BLACKFRIARS ACADEMY

RELATIONSHIPS AND SEX EDUCATON POLICY (RSE)

Contents

Name of Policy	Relationships and Sex Education Policy (RSE)	
Approved	July 2020	
Review Date	July 2023	Review Cycle: annually
Signed by Principal		Alison Parr
Signed by Chair of Academy Council		Heather Ashton

1. 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

2. Statutory requirements

As a secondary academy 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 in June 2019 by the Secretary of State to amplify the requirements outlined in section 403 of the Education Act 1996.

We comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

We have referred to the DfE guidance, Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018) and the 2015 SEND Code of Practice

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

3. Policy development

This policy was developed during the summer term 2020 Covid 19 lockdown in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps which were adapted to meet the lockdown procedures:

1. Review – Principal and RSE lead in school reviewed all relevant information including relevant national and local guidance following an advisory visit in Feb 2020 from PSHE Specialist Leader in Education

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent consultation – parents and any interested parties were invited to give feedback on the policy via email.

4. Pupil consultation – we investigated what pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with academy council and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

Relationships education is combined with sex education, but only the relationships part is compulsory.

Relationships education is about:

- Understanding what healthy and unhealthy relationships look like
- Being safe online
- What makes good friendships and working relationships

It includes sensitive topics like gender identity and sexual orientation, as well as sexual grooming, domestic abuse and forced marriage.

This is compulsory because the government believes all children are at risk of harm if they're not properly educated on how to recognise when relationships (including family relationships) are harmful.

Health education is also compulsory and aims to help teenagers make good decisions about their own health and well-being.

It includes science-based information about adolescence and is designed to teach pupils about changes to their bodies, such as puberty and menstruation. Other topics include:

- Drugs, alcohol and tobacco
- Mental well-being

The **sex education** component is about:

- Intimate and sexual relationships
- Sexual health

5. Curriculum

RSE is accessible for all pupils. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. We are mindful of the preparing for adulthood outcomes, as set out in the SEND Code of Practice (2015), when teaching RSE

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be a particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. These factors are taken into consideration in the design and teaching of RSE at Blackfriars

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to respond to the needs of the pupils.

As a special school there is a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. We ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

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 of moral debate are included in religious education (RE). On-line safety is taught in ICT.

The school nurse delivers bespoke sessions to individual pupils and also classes and groups on changing and growing as requested and organised by school staff.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

"Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society, and that the law affords them and their relationships recognition and protections" (DfE, 2019b).

7. Roles and responsibilities

7.1 The Academy Council

The academy council approved the RSE policy and hold the Principal to account for its implementation.

7.2 The Principal

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

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
- Responding appropriately to pupils 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. All teachers at Blackfriars are teachers of RSE.

7.4 Pupils

Pupils 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

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 pupils who are withdrawn from sex education.

9. Training

Staff can feedback on any CPD requirements at staff meetings, briefings and performance management meetings. Staff training on the delivery of RSE is ongoing:

- as part of PSHE assigned whole school staff meetings and TLFs
- resulting from individual staff performance management reviews
- Science teacher CPD
- Teachers are all members of PSHE Association and have access to those RSE resources

10. Monitoring arrangements

The delivery of RSE is monitored by the Principal through:

- Scrutiny of PSHE class journals which include planning, before and after statements and evidence of learning
- Learning walks on PSHE days
- Where appropriate at the Annual EHCP Reviews
- Where appropriate on the Evidence for Learning app

Pupils' development in RSE is monitored by class teachers. This policy will be reviewed by the Principal. At every review, the policy will be approved by the Academy Council

Relationships **and sex education curriculum map**

Based on the diverse needs and abilities of the pupils our RSE programme is bespoke to each individual pupil.
Our annual PSHE programme of study follows the 6 main themes from the PSHE Association SEND framework. 3 of these themes include RSE:

TERM	RSE TOPIC WITHIN THE ANNUAL PSHE PROGRAMME OF STUDY	RESOURCES – ALSO SEE BLACKFRIARS **Whole School PSHE Provision Map**
Autumn 1b	2. Self-care, support and safety (Looking after myself and keeping safe) **RSE Topic: On-line media and keeping safe**	• The Questioning Pathway pupils cover staying safe on line in IT lessons and all lessons where IT is used. • The Immersive Pathway pupils explore 'having a voice' through choice making, showing like/dislike, requesting, intensive interaction and mirroring, controlling and refusing – this empowers pupils to know that they can express their wants/needs/feelings and will be listened to by staff responding appropriately and consistently to the pupils messages whether that is through gesture, body language, symbols, voice. This helps to give pupils an awareness of self. • The Exploring Pathway pupils are often sheltered from on-line media and so keeping safe focuses around keeping on task whilst using IT in school, following rules and being open and honest. Dove service resources NSPCC resources Peer mentors House Captains and Prefects https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17 https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting Thinkuknow - the education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages https://www.brook.org.uk/topics/staying-safe-online/

TERM	RSE TOPIC WITHIN THE ANNUAL PSHE PROGRAMME OF STUDY	RESOURCES – ALSO SEE BLACKFRIARS **Whole School PSHE Provision Map**
Spring 1a	3. Relationships: Managing Feelings (Understanding feelings and that how I feel and how others feel affects choices and behaviour). **RSE Topic**: **Families and Respectful relationships, including friendships**	• The Questioning pathway pupils debate moral issues around choices and behaviour in RE e.g. when does life begin? Why do people marry? What is criminal activity? • The Immersive pathway pupils gain awareness of others through turn taking and greeting activities and whole class and partner work. Appropriate interactions, behaviours, feelings and emotions are modelled by staff and through social stories and role play, reinforced through symbols. • The Exploring Pathway pupils focus on friendships and appropriate relationships. Pupil Peer mentors Student Council https://www.stonewall.org.uk/resources/different-families-same-love-pack https://www.brook.org.uk/topics/
Spring 1b	4. Relationships: Changing and Growing (How I and others are changing; new opportunities and responsibilities) **RSE Topic: Intimate and sexual relationships, including sexual health**	• The Questioning Pathway pupils cover sexual intercourse in science lessons. The school nurse regularly, and responding to need, gives class and individual talks on changing and growing • The Immersive Pathway pupils explore body awareness through change of position, resonance board work, sensory massage and reinforced through sign and the appropriate symbol for body parts. It is hoped that pupils will be able to use symbols to identify body parts and also symbols to show if they are in pain, uncomfortable or if something is not right. • The Exploring Pathway pupils focus on appropriate touching. The school nurse supports pupils to learn about growing up and changing bodies e.g. monitoring and rewarding a pupil for wearing a bra. They also explore the theme of changing bodies through stories. https://www.sexeducationforum.org.uk/resources/teaching-resources Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office) from PSHE Consent: PSHE Association lesson plans LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary Public Health England website - resources covering relationships and bullying, alcohol, smoking, stress, body image, with videos made by young people and resources tested with teachers Sexwise - up-to-date information on all aspects of sexual and reproductive health https://www.brook.org.uk/topics/

Appendix 2: By the end of secondary school Blackfriars pupils (according to their need and ability) may be able to know and understand:

TOPIC	By the end of secondary school Blackfriars pupils (according to their need and ability) may be able to know and understand:
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	By the end of secondary school Blackfriars pupils (according to their need and ability) may be able to know and understand:
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	By the end of secondary school Blackfriars pupils (according to their need and ability) may be able to know and understand:
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
	• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
	• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
	• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
	• That they have a choice to delay sex or to enjoy intimacy without sex
	• The facts about the full range of contraceptive choices, efficacy and options available
	• The facts around pregnancy including miscarriage
	• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
	• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
	• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
	• How the use of alcohol and drugs can lead to risky sexual behaviour
	• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		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	(Include notes from discussions with parents and agreed actions taken. Eg: X will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on Y)