Relationships & Sex Education Policy 2024-25

Reviewed: July 2024
Next review: July 2025

Aims

Through our form and Action days, we aim to prepare students for the increasingly complex world we find ourselves in, ensuring that we foster pupil wellbeing and develop their resilience, so that they can become happy and successful members of today's society. The curriculum has been carefully produced and sequenced, taking into account age appropriateness, providing pupils with the knowledge that will enable them to make educated decisions on aspects such as wellbeing, the online world, and knowledge on relationships, as well as providing guidance on how to seek advice and support. This knowledge and guidance will allow students to make sound decisions regarding complex contexts. The curriculum is aligned with the Government's Statutory guidance on Relationships and Sex Education (RSE) (September 2020).

The aims of RSE at Wilmington Academy are to:

- Provide a curriculum where sensitive discussions can take place
- Prepare students for the changing nature of relationships and the impacts of these on our mental, emotional and physical wellbeing
- Develop knowledge of the role of the Internet and Media on our mental and physical wellbeing as well as how to stay safe in all aspects of life
- Develop students self respect, confidence and empathy
- To explore the importance of mental wellbeing as well as physical wellbeing, linking to health and personal hygiene
- Ensure pupils develop the correct vocabulary when addressing complex issues
- Develop a positive culture and ethos around issues of sexuality and relationships.

Statutory requirements

Under sections 2.3 and 3.6 of the National Curriculum, RSE is compulsory for all pupils within Secondary Education.

This is statutory guidance from the Department of Education, which has been issued under Section 80A of the Education Act developed in 2002, and section 403 of the Education Act 1996. This is supported by Wilmington Academy. Please see Appendix 3 for details on this statutory guidance.

Policy development

Wilmington Academy's policy for RSE has been developed after a number of discussions with pupils, parents and staff. The consultation and policy development process included the following steps:

1. **Review** - The Lead for Personal Development collated all relevant information on national guidance.
2. **Staff Consultation** - School staff were given the opportunity to look at the policy and provide recommendations
3. **Parent/Stakeholder consultation** - Parents and other interested parties have been invited to submit comments regarding the policy
4. **Pupil Consultation** - Students have been consulted, to explore exactly what they want from their RSE curriculum
5. **Ratification** - Once amendments were made the policy was shared with the governors and ratified.

Definition

Relationships and Sex Education (RSE) provides learning opportunities that focus on the emotional, social and physical aspects of growing up, relationships, sexual health, sexuality, healthy lifestyles, diversity and identity. RSE involves a combination of sharing information and exploring issues and values. **The RSE curriculum is not about the promotion of sexual activity.**

Delivery of RSE

RSE is taught within the Academies three drop down days, known as Action days. Students will also focus on the RSE curriculum one session a week, during form time. Biological aspects of RSE are also taught within the Science Curriculum and other aspects, such as online safety are taught across the curriculum. This may also be supplemented by stand-alone sex education sessions delivered by external trained health professionals.

The curriculum has been planned to be accessible for all and the SEN department has been consulted. Students who may be considered more vulnerable have been taken into consideration with the planning of individual schemes of work.

The curriculum will provide opportunities to pupils to discuss potentially sensitive issues. During all lessons, pupils will be made aware of how to raise their concerns or make a report and how any report will be handled. Students will have access throughout the sessions to speak to their college SSM's, or other trusted adult and the Designated Safeguarding Leads.

Our curriculum is set out as per Appendix 1 and Appendix 2 but we may need to adapt it as and when necessary. Parents will be kept informed.

Across both Key Stage 3 and 4, pupils will be supported in developing the following skills throughout form and Action Day sessions:

- Communication skills, which focus on a range of complex issues
- Recognising and assessing potential risks, with the ability to manage and reduce
- Knowledge on how to get help and support
- Self confidence and self respect
- The ability to make decisions on areas that directly impact them and those around them

- Empathy
- Knowledge on how to encourage a healthy lifestyle, linking to both physical and mental health
- How to conduct discussions and work within groups.

Roles and responsibilities

The governing body	As well as fulfilling their legal obligations, the governing body will approve and ratify the RSE policy.
The principal	The Principal is responsible for ensuring that the RSE curriculum is taught consistently across the school and is meeting the needs of all students. The Principal will manage requests to withdraw pupils from some or all of sex education delivered as part of statutory RSE.
Academy staff	Staff are responsible for: ● Delivery of RSE sessions, emphasising how to have sensitive discussions ● Modelling positive attitudes towards RSE ● Providing quality first teaching, which emphasises high quality, inclusive teaching of all pupils in the class ● Responding to pupils whose parents wish them to be withdrawn from the non-science components of sex education. ● Following the schools safeguarding policies when required. ● 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 Personal Development Lead or the Principal
Pupils	Pupils are expected to fully engage in the RSE curriculum provided and the same high expectations apply during form and Action Day sessions. Students, during these days,will be encouraged and reminded of the need to treat others with respect and sensitivity.

Parents' right to withdraw

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE, which falls outside of the curriculum taught in Science. Please refer to the government guidelines for further information regarding the right to withdraw using the following link https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Requests for withdrawal should be made in writing and addressed to the Principal. The Principal will discuss requests with parents and take appropriate action.

A copy of the withdrawal request will be placed on the pupil's education record and students will be provided with alternative work during these sessions.

Training

Staff receive training on the RSE framework and the content throughout the year and is included in the continuing professional development calendar. Outside agencies may be invited, such as school nurses, sexual health professionals, the police and fire brigade to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Lead for Personal Development through pupils discussions, learning walks and work scrutiny. The Lead for Personal development will review this policy. At every review, the governing body and Principal will approve the policy created.

Appendices

Appendix 1 - RSE curriculum map (action days)

Year	Topic / theme
7	**Day 1** - 'In a world where you can be anything, be kind'. Changing friendships, bullying and the creation of healthy online friendships and how to stay safe online. **Day 2** - 'Our world beyond Dartford'. Hate crimes, radicalisation, impacts on stereotypes and the importance of sleep. **Day 3** - '24 hours in A&E' Treatment of common injuries, CPR, use of defibrillators and road and rail safety
8	**Day 1** - 'Fights, FOMO, friends and tattoos' How to create healthy online friendships and reduce bullying, online safety linking to grooming, how to reduce online stress and developing knowledge of online tattoos. **Day 2** - 'How can we create a healthy life' Body image - what is it and how does media affect it, plastic surgery, gambling, puberty and female genital mutilation. **Day 3** - How can we create a happy life?- How can we discuss our mental wellbeing? When do we know something is not right? What is depression and anxiety? What affects our mental health? How can we ensure that we are happy?
9	**Day 1** - 'For better for worse, for richer, for poorer'- What is a good relationship? Are you ready for sex and a focus on consent, the different types of relationships, marriage, cohabitation and forced marriage **Day 2** -'Physical health and fitness'- Physical health and mental and physical wellbeing, consequences of an inactive lifestyle, blood, organ and stem cell donation and self screening. **Day 3** - 'A snapchat story and beyond'- Identifying and dealing with sexual pressure, sexting and the effects, pornography
10	**Day 1** - 'The not so nice side to relationships' How to create a healthy and happy sexual relationship,sexual consent, harassment and sexual violence, domestic violence and honour based violence. **Day 2** - 'Oh baby!'-Pregnancy, contraception, STIs and the role of families in raising children **Day 3** - 'It's all fun and games until someone dies'- Exploration of drugs and impacts on mental health, consequences of taking and the selling of drugs, knife crime and the impacts

Appendix 2 - RSE taught within form, linking to SMSC

Module	Year 7-9 focus	Year 10-11 focus
1	Mindfulness and healthy mental wellbeing	Importance of mental health through exam stress
2	Alcohol and the dangers	Extremism and radicalisation

3	How can we create a healthy body? Personal hygiene	How does social media affect our mental health?
4	Celebrating diversity	Crime and Law
5	Modern day slavery	Where do your subjects take you in the world of work?
6	What is your identity? How is it created?	Careers- what are your next steps?

Appendix 3 - By the end of secondary education, students should know, as outlined by RSE framework

Topic	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
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 relationships. - 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 once 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 and menopause. ● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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
Mental wellbeing	- how to talk about their emotions accurately and sensitively, using appropriate vocabulary. - that happiness is linked to being connected to others. - how to recognise the early signs of mental wellbeing concerns. - common types of mental ill health (e.g. anxiety and depression). - how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. - the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. - how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. - the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. - about the science relating to blood, organ and stem cell donation.
Healthy eating	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. - the law relating to the supply and possession of illegal substances. - the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. - the physical and psychological consequences of addiction, including alcohol dependency. - awareness of the dangers of drugs which are prescribed but still present serious health risks. - the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention	- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. - about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. (late secondary) the benefits of regular self-examination and screening. - the facts and science relating to immunisation and vaccination. - the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	- basic treatment for common injuries. - life-saving skills, including how to administer CPR.15 - the purpose of defibrillators and when one might be needed.
Changing adolescent body	- key facts about puberty, the changing adolescent body and menstrual wellbeing. - the main changes which take place in males and females, and the implications for emotional and physical health.