



## RELATIONSHIPS AND SEX EDUCATION POLICY

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. Effective sex and relationships education (RSE) makes a significant contribution to the development of the personal skills needed by students in order to establish and maintain positive, healthy relationships. It enables young people to make responsible and well-informed decisions about their health and wellbeing.

The RSE Policy at Isaac Newton Academy is based on the principle that RSE involves life-long learning about physical, moral and emotional development. It supports students in forming positive beliefs and attitudes about sex and sexuality, relationships and feelings. RSE is an important educational entitlement for young people because it is a means by which they can protect themselves from abuse, exploitation, unintended pregnancies, STIs and HIV/AIDS. It helps them to learn to respect themselves and others, supports them in managing the changes during puberty and adolescence, and prepares them for an adult life in which they develop healthy, nurturing relationships of all kinds, not just intimate relationships.

At INA we strive to develop an RSE curriculum that is high quality, evidence-based and age-appropriate. This is based on the following government guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance (DfE, 2019)*, as well as linked guidance such as *Keeping Children Safe in Education (DfE, updated 2020)* and *Equality Act 2010: advice for schools (DfE, updated 2018)*.

The aim of RSE is summarised in the DfE guidance as:

*“...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, civil partnership 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 pupils 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.”*

Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance (DfE, 2020)

### CURRICULUM MODEL

RSE is part of the personal, social and health education (PSHE) curriculum in our Academy. Best practice dictated that RSE should be underpinned by wider, deliberate cultivation of resilience and character (DfE, 2018). With this in consideration, our BRIDGES model supports the delivery of both PSHE and RSE. Assemblies may also have a RSE focus, where this is the case they are in addition to taught lessons and not instead of.



The method of delivery for RSE, which varies across the year groups, is summarised in the below:

- Year 7: through a combination of BRIDGES lessons (fortnightly) and Harkness lessons (fortnightly). Harkness lessons have a PSHE focus, some of which cover RSE topics. Elements of sex education are also taught through the Key Stage 3 Science curriculum.
- Year 8: weekly BRIDGES lessons alternate between introducing a BRIDGES disposition and delivery of a PSHE theme, some of the PSHE themes cover RSE topics. Elements are also taught through the Key Stage 3 Science curriculum.
- Year 9: weekly BRIDGES lesson focus on PSHE topics, including RSE. Elements are also taught through the Key Stage 3 Science curriculum.
- Year 10 and Year 11: PSHE (including RSE) topics are delivered through extended tutorials on two mornings a week.

We ensure that the RSE programme is relevant to all students, is age and stage appropriate and that the issues covered are managed sensitively, with an awareness of students’ cultural and religious beliefs and perspectives.

A member of the Senior Leadership Team has strategic oversight for PSHE and therefore RSE also. This member of staff works closely with the Pastoral Leader who has responsibility for PSHE. Together, they will collaborate with other key members of staff to ensure a curriculum that is both quality and consistent. These other members of staff will include curriculum leads in other areas (such as Science, PE, computing), Designated Safeguarding Lead and Pastoral Leaders, amongst others.

**CONTENT**

The RSE curriculum intentionally builds upon the requirements of RSE content at primary school. Content is always designed to be age-appropriate. Where certain topics appear in both key stages, the content will be different to reflect the age and likely experiences of the young people. The table below shows how the content is split across Key Stage 3 and Key Stage 4:

Key Stage 3	Friendships; bullying; peer-pressure; self-esteem; puberty; periods; gender and sex; media and social media and impact on relationships; different types of relationships; separation and divorce; bereavement; consent; unwanted contact and attention; hygiene; love and marriage; sexuality; FGM; forced marriage; risks associated with child sexual exploitation; risks associated with pornography.
Key Stage 4	Sex in the media and on social media; STIs; consent; safe sex; family planning; adoption, surrogacy, abortion; separation and divorce; consent; coercive and controlling relationships; FGM; honour-based violence; forced-marriage; relationship equality; sexuality; child sexual exploitation; risks associated with child sexual exploitation; risks associated with pornography.



## ISAAC NEWTON ACADEMY

Throughout the delivery of the above topics there is a clear focus on what the law says on each matter (linking with British Values). Exploration of the law includes issues such as marriage on civil partnerships, consent and youth-produced sexual imagery (this is not an exhaustive list). There is a significant focus on staying safe online and developing skills and awareness in identifying when relationships are unhealthy. Learning about sexual orientation and gender identity is timely, sensitive and respectful.

### **INCLUSION**

In teaching Relationships Education and RSE, INA ensures that the needs of all students are appropriately met, and that all pupils understand the importance of equality and respect. We make reasonable adjustments to alleviate disadvantage and are mindful of the SEND Code of Practice, when planning for these subjects. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility, and we meet with parents of pupils who are vulnerable, which could include some pupils with SEND. The school considers the religions and beliefs of the school community and has taken and continues to take into account parent views on the provision and resources used to deliver the RSE curriculum.

### **WORKING WITH PARENTS**

*“The role of parents/carers in the development of their children’s understanding of relationships is vital. 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.”* Relationships Education, Relationships and Sex Education (RSE) and Health Education, draft statutory guidance (DfE July 2018)

At INA we welcome feedback from parents on any area of our curriculum, including the PSHE and RSE curriculum. The member of staff with overall responsibility for PSHE is available to meet with parents to discuss any questions or share overviews on certain topics.

### **Withdrawal**

Parents have the right to request for their child to be withdrawn from some or all the sex education lessons delivered in school, other than when it is part of the science curriculum. Parents do not have a right to withdraw their child from Relationship Education. If a parent chooses to withdraw their child, then parents will need to make a request in writing to the Principal, stating their views and reasons for the request, demonstrating how they will deliver sex education to their child at home. The Principal will then meet with parents to clarify the nature and purpose of the curriculum and outline any possible detrimental effects that the withdrawal may have on the child. Such detrimental effects could include the following:

- Being excluded from their class can be very upsetting for children
- Pupils are likely to hear their peer’s version of what was taught in the lessons, rather than what was directly said by the teacher
- Pupils may become more curious and research questions on the internet



Once those discussions have taken place, except in exceptional circumstances, the school will 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 school should make arrangements to provide the child with sex education during one of those terms.

As mentioned above, some of sex education is taught as part of the science curriculum. At key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS. There continues to be no right of withdrawal from any part of the national curriculum.

#### **MONITORING AND EVALUATION**

At INA we hold the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Our curriculum builds upon the knowledge pupils have previously acquired, including in other subjects. Resources used are under constant review by Pastoral Leaders, the Pastoral Leader i/c of PSHE and the member of SLT with overall responsibility. This policy will be reviewed annually and take on board views of parents, staff, students as well as any further policy developments from the DfE.

#### **RELATED POLICIES**

- INA PSHE Policy
- INA Equal Opportunities Policy
- INA SMSC Policy
- INA FGM Policy
- INA Anti Bullying Policy
- INA British Values Policy
- INA Teaching and Learning Policy

**Reviewed June 2020**