



Relationships and sex education policy
2020 - 2021

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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

We recognise that pupils will come to NWKAPS having experienced different amounts of RSE teaching in their mainstream schools prior to joining us. Our curriculum offer and approach to teaching this is flexible to ensure that all pupils have an equal opportunity to meet these aims.

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At NWKAPS we teach RSE as set out in this policy.

You should also refer to your funding agreement and articles of association for further information.

3. Policy development

The future development of this policy and the teaching of the RSE requirement will be undertaken through a 'plan, do, review' cycle. We already use this model to improve on the SMSC umbrella curriculum which RSE sits under.

We aim to pull all the relevant information, including lesson observation and feedback from students as well as guidance and wider information together to create a list of suggested improvements to the policy and teaching profile. These suggestions are then put out to consultation across staff teams, stakeholder schools, parents and pupils. This is then reviewed again and put into the policy where appropriate.

We are also working to develop a pupil version of the policy over the next year to trial its use before this is formalised in this policy.

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. We sit this within our SMSC umbrella curriculum. 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 but we may need to adapt it as and when necessary. The RSE curriculum is covered as part of the wider SMSC umbrella which can be seen in the overview set out in Appendix 1.

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.

Our curriculum offer reflects that students come to us for both periods of respite and for a longer period in Year 10 and 11. Our curriculum model interweaves all of the key aspects within the appropriate context for our students.

6. Delivery of RSE

RSE curriculum is taught through our discrete SMSC sessions, which interweave the SMSC objectives, RSE and PHSE work to create a cohesive set of lessons. We include all aspects of RSE including the biological aspects as not all students take a formal science curriculum with us.

We draw upon experts to ensure that pupils have access to the highest trained professionals across the subject, this includes health professionals but also goes across to speakers about knife crime. We also look for workshops or additional programmes we can engage our pupils in.

Further to this the lead for the subject also signposts students to further information, charities for support and other services within the school. This collaborative approach has led to better engagement and it being a whole school ethos.

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

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).

As all students at NWKAPS sit on the SEND register, the curriculum delivery is designed to ensure engagement and accessibility for all. Teachers are skilled at being flexible in their delivery to meet the needs of each group of students and ensure they are aware of any specific needs prior to the lesson.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Odette Kelham.

7.2 The headteacher

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

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 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.

RSE at NWKAPS is taught by Gabi Saudelli with the support of Abi Woodhouse (Deputy Head and Lead for Inclusion)

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This is set out at the start of every lesson and reminders are given as needed.

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 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 deputy headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The deputy headteacher will discuss the request with parents and agree an individualised plan with the parent in each case.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Specific planning and mentoring support is also provided on an ongoing basis by Abi Woodhouse, deputy headteacher and Lead for Inclusion.

The deputy 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Abi Woodhouse through the whole school learning walk process.

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

This policy will be reviewed by Abi Woodhouse, Deputy Headteacher and Lead for Inclusion annually.

At every review, the policy will be approved by Odette Kelham on behalf of the governing body.

Appendix 1: Curriculum map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Me and my place at NWKAPS	Me and my community	Me and my feelings	Me and my wellbeing	Me and the world around me	Me and my future
British Value Links	Democracy Student leader elections and focus afternoon	The Rule of Law Link to laws around relationships and links to the police	Individual Liberty Link to expressing feelings, using the freedom of speech in positive ways	Mutual Respect Link to wellbeing – how does showing respect support wellbeing	Tolerance of those of different faiths and beliefs World celebration food fair and cultural diversity day	Tolerance of those of different faiths and beliefs Music from around the world and respect for other faiths afternoon
Events	Student leader elections Macmillan coffee morning Roald Dahl day quiz Fire safety week Black History month Show racism the red card event	World Kindness Day celebration Anti-bullying week Children in Need link with Primary Schools Christmas celebration	National Story Telling week World Religion Day Eating Disorder Awareness Week World Thinking Day Shrove Tuesday – pancakes Safer Internet Day (link to e-safety)	World Book Day Science week – science fair Roma Day (GRT) RSPCA awareness week Easter celebrations	World Fairtrade Day Friendship Friday Walk to School Month Cultural Diversity Day National Smile Month	Volunteers Week World Refugees Day Deafblind Awareness week National Festival of Music for Youth

Educational Visits/ Visitors	<p>BHM storytelling workshop (Wendy Shearer)</p> <p>African Drumming workshop (London African Drumming)</p>	<p>Anti-bullying Week Roadshow event</p> <p>Visit to Gravesend Borough Christmas Market (focus on different ways to celebrate)</p> <p>Visit from Fire Brigade to support Fire safety week</p>	<p>Visit from E-safety safeguarding officer</p> <p>Visits from local religious leaders to create a World Religion Day fair</p>	<p>Visit to local RSPCA shelter</p> <p>Visits for local businesses involved in STEM industries as part of the science</p>	<p>Visit from Fairtrade stall holder and Fairtrade sale</p> <p>Visit to Thurrock Museum as part of Cultural Diversity Day</p>	<p>Visit from Kent schools music – NWKAPS music festival</p>
PSHE coverage	<p>Identity – what does it mean to be me? How can I respect the identity of others? How can I identify with others?</p>	<p>Relationships – what is a healthy relationship? What are the signs of an unhealthy relationship? Where can I get support?</p>	<p>Healthy lifestyle – how can I ensure I achieve a healthy body and mind?</p>	<p>Risk – why are risks good? Why are risks bad? What risks should I take?</p>	<p>Diversity and equality – how can I celebrate diversity? What does equality mean?</p>	<p>Rights – what are my right? What rights should I offer others?</p>
SEMH skills for life covered	<p>Social functioning – how should you behave in social situations, how do you create a social network</p>	<p>Emotional functioning – how do you recognise emotions in yourself and others?</p>	<p>Emotional functioning – how can you support yourself moving from negative emotions to positive emotions?</p>	<p>Wellbeing – how can you improve your wellbeing? How can you become more mindful?</p>	<p>Self-regulation – how can I manage my own feelings and behaviours?</p>	<p>Mental health awareness – what are the signs I might need support? Who can I seek support from?</p>

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

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

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)

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

Date of birth

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.

Signed	Abi Woodhouse (Deputy Headteacher and Lead for Inclusion)
Date	1.9.20
Management Committee Agreed	DRAFT
Review Date	1.9.21