



# Relationships and Sex Education (RSE) Policy

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# **The Roundhill Academy**

## **Relationships and Sex Education Policy (RSE)**

### **Statement of Intent**

At The Roundhill Academy we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society. We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

This policy was developed in response to Relationship and Sex Education Guidance DfES 2019, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

### **What Is Relationships and Sex Education?**

At The Roundhill Academy RSE has been developed across the curriculum and is delivered by teaching staff. RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes. RSE will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

### **Principles and Values**

In addition, the school believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; not just one model, e.g., nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.

- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any family structure. The important values are love, respect, and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes and it is our intention to share this information as it comes out using our website pages.
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

### **Relationships and Sex Education in this school has three main elements:**

#### *Attitudes and Values*

- Learning the importance of values, individual conscience, and moral choices
- Learning the value of family life, stable and loving relationships, and marriage
- Learning about the nurture of children and the responsibilities of parenthood
- Learning the value of respect, love, and care
- Exploring, considering, and understanding moral dilemmas
- Developing critical thinking as part of decision-making.
- Challenging myths, misconceptions, and false assumptions about acceptable behaviour

#### *Personal and Social Skills*

- Learning to manage emotions and relationships confidently and sensitively
- Developing an awareness for mental health and having the confidence in seeking support for mental health and wellbeing
- Developing self-respect and empathy for others
- Learning to respond to prejudice and make choices with an absence of prejudice

- Developing an appreciation of the consequences of choices made
- Managing conflict within relationships
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### *Knowledge and Understanding*

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions, and relationships
- Understanding what is meant by sexual consent and developing the confidence to discuss the issues related to this
- Learning about contraception and safe sex, including the range of local and national sexual health advice, contraception, and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy
- Identify risk taking behaviour including peer pressure
- Understanding mental health and wellbeing including coping strategies

### **Aims**

The aim of RSE is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, religious, 3 and moral dimensions of sexual health.

Our RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements, and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and personal relationships.

- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice and promote equality and diversity.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support, and treatment if necessary.
  - Know how the law applies to sexual relationships.
  - Develop knowledge, skills and character to keep themselves healthy, safe and prepared for life and work.
  - Develop knowledge of how to manage their academic, personal and social lives in a positive way.
  - Develops knowledge about mental wellbeing and develop capability to take care of themselves and receive support if problems arise.
  - Develop resilience and character that are fundamental to pupils being happy, successful and productive members of society.
  - Develop an understanding of health, with a focus on risk areas such as drugs and alcohol.

### **Organisation and Content of Sex and Relationship Education**

The Roundhill Academy specifically delivers Relationships and Sex Education through its PD Programme, RE (KS4) and Science lessons. All students in years 7-11 have access to their Head of Year who can make referrals to the school nurse and access a range of services, information, and guidance.

Much of the Relationships and Sex Education at the school takes place within the PD curriculum starting in Year 7 and continues through to year 11.

Teachers generally deliver the PD Curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the PD curriculum in years 7 to 11. Whereas the focus in years 7 and 8, looks at adolescence and understanding the emotional and physical changes that happen, the focus in year 9 and 10 is on the emotional aspects of love and different types of relationships as well as sexual health.

The Science National Curriculum is delivered by subject specialists in the Science department where lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

**Topics relating directly to RSE are:**

**Topic key:**

**HWB – Health and Wellbeing**

**RL – Relationships**

**LWW– Living in the wider world**

**Please refer to the Excel outlining the overview for each Year Group.**

<u>Topic from DfE</u>	<u>What pupils should be taught...</u>	<u>Year group and topic taught in</u>
<b>Families</b>	<ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>what marriage is, including their legal status</li> <li>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.</li> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>the characteristics and legal status of other types of long-term relationships.</li> <li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>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.</li> </ul>	<p>Y8 RL, Y11 RL,</p> <p>Y7 RL, Y9 RL, Y10 RL, Y11 RL</p> <p>Y8 RL, Y11 RL</p> <p>Y8 RL, Y11 RL</p> <p>Y8 RL, Y11 RL</p> <p>Y8 RL, Y11 RL</p> <p>Y7 LWW, Y8 RL,</p> <p>Y7 RL, Y8 RL, Y9 RL, Y10 RL &amp; Y11 RL</p>

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<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise nonconsensual behaviour or encourage prejudice).</li> </ul>	<p>Y7 RL, Y8 RL, Y9 RL, Y10 RL, Y11 RL,</p> <p>Y7 RL, Y8 RL, Y9 RL, Y10 RL, Y11 RL,</p> <p>Y7 LWW, Y8 RL, &amp; LWW, Y9 RL, &amp; LWW Y10 RL, Y10 LWW,</p>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>	<p>Y7 LWW, Y8 RL, &amp; LWW, Y9 RL, &amp; LWW, Y10 RL, &amp; LWW RE CURRICULUM, TRA SCHOOL BEHAVIOUR POLICY, ASSEMBLIES, TRA BEHAVIOUR POLICY AND SAFEGUARDING POLICIES</p> <p>ANTIBULLYING WEEK TRA, WORRY BOXES AROUND TRA, SAFEGUARDING POSTERS DISPLAYED AROUND SCHOOL</p> <p>Y7 RL, Y8 RL, Y9 RL, Y10 RL, Y11 RL,</p> <p>Y8 RL, Y9 RL, Y10 RL, Y11 RL,</p> <p>Y7 LWW, Y8 LWW, Y9 RL &amp; LWW, Y10 LWW, RE CURRICULUM (HUMANS RIGHTS)</p>
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<b>Online and Media</b>	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online</li> </ul>	<p>Y7 RL &amp; LWW, Y8 RL, Y9 RL, Y10 RL- INDECENT IMAGE SHARING ONLINE?</p> <p>Y7 RL &amp; LWW, Y8 RL, Y9 RL, Y10 RL</p> <p>Y7 RL &amp; LWW, Y8 RL, Y9 RL, Y10 RL</p> <p>Y7 RL, &amp; LWW Y8 RL, Y9 RL, Y10 RL</p> <p>Y7 LWW, Y8 RL, Y9 RL, Y10 RL, Y11 RL,</p> <p>Y9 RL, Y11 RL</p> <p>Y8 RL, Y10 RL</p> <p>Y11 RL</p>
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<b>Being safe</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>	<p>Y7 HWB, Y8 RL, Y9 RL, Y10 RL, &amp; LWW, Y11 RL,</p> <p>Y7 RL, Y8 RL, Y9 RL, Y10 RL,</p>
<b>Intimate and sexual relationships, including sexual health</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>the facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>	<p>Y7 RL, Y8 RL, Y9 RL, Y10 RL, Y11 RL,</p> <p>Y7 HWB, Y8 HWB, Y9 HWB AND RL, Y10 HWB, AND RL Y11 HWB,</p> <p>Y9 RL, Y10 RL, Y11 RL,</p> <p>Y7 RL, Y8 RL, Y9 RL, Y10 RL, Y11 RL &amp; HWB,</p> <p>Y10 RL, Y11 HWB,</p> <p>Y9 HWB, Y10 RL, Y11 HWB,</p> <p>Y11 HWB</p>

	<ul style="list-style-type: none"> <li>the facts around pregnancy including miscarriage.</li> <li>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).</li> <li>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.</li> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	<p>Y11 HWB</p> <p>Y9 HWB, Y10 HWB, Y11 HWB,</p> <p>Y9 HWB, Y11 HWB,</p> <p>Y8 HWB, Y9 HWB, Y10 HWB,</p> <p>Y9 HWB, Y10 HWB, Y11 HWB,</p>
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### Physical and Mental Well-being Secondary Schools

Topic from DfE	What pupils should be taught	Year Group and topic taught in
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>	Y7 HWB, Y8 HWB, Y9 HWB, Y11 HWB,
	<ul style="list-style-type: none"> <li>that happiness is linked to being connected to others.</li> </ul>	Y9 HWB,
	<ul style="list-style-type: none"> <li>how to recognise the early signs of mental wellbeing concerns.</li> </ul>	Y8 HWB, Y9 HWB, Y11 HWB,

	<ul style="list-style-type: none"> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> </ul>	<p>Y8 HWB, Y9 HWB, Y11 HWB,</p> <p>ALL HWB LESSONS WITH VARIOUS LINKS TO MENTAL HEALTH AND RISKS,</p> <p>Y7 HWB, Y8 HWB, Y9 HWB,</p>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they</li> </ul>	<p>Y7 LWW, Y8 LWW, Y10 HWB, Y11 LWW,</p> <p>Y7 LWW, Y8 RL, Y9 RL,</p>

	have been affected by those behaviours.	
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>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.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>	Y7 HWB, Y8 HWB, Y9 HWB,  Y7 HWB, Y8 HWB, Y9 HWB, Y10 HWB,  N/A
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>	Y7 HWB, Y8 HWB,
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>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.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> </ul>	Y9 HWB, Y10 HWB,  Y9 HWB, Y10 HWB,  Y8 HWB, Y9 HWB, Y10 HWB,

	<ul style="list-style-type: none"> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>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.</li> </ul>	<p>Y8 HWB, Y9 HWB, Y10 HWB,</p> <p>N/A</p> <p>Y8 HWB,</p>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination and screening.</li> <li>the facts and science relating to immunisation and vaccination.</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<p>Y7 HWB, Y8 HWB,</p> <p>Y7 HWB, Y8 HWB,</p> <p>Y10 HWB,</p> <p>N/A</p> <p>Y7 HWB, Y10 HWB,</p>





### *Students with Special Educational Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the **learning** needs of all our students, taking specialist advice where necessary. We request the intervention of outside providers such as the school nurse service when this is deemed necessary.

### *Sexual identity and sexual orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

### **Right of withdrawal of students from Relationships and Sex Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education at Key Stage 3 except for those parts included in the statutory National Curriculum (i.e., in science lessons) or when safeguarding information and guidance demands that our students are well informed e.g. FGM, CSE, consent and the law, peer on peer abuse, sexual violence and sexual harassment. Parents are encouraged to discuss their decisions with Donna Anastassiades, the school Safeguarding Lead at the earliest opportunity. Parents should be advised that the teaching of Sexual Health at Key Stage 4 is now mandatory.

### **Confidentiality, Controversial and Sensitive issues**

Teachers cannot offer confidentiality. Teachers are not legally bound to inform parents or the Head teacher of any disclosure unless the Head teacher has specifically requested them to do so. The school promotes a young person's right to confidentiality however safeguarding also remains a priority.

In a case where a teacher learns of a safeguarding concern for example from an under 16year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child Protection issues will be considered and referred if necessary to one of the DSL's responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about all matters related to sexual activity including contraception by the school nurse. Health services are available in the community and students are signposted to these on the school website. In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality must be broken, they will be informed first.

- In addition to this information and guidance, the School Nurse, under the Fraser guidelines, is permitted to issue a young person with condoms and carry out pregnancy tests when required. Consent from parents for this treatment is not legally necessary although the involvement of parents is encouraged.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy and the school's safeguarding procedures.

### **Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the Head teacher along with the Personal Development Coordinator, to monitor and evaluate the Personal Development programme in line with the schools Quality Assurance guidelines.

The Governors are responsible for overseeing, reviewing, and organising the revision of the Relationships and Sex Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social, and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training, and delivery.