



# Relationships and Sex Education policy (from September 2020)

Burnage Academy for Boys

This policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.

Review Date	Changes made	By whom
October 2019	Policy created	Becci Wadeson
August 2020	Policy reviewed	Becci Wadeson
August 2021	Policy reviewed	Becci Wadeson
August 2022		

## Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2020-21	Feb 2021	Alan Scott

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## 1. Mission, vision, values and aims

### Mission statement

Burnage Academy for Boys is an inclusive school community where students, staff and families all work together to ensure that boys will be the best they can be.

### Vision

At Burnage Academy for Boys we will develop:

- RESILIENCE – we will teach students the skills to face all challenges in life with determination and self-awareness.
- INDEPENDENCE – we will create confident individuals who are able to think critically and make informed decisions.
- CARE – we will go further to make a difference to our students, staff and families, creating a safe space in school.
- SUCCESS – we will celebrate the progress and achievement of all in our school community, recognising that boys do better at Burnage.
- TOGETHERNESS – we will ensure all students take part fully in the range of diverse cultural experiences that Burnage and Manchester has to offer them.

### Values

- Resilience
- Independence
- Care

## 2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure pupils can recognise unacceptable behaviours and seek appropriate help
- Give pupils the skills to make safe, informed, positive choices concerning relationships and healthy lifestyles

We want our students to be independent but consider others, acting responsibly and sensitively to others so that both they and wider society benefit. We want your son to develop a positive sense of self-

awareness and self-esteem whilst also understanding the development of relationships within families, in friendships and wider contexts.

## 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Burnage Academy for Boys we teach RSE as set out in this policy.

## 3. Policy development

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 – school staff were given the opportunity to look at the policy and make recommendations
3. Parent/Carer consultation – parents and carers were able to view the policy online and make recommendations through parent engagement sessions
4. Pupil consultation – we investigated what exactly pupils want from their RSE through a survey and pupil focus group
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy 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.

## 5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

## 6. Delivery of RSE

RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE), Computing, and Physical Education (PE).

Pupils also receive stand-alone RSE sessions delivered by trained professionals from the School Nurse Service, Brook, George House Trust and Greater Manchester Police. All external agencies and visitors are supervised by a member of staff at all times.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our RSE curriculum is delivered to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status. We are a rights respecting school and provide high quality teaching in line with the [Equality Act \(2010\)](#) and the [SEND Code of Practice \(2014\)](#).

## 7. Roles and responsibilities

### 7.1 The governing body

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

### 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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 Headteacher.

Non-Science or RE aspects of the RSE curriculum will be taught in tutor groups by students' form teachers.

## 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

Relationships and sex education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that, under the DFE Sex and Relationship Guidance for 2020, parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. Training

Staff training on RSE is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Becci Wadeson, Assistant Headteacher, through learning walks, observations and book scrutinies.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems using class question and answer, discussion, group work, peer assessment and self-assessment.

Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem.

This policy will be reviewed by Becci Wadeson, Assistant Headteacher, annually. At every review, the policy will be approved by the governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR	TOPIC/THEME
Year 7	<ul style="list-style-type: none"> <li>• Types of relationships - nature, importance of marriage, civil partnerships and other stable long term relationships; roles and responsibilities of parents, carers and children in families.</li> <li>• Diversity, Discrimination and Rights - the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</li> <li>• Influence of the Media- internet and digital safety awareness, how young people are portrayed in the media and how this can impact self-confidence and resilience.</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>• Health and Hygiene -preparation for changes to the body; what puberty is and what it entails; importance of taking increased responsibility for personal hygiene. Students will learn basic first aid and how to support others around them.</li> <li>• Diversity and Sexual identity- the difference between sex, gender, identity and sexual orientation; to recognise that there is diversity in sexual attraction and developing sexual identity. A Brook delivered session on the dangers of sexting and social media.</li> <li>• Consent - that consent is freely given and that being pressurised, manipulated or coerced is not consent; the responsibility of the seeker of consent and the importance of respecting the decision.</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• Diversity and Discrimination – A lesson on equality laws and the protected characteristics in the UK with regard to discrimination. This includes gender, sexual orientation, reassignment status, marital status and pregnancy / maternity rights. Homophobia is explored in detail as a form of discrimination. Using Stonewall Resources to support educating students regarding LGTBQ issues.</li> <li>• Healthy Relationships – A lesson that explores healthy relationships and potential signs of unhealthy or abusive behaviours in young people’s relationships. It emphasises healthy trusting relationships.</li> </ul>

YEAR	TOPIC/THEME
Year 10	<ul style="list-style-type: none"> <li>• Sex in the Media - sexism, gender norms and how genders can be portrayed in the media and impact on people in real life.</li> <li>• Consent – a lesson that explicitly teaches the line of consent and how to ensure all sexual activity is consensual and healthy.</li> <li>• HIV Awareness – in conjunction with positive speakers from the George House Trust students are taught about HIV, the risks and the myths and stigmas attached to the disease.</li> <li>• Contraception lesson - a lesson that explicitly teaches all forms of contraception but focuses on the safe and effective use of the condom.</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Planet Porn – a Brook lesson that explores how the increasing accessibility of porn can affect young people’s understanding of the reality of sex and relationships.</li> <li>• Sexting and the Consequences – A lesson that explores ‘sexting’ and its legal and moral consequences.</li> </ul>

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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 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>
Respectful relationships, including friendships	<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 non-consensual behaviour or encourage prejudice)</li> <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>

TOPIC	PUPILS SHOULD KNOW
Online and media	<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>
Being safe	<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>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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</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> <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>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	