



Highams Park Academy Trust

Relationship and Sex Education (RSE) Policy

Date of review	SLMT lead	Trustee approval
March 2021	Cally Halkes	18 March 2021
March 2022	Cally Halkes	28 March 2022
March 2023	Cally Halkes	23 March 2023
July 2023	Danielle Stephens / Shona Cumberland	5 July 2023

Date of next review: July 2024

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1. Introduction This policy covers our school's approach to Relationships and Sex Education and the way that this is delivered at Highams Park School for students. Appendix 1 outlines the programme of study within Citizenship/ PSHE/ Critical Minds. It should be recognised that Relationships and Sex Education is not isolated to Citizenship/ PSHE/ Critical Minds and is part of the wider development of the student and throughout the school involves other staff, in particular the school safeguarding lead and the pastoral staff.

2. Terminology

RSE - Relationship and Sex Education

LGBT+ - Lesbian, Gay, Bisexual Transgender +

SEND - Special Educational Needs and Disability

PSED – Public Sector Equality Duty

3. Aims

The aims of Relationship and Sex Education (RSE) and this policy are to:

- Provide a framework in which sensitive discussions can take place
- To recognise that relationships and the understanding of diverse relationships, takes place throughout the curriculum
- Prepare students for physical and emotional changes, and give them an understanding of sexual development and the importance of healthy minds and healthy bodies
- Promote inclusivity and foster good relations between students and promote understanding and respect for all in our community <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Create a positive and respectful culture around issues of sexuality and relationships
- Critically explore current issues in society relating to RSE and help students develop the knowledge and personal skills to keep safe
- Assist students with the emotional literacy in order to describe themselves, their bodies and their sexuality
- To recognise that RSE is part of the wider development of a student's education
- To teach about relationships, love, care and the responsibilities of future parenthood as well as sexual relationships
- Ensure young people understand how the law applies to sexual relationships
- Understand the difference between safe and abusive sexual relationships and equip students to get help if they need it

4. Definition of RSE

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, 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, more, that it normalises sexual activity as part of human relationships.

5. Statutory Requirements

Secondary Academies do not have to follow the National Curriculum and as such, are not obliged to teach RSE.

If academies do teach RSE, they are required by their funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. At Highams Park School we teach RSE as set out in this policy.

The RSE policy supports and complements the following policies:

- Safeguarding Policy,
- ICT Acceptable User Policy,
- Bully and Harassment Policy,
- SEND policy
- Whole School Literacy Policy
- Code of Conduct Policy
- Curriculum Policy

Documents that inform the school's RSE policy include:

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance RSE for the 21st century (2014)
- o Keeping children safe in education – Statutory safeguarding guidance (2016)
- o Children and Social Work Act (2017)

6. Rationale and ethos

Highams Park School is committed to underpinning its provision of Relationships and Sex Education with its core values of Respect, Responsibility and Resilience. We endeavour to constantly explore and develop these dispositions in how students understand and manage their relationships and ensure they are as well-equipped intellectually and emotionally as possible, before entering a romantic or sexual relationship.

Every young person should leave school prepared to take their place in a rapidly changing and challenging world and this includes sex and relationships. RSE is essential to the spiritual, moral, cultural, mental and physical development of all students and helps young people make responsible and well-informed decisions about their lives with confidence and independence. Effective RSE does not encourage earlier sexual experimentation. Studies consistently show that clear, honest and objective access to information about sex means young people choose to wait longer before having sex. Highams Park school is committed to supporting students to learn how to manage their feelings and emotions in a

healthy way. We want students to develop the skills for life long success in building and sustaining healthy personal relationships and thus promote happiness, wellbeing and sense of life fulfilment.

We view the partnership of home and school as vital in providing the context in which students at Highams Park School are able to fully understand the way that relationships develop. The support provided by parents and carers for young people to fully comprehend relationships and sex education is vital to a high-quality delivery of Sex and Relationships Education. Disabled and LGBT+ students can be victimised both in and out of school and we believe that an inclusive RSE approach can play an important role in the safeguarding of children's basic human rights and equally support parents and carers. RSE helps the school fulfil its schools aims. The aims are:

- All members of the school community feel safe
- There is mutual respect amongst all
- Self-discipline is expected
- Students are responsible for themselves and others
- Self-confidence is nurtured
- The achievements of all are celebrated and promoted without discrimination
- There is a positive attitude towards everyone regardless of their personal characteristics
- Students are encouraged to achieve their very best and to become lifelong learners
- Everyone is encouraged to become active global citizens who are responsible for their environment.

We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by placing equalities at the heart of the delivery of RSE. The delivery of RSE is underpinned by the belief that students with recognised disabilities learn in a multitude of different ways and that RSE lessons are opportunities for SEND students to thrive. It is also underpinned by the belief that every student may be disabled (SEND) and not recognised at that moment, as disabilities can exist but not be recognised. In addition, students can become disabled during their life, including at school. Therefore, an inclusive experience of education is the aim of RSE and its delivery at Highams Park School and by teaching RSE in this way we create an environment where all relationships, including sexual relationships, of disabled people are respected. Recognising that Black and SEND students are more likely to be excluded than other students and that a fully inclusive RSE is part of an equalities approach which seeks to address this issue.

We ensure RSE fosters race, gender and LGBT+ equality by recognising that all relationships and sexual relationships are usual, common and part of everyday life experiences and that this is respected in the environment created in the classroom and in the school as a whole. Through the delivery, resources, content and teaching of RSE race, gender and LGBT+ equality is promoted. This is then extended further to events such as Black History Month. Through a non-discriminatory approach to all equalities we ensure that gender and LGBT+ equality is promoted. We believe that a fully inclusive RSE programme of study and a whole school approach helps foster good mental health and well-being and benefits all within our school community.

The intended outcomes of our programme are that students will:

- **know and understand** that relationships, sex, sexual relationships, puberty, menopause and changes to the body and mind are part of life's experiences. That a relationship is built on mutual trust and respect. That relationships, body parts and family life will be varied and is part of human Neurodiversity. That adults play an important role in a child's development during puberty and adolescence. How the law protects young people from exploitation and how the law impacts upon their life through choices they make. That consent is crucial to a relationship.
- **understand they have a right** to be treated equally under the law and to be fully included in the RSE programme of study. To be treated and educated in a non-discriminatory environment. To free sanitary products. To feel safe and able to express themselves in a respectful manner about themselves and others.
- **understand they have a responsibility** to take their own health and well-being, including their relationships, seriously and are responsible for their choices and actions. To conduct themselves appropriately and treat others respectfully. To comply with school rules and expectations including those in RSE lessons.

Develop the skills of:

- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a lifestyle
- Managing conflict
- Discussion and group work
- Reflection and self-assessment
- emotional literacy and evaluative skills
- Communication, including how to manage changing relationships and emotions

7. Roles and responsibilities

The RSE programme will be led and taught by the Co-ordinator of Citizenship/ PSHE/ Critical Minds. It will be supported by the whole school community, including staff, students, trustees and parents and carers.

The Trustees

The Trustees via the Academy's Effectiveness subcommittee approve the RSE policy and hold the School Principal to account for its implementation

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school and for managing parental requests to withdraw students from non-statutory/non-Science components of RSE

Staff

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to address this with the Principal Staff are responsible for:

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

Students

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

8. Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision and will, as a minimum cover:

- Puberty
- Menstruation
- Menopause
- Body parts and body changes
- Healthy Relationships
- Consent
- Conception and contraception
- Sexually-transmitted infections
- Anonymous questions
- Signposting services such as local health centres, services and the Medical Welfare Officer

Our RSE programme is inclusive of all students and all abilities. We will ensure RSE is matched to the needs of our students by understanding the complex needs of all students and using a variety of teaching strategies to meet those needs. Our RSE programme will be planned and delivered through Citizenship/ PSHE and Critical Minds lessons, with the exception of year 9 which will receive delivery through two by ten-minute registration sessions per week, drop-down sessions and cross-curricular provision.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including:

- Group and paired work
- Questioning
- Card sorts
- Use of ICT
- Use of film
- Articles
- Books

Lessons will be differentiated by activities and a range of formative assessments methods. This will complement the belief that all students learn in a variety of ways and therefore will be assessed in a number of ways to ensure students have access and ownership over the RSE learning process. High quality resources will support our RSE provision and will be regularly reviewed by the Co-Ordinator of Citizenship/ PSHE/ Critical Minds. Selected resources, such as use of ICT, books and film clips will be used which support and promote understanding within a values context and underpin the delivery of RSE.

9. Safe and Effective practice

We will ensure a safe learning environment by establishing ground rules for lessons in RSE. Teachers and students will agree ground rules by discussing and agreeing in the first lesson, what rules are needed for a safe and mutually respectful learning environment. This will include the roles and responsibilities of the teacher. Distancing techniques such as giving advice to peers and role play are used because they enable students to depersonalise themselves from the situation and remove the emotional attachment to an issue. Students' questions will be answered by the teacher.

Sensitive issues will be handled by the teacher through a range of strategies which enable a safe and secure learning environment for example using the phrase 'someone I know' in order to avoid naming people. Students will be able to raise questions anonymously through lessons where 'anonymous questions' are asked and then answered by the teacher. Any questions which are difficult to answer will be deferred. We recognise that RSE will raise controversial issues. The aim of the safe practice is to enable an open, honest learning environment, in which discussion is not shut down, and is explored fully in a respectful manner. All staff teaching RSE will be supported by training to keep up to date with knowledge and any changes.

10. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and teachers are expected to follow the school's safeguarding procedures to support both themselves and the students. Teachers will consult with the Designated Safeguarding Lead and in his /her absence their deputy where they believe a child protection issue has arisen.

Visitors and external agencies which support the delivery of RSE will be required to follow the school safeguard protocols and procedures. The protocol for inviting visitors into lessons will be followed.

11. Policy Development (Engaging Stake Holders)

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – a number of staff including the leadership team were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties will be invited to view the policy via the school's website and comments will be considered.
4. Student consultation – we investigated what students say they want from their RSE by talking to groups of students in teaching classes.
5. Ratification – once amendments are made, the policy will be shared with trustees to proceed to ratification.

12. Parents role and right to withdraw

Parents are key people in teaching their children about sex, relationships and growing up. Their important role is recognised by Highams Park School and we seek to work in close partnership with parents. However, as a school we acknowledge that many children rely solely on school for RSE as some parents expect the school to be the main provider.

Parents have the right to withdraw their children from the non-statutory/non-science components of RSE, as indicated in Appendix 1. Parents should be aware that schools are legally required to provide a broad and balanced curriculum. Relationships and sex topics can arise incidentally in other subjects and it is not possible to withdraw students from those relatively limited and often unforeseen student discussions.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record. The School Lead will discuss the request with parents before taking appropriate action. This may include in exceptional circumstances not granting the request. Requests can be granted up to and until three terms before a child turns 16. After this point, if the child wishes to receive sex education, the school will make arrangements to provide that student with sex education. Alternative work will be given to students who are withdrawn from RSE.

A parent's choice to withdraw their son or daughter from RSE does not affect the child's entitlement to access confidential; health services at the school or elsewhere.

13. Monitoring, reporting and evaluation

The delivery of RSE is monitored by the Citizenship/ PSHE/ Critical Minds Co-Ordinator through teacher planning scrutinies and learning walks.

Teachers will critically reflect on their work in delivering RSE through reflections of lessons and evaluations as well as an assessment of this RSE policy. Students development in RSE is monitored by class teachers as part of our internal assessment systems. Students will also have opportunities to review and reflect on their learning during lessons as part of good quality teaching practice. Student voice will be influential in adapting and amending planned learning activities for example through anonymous questions and identifying what next steps are required.

This policy will be monitored and equalities impact assessed in regards to the Equality Act 2010. It will be assessed in relation to both staff and students, as well as school trustees.

The policy will be reviewed by C Halkes, Assistance Principal and the Citizenship/ PSHE/ Critical Minds Co-ordinator on an annual basis. At every review the policy will be approved by Trustees and the Principal.

Appendix 1 RSE overview and scheme of work * lessons which are not part of science curriculum and/or lessons only on relationships

Year 7	Lesson title	intentions and outcomes
Week 4	How do people change as they get older?	<p>Learning Intention: To understand that people go through different stages in life, and their responsibilities and needs change as they get older</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To recognise the different stages of a person's life from birth through to old age • To understand the needs and responsibilities of the different stages of life, and how they change
Week 5	How will puberty affect me?	<p>Learning Intention To recognise the physical and emotional changes that take place in puberty, and how to manage them</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To know about male and female body parts, and identify that emotional and physical changes take place during puberty • Consider how to manage changes as and when they occur



Week 6	How can I look after myself as a teenager?	<p>Learning Intentions</p> <p>To recognise the need for personal hygiene and its link to self- confidence and self-respect, which links to building positive relationships.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To recognise the different ways, we need to keep ourselves clean, and why we need to do this.
		<ul style="list-style-type: none"> • To learn how to keep ourselves clean- including mind, teeth, armpits, genitalia and diet

Year 8	Lesson	intentions and outcomes
Week 12	Why do people want to be in a relationship and to have sex?	<p>Learning Intention</p> <p>To recognise and consider the importance of relationships</p> <p>To talk about relationships and that romantic relationships can become sexual relationships</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To know there are different kinds of relationships, including sexual relationships. • To consider what makes a positive relationship, including sexual relationships • To consider what makes an unhealthy relationship and sexual relationship.
Week 13	What pressures are there being in a	<p>Learning Intention</p> <p>To explore the reasons why some people of your age want a boyfriend or girlfriend, including</p>



	relationship as a teenager?	<p>what other young people's ideals are of a relationship, including sexual relationships</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To understand possible pressures involved in being in a relationship, including sexual relationship • To provide students with the awareness of what to do in pressured and uncomfortable situations.
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Year 9 Delivered by	Time allocation	Topic content
Registration (delivered by form tutor	Four x ten-minute registration sessions over two weeks	Understanding puberty and reproduction- timing to coincide with science lessons and drop-down session when possible
Drop-Down session- Waltham Forest Sexual Health Outreach	One hour per citizenship class	Consent and the law and Sexual Health Contraception and safe sex, including STI's
Cross- curricular – Science/ Biology lessons in year 7, 10 and 11		<p>Puberty and reproduction, contraception, STI's are covered in year 7,10 and 11 Biology/ Science lessons.</p> <p>The year 9 registration and rop-down sessions will reinforce and focus bespoke for year 9 as above.</p>



Year 10 Week 6	Lesson Title Puberty and Adulthood	Learning Intentions and Outcomes To consider what it means to be an adult and the role of puberty in making this happen. Learning outcomes <ul style="list-style-type: none">• To consider what it means to be a child, a teenager and an adult, and the rights and responsibilities that come with each role.• To investigate puberty on our bodies, feelings and mind as we consider the changes you go through mentally and physically
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Week 7	Love and Friendship	Learning Intentions To explore the meaning of the word love Learning Outcomes <ul style="list-style-type: none">• To recognise that there are different kinds of love.• To understand that there can be unhealthy love relationships, and to recognise those that are healthy and unhealthy
Week 8	Sexual Relationship and Consent	Learning Intentions To examine what is needed to have a possible sexual relationship. Learning Outcomes <ul style="list-style-type: none">• To understand what a sexual relationship is• To determine the qualities of a positive sexual relationship• To be aware of the choices you have in a positive sexual relationship, such as the importance of sexual consent and how you determine consent.



Week 9	Getting help and support	<p>Learning Intentions</p> <p>To explore how young people can manage the changes and experiences during puberty in a positive way.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> To consider where to get help and support during puberty. To practice giving advice about puberty experiences To connect with Waltham Forest Sexual Health Outreach Team
Year 11	Lesson Title	Learning Intentions and Outcomes
Week 1	Understanding a happy sex life ¹	<p>Learning Intentions</p> <p>To know the meaning of sexual consent and the learning how to make the right decisions.</p>
		<p>Learning Outcomes</p> <ul style="list-style-type: none"> To examine the legal definition of sexual consent <p>To make decision about what consent looks like in real life situations</p>

¹ Parents may request consideration for withdrawal from this lesson



Week 2	Why is sex pleasurable? ²	<p>Learning Intentions</p> <p>To learn about the science of sexual pleasure and why it is important to consent and a healthy sexual relationship.</p> <p>Learning Outcomes</p> <p>To understand the physiology of sexual human pleasure</p> <p>To examine different theories for why sex is pleasurable.</p>
Week 3	What is the impact of pornography on a healthy sex life?	<p>Learning Intentions</p> <p>To investigate the negative consequences pornography can have on mental well-being and the impact it can have on a sex life.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none">• To understand the meaning of pornography• To understand how the internet Has changed sexual habits and expectations. <p>To assess the impact of internet pornography on individuals and society</p>
Week 4	Understanding the challenges of parenthood	<p>Learning Intentions</p> <p>To explore the idea of life stages and the idea of becoming a parent</p> <p>Learning Outcomes</p> <ul style="list-style-type: none">• To understand the meaning of parenthood• To understand the pros and cons of becoming a parent
Week 5	Teenage pregnancy, birth and new-born babies	<p>Learning Intentions</p> <p>To understand key facts and pregnancy, birth and the challenges faced with teenage pregnancy.</p>

² Parents may request consideration for withdrawal from this lesson



		<p>Learning Outcomes</p> <ul style="list-style-type: none">• To understand key facts about pregnancy and birth• To evaluate the pros and cons of motherhood and fatherhood at a young age
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