



Relationships & Sex Education (RSE) Policy

2020-2021

S Hopkins
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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 PSHRE curriculum as detailed below. This has been designed age appropriately and covers many topics. All learning in the RSE curriculum will build on prior knowledge from primary school and previous years in KS3 to ensure a sequential curriculum.

| Foundation Curriculum (Y7) | 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) | 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? | | |
| | <p>Family structures</p> <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 |
| | <p>Marriage</p> <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 |
| | <p>Long term relationships</p> <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 |
| | <p>Trustworthy behaviour</p> <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) | 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 Year 7 curriculum include *Safeguarding* in Term 1 and 2, *British Values* in Term 5 (with a particular focus on tolerance and mutual respect) and *Next Steps* in Term 6. An overview of these units of work can all be found in the PSHE policy, also published on the school website.

| Year 8 | Content | How Taught | Taught By |
|----------|---|---|----------------|
| Lesson 1 | Romantic relationships <ul style="list-style-type: none"> - Understand how to begin a respectful romantic relationship - Assess readiness for romantic relationships and intimacy - Recognise peer pressure and pressure statements - Practise skills to resist pressure | Scenarios, paired and group discussion, assessment of personal values, signpost sources of support. | Class teachers |
| Lesson 2 | Consent <ul style="list-style-type: none"> - Legal definition of consent - Recognising the difference between language of permission and language of persuasion - Demonstrate understanding of a person's right to say 'no' | #consentiseverything video stimuli, paired & group discussion, scenarios, unpicking generalised pressure statements and 'trap questions', signpost sources of support. | Class teachers |
| Lesson 3 | Introduction to contraception <ul style="list-style-type: none"> - Identify the purpose of contraception - Explain the barrier methods - Describe when, where and how to seek advice about contraception | Debunking myths quiz, NHS resources to explore barrier methods, condom demonstration (students consolidate knowledge gained through completing a flow chart, they do not practise with condoms themselves), signpost sources of support | Class teachers |

| Year 8 | Content | How Taught | Taught By |
|----------------|--|--|----------------|
| Lesson 4 | Barrier methods <ul style="list-style-type: none"> - Recap use of male condom - Identify different barrier methods (diaphragm & cap) - How to respond assertively to pressure statements concerning condom use | Resources taken from Medway Schools & PSHE Association, paired & group discussion, comprehension questions & reading, signpost sources of support. | Class teachers |
| Lesson 5 | Parenting <ul style="list-style-type: none"> - Describe consequences & challenges of parenthood - Rank the qualities of a parent - Explain the complexities of parental choices | Diamond 9, scenarios, paired & class discussion, signpost sources of support. | Class teachers |
| Lesson 6 | Introduction to STIs <ul style="list-style-type: none"> - Learn basic information on bacterial STI transmission - Debunk myths around STI transmission and treatment - Begin to learn how to prevent them (accessing services/screening and contraception) | Comprehension reading & questions, paired & group discussion, overcoming obstacles scenarios | Class teachers |
| Lesson 7 | What is love <ul style="list-style-type: none"> - Define the term 'love' - Understand that it comes in different forms - Understand that sex and love can be separated and that there are ways to show intimacy without sexual contact - Explore the expectations that underpin a respectful relationship | Baseline to assess confidence with the topic prior to learning & after learning, analysing different definitions of love, considerations spider diagram (pros & cons of a romantic relationship for young people), #that'snotlove campaign video, sources of support | Class teachers |
| Lesson 8 | Homophobic bullying <ul style="list-style-type: none"> - Stonewall resource on discrimination against LGBT people - Identifying acceptable and unacceptable online comments - Personal safety | Paired and class discussion, teacher-led content on personal safety, pledging commitment, stonewall recommended reading list, signposted to sources of support | Class teachers |
| Lesson 9 | Tackling homophobic language <ul style="list-style-type: none"> - | Co-planned by our Post-16 LGBTQ+ ambassadors | Class teachers |
| Lesson 10 & 11 | Body image and Advertising <ul style="list-style-type: none"> - Key terminology - Advertising agency considerations | Paired and class discussions, Spot the difference, 'Boys biggest conversation' mediasmart film, signposted to sources of support | Class teachers |

| Year 8 | Content | How Taught | Taught By |
|-----------|--|--|-----------|
| | Where media advertisements can be found and how they affect body image | | |
| Lesson 12 | Consolidate & assess | Revision time, knowledge assessment, self-assessment using mark scheme, Make A Difference time | |

Other elements of the wider PSHRE Year 8 curriculum include *Physical Health and Mental Wellbeing* in Term 1 and 2, *Living in the Wider World* in Term 5 and *Next Steps* in Term 6. An overview of these units of work can be found in the PSHE policy, also published on the school website.

| Y9 | Content | How Taught | Taught By |
|----------|---|--|----------------|
| Lesson 1 | Contraception <ul style="list-style-type: none"> - Identify the main types of contraception (recapping barrier methods from Year 8 and introducing LARC) - Explore reliability, advantages & disadvantages and suitability of different types of contraception - Discussion about the equal responsibility of both partners in a relationship to ensure contraception use | Starter quiz, carousel research, scenarios, paired & class discussion, signpost sources of support. | Class teachers |
| Lesson 2 | Revisiting STIs <ul style="list-style-type: none"> - Recap previous learning on bacterial STIs - Develop knowledge on transmission and treatment of viral STIs, including HIV - Discuss treatment & prevention of pubic lice as a parasitic STI | Sexwise.org.uk (teacher goes through symptoms, transmission & prevention), teacher-led discussions, myth busting some harmful stereotypes associated with HIV, scenarios, signpost sources of support. | Class teachers |
| Lesson 3 | Deepening knowledge on STIs <ul style="list-style-type: none"> - Recap previous learning - Develop knowledge on transmission and prevention to help dispel any misconceptions around transmission of bacterial & viral STIs - Facts and importance of testing | Risk Behaviour Cards & continuum line, teacher-led content, design an information page to showcase learning, signpost sources of support. | Class teachers |

| Y9 | Content | How Taught | Taught By |
|----------|---|--|----------------|
| Lesson 4 | Confidence in relationships <ul style="list-style-type: none"> - Explain relationship abuse - Difference between abusive behaviour and a normal disagreement - Identify different types of abuse – physical, emotional, controlling behaviour - Warning signs to be vigilant of - Support for LGBT - Sources of support signposted for all | Resource produced by the Home Office & Disrespect NoBody (adapted for our context) | Class teachers |
| Lesson 5 | Consent <ul style="list-style-type: none"> - Recap previous work on consent from Y8 - Explain what is meant by 'consent' by looking at official definitions - Explain physical, emotional & legal consequences of someone not receiving consent - Sources of support | Resource produced by the Home Office & Disrespect NoBody (adapted for our context) FRIES acronym for consent | Class teachers |
| Lesson 6 | Sharing of 'nudes' <ul style="list-style-type: none"> - Recap work from Y7 & Y8 RSE - Describe some of the risks in relation to sharing of nude images - Explain the implications - Explain how and from where to get help if someone I know is being pressured to send nude images | Resource produced by the Home Office & Disrespect NoBody (adapted for our context) Implications are discussed using a short clip from Zara McDermott's 'Revenge Porn' documentary (if appropriate for individual classes) | Class teachers |
| Lesson 7 | Under the influence <ul style="list-style-type: none"> - Recap definition of alcohol and drugs from previous years - Explain short and long-term effects - Analyse the link between substance use and sexual health/behaviour | Paired and group discussion, BBC Teach videos that explain the scientific processes that happen when alcohol affects the human body (sometimes leading to risky situations), scenarios, FRIES acronym for consent reminder | Class teachers |
| Lesson 8 | Unplanned pregnancy <ul style="list-style-type: none"> - Follows work on contraception and risky behaviour | Values worksheet, Diamond 9, paired and class discussion, exit tickets to reflect on learning | Class teachers |

| Y9 | Content | How Taught | Taught By |
|-----------|---|--|----------------|
| | <ul style="list-style-type: none"> - Students reflect on their personal values regarding unintentional pregnancies - Students rank factors in order of importance when considering options in relation to an unplanned pregnancy - How to identify sources of support | | |
| Lesson 9 | Impact of pornography <ul style="list-style-type: none"> - Understand what pornography means - Legal status - Dispel myths and look at the potential harmful impact pornography can have on real relationships - Understand the science behind pornography addiction | Reading comprehension, paired & class discussion, BBC Teach video, round-up discussion to tackle any gender stereotypes students may have around pornography (for e.g. tackling the stereotype that only men watch pornography), signpost sources of support | Class teachers |
| Lesson 10 | Attitudes to sexuality | | Class teachers |
| Lesson 11 | FGM awareness <ul style="list-style-type: none"> - Recognise meaning of FGM - Identify myths and facts concerning FGM - Explain how to tell someone if we are worried for ourselves or others - Explain the importance of disclosures, even if it feels difficult | Resource produced by PSHE Association N.B. All class teachers have had teaching guidance before delivery of this lesson. This lesson does NOT go into detail on the process or aftermath, nor does it show any graphic images of the 'tools' used to perform FGM | Class teachers |
| Lesson 12 | Consolidate learning | | Class teachers |

Other elements of the wider PSHE Year 9 curriculum include *Physical Health and Mental Wellbeing* in Term 1 and 2, *Living in the Wider World* in Term 5 and *Next Steps* in Term 6. An overview of these units of work can 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.

Diverse Academies Trust Relationships and Sex Education Policy:

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Relationships-and-Sex-Education.pdf>

DfE Statutory Guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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