



This policy was amended in consideration of the following UN Convention on the rights of the child articles; Articles 28/34

SEX EDUCATION (R.S.E) POLICY

Policy Number	0037			
Date of Last Review	September 2021		Policy Ownership	Finance & Operations
Agreed by Governors	July 2017		Date of Next Review	July 2022

WRITTEN IN CONJUNCTION WITH PARENT FORUM



Introduction

This policy is based on the Department for Education's guidance, published June 2019:

"The aim of R.S.E. is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students 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".

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-R.S.E.-and-health-education>

Aims and Objectives

The aims of relationship and sex education (R.S.E.) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give students an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

By the end of secondary school, students knowledge should have built on from primary school and include coverage of the following areas:

- Families
- Respectful Relationships
- Online & Media
- Being Safe
- Intimate & Sexual Relationships, incl. Sexual Health

Details of topics can be found in the statutory guidance, although the Academy reserves the right to adapt these to suit the emerging needs of our students.

What is R.S.E & its associated subjects?

R.S.E refers to Relationships Education, Relationships and Sex Education (R.S.E.) and Health Education. This is predominantly taught in the PSHE curriculum.

R.S.E. is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

R.S.E. involves a combination of sharing information and exploring issues and values.

R.S.E. is not about the promotion of sexual activity.

The lead for R.S.E. and associated subjects is Mrs Louise Sherman, Designated Safeguarding Lead. She may delegate responsibility of areas or key stages to her Deputy Designated Safeguarding Leads.

Organisation & Delivery

The Academies do not have to follow the National Curriculum and as such, are not obliged to teach R.S.E until the beginning of the summer term 2021. However, we recognize the risk to young people if R.S.E. is not provided and therefore, choose to make this a compulsory part of the curriculum.

The sex and relationship education programme will be developed in conjunction with the views of teachers, students and parents, in accordance with DfE recommendations.

The objective of this R.S.E. program is to equip all students with accurate, unbiased knowledge about sex and relationships which give the students the opportunity to acquire life skills that will help students make good use of this knowledge. It will also enable students to explore and respect theirs and other opinions, attitudes and values. The curriculum is delivered by specialist teachers, non-teachers and agencies who have the appropriate skills and knowledge to ensure that students receive the most up-to-date guidance and advice. Staff do not have the right to opt out of teaching R.S.E.. The leads for PSHE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching R.S.E..

Our school aims to deliver the R.S.E. programme in a manner that will revisit topics, so they build upon their existing knowledge and skills throughout the school. It is intended that R.S.E. be taught through active learning activities as appropriate. Wherever appropriate, parents / carers will be informed and invited to support the R.S.E. programme. We are committed to making R.S.E. accessible to all. The Academies has an Accessibility Policy and works with the SEND Code of Practice to ensure accessibility for all vulnerable students. Students are expected to engage fully in R.S.E. and, when discussing issues related to R.S.E., treat others with respect and sensitivity.

Our approach to R.S.E. will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.

- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate R.S.E.
- Access to help from trusted adults and helping services.

R.S.E. involves consideration of several sensitive issues about which different people may hold strong and varying views. The school's approach to R.S.E. will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Sex education includes questions of values and beliefs; it is therefore bound to be controversial. Students will be presented with a balanced range of viewpoints on an issue so that they can assess the evidence and explore ideas without distortion.

The R.S.E. programme of sex education is normally delivered by teaching staff or appropriate outside agencies, teaching mixed-ability groups, which on occasion, may be re-organised as single-sex classes. Teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Occasionally during a lesson, which is not part of the PSHE programme, issues relating to sexual conduct may arise from the subject matter being taught. Discussion arising on such an occasion would not constitute 'sex education' as defined in law.

The leads for R.S.E. & associated subjects refer to the Department's advice, 'Sexual violence and sexual harassment between children in schools and colleges. The advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred.

Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other. An understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that students treat each other well and go on to be respectful and kind adults.

All staff are trained to Level 2 as a minimum with regards to Safeguarding, with at least 10 members of staff trained to Level 3.

Working with parents and student withdrawal procedures

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory R.S.E. – this does not extend to Relationships or Health Education or education across the curriculum not legally considered to be R.S.E. Right to withdraw does not mean parents can withdraw students from the entire PSHE programme.

Before granting any such request it would be good practice for the Designated Safeguarding Lead to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Academies will document this process to ensure a record is kept. Parents wishing to exercise this right are invited to contact one of the Designated Safeguarding Leads who will discuss their concerns and the possible impact that withdrawal may have on the student.

Once those discussions have taken place, except in exceptional circumstances, the Academy should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the Academies will plan to provide the child with sex education during one of those terms.

KEY CONTACTS WITHIN THE ACADEMY

DESIGNATED SAFEGUARDING LEAD Mrs Lou Sherman
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Further contact details and information about Safeguarding can be found in the Child Protection & Safeguarding Policy on the Academies website.

Confidentiality

Students will be made aware that some information cannot be held confidential and that their best interests will be maintained. The Basildon Academies has a Child Protection & Safeguarding policy for dealing with child sexual abuse based on the Local Authority guidelines and recommendations.

Appendix A: The Curriculum

We have developed the curriculum considering the needs and feelings of students. If students ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner, so students are fully informed and don't seek answers online.

	Autumn 1 – LBS: Managing change	Autumn 2 – SSO: Staying safe online and offline	Spring 1 – HWB: Puberty and body development	Spring 2 – RSE: Friendships, respect and relationships	Summer 1 – CDE: Celebrating differences	Summer 2 – RBV: Politics, Parliament and Me
Year 7	<ol style="list-style-type: none"> 1) Introduction to PSHRE 2) Getting to know people 3) What is community? 4) Careers and your future 5) Sleep and relaxation 6) Financial education 7) Transition points and how to cope with them (Inc. assessment) 	<ol style="list-style-type: none"> 1) Staying safe online and offline 2) Avoiding gangs 3) What is Alcohol? (inc feed forward) 4) What is smoking? 5) The dangers of energy drinks 6) Online safety quiz and assessment 7) Personal safety 	<ol style="list-style-type: none"> 1) Introduction to puberty (inc. baseline assessment) 2) Puberty – Biological male focus 3) Puberty – Biological female focus 4) Personal hygiene 5) Growing up – inc circumcision and FGM awareness 6) EXTRA LESSON – Puberty Quiz 	<ol style="list-style-type: none"> 1) What is consent? 2) Respect and relationships 3) What makes a good friend? 4) Managing friendships and relationships 5) Conflict quiz and assessment 6) What does it mean to be a man? 	<ol style="list-style-type: none"> 1) Multi-cultural Britain 2) What is identity? 3) The Equality Act 2010 (inc feed forward) 4) Breaking down stereotypes 5) Prejudice and discrimination 6) Challenging Islamophobia 	<ol style="list-style-type: none"> 1) Why is politics important? 2) How is our country run? 3) Our Prime Minister and local MP 4) Exploring inside Parliament 5) Elections and campaigning 6) Debating 7) EXTRA LESSON – Politics Quiz

	Autumn 1 – SSO: Dangerous Society	Autumn 2 – CDE: LGBTQ+ explored	Spring 1 – LBS: Proud to be me	Spring 2 – HWB: Physical and mental health	Summer 1 – RSE: Identity, relationships and sex education	Summer 2 – RBV: Law, crime and society
Year 8	<ol style="list-style-type: none"> 1) County lines – what is it? 2) County lines- who is at risk ? 3) Substance misuse 4) Online safety – cyber bullying 5) Online safety – grooming 6) Child exploitation 7) Drugs and alcohol safety (inc assessment) 	<ol style="list-style-type: none"> 1) LGBTQ – What is it? 2) Sexual orientation and gender identity 3) Homophobia (inc feed forward) 4) Supporting LGBTQ 5) Challenging homophobia and transphobia 6) Coming out 7) LGBTQ quiz and assessment 	<ol style="list-style-type: none"> 1) Employability skills 2) Proud to be me 3) Self-esteem (inc feed forward) 4) Career interests 5) Exploring careers and my options 6) EXTRA LESSON – Careers quiz 	<ol style="list-style-type: none"> 1) Physical and mental health 2) Positive body image (inc Jesy Nelson documentary) 3) Child abuse 4) Bullying 5) Healthy eating (inc assessment) 6) Stress management 	<ol style="list-style-type: none"> 1) Introduction to RSE 2) Healthy relationships 3) Dealing with conflict (incl feed forward) 4) Introduction to contraception 5) Periods and the menstrual cycle 6) What is love? 	<ol style="list-style-type: none"> 1) Desert Island living 2) Building a community (inc assessment) 3) Making decisions 4) Criminals, laws and society 5) Law making in the UK (incl feed forward) 6) Prisons, reforms and punishments 7) EXTRA LESSON – Laws and crimes quiz

	Autumn 1 – SSO: Legal and illegal drugs	Autumn 2 – HWB: Body confidence	Spring 1 – RSE: Sex, the law and consent	Spring 2 – RSE: Contraception and STI's	Summer 1 – RBV: Combatting extremism and terrorism	Summer 2 – LBS: Essential life skills
Year 9	<ol style="list-style-type: none"> 1) Introduction to drugs education 2) Different types of addiction 3) Cannabis products 4) Drug classifications 5) Class A, B and party drugs 6) Alcohol and smoking 7) The impact of drug use 	<ol style="list-style-type: none"> 1) Bullying in all its forms 2) Dealing with grief and loss 3) Cancer awareness and prevention 4) Self –esteem and my body 5) What is a penis? 6) What is a vulva? 7) Media and airbrushing (inc assessment) 	<ol style="list-style-type: none"> 1) Sexual consent 2) Sexual harassment 3) FGM (inc feed forward) 4) Why have sex? And choosing to delay sexual activity 5) Relationships and partners 6) EXTRA LESSON – Consent Quiz 	<ol style="list-style-type: none"> 1) Pleasure and masturbation 2) Contraception - What is it? 3) Contraception explored 4) STI's – What are they? 5) STI's – Treating them and clinics (inc assessment) 6) HIV and AIDs 	<ol style="list-style-type: none"> 1) What is extremism? 2) What is terrorism? 3) The radicalisation process (inc feed forward) 4) Counter terrorism 5) Anti-Semitism and hate crime 6) BLM (inc assessment) 	<ol style="list-style-type: none"> 1) From failure to success 2) Happiness vs anger (inc feed forward) 3) Money management 4) EXTRA LESSON – Money and banking quiz <p>TRANSITION TO UPPER</p> <ol style="list-style-type: none"> 1) Fairtrade 2) Fairtrade project 3) Fairtrade project

	Autumn 1 – SSO: Violence, crimes and seeking safety	Autumn 2 – RSE: Warning, relationships and sex education	Spring 1 – HWB: Mental health and wellbeing	Spring 2 – LBS: Rights and responsibilities	Summer 1 – CDE: Exploring world issues	Summer 2 – RBV: Exploring British Values
Year 10	<ol style="list-style-type: none"> 1) Honour based violence 2) Forced marriages 3) Child sexual exploitation 4) Modern day slavery 5) Preventing knife crime 6) Online gambling 7) Online safety – social media and keeping data safe 	<ol style="list-style-type: none"> 1) Sexting 2) Porn life v real life 3) Porn materials and attitudes 4) Domestic abuse 5) Relationships, abuse and rape 6) Sexualisation of the media (inc assessment) 7) Zara Macdermott – revenge porn documentary 	<ol style="list-style-type: none"> 1) Screen time and safe mobile phone use 2) Different mental health issues 3) Self harm and suicide (inc feed forward) 4) Roman Kemp – Our silent emergency documentary 5) Promoting emotional wellbeing 6) EXTRA LESSON – Personal wellbeing quiz 	<ol style="list-style-type: none"> 1) The law, rights and responsibilities 2) Consumer rights 3) Employment rights 4) Understanding a payslip 5) Instagram generation 6) Targeted advertising (inc assessment) 	<ol style="list-style-type: none"> 1) International organisations 2) Aid and supporting other countries 3) Peace, War and conflict (inc feed forward) 4) Women’s rights 5) Unicef – Children’s rights 6) BLM 	<ol style="list-style-type: none"> 1) Critical thinking 2) What are British Values? 3) LGBTQ+ and British Values 4) What are Human rights? 5) Human rights issues explored 6) British Values Quiz

	Autumn 1 – HWB: Adult health and looking after yourself	Autumn 2 – LBS: Your future and beyond	Spring 1 – RSE: Sexual Health unit	Spring 2 – SSO: Staying safe in life		
Year 11	<ol style="list-style-type: none"> 1) Organ and blood donation 2) Testicular and prostate cancer 3) Cervical, breast and ovarian cancer 4) Parenthood 5) Teenage pregnancy choices 6) Abortion 7) Love and abuse 	<ol style="list-style-type: none"> 1) Time management 2) Revision skills 3) Exam anxiety and stress 4) Writing a cv – what to include 5) Writing my cv 6) MOCK EXAMS 7) MOCK EXAMS 	<ol style="list-style-type: none"> 1) Respect, consent and relationships 2) Alcohol and bad choices 3) Sexual health and STIs 4) Contraception 5) Fertility and what impacts it 6) EXTRA LESSON – Sexual health quiz 	<ol style="list-style-type: none"> 1) War on drugs 2) Festival drugs and the risks 3) Cosmetic procedures 4) Online safety – digital footprints 5) Online safety – virtual reality 6) BA Top tips for life 		