



Joseph Leckie  
Academy

# **Relationships and Sex Education Policy**

This policy is reviewed annually

History of Document

Approved: September 2021

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## 1. Aims

The aims of relationships and sex education (RSE) at our Academy 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

## 2. Statutory Requirements

As a secondary academy we must provide RSE to all students 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 Joseph Leckie Academy we teach RSE as set out in this policy.

## 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 – a member of staff or working group 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 invited to discuss the policy via electronic methods and also at Parents' Evenings and other such events.
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

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.

## 5. Curriculum

Our curriculum is set out as per Appendix 1-4.

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.

The curriculum is taught at a weekly time in personal development programme lessons. At KS3, these lessons take place across the academic year within academic subjects. At KS4, students study this at a dedicated time each week.

## 6. Delivery of RSE

RSE is taught within the Personal Development Programme (PDP) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students may also receive stand-alone sex education sessions delivered by a trained health professional where appropriate.

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).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve 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 Academy, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

### 7.3 Staff

Mrs J Manning is Relationships and Sexual Health Coordinator and as such will provide resources, advice and training to staff delivering RSE content during Personal Development sessions.

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 Principal.

Teachers delivering the PDP curriculum will be delivering elements of RSE. The curriculum is planned and developed by the Head of PDP in conjunction with the RSE Coordinator.

#### 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

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 Academy will arrange this.

Requests for withdrawal should be put in writing and sent 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 and take appropriate action.

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

#### 9. Training

Where possible, RSE training for staff will be included as part of the continuous professional development calendar. Support and guidance will also be given on a one to one / small group basis by the RSE Coordinator or the Head of PDP where this is appropriate.

The Principal will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where possible / appropriate.

#### 10. Monitoring arrangements

The delivery of RSE is monitored by the Head of PDP through: Learning walks, work scrutiny, discussions with staff, students and parents and teaching observations (if necessary) and by assessing students work in KS4.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head of PDP annually. At every review, the policy will be approved by the governing body.

### 11. Safe Handling of Questions

Staff follow a set of established 'ground rules' in PDP lessons. This is designed to ensure personal development can take place effectively and that sensitive topics can be covered effectively.

- Be open and honest but **no personal comments** – Discussions will be about '**general situations**'.
- You do not have to speak to the whole class if you do not want to
- Conversations stay in the room unless there is a safeguarding issue
- Be open minded and try to understand different opinions to your own

### 12. Safeguarding

Although students are reminded that questions and comments are not personal to their own situation, if a teacher becomes concerned about a student based on their work in PDP lessons, a concern will be logged with the Academy designated safeguarding leader or a member of senior leadership team. All concerns will be kept confidential to those who need to know about the concern and not shared any further.

## Appendix 1: RSE Overview in KS3

Relationships	Forming Positive Relationships	R1 R2 R13 R14 R15 R16
Relationships	Pejudice and discrimination	R39 R40 R41
Relationships	Peer pressure and influence	R42 R43
Relationships	Parenthood	H35 H36
Relationships	Consent	R12 R24 R25 R26 R27 R28
Relationships	Marriage and Forced Marriage	R6 R7
Relationships	Domestic Abuse	R19 R23
Relationships and Health and Wellbeing	Contraception and Parenthood	H35 R32 R33 R34
Relationships and Living in the Wider World	Avoiding gangs & County Lines	R44 R45 R46 R47 L19
Relationships	Different Types of Relationship and Healthy, respectful relationships	R1 R2
Relationships	Diversity of People, LGBT+ including Gender Identity	R3 R4 R5
Relationships	Sexting and Sharing intimate images	R29 R30 R31
Relationships	Expectations of Sex based on the Media (including Pornography)	R7 R8
Relationships and Health and Wellbeing	What is Love and managing the breakdown in relationships	R18 R19 R21
Relationships and Health and Wellbeing	Coping with loss, separation, bereavement and divorce Strategies and support	R22 R23

Relationships and Health and Wellbeing	Bullying/Grooming	R37 R38
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## Appendix 2: KS3 RSE Framework (Via PSHE Association)

Relationships						
Positive Relationships	Relationship Values	Forming and Maintaining respectful relationships	Consent	Contraception and Parenthood	Bullying, Abuse and Discrimination	Social Influences
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	R9. to clarify and develop personal values in friendships, love and sexual relationships	R13. how to safely and responsibly form, maintain and manage positive relationships, including online	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')	R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others	R42. to recognise peer influence and to develop strategies for managing it, including online
R2. indicators of positive, healthy relationships and unhealthy relationships, including online	R10. the importance of trust in relationships and the behaviours that can undermine or build trust	R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)	R25. about the law relating to sexual consent	R33. the risks related to unprotected sex	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support



R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	R15. to further develop and rehearse the skills of team working	R26. how to seek, give, not give and withdraw consent (in all contexts, including online)	R34. the consequences of unintended pregnancy, sources of support and the options available	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships	R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
R4. the difference between biological sex, gender identity and sexual orientation	R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex	R16. to further develop the skills of active listening, clear communication, negotiation and compromise	R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected	R35. the roles and responsibilities of parents, carers and children in families	R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
R5. to recognise that sexual attraction and sexuality are diverse		R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help	R28. to gauge readiness for sexual intimacy	R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support
R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion		R18. to manage the strong feelings that relationships can cause (including sexual attraction)	R29. the impact of sharing sexual images of others without consent			R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships		R19. to develop conflict management skills and strategies to reconcile after disagreements	R30. how to manage any request or pressure to share an image of themselves or others, and how to get help			
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex		R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations	R31. that intimate relationships should be pleasurable			
		R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships				
		R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support				
		R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them				

### Appendix 3 RSE Overview in KS4

<b>Sexual Health in Relationships Module</b>
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Lesson	Theme	Session	RSHE Programme of Study Links
1	Relationships	Consent- victim blaming, impact of sexual assault, drug and alcohol impact on choices	R18 R19 R20
2	Relationships	Consent- assessing readiness for sex both online and in a couple. Sexting	R21 R22
3	Relationships	Contraception- choosing the right method of contraception and responses to unintended pregnancy	R23 R24
4	Relationships	Parenthood- skills needed for parenting and family life, adoption services	R25 R26
5	Health and Wellbeing	Sexual Health- STIs- types, prevention and treatments	H27 H28 H29
6	Relationships and Health and Wellbeing	Fertility and Pregnancy- miscarriage, abortion, choices available for unplanned pregnancy	R27 H30 H31 H32 H33

### Bullying, Abuse and Managing Risk Module

Lesson	Theme	Session	RSHE Programme of Study Links
1	Relationships	Challenging all forms of prejudice and discrimination	R34
2	Relationships	Relationship Abuse	R28 R29 R30 R31
3	Relationships	Bullying and Control in friendship groups	R31
4	Relationships	Online Harrassment	R29
5	Health and Wellbeing	Identifying risks and safety issues online	H22
6	Health and Wellbeing	Managing emergency situations and CPR	H23 H24

### Positive Relationships Module

Lesson	Theme	Session	RSHE Programme of Study Links
1	Relationships	Benefits of strong relationships, pleasure in relationships	R1 R2 R4 R9
2	Relationships	Managing emotions in connection with relationships	R3 R11 R12 R13 R17
3	Relationships	Legal rights and Religious views on relationships	R5 R10 R15
4	Relationships	The risks of online relationships	R14 R16
5	Relationships	Developing sexuality and support for relationships and sexual identity	R6 R7 R17
6	Relationships	The impact of pornography in relationship expectations	R8
<b>Social Influences Module</b>			
Lesson	Theme	Session	RSHE Programme of Study Links
1	Relationships	Peer pressure and influence on weapons and gangs	R35
2	Relationships	Gang-grooming and use of children in gangs	R37
3	Relationships	How to access help if you have become part of a gang	R37
4	Relationships	Recognising persuasion, manipulation or coercion and how to respond	R29
5	Relationships	Being a role model to younger peers when in a position of influence	R36
6	Relationships	How you might become involved in organised crime and how to avoid it	R38

#### Appendix 4: KS4 RSE Framework (Via PSHE Association)

# KS4 Programme Overview

## Relationships

Positive Relationships	Relationship Values	Forming and Maintaining respectful relationships	Consent	Contraception and Parenthood	Bullying, Abuse and Discrimination	Social Influences
R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours	R11. strategies to manage the strong emotions associated with the different stages of relationships	R18. about the concept of consent in maturing relationships	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner	R28. to recognise when others are using manipulation, persuasion or coercion and how to respond	R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
R2. the role of pleasure in intimate relationships, including orgasms	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play	R12. to safely and responsibly manage changes in personal relationships including the ending of relationships	R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for	R29. the law relating to abuse in relationships, including coercive control and online harassment	R36. skills to support younger peers when in positions of influence

	in relationship values		when abuse occurs online	accurate, impartial advice and support		
R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary		R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them	R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour	R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families	R30. to recognise when a relationship is abusive and strategies to manage this	R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
R4. the importance of stable, committed relationships, including the rights and protections provided within legally		R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks	R21. the skills to assess their readiness for sex, including sexual activity online, as an individual	R26. the reasons why people choose to adopt/foster children	R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships	R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

recognised marriages and civil partnerships and the legal status of other long-term relationships			and within a couple			
R5. the legal rights, responsibilities and protections provided by the Equality Act 2010		R15. the legal and ethical responsibilities people have in relation to online aspects of relationships	R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences	R27. about the current legal position on abortion and the range of beliefs and opinions about it	R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them	

R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them		R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help			R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support	
R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed		R17. ways to access information and support for relationships including those experiencing difficulties			R34. strategies to challenge all forms of prejudice and discrimination	
R8. to understand the potential impact of the portrayal of						



sex in pornography and other media, including on sexual attitudes, expectations and behaviours						
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## 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	