

THE COPPICE ACADEMY

Relationships and sex education policy

Developed:

Created

September 2020

Revised April 2021

Review Date:

September 2021



Aims

The aims of relationships and sex education (RSE) at our 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
- Ensure that that pupils have the knowledge they need to make informed decisions and responsible choices about relationships as they grow up;
- Empower students to access information or support, should they need it, both during their time at The Coppice and into adulthood.

The Academy wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils,

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 The Coppice Academy we teach RSE as set out in this policy.

Policy development

We will consult with parents, pupils, staff and the academy council before making changes to our RSE policy.

Staff consultation – staff will be given the opportunity to look at the policy and other draft documentation and make recommendations – May 2021

Parent/stakeholder consultation – parents will be sent the policy and other draft documentation and asked for feedback – May 2021

Pupil consultation – we will also consult pupils about what they want from RSE – May 2021

Ratification – once amendments are finalised, the policy will be shared with academy councilors and ratified.

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.

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

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 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 that young people are fully informed and don't seek answers online.

Delivery of RSE

RSE is taught by form tutors within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects may be included in religious education (RE). In some RSE lessons, students may be grouped according to their emotional development; in addition, and where appropriate, some topics may be taught in single-sex groups. All lessons will be planned taking into account students' emotional development as well as their special education needs.

Pupils will 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 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. We are aware that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers and many other structures, and our teaching will reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Academy Council will approve the RSE policy, and hold the Principal to account for its implementation.

The Principal 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).

Staff are responsible for:

- Delivering RSE in a 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 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 will be delivered by the following form tutors: Mrs A Whitmore, Mrs J Wells, Mr K Chesters, Mr M Malone, Mrs J Jones, Ms R Watkin, Mrs A-M Bennion & Mrs K Woolley.

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

Parents have the right to withdraw their children from some or all of sex education delivered as part of statutory 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, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Academy will document this process to ensure a record is kept.

There may be exceptional circumstances where the principal may want to take a pupil's specific needs arising from their SEND into account when making this decision.

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

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

The principal or PSHE subject lead may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

The delivery of RSE is monitored by SLT, the PSHE Lead and the Teaching & Learning Lead through our QA schedule of learning walks, book scrutinies and lesson observations. There may also be informal drop-ins to lessons.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Data is entered into SOLAR at data drops which occur three times a year.

Appendix 1: Curriculum map

PSHE curriculum map September 2020-22 (revised April 2021) with RSE highlighted

RSE in **yellow**

Staff in Sycamore class will structure their PSHE & RSE curriculum around the needs of the individual students.

Class		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Birch (Y7) & Elm (Y7,8, 9) Sept 2020		Mental health & emotional wellbeing, including transition	Online & media	Drugs, tobacco & alcohol		Changing adolescent body	KS3 RSE A Friends & Family	
2020-21								
Y 8 & 9 Rose-wood & Ash Sept 2020	2-year rolling programme	Mental health & emotional wellbeing	KS3 RSE A - Friends & Family (missed in Y7 due to lockdown)	Drugs, tobacco & alcohol		Changing adolescent body	KS3 RSE B Committed relationships, children & parenting	
		2021-2022						
		Health & physical fitness	Online & media	Health & prevention, including basic first aid	Changing adolescent body	Identity, diversity & bullying	KS3 RSE C Making the right choices	
KS4 Sept 2020	ASDAN PSHE short course (2 year programme)	Emotional wellbeing Module 1	Alcohol Module 4	Drugs & tobacco Module 5		Social Media Module 3	Respectful relationships Module 7	Sexual health (Y11) Module 6
KS4 Sept 2021		Keeping safe & healthy Module 2	Careers & your future Module 10	Financial choices Module 9	Families & parenting Module 8	Sexual health Module 6	Living in modern Britain Module 11	
SLD Spruce	2 year programme	Mental health & emotional wellbeing	Diversity, stereotypes & prejudice	Aspirations, work & career	Families, parenting & the community	Staying healthy including sexual health if appropriate	Rights & responsibilities	
		Mental health & emotional wellbeing	Online & media	Hygiene & the body	Respectful relationships	Citizenship & being a good citizen	Alcohol, drugs & tobacco	

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <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, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <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>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <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>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

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	

