



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		Policy Author	E Cahill & S Szuskiewicz
Date of Last Review	July 2024		Policy Ownership	Finance & Operations
Agreed by Governors Reviewed by Governors	July 2017 May 2024		Date of Next Review	June 2025



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-rse-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 RSHE curriculum. We have a dedicated RSHE curriculum lead who works closely with the leads for R.S.E to ensure the curriculum meets all of the R.S.E requirements.

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 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. programme 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 RSHE 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. High quality teaching resources will support our R.S.E provision and will be regularly reviewed by the RSHE curriculum lead. 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.

Teaching staff will receive RSE training relevant to the lessons they will be expected to deliver. Other CPD opportunities are also available to support staff in delivering R.S.E.

Occasionally during a lesson, which is not part of the RSHE 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 RSHE programme.

Lessons that constitute sex education and therefore can be withdrawn from are evident in the RSHE curriculum document (Appendix A). This is updated and communicated to parents at the beginning of each academic year.

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

Lower Academy DESIGNATED SAFEGUARDING LEAD Mrs Sophie Peake
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DEPUTY DESIGNATED SAFEGUARDING LEAD – Enhanced Provisions:

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Lower – Mrs Nikki Hullyer nhullyer@basildonacademies.org.uk (01268) 552536

Basildon Academies – safeguarding@basildonacademies.org.uk

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 RSHE 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.

RSHE curriculum map 2024/25

Year 10

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
How can we manage our time effectively to help us succeed?	What is Fake News and why do we need critical thinking skills? (2 hours)	Same sex relationships (LGBT+)
Can tattoos and piercings be dangerous?	What is anti-social behaviour and how does this affect communities?	What are forced and arranged marriages and what do we need to know?
Why do some people commit suicide?	How can we successfully prepare for work experience?	Gender and Trans Identity
How can we manage grief and bereavement?	What rights and responsibilities do we have in the workplace?	LGBT+
How can we manage social anxiety?	What is money laundering and why are some students taken in by this crime?	How can we manage conflict successfully?
Why do some people become homeless and why is homelessness on the increase?	What are employers looking for in CVs?	Why do sexism, gender prejudice and stereotypes still exist?
What are hate crimes and why do these still happen?	British Values – how does the criminal justice system work?	What is community cohesion and why is this important? (British Values)
What is binge drinking, what are the risks and why do people still do it?	What is overt and covert racism and why are people still prejudiced?	Revenge Porn – what is this and how can we prevent ourselves from being victims?
Study Skills – the power of mind and memory.	Why do some religious people become terrorists?	Do we have healthy or unhealthy relationships with our role models?
Social Media and Self-Esteem	Why pursue a careers in the STEM industries?	

<p>Internet Safety – the dangers of excessive screen time</p> <p>How can we take steps to live more sustainably? (carbon footprint)</p>	<p>How do we choose a career that suits our personality, ambition and qualifications?</p> <p>Crime, gangs and County Lines (2 hours)</p> <p>Why do we still need an International Women’s Day?</p>	<p>Harassment and stalking – what are these things and what does the law say about it?</p> <p>Parenting, the different types and styles and looking after a child.</p>
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Year 11

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>Why is PSHE so important?</p> <p>Risk Taking</p> <p>Gambling and Online Gaming</p> <p>Perseverance and Procrastination</p> <p>Privilege – How does this affect us all?</p> <p>Why do we need sleep and how does sleep deprivation affect us?</p> <p>Why is our digital footprint important?</p> <p>How can we celebrate diversity and our identities?</p> <p>What is body positivity and why is this controversial? (obesity issues)</p>	<p>GCSE Revision and Study Skills</p> <p>Applying to College and University</p> <p>Independent Living</p> <p>Internet Safety – the Dark Web</p> <p>How is plastic pollution destroying our environment?</p> <p>How can we protect animal rights and aid sustainability?</p> <p>How can trade unions protect our rights at work?</p> <p>What is cyber crime?</p> <p>How can we successfully prepare for a job interview?</p> <p>Globalisation – how does this affect us?</p> <p>What is multiculturalism?</p>	<p>Bullying – Body Shaming</p> <p>Relationship Break Ups</p> <p>What is a healthy sexual relationship’?</p> <p>Why is it essential we know about consent, rape and sexual abuse?</p> <p>How can we make ourselves and other people feel more positive and why is happiness important?</p> <p>Relationship types and sexuality</p> <p>What is Chem Sex and what do we mean when we talk about safe sex?</p>

Personal Safety in the Wider World Fertility and reproductive health issues (2 hours) NEW – First Aid - CPR	What is right-wing extremism? Why is Health and Safety at work so important?	
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Year 12

Careers, Finance and Independence	Health and Wellbeing	Sex, Relationships and Society
Careers, Apprenticeships	Class A Drugs	Critical Thinking + Fake News
Career Applications	Class B Drugs	Date Rape
Personal Presentations at work	Class C Drugs (Prescription Drugs)	Feminism
Employability	Cosmetic + Plastic Surgery	Free Speech and Hate Speech
Careers in the Core Subjects	Gender + Identity	Honour Violence
University Personal Statements	Miscarriage and unplanned pregnancy	Social Justice
Computer Literacy	Relaxation	
Plagiarism		
Researching different jobs		