



Personal, Social, Health and Economic (PSHE) Education

Relationships and Sex Education (RSE) Policy

Procedure Originator:	CWO
Approved By:	MBO
Audience:	All stakeholders

Introduction

We are committed to ensuring that every student makes excellent progress, this concept stretches well beyond academic performance and is the core principle of our Academy ethos, *Empowering Learners for Life*.

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.

We are committed to ensuring that all aspects of school and every single decision or action taken at The Orme Academy improves the life chances of our learners. This is underpinned by ensuring the Academy is a safe, nurturing, and happy environment. In teaching Relationships and Sex Education (RSE) within our Personal, Social, Health and Economic (PSHE) education programme, all staff at The Orme Academy ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect.

Statutory Guidance

Most of the PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at Key Stage 1 and 2, Relationships and Sex Education (RSE) at Key Stage 3 and 4, and Health Education in both primary and secondary phases.

Schools are now required to teach Relationships, Sex and Health Education as part of the mandatory statutory requirements. The Department for Education has published the [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#). This sets out what schools must cover from September 2020 (though not all they *should* cover as part of broader PSHE education). The content which students should cover before leaving secondary school can also be found in Appendix 1.

This policy has been developed with compliance to The Education Act (1996), Learning and Skills Act (2000), Education and Inspections Act (2006), Keeping Children Safe in Education Statutory Safeguarding Guidance (2018) and the Children and Social Work Act (2017). It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

Aim

PSHE education is a school subject through which students develop the knowledge, skills, and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education also helps students to achieve their academic potential.

PSHE education at The Orme Academy, provides a comprehensive programme that integrates, but is not limited to, this statutory content. A broader PSHE programme is planned to cover citizenship, economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. We are committed to delivering a broad and balanced PSHE curriculum as non statutory aspects remain vitally important for students' personal development and economic wellbeing, as well as in supporting schools to meet the [Gatsby Benchmarks](#) for careers education as part of the [DfE Careers Statutory Guidance](#).

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables 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 also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches 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.

RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling, and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. Aspects of sex education are covered in the context of learning about lifecycles (in science). When learning about infections and their prevention (in Health Education) there may also be reference to sexually transmitted infections.

Alongside being taught about intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching will enable students to:

- distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful
- understand the benefits of healthy relationships to their mental wellbeing and self-respect
- gain knowledge of what a healthy relationship is like, to ensure that they can be empowered to identify when relationships are unhealthy
- understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing
- to believe they can achieve goals and that in order to achieve those goals, they must stick at the tasks despite the challenges they may face
- to be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual, and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk
- to recognise risks, harmful content, and contact, and how and when to report issues to keep them safe online
- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Policy Development

This policy has been developed in consultation with staff and students, and we now welcome feedback from parents/carers. The consultation and policy development process involved the following steps:

- Review – the PSHE Coordinator has reviewed the previous PSHE curriculum and implemented the statutory content from the DfE Guidance, whilst maintaining a broad curriculum to include some of the non-statutory content

- Development – PSHE Coordinator has attended external CPD courses to support with the development of the policy and curriculum overview
- Staff consultation – all staff have had the opportunity to review the current and planned PSHE curriculum and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties are invited to make recommendations following the receipt of the draft PSHE and RSE Policy, any concerns or recommendations should be shared with the PSHE Coordinator
- Student consultation – we investigated exactly what students want from their RSE and used this to plan the curriculum
- Ratification – following the consultation period, amendments may be made to the policy before being shared with the Academy Council. The policy will be annually reviewed in accordance with Academy evaluation process.

This policy has been developed in conjunction with the following Academy policies:

- [Safeguarding and Child Protection Policy](#)
- [Anti-Bullying Policy](#)
- [Online Safety Policy](#)

Curriculum Delivery

We have developed the curriculum in consultation with students and staff, and now welcome feedback from parents/carers. If students 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.

High-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

Our PSHE curriculum, which includes the delivery of RSE, provides a spiral curriculum to develop knowledge, skills, and attributes, where prior learning is revisited, reinforced and extended year on year. PSHE is delivered, mainly by form teachers during a weekly timetabled lesson on a Tuesday afternoon, in addition to this lesson, some elements will be delivered by form teachers during the daily tutorial sessions. PSHE, including RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities who represent a large minority of students. High quality teaching that is differentiated and personalised will ensure accessibility for all students. We are a member of the PSHE Association and have access to approved age-related resources to enhance our curriculum delivery.

Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education. Aspects of Health Education will also be linked to content within lessons such as Food Technology and Physical Education. There may be occasions where additional sessions are delivered, as opportunities arise, to enrich student experience and knowledge and understanding in this area.

At times it is helpful to bring in specialist knowledge and implement different ways of engaging with young people. External agencies and visiting specialists will be DBS checked. The Academy will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. The Academy will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved in advance of the session.

The Academy will ensure that the visitor is aware of aspects of confidentiality and understand how safeguarding reports should be dealt with in line with our Safeguarding Policy.

The Academy PSHE (including the RSE) education long-term overview is shown on Appendix 2. There will be occasions where this is adapted, especially due to the current situation and amendments to the PSHE content delivered during lockdown and via online learning.

Roles and Responsibilities

The Academy Council will approve the PSHE/RSE policy and hold the Principal to account for its implementation.

The Principal is responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw students from the sex education components of RSE.

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety, or breach of confidentiality
- All students are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support
- At all times teaching will take place in the context of an explicit moral framework
- All points of view they may express during the course of teaching RSE are unbiased
- The teaching of RSE is delivered in ways that are accessible to all students with SEND
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices
- Issues of stereotyping, sexual equality, harassment, rights, and legislation underpin the teaching of RSE
- Where appropriate they direct students to seek advice and support from an appropriate agency or individual and will avoid giving personal advice on matters such as contraception
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour and will refer any potential concerns to the Designated Safeguarding Lead.

Students

Students are expected to engage fully in PSHE/RSE and, when discussing issues, treat others with respect and sensitivity.

Parents/Carers

The Academy acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of PSHE/ RSE
- Encouraged to participate in the development of RSE
- Able to discuss any concerns directly with the Academy.

Right to be excused from sex education

(commonly referred to as the right to withdraw)

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, this will require the Principal to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the Academy will respect the parents' request to withdraw their 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 Academy should make arrangements to provide the child with sex education during one of those terms.

There is no right to withdraw from relationships education at secondary level and we believe the content of this curriculum, such as family, friendship, and safety (including online safety), are important for all students to be taught. We believe that the benefits of having access to the broad PSHE curriculum is important and vital to the safeguarding of our students. We would also like to make parents/carers aware of the potential detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, 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.

The Principal will ensure that where a student is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal. Please see the right to withdraw form on Appendix 3 if required.

Monitoring, Review and Evaluation

The PSHE Coordinator (Mrs Woolley, Assistant Principal) will be responsible for monitoring, reviewing, and evaluating the curriculum delivery and student outcomes through a range of methods:

- Feedback from students, parents and carers, staff and other key stakeholders
- Learning walks and book reviews (PSHE Coordinator, SLT and HOY)
- Regular meetings and discussion with the Principal and Academy Council

The PSHE/RSE policy will be reviewed annually by the PSHE Coordinator and Principal in accordance with Academy policy and to reflect future statutory requirements and recommendations.

Appendix 1

The information below is taken from the DfE Statutory Guidance for the content that students should cover before leaving secondary school.

Relationships Education

<p>Families</p>	<p>Students should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • 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. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • 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.
<p>Respectful relationships, including friendships</p>	<p>Students should know</p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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). • 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. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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.

<p>Online and media</p>	<p>Students should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • 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. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
<p>Being safe</p>	<p>Students should know</p> <ul style="list-style-type: none"> • 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. • 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).
<p>Intimate and sexual relationships, including sexual health</p>	<p>Students should know</p> <ul style="list-style-type: none"> • 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. • 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. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • 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). • 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. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Health Education

<p>Mental wellbeing</p>	<p>Students should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
<p>Internet safety and harms</p>	<p>Students should know</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
<p>Physical health and fitness</p>	<p>Students should know</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
<p>Healthy eating</p>	<p>Students should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
<p>Drugs, alcohol and tobacco</p>	<p>Students should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

	<ul style="list-style-type: none"> • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
<p>Health and prevention</p>	<p>Students should know</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
<p>Basic first aid</p>	<p>Students should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
<p>Changing adolescent body</p>	<p>Students should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 2 – Curriculum Overview

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work
Year 9	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	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	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	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, myths, 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 readiness Preparation and evaluation of work related opportunities 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	

Appendix 3

Parent/carer form: withdrawal from sex education within RSE.

To be completed by parent/carer	
Name of child:	Form class:
Name of parent/carer:	Date:
Reason for withdrawing from sex education within relationships and sex education	
Any other information that you would like the Academy to consider	
Parent/carer signature:	
To be completed by the Academy	
Notes from discussion	
Agreed actions following the discussion	
Principal signature:	