

GREAT PARK ACADEMY

RELATIONSHIP AND SEX EDUCATION POLICY

Introduction

Relationship and Sex Education (RSE) is an integral part of our work at Great Park Academy to help students to be physically, socially, and emotionally healthy. We believe the effective teaching of RSE is important if young people are to make responsible and well informed decisions about their lives.

Requirements for schools regarding RSE and Health education and the law

The Department of Education informed all state secondary schools that, from September 2020, the teaching of RSE would be compulsory. In support of this decision, the Secretary of State for Education stated the following:

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education’.

What is relationships and sex education?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Who will deliver relationships and sex and health education?

Delivery of RSE and Health education will be carried out by Great Park Academy teaching staff who teach Personal Development (PD). Staff will be supported by NHS school nurses; either in the classroom, through the school assembly programme and on curriculum days dedicated to RSE and Health education.

How will delivery of the content be made accessible to all pupils, including those with special educational needs (SEND)?

Teaching staff will tailor the delivery of the Personal Development curriculum to the needs of all their students, differentiating lesson plans where appropriate, to take account of the sensitivity and maturity of the students in their care. Teaching staff will take particular note of student information provided by specialist SEND staff. The school provides additional support for pupils with SEND to access RSE through the PD+ programme.

When and how often will RSE and Health education be taught at Great Park Academy?

RSE and Health Education will be taught through Personal Development lessons, which are weekly for all students. A scheme of work giving details of the RSE content is set out in this policy. Although there are dedicated lessons given to the delivery of RSE, the subject matter of RSE and Health education will, from time to time, be integrated into the wider teaching of Personal Development and supported through the school assembly programme.

How is the RSE policy produced?

Great Park Academy's RSE policy has been produced in discussion with Gosforth Academy PSHCE teaching staff, Great Park Academy staff and feedback from parents and students from these schools.

How it will the RSE policy be kept under review?

The RSE policy will be reviewed in the autumn of each academic year.

How often will the RSE policy be updated?

The policy will be updated, if required, based on the review of the policy each autumn of the academic year.

Parents' right to withdraw their child from RSE.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request we at Great Park Academy believe it would be good practice for the Assistant Principal 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 Assistant Principal will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child's social and emotional wellbeing, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Assistant Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Approval of the RSE policy

Approval of the RSE policy will be given by the Trustees.

Relationship and Sex Education (RSE) curriculum

Details of content/scheme of work and when each topic is taught is found in the appendix of this policy.

Appendix

RSE	Health and Mental Wellbeing	Living in the Wider World
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Content overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	British Values: Mutual respect; Sharing points of view. Stereotypes; Types of bullying and how to get help; Discrimination; Bullying; Disabilities; Diversity PRAISE: INCLUSION & EMPATHY	Mental wellbeing: Taking care of mental health and emotional wellbeing; managing challenges; Seeking support for themselves and others PRAISE: POSITIVITY, RESILIENCE, INCLUSION & EMPATHY	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety PRAISE: EMPATHY	British Values: What is Democracy; How does democracy work in Britain; Benefits of living in a democratic country; Who can and can't vote? PRAISE: ASPIRATION	Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws PRAISE: EMPATHY	Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing PRAISE: ASPIRATION & SUCCESS
Year 6	Personal Identity: What contributes to who we are; Personal Strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities; Careers	Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made (introductory lesson delivered at the end of Yr 5 by school health)	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	Media literacy: How is data shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV games and online content; Influences relating to gambling	Friendships and staying safe: Opportunities to connect online; The nature of online- only friendships; Reporting harmful content and contact; Staying safe online
Year 7	Economic wellbeing: Evaluating value for money; Debt, fraud and personal	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy	Substances: Facts, misconceptions and social norms regarding drugs,	Careers: Developing enterprise skills; The world of work and young people's	Relationships: Healthy and positive relationships, including intimate	British Values: Friendships and diversity; Respectful relationships and

	values around finance; Financial exploitation	sleep habits; Dental health; Managing stress; Accessing health services	alcohol and tobacco; Influence and risks relating to substance use	employment rights; Enterprise project	relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	conflict resolution, including online; Equality, diversity and tackling prejudice; LGBT; Bullying including online. Disabilities including hidden disabilities.
Year 8	Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance abuse; Social media and self esteem	Relationships: Body image; Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health; Domestic abuse and coercive behaviour	First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety	Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	British Values: The Rule of Law; Why are rules important in society; The consequences of breaking the law; Individual liberty; Freedom of speech
Year 9	Peer influence, substance use and gangs: Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals: Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships: Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle: Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships: Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills: Employability and online presence
Year 10	Mental health: Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making: The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships: Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Exploring influence: The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation: Communities, belonging and challenging extremism	Work experience: Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future: Self-efficacy, stress management, and future opportunities	Next steps: Application processes, and skills for further education, employment and career progression	Communication in relationships: Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence: Responsible health choices, and safety in independent contexts	Families: Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Date Approved:

Signed:

Date to be reviewed: