



Policy	Relationships and Sex Education (RSE)
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Committee	Date of Ratification	Review Date/term	Staff Responsible	Circulation
Student & Community	Autumn 2022	Autumn 2023	Deputy Headteacher - DSL	File Shared staff Website

The school has a detailed Risk Register which the Governing Body uses to monitor and measure the impact of its decisions as well as informing its planning.

The Risk Register also includes the School's Policy Statement for Risk and Opportunity Management.

To ensure that Risk Management permeates the working of the Governing Body, this policy is referenced in the Risk Register and the committee responsible for the policy should consider the "likeliness" and "impact" level for the appropriate risks.

Location and Dissemination

This policy will be reviewed in full by the Governing Body on an annual basis. This policy document is freely available on request to the entire school community. The policy is referred to in the school prospectuses as well as in relevant areas of the curriculum. A copy of the policy can be found on the school website and will be made available on request from Reception.

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1. Aims

The aims of Relationships and Sex Education (RSE) at Orleans Park 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

Orleans Park seeks to develop students into responsible and caring adults able to contribute positively to society. Relationships and Sex Education (RSE) is a key factor in helping young people make affirming and responsible relationships and choices. It contributes to the spiritual, moral, cultural, mental and physical development of students and prepares them for the experiences, rights and responsibilities of adult life.

Teaching of RSE in Orleans Park will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

2. Statutory Framework

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 Orleans Park we teach RSE as set out in this policy which is fully compliant with our funding agreement and articles of association.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

This policy was developed with regard to:

- [Statutory guidance on RSE and health education](#)
- [Keeping children safe in education: for schools and colleges](#)
- [Behaviour and discipline in schools: guidance for headteachers and staff](#)
- [Equality Act 2010: advice for schools](#)
- [Special educational needs and disability code of practice: 0 to 25 years](#)
- [Alternative provision](#)
- [Mental health and behaviour in schools](#)
- [Preventing and tackling bullying](#)
- [Cyber bullying: advice for headteachers and school staff](#)
- [Advice for parents and carers on cyber bullying](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Promoting fundamental British values as part of SMSC in schools](#)
- [National Citizen Service: guidance for schools and colleges](#)

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:

1. Review – the Assistant Headteacher with responsibility for this area pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Student consultation – we investigated what exactly students want from their RSE by asking them to complete a google form survey through their tutor groups.
4. Parent consultation - all parents and governors were able to complete a google form survey on the draft policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Links with other policies

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety and Acceptable Use of ICT Policy
- Equality Opportunities

5. 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.

6. 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, 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.

7. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the Science curriculum, and other aspects are included in Philosophy and Religious Education (PRE) and Physical Education (PE). However, aspects of RSE may be covered in almost all subject areas and all teachers will be trained to be able to address questions that students may have in an age appropriate manner that is compliant with this policy.

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

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).

Orleans Park acknowledges that high-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

For every young person to be prepared for life in modern Britain, it's vital that their curriculum reflects the full diversity of the world they live in. This includes teaching about LGBTQ+ people and themes.

Sexual orientation and gender identity will be explored at a timely point.

Same-sex relationships will be included within lessons discussing healthy and stable relationships.

Orleans Park is alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and we believe that this curriculum will contribute to building a culture where these are not tolerated.

RSE will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the school's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of the school's broader ethos and approach to developing students socially, morally, spiritually and culturally. RSE is also considered as an integral part of our pastoral care system.

The curriculum on health education will similarly complement, and be supported by, Orleans Park's education on healthy lifestyles through physical education, food technology, science and its sport, extra-curricular activity and school food.

The school will deliver the content set out in Appendix 2 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons.

Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The lead teacher will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate content covered in national curriculum subjects such as Science, Computing and PE. Relationships Education, RSE and Health Education will be accessible for all students.

High quality teaching is differentiated and personalised; this is the starting point to ensure accessibility for all students.. Orleans Park will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. Orleans Park is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

8. Roles and responsibilities

8.1 The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation. The governing board has delegated oversight of this policy to The Student and Community Committee

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Students

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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 4 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

10. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Mr Adam Gladstone, Deputy Headteacher through the regular school quality assurance processes including learning walks, book scrutinies, student voice, and staff voice.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Mr Adam Gladstone, Deputy Headteacher annually. At every review, the policy will be approved by the governing body..

Appendix 1:

Curriculum Aims and Vision:

PSHE will develop the qualities and attributes students need to thrive as individuals, family members and members of society, helping students to achieve their academic potential. Schemes of work across all Key Stages are based on three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

Key Stage 3

Students have weekly PSHE lessons in tutor groups and the aim of the lessons is to produce successful, creative and happy learners who are socially responsible and understand their place within their local, national and global community. There is a strong focus on oracy, with plenty of opportunities for discussion within a safe environment of sensitive and challenging topics on Identity, Relationships, Healthy lifestyle, Risk, Diversity and Equality, Rights and Responsibilities, Change and Resilience, Power and Careers.

RSE within this Key Stage gives young people the information they need to help them develop healthy, nurturing relationships of all kinds. Students are supported to distinguish between healthy relationships and those that are distorted or harmful. They explore what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

Key Stage 4

Activities are designed to foster character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. Students have fortnightly lessons in both Year 10 and Year 11. In Year 10, units of work cover among other topics, mental health, financial decision making and careers related learning. In Year 11 the focus is on next steps, becoming more independent and healthy relationships. PSHE messages are also delivered through assemblies, dedicated tutor times and external speakers being invited in.

RSE within this Key Stage teaches young people to understand human sexuality and to respect themselves and others. Knowledge about safer sex and sexual health helps to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. They are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. They are also taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality.

Key Stage 5

Students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives. PSHE is delivered in weekly PSHE lessons. Students revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group, such as the workplace. External speakers/groups are brought into assemblies to support students in preparing for life after school, be that at University or in apprenticeships, as well as in the different risks (for example becoming new drivers) that need to be identified and managed within this age group. Students are given the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career. A key focus is supporting students with their emotional health and wellbeing, ensuring they continue to be provided with strategies for self management and signposted to where to gain appropriate support and advice.

RSE within this Key Stage encourages students to articulate their relationship values and to apply them in different types of relationships. They will explore how to remain safe forming, maintaining and ending relationships and be able to discuss the role of pleasure within intimate relationships and their understanding of the difference between 'love' and 'lust'. The role of consent will be explored using scenarios relevant to their lives now and in the future. Contraception and parenthood will be revisited, with a focus on empowering students to feel able to negotiate, and if necessary, to assert the use of contraception with a sexual partner. There will also be opportunities for students to discuss bullying, abuse and discrimination within relationships of all kinds.

Where can PSHE take me?

PSHE is about ensuring you have the personal qualities, skills and knowledge to succeed and thrive in whatever field you choose to pursue in the future. A key focus in all 3 Key Stages is on careers related learning.

Appendix 3:

Quality assured resources

The PSHE Association quality assures resources to ensure that the materials meet their best practice principles and deliver high quality learning for young people. Naturally, this list is by no means exhaustive, but it does provide a good starting point for teachers. The following resources have all passed their quality assurance process and are materials that we would consider using within our schemes of work. However, there are new resources being assessed all the time, and there may be other high quality resources available to teachers which have not been submitted for quality assurance. The resources we use will be reviewed and updated regularly to ensure that we use the most effective and current materials appropriate for our students.

Resource	Details	Topics Covered
PSHE ASSOCIATION: Guidance for teaching about consent in PSHE education	<ul style="list-style-type: none"> • Guidance document • 8 lesson plans • Key stage 3-4 	<ul style="list-style-type: none"> • Consent • Pornography • Coercion and abuse
MEDWAY PUBLIC HEALTH: Secondary PSHE education - relationships and sex education.	<ul style="list-style-type: none"> • Guidance • 15 lesson plans • Key stage 3 	<ul style="list-style-type: none"> • Puberty • Healthy relationships and consent • Gender identity and sexual orientation • Sexual health and pregnancy
NSPCC: Making Sense of Relationships	<ul style="list-style-type: none"> • 3 lesson plans – key stage 2 • 6 lesson plans – key stage 3 • 3 lesson plans – key stage 4 	<ul style="list-style-type: none"> • Healthy and unhealthy relationships • Online relationships • Sharing explicit images (sexting) • Consent • Pornography
CEOP: Exploited	<ul style="list-style-type: none"> • Film and resource pack • Key stage 3-4 	<ul style="list-style-type: none"> • Relationship abuse • Child Sexual Exploitation (CSE)
CHILDNET INTERNATIONAL: Crossing the Line	<ul style="list-style-type: none"> • 4 lesson plans with video clips • Key stage 3 	<ul style="list-style-type: none"> • Sharing explicit images (sexting) • Online bullying
HOME OFFICE: Disrespect Nobody	<ul style="list-style-type: none"> • Discussion guides to support campaign adverts • Key stages 2-4 	<ul style="list-style-type: none"> • Relationship abuse
PUBLIC HEALTH ENGLAND: Rise Above for schools	<ul style="list-style-type: none"> • 8 lesson plans on a variety of issues with accompanying video clips • Key stage 3 	<ul style="list-style-type: none"> • Friendship and peer pressure • Fear of missing out (FOMO) • Online bullying
BETTY: It's Perfectly Natural	<ul style="list-style-type: none"> • 2 lesson plans and accompanying video • Key stage 2-3 	<ul style="list-style-type: none"> • Menstruation and puberty • Growth and change

<p>CORAM LIFE EDUCATION: Adoptables School Toolkit</p>	<ul style="list-style-type: none"> • A lesson plan and accompanying video materials • Key stage 2-3 	<ul style="list-style-type: none"> • Different types of families • Supporting adopted young people
<p>ISLINGTON HEALTHY SCHOOLS: SRE Covered</p>	<ul style="list-style-type: none"> • Scheme of work • Key stages 3-4 	<ul style="list-style-type: none"> • Contraception and sexual health • Pregnancy choices and parenting • Positive relationships
<p>WOMEN'S AID: Expect Respect</p>	<ul style="list-style-type: none"> • Scheme of work • Key stages 1-4 	<ul style="list-style-type: none"> • Healthy and unhealthy relationships • Bullying and harassment • Domestic abuse • Managing conflict

[Annex B: resources for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) from the statutory guidance also contains some useful links to free resources that will be used to complement our range of activities and resources.

RSE expectations: secondary

Here's what pupils should cover during secondary school, as well as continuing to develop knowledge on the topics they're expected to study at primary school. These are the expectations set by the Department for Education.

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 its 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 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)
 - 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, the management of conflict and 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

- 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 wouldn't 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 female genital mutilation, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and sexual relationships, including sexual health

- 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, and menopause
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others
- That they have a choice to delay sex or 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment

Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

Appendix 5: 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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in a separate workspace</p>
Headteacher signature	