

## **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, Gosforth Junior High 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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### Relationship Education Curriculum Content

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<b>British Values:</b> Mutual respect; Sharing points of view. Stereotypes; Types of bullying and how to get help; Discrimination; Bullying; Disabilities; Diversity	<b>Mental wellbeing:</b> Taking care of mental health and emotional wellbeing; managing challenges; Seeking support for themselves and others	<b>Staying safe:</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission seeking and giving; Personal safety	<b>British Values:</b> What is Democracy; How does democracy work in Britain; Benefits of living in a democratic country; Who can and can't vote?	<b>Substances:</b> Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	<b>Keeping active:</b> Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing
Year 6	<b>Personal Identity:</b> What contributes to who we are; Personal Strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities; Careers	<b>Puberty and reproduction:</b> Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made (introductory lesson delivered at the end of Year 5 by school health)	<b>Health and hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	<b>Managing change:</b> Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	<b>Media literacy:</b> 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	<b>Friendships and staying safe:</b> Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online

<p><b>Year 7</b></p>	<p><b>Economic wellbeing:</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation</p>	<p><b>Healthy lifestyles:</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services</p>	<p><b>Substances:</b> Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use</p>	<p><b>Careers:</b> Developing enterprise skills; The world of work and young people's employment rights; Enterprise project</p>	<p><b>Relationships:</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p>	<p><b>British Values:</b> Friendships and diversity; Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; LGBT; Bullying including online. Disabilities including hidden disabilities.</p>
<p><b>Year 8</b></p>	<p><b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence</p>	<p><b>Friendships and managing influences:</b> 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</p>	<p><b>Relationships: Body image;</b> Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health; Domestic abuse and coercive behaviour</p>	<p><b>First aid and keeping safe:</b> First aid including CPR and defibrillator use; Personal safety including travel safety</p>	<p><b>Mental health and wellbeing:</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<p><b>British Values:</b> The Rule of Law; Why are rules important in society; The consequences of breaking the law; Individual liberty; Freedom of speech</p>

Approved by the Board of Trustees on 18 January 2024