

# **GOSFORTH ACADEMY**

## **RELATIONSHIP AND SEX EDUCATION (RSE) POLICY**

### **Introduction**

Relationship and Sex Education (RSE) has always been an integral part of our work at Gosforth 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. The delivery of RSE reflects changes to the Keeping Children Safe in Education 2022 (KCSIE) policy in relation to sexual violence and harassment.

### **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. It recognises the importance of respect for all genders and sexual orientation and how language and behaviour can be seen as threatening and abusive.

### **Who will deliver relationships and sex and health education?**

Delivery of RSE and Health education will be carried out by Gosforth Academy teaching staff who teach Personal, Social, Health and Citizenship Education (PSHCE). 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 PSHCE 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 the school's SEND co-ordinator and work collaboratively with other professionals including LSA's where they are involved.

### **When and how often will RSE and Health education be taught at Gosforth Academy?**

RSE and Health Education will be taught through PSHCE lessons, which are weekly for Year 9 students and fortnightly for Year 10 and 11 students. A medium term plan 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 PSHCE. This will be supported through the school Assembly Programme and in some other departments including Science and PE.

Post 16 students will receive RSE and health education through the Tutorial Programme and the Assembly Programme amongst other opportunities.

### **How is the RSE policy produced?**

Gosforth Academy's RSE policy has been produced in discussion with Gosforth Academy PSHCE teaching staff, Newcastle City Council and feedback from parents and students.

Parents have been invited to comment on the policy and their views have been taken into account. Likewise the school's student voice representatives from all year groups have contributed.

### **How 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 Gosforth Academy believe it would be good practice for the head of school or designated member of staff 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 head of school or designate 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.

Once those discussions have taken place, other than 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 will 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 of school 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 of the school.

### **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**

Relationship and Sex Education Curriculum Content.

#### **Year 9**

Spring Term 2	Year 9	
Unit: Making Sensible Choices - RSE		
Lesson	Subject Topic	Lesson Objectives
21	Review existing knowledge of changes at puberty and challenge prejudice in types of sexual relationships.	<ul style="list-style-type: none"><li>• Students to be able to identify basic parts of male and female anatomy and know their role.</li><li>• To understand that changes take place at different times and rates and everyone is normal.</li><li>• Raise awareness of different types of relationships and to challenge prejudice.</li></ul>
22	Why do females have periods?	<ul style="list-style-type: none"><li>• Students to watch menstruation animation and understand the basic cycle.</li><li>• Be aware of the fertile period and use of sanitary items.</li><li>• Understand how sexual intercourse leads to pregnancy.</li><li>• Awareness of the stages of pregnancy and how a baby is born.</li></ul>
23	Students to explore the positive and negative aspects of having sex as a young person. Students to have a clear understanding of what is meant by consent.	<ul style="list-style-type: none"><li>• Students to understand that it is normal to not have sex and the age of consent in the UK is 16.</li><li>• To understand that different people have different ideas of what is acceptable behaviour for under 16s.</li><li>• To explore the consequences of risky sexual behaviour and think about safer sex practices.</li><li>• To begin to explore equality in relationships and pressure from different sources e.g. Internet.</li></ul>

		<ul style="list-style-type: none"><li>To understand what language and behaviour can be considered as sexual violence and harassment.</li></ul>
24	To explore the correct use of a contraception and relate to safer sex practice.	<ul style="list-style-type: none"><li>Students to know that not having sex is the best form of contraception.</li><li>To know how a condom is used correctly to offer some protection against pregnancy and STIs</li><li>Students to be given the opportunity to examine various contraception.</li><li>Students to know effectiveness of various contraception.</li></ul>
25	What are and how are methods other than the condom used. What is and how is emergency contraception accessed?	<ul style="list-style-type: none"><li>Awareness of non-condom methods of contraception and basic outline of use.</li><li>To consider appropriate contraceptive methods for people in different situations.</li><li>Awareness of the use of emergency contraception and how to access all forms of contraception.</li><li>Reflect on religious and moral views on contraception of peers.</li></ul>
26	Raising awareness of symptoms of STIs. HIV/AIDS and signpost help agencies.	<ul style="list-style-type: none"><li>Have awareness of the general symptoms of an STI and how they are spread.</li><li>Know that a condom offers some protection against STIs and HIV/AIDS in oral, anal and vaginal sex.</li><li>Know some forms of risky behaviour increase chances of STIs and HIV/AIDS.</li><li>Know HIV is spread and will lead to AIDS.</li><li>Have awareness of treatments for some STIs and where to go for help and some STIs and HIV/AIDS cannot be cured.</li></ul>
Summer Term 1	Year 9	
Unit: Making Sensible Choices - Drugs		
Lesson	Subject Topic	Lesson Objectives
27	What do we know so far? Rights and responsibilities.  DVD A single tear DVD Truth, Dare, Kiss, Promise	<ul style="list-style-type: none"><li>Students to know their responsibilities in relation to the law and school rules and consequences of actions.</li><li>Awareness of legal/ illegal types of drugs and what they do to the body.</li><li>To be aware of health and social problems relating to general drug use and different attitudes towards drug taking.</li></ul>
28	Students to be aware of the effects and consequences of alcohol use/abuse.	<ul style="list-style-type: none"><li>Students to watch scenarios about alcohol use and abuse and relate to themselves and others. Students to know the effect of drinking alcohol and vulnerability to other problems.</li></ul>
29	The bottle spins DVD	<ul style="list-style-type: none"><li>Students to know what a unit of alcohol is and how to calculate consumption and recognise binge drinking</li><li>Students to consider strategies to reduce alcohol intake.</li></ul>
30	Drug Driving	<ul style="list-style-type: none"><li>Evaluate the impact of taking drugs and driving.</li><li>Review the consequences of consuming alcohol and various drugs.</li></ul>

**Year 10**

Spring Term 1	Unit: Making Sensible Choices - RSE	
10	Social media – are you safe?	<ul style="list-style-type: none"> <li>• Explore what you already know about social media</li> <li>• Realise HOW often you use social media and recognise that it plays a large part in the lives of most young people</li> <li>• Explore the positives and negatives surrounding social media</li> <li>• Be aware of the requirements of setting up a social media site and understand that there is nothing private about anything on the internet.</li> <li>• Write a response to a person who has been groomed on a social networking site</li> </ul>
11	Harmful effects of pornography	<ul style="list-style-type: none"> <li>• Challenge stereotypes which have possibly been influenced by pornography</li> <li>• Establish what your own and other's attitudes are towards pornography</li> <li>• Understand why people may choose to watch porn</li> <li>• Discuss how porn can have a negative impact on relationships</li> </ul>
12	Choices & Consequences	<ul style="list-style-type: none"> <li>• Identify choices people make around SRE and the influences on those choices.</li> <li>• Evaluate how different choices could result in positive outcomes.</li> </ul>
Spring Term 2	Unit: Making Sensible Choices - RSE	
13	Unintended conception – options and choices?	<ul style="list-style-type: none"> <li>• Consider the possible choices &amp; consequences young people may have to face around teenage pregnancy.</li> <li>• Awareness of alcohol/drugs on sexual behaviour.</li> </ul>
14	What makes a good parent/carer?	<ul style="list-style-type: none"> <li>• Explore the concept of being a good parent</li> <li>• Begin to be aware of what is involved in parenting.</li> <li>• Reflect on your own attitude and experiences of parenting and be prepared to explain your own choice of action.</li> </ul>

15	Reducing risk – Safer sex/ sexual health/sources of help and advice	<ul style="list-style-type: none"><li>• Raise awareness of different types of sexual behaviour and the possible risks to physical and emotional health.</li><li>• Understand how to reduce health risks if and when a person becomes sexually active.</li><li>• Know where to find help, support and guidance.</li></ul>
16	Relationship issues	<ul style="list-style-type: none"><li>• Demonstrate awareness of the characteristics of healthy V abusive relationship.</li><li>• To know where and how to get help and advice.</li><li>• To develop some understanding of the damaging and lasting effects of abusive relationships.</li></ul>

## **Year 11**

Year 11 students will have half a day of activities delivered by external providers covering: mental health; dealing with the pressures of social media; HIV awareness and sexual transmitted diseases - with a focus on chlamydia. This day will take place during the second part of the spring term.

The aims of these sessions are set out below.

### **Mental Health**

- Increase understanding of Mental Health
- Understand how to support a friend or family member who struggles with mental health
- Think about how we can help ourselves and cope better

### **Pressures of social media**

- Recognise the difference between online and real friends and understand that social media sometimes does not reflect real life
- Know from whom to get help and advice about online stress
- Identify helpful strategies to manage online stress.

### **HIV awareness**

- To understand what HIV is and how it effects a positive person, both physically and mentally

### **Sexual Health**

- Gain general knowledge of Sexual Health and STIs
- Gain a better understanding of Chlamydia and Gonorrhoea
- Identify how Chlamydia and Gonorrhoea are transmitted
- Identify the symptoms of Chlamydia and Gonorrhoea in men and women
- Explain the consequences of untreated Chlamydia and Gonorrhoea infections

Students will also be offered by the school nurse delivering this session the opportunity to do a Chlamydia screening test.

**Date approved:** 18 October 2022  
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**Signed:** .....

**Date to be reviewed:** September 2023  
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The 2022/23 policy review date has been extended until the findings of the Government's independent expert panel which has been reviewing Relationships, Sex and Health Education has reported.