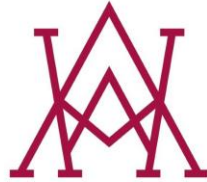


# COGNITA



AKELEY WOOD  
SCHOOL

## **Relationships and Sex Education (RSE) Policy**

### **September 2020**

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### 1 Introduction and aims

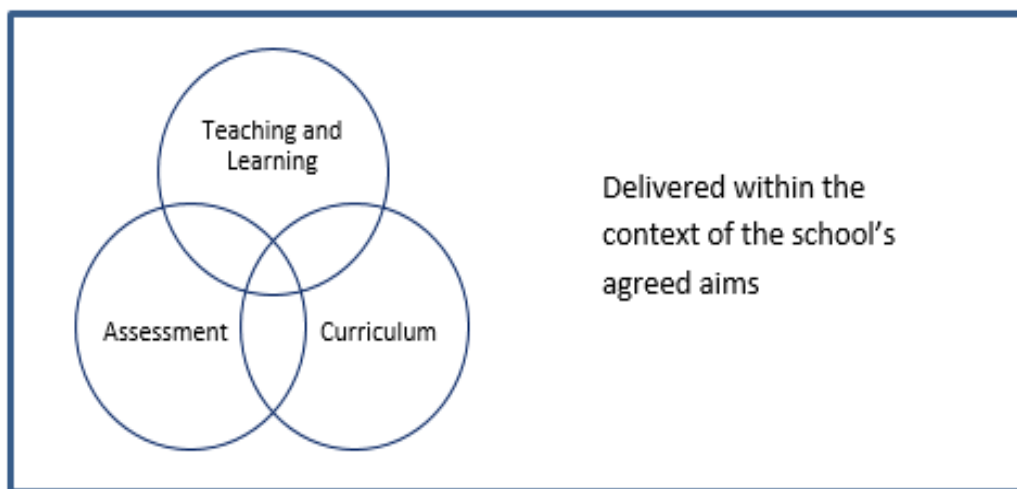
The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

- To live by the Akeley Wood Community Values of 'Be More Goose'. These are: Teamwork, Responsibility and Encouragement.
- To develop character, encouraging our students to be adventurous, collaborative and future-ready.
- To offer a contemporary and innovative approach to academic achievement enabling each individual to discover their passion.
- To inspire a community of global citizens who feel empowered to be active and socially aware.

1.1 This policy applies to all students, including those in the Early Years.

1.2 This policy forms part of the curriculum.

1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.



1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

The aims of RSE at our school are to:

1.5 Provide a framework in which sensitive discussions can take place.

1.6 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

1.7 Help students develop feelings of self-respect, confidence and empathy.

- 1.8 Create a positive culture around sexuality and relationships.
- 1.9 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.10 Help students understand that healthy relationships are an important part of wellbeing.

## 2 Statutory requirements

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Secondary school, we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph 9, in accordance with section 34 of Children and Social Work Act 2017 and the Independent School Standards, and with regard to guidance outlined in section 403 of the Education Act 1996.

At Akeley Wood School we teach RSE as set out in this policy.

## 3 Policy development

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

- Review – The PSHE Key Stage Lead teachers reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were introduced to the life learning programme and invited to send questions to the year team lead about the policy and offer commentary.
- Student consultation – students were consulted with about their RSE lessons in school council meetings both at THM and AWH.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in June 2022.

### 4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

### 5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

### 6 Delivery of RSE

- 6.1 Our RSE is taught as part of our Life Learning curriculum. The course is delivered to all students through discrete life learning lessons taught by our teachers. There is one lesson of taught Life Learning (PSHEE) a week for all year groups. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete Life Learning sessions, PSHEE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.
- 6.2 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
- 6.3 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.4 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, LGBTQ+ 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

#### Staff & Governance

##### 7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Rebecca Chapman in conjunction with KS3 Faye Howkins/Neema Patel, KS4 Anika Popat, KS5 Alison Wilkings. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

##### 7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from (non-statutory/non-science) components of RSE (see section 8).

##### 7.3 The Chair of Governors

The Chair of Governors (Director of Education) will hold the Principal to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

##### 7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] 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.

RSE is taught by an identified RSE teacher in each year group:

Year 7 – Faye Howkins

Year 8 – Neema Patel

Year 9 - Tom Allen

Year 10 - Vicky Allen

Year 11 - Harriet Featherstone

Year 12 – Lotty Dee-Andrew

Year 13 - Alison Wilkings

### 8 Students

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

#### 8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support/ SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Akeley Wood School is mindful of preparing students for adulthood.

Akeley Wood School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

### 9 Parents' right to withdraw

- 9.1 If parents require more information on RSE for secondary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

- 9.2 Parents have the right to withdraw their children from the [non-statutory/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.

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 students who are withdrawn from sex education. For the duration of the RSE unit they will be supervised in an alternative venue.

### 10 Training

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme.
- 10.2 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.

### 11 Monitoring arrangements

- 11.1 The delivery of RSE is monitored by [Rebecca Chapman, Kate Carr and Anika Popat through: Lesson observations learning walks and monitoring discussions with Life Learning leads and pupils .
- 11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.



## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 7	Spring Term	<p>Relationships:</p> <ul style="list-style-type: none"><li>• Understand relationship values – family, friends, romantic or intimate.</li><li>• To identify what makes a respectful relationship, healthy and unhealthy</li><li>• Puberty and your changing body - periods, pregnancy and contraception</li><li>• To explore what makes a consensual relationship, the impact of 'the media' in defining healthy relationships.</li><li>• Safe boundaries online and what to share – how to navigate and maintain healthy virtual relationships.</li></ul>	<p>Available on Teams</p> <p><a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a></p>
Year 8	Taught on a six- week rotation throughout the year by N Patel	<ul style="list-style-type: none"><li>• Identify and assess the qualities and behaviors to be expected in positive, healthy relationships</li><li>• Recognise that variation in sexual development, activity and attraction is normal and recognise myths about what is the 'norm'</li><li>• Feel good about themselves and respect the feelings of others whatever their sexual orientation</li><li>• Identify reliable sources of information, advice and guidance regarding sexual orientation, sexual development and activity.</li><li>• Discuss what the motivation might be for dating someone or having a partner</li><li>• Understand that people vary in how important they feel it is to have a partner and that people with different cultural heritage may develop relationships in different ways</li><li>• Identify some of the things that people might find difficult in developing new relationships.</li><li>• Identify some of the skills people might want to develop in order to form healthy new relationships.</li><li>• To understand the different views of others on what intimacy is, including the factors involved and their consequences, as well as the associated feelings.</li><li>• To learn about the pressures on young people to progress towards increasing sexual intimacy, including intercourse, strategies for dealing with that pressure and the benefits of delaying sex.</li><li>• To develop the attributes and skills to effectively manage communication in intimate relationships.</li><li>• To learn about contraception, especially the pill and condom.</li><li>• To learn about the importance of assertiveness when negotiating contraceptive use.</li></ul>	<p>Available on Teams</p>

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 9	Taught on a six- week rotation throughout the year by T Allen	<ul style="list-style-type: none"> <li>To identify the different types of contraception and to be able to evaluate the risks and benefits of each.</li> <li>To recognise the signs and symptoms of different STI.</li> <li>To be able to understand the meaning of consent and its importance.</li> <li>To evaluate how consensual relationships are portrayed in the media.</li> <li>To understand what makes a healthy and respectful relationship and to evaluate types of relationships are represented in the media.</li> <li>To understand how someone can keep their online profile secure. - To recognise the signs and risks of grooming.</li> </ul>	<p>Available in Teams</p> <p><a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a></p>
Year 10	Taught on a six- week rotation throughout the year by V Allen	<ul style="list-style-type: none"> <li>To understand and evaluate common myths associated with sexual relationships.</li> <li>To understand and be able to evaluate how misconceptions can pressure young people.</li> <li>To understand that relationships change over time and to be able identify the changing nature of relationships.</li> <li>To understand what is meant by consent and to evaluate how consent is portrayed in the media.</li> <li>To be able to recognise pressure, coercion, and exploitation in relationships.</li> <li>To understand what makes a positive and negative role model.</li> </ul>	Available in Teams
Year 11	Taught on a six- week rotation throughout the year by H Featherstone	<ul style="list-style-type: none"> <li>To be able to understand what is meant by honour</li> <li>-based violence and determine who is at risk.</li> <li>To understand who is at risk from domestic abuse and what can be done to support yourself or someone else.</li> <li>To be able to understand the difference between forced marriage and arranged marriage.</li> <li>To discuss what is meant by sexuality and to evaluate how sexuality change over time.</li> <li>To discuss what is meant by unwanted attention</li> </ul>	Available in Teams

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 12	Taught in the Spring Term by A Wilkings	<ul style="list-style-type: none"> <li>To explore feminism and the changing role of women in the 20<sup>th</sup> Century</li> <li>To discuss the concept of toxic Masculinity</li> <li>To understand how stereotypes in particular based on sex, gender, race, religion, sexual orientation or disability can cause damage</li> <li>To explore differing gender identities</li> <li>LGBTQ+</li> <li>To be able to explore connections between body image and the media/ social media. Positive and negative body image.</li> </ul>	<p>Available in Teams</p> <p><a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a></p>
Year 13	Taught in the Spring Term by L Dee-Andrew	<ul style="list-style-type: none"> <li>To explore the concepts and laws relating to sexual consent and exploitation - rape, 'date rape' and how this can affect future relationships. How and when consent can be withdrawn (in all contexts including online).</li> <li>To understand Healthy and unhealthy/controlling relationships - abuse, grooming and coercion, harassment, domestic abuse.</li> <li>To identify that some behaviours within a relationship are criminal including violence, coercive control and harassment</li> <li>To identify the characteristics of positive and healthy relationships - trust, honesty, privacy, management of conflict, reconciliation and ending relationships (this includes non intimate types of relationship)</li> <li>STI's &amp; STD's</li> <li>Miscarriage and unplanned pregnancy and the effects/impact - physical, emotional, financial</li> </ul>	<p>Available in Teams</p>

### Appendix 2: By the end of secondary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<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>
Respectful relationships, including friendships	<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 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</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>

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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>

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TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 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 discussion with parents	

### Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Relationships and Sex Education (RSE) Policy

Ownership and consultation	
Document sponsor (role)	Group Director of Wellbeing
Document author (name)	Beth Kerr/PSHE Leads
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Review – June 2022	

Audience	
Audience	All school staff

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Wales	Yes
Spain	TBC

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Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards