

Relationships & Sex Education (RSE) Policy

2020-2021

S Hopkins
September 2020



Diverse
Academies

Relationships and Sex Education (RSE) Policy 2020-2021

This policy applies to all pupils.

Introduction and aims

This policy was written in accordance with the Equality Act 2010 and is underpinned by our core values:

- Surpassing ordinary standards - Excellence
- Never allowing fear to become a barrier for achieving goals – Courage
- Dedication and taking responsibility – Commitment
- Controlling our destiny – Ownership

Students at Walton Academy are spending their lives seamlessly on and offline, growing up in an increasingly complex world that poses many exciting opportunities as well as challenges. Our aim is to ensure young people are equipped with knowledge to keep them safe and healthy, as well as being able to manage their personal and social lives positively. We want to help our students make safe, well-informed decisions during their time at Walton and beyond.

Relationships Education will become compulsory in 2020 for all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. At Walton we are always seeking to ensure that our students are well prepared and therefore we have already implemented the guidance so that our students are ready for modern society.

Our RSE curriculum has been planned in conjunction with the National Curriculum published guidance to ensure all statutory areas are covered in detail. Alongside this, other guidance such as Keeping Children Safe in Education has been imperative as the foundation of this guidance is centred on keeping our young people from harm.

The topics covered within the RSE curriculum are wide-ranging and at times there may be understandable and legitimate areas of contention. This policy is designed to outline the purpose and content of RSE, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions.

Under the provisions of the Equality Act, Walton will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of RSE will reflect this. At Walton we make reasonable adjustments to alleviate disadvantage and when planning and delivering the RSE curriculum, we take account of the SEND Code of Practice.

RSE Policy and Curriculum Development and Review

Promoting the health and well-being of our students is an integral part of their holistic education. At Walton, we recognise that parents and carers are the prime facilitators of young people's personal growth and so it is vital that we work in conjunction with one another to best support every young person's individual development. We aim to deliver all content in a sensitive, neutral and balanced manner to enable students to understand the range of social attitudes and behaviour in 21st century society. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

The RSE policy and curriculum will be reviewed on an annual basis with consultation with parents where appropriate.

RSE Curriculum Overview

The RSE Curriculum is part of the whole school PSHRE curriculum – Personal, Social, Health and Relationships education. All of KS3 will receive the Foundation Curriculum during 2020-2021 academic year. This has been designed age appropriately and covers many topics. All learning in the RSE curriculum will build on prior knowledge from primary school to ensure synopticity.

Foundation Curriculum (Y7-9)	Content	How Taught	Taught By
	Healthy relationships <ul style="list-style-type: none"> - How to recognise positive and negative relationship traits - What matters to me? - What are my values? 	Continuum line, stories and scenarios, class discussion, paired reading of educational resources, card sort	Class teachers
	Healthy friendships <ul style="list-style-type: none"> - What are the most valuable traits of a healthy friendship? - What characteristics always form basis of a good friendship? - What does a positive online friendship look like? - How do we balance old and new friendships? 	Diamond 9, class discussion, Action for Children educational clip	Class teachers
	Gender stereotypes <ul style="list-style-type: none"> - What is a stereotype? - Where do they come from? - Have gender roles changed over the years? - How do magazines perpetuate gender stereotypes? 	Dual coding, mind mapping ideas, key word glossary, class discussions, magazine review, role play	Class teachers
	Inappropriate sexualised behaviour <ul style="list-style-type: none"> - What is sexual bullying? - Online inappropriate behaviour - What's the difference between flattering and unwanted attention? - Who can support me? 	Educational resources taken from NSPCC, class discussion,	Class teachers
	Sharing of sexual images	Analysing scenarios, class discussion, higher or lower quiz,	Class teachers

Foundation Curriculum (Y7-9)	Content	How Taught	Taught By
	<ul style="list-style-type: none"> - What are the negative consequences of risky online behaviour? - What are the statistics? - What does the law say with reference to Child Protection Act 1978? - Who can support me? 		
	Family structures <ul style="list-style-type: none"> - How do we define family? - How much has changed in 100 years? - What different types of family exist? How do they all contribute to human happiness? - 	Paired reading, comparison, class discussion, educational video clip, written exercise	Class teachers
	Marriage <ul style="list-style-type: none"> - Legal rights afforded to married couples - What is the purpose of marriage? - The importance of marriage in different faith communities - Why marriage should be entered into freely (reference to forced marriage) 	Key word game, popcorn reading, children's literature	Class teachers
	Long term relationships <ul style="list-style-type: none"> - What is a civil partnership and who can have one? - How do they contribute to human happiness? - What is cohabitation? - Which long-term relationship is statistically most popular in 21st century Britain? 	Paired reading, analysis of statistics, educational video clips, newspaper article	Class teachers
	Trustworthy behaviour <ul style="list-style-type: none"> - Who can I trust? - How can I gauge whether behaviour is trustworthy or not? - Key traits of a trustworthy relationship - Can you judge whether a family relationship is safe? - Who can support me? 	Educational video clip, card sort, class discussions	Class teachers

Foundation Curriculum (Y7-9)	Content	How Taught	Taught By
	Trustworthy online relationships <ul style="list-style-type: none"> - Why do we need to think critically online? - What is a hidden agenda and why might people have them online? - How do I communicate online? - Why might someone want to gain my trust online? - Risk Vs Harm - Sources of support 	Trust Me educational resources, class discussion, scenarios	Class teachers

Other elements of the wider PSHRE curriculum include *Safeguarding* in Term 1 and 2, *Next Steps* in Term 5 and *British Values* in Term 6, with a particular focus on tolerance and mutual respect. These can all be found in the PSHE policy, also published on the school website.

Right to withdraw

Parents have the right to request that their child be withdrawn from some of the sex education delivered as part of the statutory RSE. Parents must state their request in writing to the Principal. Parents will then be invited into school to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the likelihood of the child hearing her peers' version of what was learned in the class rather than what was delivered by the teacher. Unless there are exceptional circumstances, school will respect the parents' request to withdraw their child. Requests from parents must be made annually for consideration. However, three terms before the child turns 16 years old they are legally able to make their own decision as to whether they receive sex education. The school will make arrangements to provide the student with sex education during one of those terms and a parental request of withdrawal will not be granted.

Quality Assurance

The quality of RSE education at Walton will be monitored through our Quality Assurance cycle. This consists of student voice and learning walks by PSHRE Subject Lead and our Assistant Principal of Personal Development, as well as the Senior Leadership Team.

Roles and responsibilities

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Approval of the Policy

This policy will be reviewed annually by the Principal, with the input of PSHRE Subject Lead and Assistant Principal of Personal Development. Ultimate approval of the policy rests with the Principal.

Linked Policies: RSE Policy, Careers Education and Guidance policy, Safeguarding and Child Protection appendix, Single Equality Policy 2019.

Policy Date: July 2020

Policy Review: July 2021