



# RSE Policy

<b>Approval body:</b>	<b>MAW: LGB</b>
<b>Recommending body:</b>	<b>MAW: LGB</b>
<b>Implementation date:</b>	<b>February 2025</b>
<b>Review date:</b>	<b>February 2026</b>
<b>Status:</b>	<b>Draft</b>
<b>Policy version</b>	

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## Policy Aims and Objectives

We believe that relationships and sex education (RSE) is vital for the personal, social and emotional development of our students. It equips children and young people with the information, skills and values that they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well being.

At Mulberry Academy Woodside, we believe that all children and young people have a right to holistic, inclusive and needs-led RSE and that in providing high quality RSE, we are upholding the ethos and shared values of our school and its commitment to equality and celebration of difference.

This policy was produced in consultation with our staff, board of governors, students and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies:

- Anti-bullying policy
- Behaviour for Learning policy
- Child protection and safeguarding policy
- Online safety policy

## **The aims of Relationships and Sex Education (RSE) at our school are to:**

- Provide a framework in which sensitive discussions can take place within the school community
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students to develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships; facilitating opportunity for concerns to be raised and addressed
- Teach students the correct vocabulary to describe themselves and their bodies
- Empower all members of the school community by cultivating a positive and inclusive environment around physical, emotional and sexual health and delivering a broad and ambitious curriculum that facilitates learning for all.

## **Statutory Requirements**

### **Health Education**

- At key stage 3 and 4 the national curriculum for science includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.
- There continues to be no right to withdraw from national curriculum science.

### **Health Education (Physical Health and Mental Wellbeing)**

- The aim is to enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions. The lessons will help pupils to understand that there are normal variations in emotions and physical complaints and to help pupils to recognise the early stages of health and wellbeing issues.
- Pupils will be taught self-care steps which they can use to protect and support their own physical and mental health and wellbeing; which includes strategies for building resilience such as physical activity, hobbies, good nutrition, sleep and outward facing activities. Pupils will also be taught how to judge when someone they know needs support and where they can go to seek help.
- Pupils will learn the key facts about puberty, the changing adolescent body and menstrual wellbeing in Health Education; this should build on the lessons started at primary school. Pupils will be taught both the physical and emotional changes and the impact this has on their wider health and well-being.
- There is no right to withdraw from Health Education.

### **Relationships and Sex Education from the Department for Education**

- RSE within secondary school should provide a clear progression from the lessons taught in primary school.
- The focus in secondary school should be to provide young people the information to identify and develop healthy relationships (family, friendships, colleagues, successful marriage or other types of committed relationships), not just intimate relationships. It will

also ensure that pupils will cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). Pupils will learn about what is acceptable and unacceptable behaviour in relationships; both offline and online, how to identify this in relationships, recognise the impact this can have on mental wellbeing and understand how such situations can be managed. Pupils should also be taught about the link between self respect and mental well-being, the facts and law about sex, consent, grooming and online safety, sexuality, gender identity, sexual health and the choices permitted by the law around pregnancy in an age appropriate and inclusive way.

- In all schools, 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.

### **The right to withdraw**

Although the guidance states that Sex Education is statutory, it also states that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

They can be withdrawn by the parent up to and until three terms before the child turns 16. Sex Education would become statutory once again. If the withdrawn pupil wishes to receive sex education lessons after this point, they can opt themselves back in.

If parents want to withdraw their child they need to meet in person with the Head teacher and discuss their reasons and concerns. Letters to withdraw pupils, instead of a meeting, will not be accepted.

Pupils cannot be withdrawn from national curriculum science, Relationships Education or Health Education. Pupils can however be withdrawn from Sex Education, following discussions with the Head teacher and an agreement in writing. The school will document this process.

Following discussions with a member of the Senior Leadership Team, except in exceptional circumstances, the school should respect the parents' request to withdraw the child; up to and until three terms before the child turns 16. After this point if the child wishes to receive sex education, rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

### **Equality, Inclusion & Social Justice**

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. We seek to challenge all forms of discrimination and prejudice within our school community and to promote understanding and respect as outlined under the Equality Act 2010.

Our approach to RSE seeks to support the development of students' spiritual, moral, social and cultural (SMSC) development and is designed to promote equality in the following ways:

- Challenging stereotypes and discrimination as part of the pastoral offer
- Embedded and targeted education across the curriculum
- Creating aspirational opportunities for all students (careers, destinations)
- Disseminating a diverse range of role models and materials to ensure that students feel reflected, valued and included.

This means that the RSE provision is (and feels) relevant to all members of the school community.

We are committed to an inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all students when teaching RSE.

The school takes positive action to build a culture where everyday sexism, misogyny and homophobia etc are not tolerated and any occurrences identified and tackled. The schools Relationships and Sex Education curriculum supports the wider school values of tolerance and respect.

The school should ensure that all of the teaching is sensitive and age appropriate in approach and content. Lessons on LGBT will be fully integrated into the programme of study, rather than as a stand-alone unit or lesson.

## **Policy Review**

This policy has been developed by the Assistant Head in close consultation with the Borough of Haringey, staff, pupils, parents, Local Advisory Body and relevant outside agencies.

## **Definition of Relationships and Sex Education**

We define relationships education as learning about healthy lifestyles, taking into consideration personal identity and cultural development, and exploring the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that RSE is best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world

around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity
- Build self-esteem and self-worth
- Explore and value their personal and sexual identity and the personal/sexual identities of others
- Understand family structures, committed relationships and the legal status of different types of long-term relationships
- Understand and make sense of the real-life issues they are experiencing in the world around them
- Manage and explore difficult feelings and emotions
- Consider how their choices affect their own wellbeing and that of others
- Develop as informed and responsible citizens
- Understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

*The definition for Relationships Education and Sex Education are model definitions created by the Sex Education Forum.*

*This text is taken from the Sex Education Forum*

## **Roles and responsibilities**

**The governing board:** The governing board will hold the headteacher to account for the implementation of this policy.

**The headteacher:** The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 16).

**Staff:** Staff are responsible for

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Social science staff, RSE curriculum team leads and their teams are responsible for teaching RSE at Woodside High School.

Tutors will provide a space during tutorial for students to reflect upon their learning in PSHE/RSE and wider experiences, including: values sessions; workshops; drop down days; trips.

**Students:** Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **Curriculum**

Our curriculum is set out on our website but this may be adapted as and when necessary.

## **Monitoring and evaluation**

The delivery of RSE is monitored as part of the formal line management system. We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent and that the curriculum is meeting the needs of our school community as well as the national requirements.

This policy will be reviewed by the school's leadership team and Governing Body annually. If changes are needed, members of staff, parents/carers and students will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Learning walks
- Our coaching programme
- Planning scrutiny
- Looking at samples of students' work
- Analysing student attendance in lessons
- End of module assessment scrutiny
- Pupil voice

Student development in RSE is monitored by class teachers as part of the school's internal assessment systems.

## **Working with parents and carers**

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the

RSE of their children through exploring discussions at home that have taken place in school.

Our RSE policy has been developed through consulting parents and carers.

We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Parents' evenings
- Inductions to the school
- Sharing copies of the policy in the newsletter and on the school website
- Scheme of work is shared on the school website

### **Parents' right to withdraw their child from sex education**

As outlined within the Statutory Guidance, parents/carers have the right to withdraw their children from the non-statutory components of sex education, which is delivered as part of RSE up to and until 3 terms before the child turns 16.

We take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from the non-statutory components of sex education within RSE. Please refer to the school's RSE policy for the full curriculum plan. The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts).

For Year 7-9 lessons take place in the first half of the Summer Term.

In the interests of transparency, we have clearly signposted the lessons that this relates to and included the topics below:

#### **Year 7**

Week	Topic
1	Female Genital Mutilation (FGM)
2	Periods
3	Puberty
4	Dangers of smoking
5	Drugs

#### **Year 8**

*The information above is based on the Relationships, and Health Education guidance that became statutory from September 2020. For secondary schools, a parent can withdraw*



*their child from some or all of sex education. A head teacher cannot overrule a request for withdrawal. For more information please see: [gov.uk/ government/ publications/sex-and-relationship-education](http://gov.uk/government/publications/sex-and-relationship-education)*

Week	Topic
1	Body image
2	Safe sex (consent)
3	Safe sex (contraception)
4	Dangers of pornography
5	Safe sex (sexting)
6	Safe sex (STIs)

### Year 9

Week	Topic
1	Consent
2	Consensual sexual activity
3	Safe sex
4	Social media and mobile phones
5	Healthy relationships
6	The developing body and body image

Year 10 and Year 11 RSE will be delivered during drop down sessions. We will inform parents and carers of when these will take place in the school newsletter and by text message.

### Year 10

Topic
Sexism and gender prejudice
Gender and trans identity
Same sex relationships
Forced and arranged marriage
Revenge pornography

## Year 11

Topic
What is good sex
Safe sex
Fertility
Consent, rape & sexual abuse
Body shaming
Types of relationships

A reminder message will be sent home at the end of the Spring Term, allowing parents to discuss the matter, should they wish to.

- Please note that parents/carers **do not** have a right to withdraw their child from: Relationships Education
- Any sex education delivered as part of the Science curriculum

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of relationships education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

### **Working with visitors and external agencies**

From time-to-time Mulberry Academy Woodside may invite external experts and visitors to deliver parts of our RSE scheme of work.

External visitors will be selected in order to enrich and supplement our RSE curriculum by bringing particular skills, methods and expertise to the classroom and the whole school.

A teacher will always be present throughout these lessons so as to build on the students' learning after the session/s as well as answer any questions they may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

## **Safeguarding and child protection**

Mulberry Academy Woodside acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education 2021.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse.

We recognise that when discussing some of the issues RSE covers, some students could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Mulberry Academy Woodside wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At Mulberry Academy Woodside we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with students on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● 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</li> <li>● 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</li> <li>● 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</li> </ul>

<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"><li>● 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</li><li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>● 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)</li><li>● 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</li><li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li><li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li><li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li><li>● 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</li></ul>
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Online and media	<ul style="list-style-type: none"><li>• Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li><li>• 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</li></ul>
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	<ul style="list-style-type: none"><li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li><li>• What to do and where to get support to report material or manage issues online</li><li>• The impact of viewing harmful content</li><li>• 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</li><li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li><li>• How information and data is generated, collected, shared, and used online</li></ul>
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Being safe	<ul style="list-style-type: none"><li>• 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</li><li>• 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)</li></ul>
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Intimate and sexual relationships, including sexual health

- 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
- 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





