity</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Slides</p> <p>Workbook</p>
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Appendix B – Department for Education RSE Guidance

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

TOPIC	PUPILS SHOULD KNOW
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
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

TOPIC	PUPILS SHOULD KNOW
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 C – 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 discussion with parents	