

# Campsmount Academy



## Relationship and Sex Education Policy

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE APPROVED	DATE OF NEXT REVIEW
1.0		New Policy	March 2021	March 2022
2.0		Curriculum Mapping now to reflect RS/LS lessons	January 2023	January 2024

## Contents

1. AIMS.....	3
2. STATUTORY REQUIRMENTS.....	3
3. POLICY DEVELOPMENT .....	3
4. DEFINITION .....	4
5. CURRICULUM.....	4
6. THE DELIVERY OF RSE .....	5
7. ROLES AND RESPONSIBILITIES .....	5
8. PARENTS’ RIGHT TO WITHDRAW .....	6
9. TRAINING .....	6
10. MONITORING ARRANGEMENTS.....	6
APPENDIX A – CURRICULUM MAP .....	7
APPENDIX B – BY THE END OF SECONDARY SCHOOL STUDENTS SHOULD KNOW .....	11
APPENDIX C – PARENT FORM; WITHDRAWAL FROM SEX EDUCATION WITHIN RSE .....	14

## 1. AIMS

1.1 The aims of relationships and sex education (RSE) at our school are to:

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

1.2 To encourage;

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community
- Respect for the institutions of civil partnership and marriage.

1.3 The academy aims to:

- Help students to respect themselves and others
- Support students through their physical, emotional and moral development
- Develop skills and understanding to enable students to make healthy responsible choices about their health and wellbeing
- Help students move more confidently and responsibly into adolescence
- Help students to learn about the full range of different relationships in modern Britain
- Help students to keep themselves safe from inappropriate behaviour.

## 2. STATUTORY REQUIRMENTS

2.1 As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

2.2 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](#).

2.3 At Campsmount Academy we teach RSE as set out in this policy.

## 3. POLICY DEVELOPMENT

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Ratification – once amendments were made, the policy was shared with governors and ratified

3.2 We wish to build a positive and supporting relationship with the parents of students at the academy through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the academy's relationship education policy and practice
- Answer any questions that parents may have about the relationship education of their child
- Inform parents about the best practice known regarding relationship education.

3.3 We believe that, through this mutual exchange of knowledge and information, students will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

3.4 We will communicate with all parents and carers to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to provide an overview of the materials the academy uses in its teaching.

3.5 Parents should be aware that from September 2020, parents do not have the right to withdraw their child from any part of our Relationships Education programme although parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The academy will work with parents to help everyone understand why this is important.

## **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.

## **5. CURRICULUM**

5.1 Our curriculum is set out as per Appendix 1 but we may need to adapt it 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. If students 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.

5.3 The proposed content of a programme of relationship and relationship and sex education from Year 7 to Year 11 must cover the secondary curriculum are stated in Appendix 1.

5.4 Relationships Education, Relationships and Sex Education and Health Education is coordinated by the Personal, Health, Social and Economic education (PSHE) coordinator and delivered through:

- Themes and topics across the curriculum e.g. in RE, ICT and PE lessons
- The science curriculum
- Pastoral sessions such as tutor time, a weekly assembly programme and ASPIRE days including our Hearts Plus Minds Curriculum. (see appendix 2: Assembly schedule, ASPIRE Learning Journey, Hearts Plus Mind delivery overview)

## **6. THE DELIVERY OF RSE**

6.1 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).

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

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

6.3 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 body:

- The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.
- The Board of Trustees is responsible for evaluating the impact of the policy and for reviewing it annually to ensure compliance with statutory regulations.
- The governing body is responsible for monitoring the implementation and impact of the policy.

7.2 The Headteacher:

- The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section 8).
- The Headteachers is responsible for implementing the policy and assuring high quality teaching and learning in Relationships Education, Relationships and Sex Education and Health Education.
- The Headteacher in each academy will oversee the planning of a programme of content

and lessons for Relationships Education, Relationships and Sex Education and Health Education. The governance will review this on an annual basis with Headteachers. The Headteachers will ensure it is age appropriate, meets all statutory guidance and is taught well.

- The Headteacher is responsible for organising the training of staff and assuring the quality of this training.

### 7.3 Staff:

- Staff are responsible for delivering RSE in a sensitive way
- Staff are responsible for modelling positive attitudes to RSE
- Staff are responsible for monitoring progress
- Staff are responsible for responding to the needs of individual students
- Staff are responsible for responding appropriately to students whose parents wish them to be withdrawn from 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 Students

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

## **8. PARENTS' RIGHT TO WITHDRAW**

8.1 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.

8.2 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

8.3 A copy of withdrawal requests will be placed in the student's educational record. The Headteacher or member of the Senior Leadership Team will discuss the request with parents and take appropriate action.

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

## **9. TRAINING**

9.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

9.2 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**

10.1 The delivery of RSE is monitored by our Personal Development programme Lead and Lead Practitioner of RS and Life Skills through: planning scrutinies, learning walks, student and parent voice and visitor engagement feedback.

Students' development in RSE is monitored by class teachers.

10.2 This policy will be reviewed by the ASPIRE Lead and Headteacher annually. At every review, the policy will be approved by governors and the Headteacher.

10.3 This policy will be monitored in AGBs throughout the year.

10.4 The governors will work with Headteachers to review the quality and impact of the RSE policy annually.

## APPENDIX A – CURRICULUM MAP

YEAR GROUP	TERM	TOPIC/THEME DETAILS
7	AUTUMN/SPRING /SUMMER	<ul style="list-style-type: none"> <li>• What change and transition is, including the emotions that people may feel, how to deal with these throughout life and in school with helpful strategies, and how to support other people and where to get support.</li> <li>• About basic First Aid, including what to do in an emergency, including life-saving skills such as CPR.</li> <li>• Facts about the body and puberty and menstrual wellbeing, including what changes will be made, where to get support.</li> <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>• 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> <li>• What consent is, the law around consent and 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> <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>• About diversity, including living in a diverse society and people with physical differences and how and where to get support.</li> <li>• The concept and law around FGM, including the law and what to do if you are worried or concerned, and where to get support.</li> <li>• What are healthy choices, what is the importance, the benefits to a healthy lifestyle, and where to get support if you are concerned.</li> </ul>

		<ul style="list-style-type: none"> <li>• That there is a wide range of emotions, the importance of mental health, including developing confidence and self-worth – with simple techniques and tips. Including, where to get support for mental health, self-worth and confidence</li> </ul>
8	AUTUMN/SPRING /SUMMER	<ul style="list-style-type: none"> <li>• Know the facts and legal harm surrounding drugs and alcohol, including how to deal with the influences and where to get support.</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>• 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> <li>• How information and data is generated, collected, shared and used online</li> <li>• responsibilities of bystanders to report bullying and how and where to get help</li> <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> <li>• That there is a wide range of emotions, the importance of mental health, including developing confidence and self-worth – with simple techniques and tips. Including, where to get support for mental health, self-worth and confidence. What the misconception to mental health are and how to challenge the stigma to this.</li> <li>• The importance of online safety, including the benefits and risks and the impact on wellbeing and on others. Also, where to get help and support.</li> <li>• The effects that gambling can have on people, where to get help and support.</li> </ul>
9	AUTUMN/SPRING /SUMMER	<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</li> </ul>



		<p>management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</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>• How the use of alcohol and drugs can lead to risky sexual behaviour, including how to manage risks, what the effects are, how to challenge pressures.</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>• 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>• The facts about the full range of contraceptive choices, efficacy and options available</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> </ul>
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		<ul style="list-style-type: none"> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> <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. What to do and where to get support to report material or manage issues online</li> </ul>
10	AUTUMN/SPRING	<ul style="list-style-type: none"> <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>• 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>• 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>• 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> </ul> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>
11	AUTUMN/SPRING	<ul style="list-style-type: none"> <li>• How to identify the different types of sexuality and sexual orientation and genders, including stereotypes, prejudice and discrimination, and where students can get support</li> </ul>

		<ul style="list-style-type: none"> <li>• About harassment and stalking, including the effects, the law and where to seek help and support</li> <li>• Explore what a healthy relationship is; including the rights everyone has in a relationship, different types of abuse, the effects that abuse can have, and where to get help and support for yourself or someone else.</li> <li>• Explore what parental responsibilities are, including what roles and responsibilities parents have when raising children at different stages, including the characteristics of successful parenting.</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• Explore the choices around pregnancy and fertility; including the choices that a person has and where to get support. 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>• Know how to get support for grief, loss and bereavement, including how people may deal with it and where to get support.</li> <li>• Know what marriage is, including legal status, including arranged marriages.</li> </ul>
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## APPENDIX B – 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> </ul> <p>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</p>
Respectful relationships	<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,</li> </ul>

including friendships	<p>boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <ul style="list-style-type: none"> <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> </ul> <p>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</p>
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> </ul> <p>How information and data is generated, collected, shared and used online</p>
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> </ul>

	<p>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)</p>
<p>Intimate and sexual relationships, including sexual health</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> </ul> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

**APPENDIX C – PARENT FORM; WITHDRAWAL FROM SEX EDUCATION WITHIN RSE**

<b>TO BE COMPLETED BY PARENTS</b>			
Name of child		Tutor Group	
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			



