

September 2021

Dear Parents and Carers,

## Relationships and Sex Education (RSE) Policy – September 2021

### 1. Aims

The aims of Relationships and Sex Education (RSE) and Health Education at PCSA 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. This enables students to make informed choices in the future.
- 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.
- It is also our intention to teach core elements of RSE within the context of our core values: Aspire, believe, succeed.
- The purpose of this policy is to describe the ethos and scope of RSE in PCSA. To clarify the roles and responsibilities of staff in the delivery of RSE. To inform all stakeholders of the changes to RSE in response to the statutory changes.

### 2. Statutory requirements

As an academy, we must provide RSE to all students following the statutory requirement for all secondary schools to deliver this from September 2020. See the following link for the full guidance: [RSE Guidance](#). At PCSA, we teach RSE as set out in this policy.

### 3. Policy Development

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

1. Review – the PSHE Curriculum Coordinator 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. Parent/stakeholder consultation – parents and any interested parties were distributed a copy of the RSE policy and the PSHE Curriculum plans for 2021-22.

4. Student consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

#### **4. Definition**

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

RSE is not about the promotion of sexual activity. RSE will be non-judgemental in approach and factual. Students have the right to choose their own approach to sexuality and sexual behaviour as long as it is not to the detriment of others.

#### **5. Curriculum**

The Department for Education's statutory RSE and Health Education guidance sets out what schools must cover. The statutory guidance is comprehensively covered by learning opportunities for each key stage in our five-year PSHE Curriculum programme.

The PSHE Curriculum programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. The PSHE Curriculum contributes to students' Spiritual, Moral, Social and Cultural development (SMSC) as well as meeting our obligations in promoting British Values at PCSA.

Our curriculum overview for the PSHE Curriculum will be reviewed and adapted once the period of consultation has finished. The aim of this consultation is to gather the views of parents, students and staff and to consider the age, needs and feelings of students, to create a curriculum that meets the needs of our school community.

#### **6. Delivery of RSE**

RSE, SMSC and British Values are taught within our PSHE Curriculum. However, aspects of RSE, SMSC and British Values are covered within the whole-school curriculum subjects, for example, biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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). The PSHE curriculum coordinator will ensure that the delivery of the content for RSE is made accessible to all students including those with special educational needs and disabilities (SEND).

## **7. Roles and responsibilities**

- **The Governing Board**  
The Governing Board will approve the RSE policy and hold the headteacher to account for its implementation.
- **The Principal**  
The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).
- **The PSHE Curriculum Coordinator**  
The PSHE Curriculum Coordinator is responsible for auditing, implementing and monitoring RSE, British values and SMSC across the school and through the PSHE curriculum.
- **Staff**  
All form tutors are responsible for teaching RSE as part of our PSHE delivery in school.  
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/non-science components of RSE, whether this is in Science lessons or through the PSHE Curriculum.
  - > 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.
- **Students**  
Students are expected to engage fully in the PSHE Curriculum including RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents/carers have the right to withdraw their children from certain components of sex education within RSE (any aspects of Sex Education, other than those which are part of the science curriculum) 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 2 of this policy and addressed to the Principal.

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

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

## **9. Training**

Where appropriate training will be arranged on aspects of the RSE curriculum for the PSHE curriculum coordinator and staff through outside agencies and through our ongoing school CPD programme.

The PSHE Curriculum Coordinator may also invite visitors from outside the school, such as guest speakers, nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring of RSE**

The delivery of RSE and the PSHE curriculum is monitored by Tom Allcoat (PSHE Curriculum Coordinator) and Craig Mawford (Assistant Principal) through:

- Learning walks during tutor time
- Student survey
- Feedback from parents
- Scheduled feedback points from tutors
- Termly reviews
- Annual review of the PSHE curriculum

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Markoutsas', written in a cursive style.

Mr Markoutsas  
Principal

**By the end of secondary school:**

**Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:**

|   |  |
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| <p><b>Families</b></p>  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>   |
| <p><b>Respectful relationships, including friendships</b></p> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.<br/>This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul> |

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|                                | <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>  |
| <p><b>Online and media</b></p> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul> |
| <p><b>Being safe</b></p>       | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>   |

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| <b>Intimate and sexual relationships, including sexual health</b> | <p>Pupils should know</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 and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |
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Physical health and mental wellbeing: Secondary

**Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:**

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| <b>Mental wellbeing</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul> |
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| <b>Internet safety and harms</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul> |
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| <b>Physical health and fitness</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul> |
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| <b>Healthy eating</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul> |
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| <b>Drugs, alcohol and tobacco</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul> |
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| <b>Health and prevention</b>    | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul> |
| <b>Basic first aid</b>          | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.<sup>1</sup></li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>  |
| <b>Changing adolescent body</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>  |

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<sup>1</sup> Cardio Pulmonary Resuscitation is usually best taught after 12 years old.

Appendix 2: Parent form: withdrawal from sex education (as per point 8 of this policy)

| TO BE COMPLETED BY PARENTS  |   |                  |  |
|---|---|------------------|--|
| Name of Child   |   | Year Group/House |  |
| Name of Parent  |   | Date             |  |
| Reason for withdrawing from sex education within relationship and sex education |   |                  |  |
|   |   |                  |  |
| Any other information you would like the school to consider                     |   |                  |  |
|   |   |                  |  |
| Parent Signature  |   |                  |  |
|   |   |                  |  |
| TO BE COMPLETED BY THE SCHOOL   |   |                  |  |
| Agreed action from discussion with parents                                      | Notes from discussion with parents and actions taken. |                  |  |
|   |   |                  |  |