




Magna Academy Poole
an Aspirations Academy

Relationships and Sex Education (RSE) Policy

of the whole school 'Personal Development' curriculum

Approved by:	 N Ullah, Principal	Date:
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Contents

1. Aims	1
2. Statutory requirements	2
3. Policy development	2
4. Definitions	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	5
8. Parents'/Carers' right to withdraw from the components of sex education within RSE	5
9. Training	6
10. Monitoring arrangements	6
11. Links to other academy policies	7
• Appendix 1: By the end of primary school students should know	
• Appendix 2: By the end of secondary school students should know	
• Appendix 3: Parent/Carer form: withdrawal from sex education within RSE	

1. Aims

- For students to thrive in an increasingly complex and diverse world, they require the confidence, knowledge and skills to make effective decisions about their lives independently. An effective personal development curriculum will allow our students to develop the attributes they need to stay healthy, be safe, prepare them for life and work as citizens in modern day Britain and help them to develop questioning minds and to challenge injustice. Wellbeing through positive mental health and becoming happier
- Wellbeing through keeping safe, recognising and avoiding exploitation
- Wellbeing through respect, acceptance and equality
- Wellbeing through families, growing up positively and respectful sexual relationships
- Wellbeing through political understanding and empowerment and economic well being
- Wellbeing and positive mental health supported by physical health

The theme of online safety and how to be a good digital citizen will run through each topic in each unit.

The aims of relationships and sex education (RSE) at Magna Academy are to:

- Provide a framework in which sensitive discussions can take place
- Provide a framework for students to safeguard their wellbeing which runs throughout the whole programme

- Prepare students for puberty, and give them an understanding of intimacy, sexual development and the importance of health and hygiene
- Help students develop feelings of self-worth, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Teach students how to make appropriate use of online resource and social media
- Teach students in how best to stay safe, help keep others safe and develop their knowledge and understanding of the law.
- For students to understand that healthy and positive sexual relationships are essential for their own wellbeing.

The aims of the personal development curriculum are to educate our students in:

2. Statutory Requirements

From September 2020, the Department for Education (DfE) have made the teaching of Relationships and Sex Education compulsory in all secondary schools where they will be required by law to follow it. The [Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#). However, due to the Covid-19 pandemic the DfE have stated that schools who assess that they are prepared to deliver teaching and have met the requirements set out in the statutory guidance are encouraged to begin delivering teaching from 1 September 2020, or whenever is practicable to do so within the first few weeks of the new school year. Because of the lost time and competing priorities should aim to start preparations to deliver the new curriculum and to commence teaching the new content no later than the start of the summer term 2021.

As a secondary academy we must provide RSE to all students as per section 34 and 35 of the [Children and Social work act 2017](#). All secondary schools are required to comply with relevant requirements of the [Equality Act 2010](#) and pay particular attention to the [Public sector equality duty \(PSED\)](#) (s.149 of the Equality Act). In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Magna Academy we teach RSE as part of our 'Personal Development' curriculum as set out in this policy and will support the personal development of students from Year 7 to Year 13.

3. Policy Development

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

1. Review – a member of the senior leadership team collating all relevant information including relevant national and local guidance.
2. Staff consultation – all staff were invited to complete a community survey to gain their insight into developing an appropriate personal development and RSE curriculum for the community. All staff were invited to look at the policy and personal development curriculum overview and make recommendations to suit the needs of the community.
3. Parent/carer consultation – all parents/carers were invited to complete a community survey to investigate exactly what the community want from the personal development and RSE

- curriculum. Interested parties were invited to look at the policy and personal development curriculum overview and make recommendations to suit the needs of the community.
4. Student consultation – all students were invited to complete a community survey to investigate exactly what the community want from the personal development and RSE curriculum. Interested parties were invited to look at the policy and personal development curriculum overview and make recommendations to suit the needs of the community.
 5. Primary school leaders' consultation – school leaders were invited to complete a community survey to gain their insight into developing an appropriate personal development and RSE curriculum for the community with a focus on cross-phase transition.
 6. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definitions

At Magna Academy RSE is about students learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

It should equip students with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. The RSE curriculum safeguards our students' wellbeing with a distinct focus on consent, respect for others and self- respect.

5. Curriculum

Our Personal Development curriculum is set out as per Appendix 1. The academy may need to adapt the curriculum delivery when necessary to ensure we are meeting the needs of our students and the community. The education will be of high quality, evidence based and appropriate having regard to the age, SEND/SEMH and the religious background of our students.

We have developed and tailored the curriculum, in line with the Aspirations Academy Trust 'Wellness Curriculum', through a detailed consultation process with students, parents/carers, staff and primary school leaders, taking into account the age, needs and feelings of students and their families in our community. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Our provision provides a clear progression from what is taught at primary school. Please see appendix 2.

6. Delivery of RSE

6.1 RSE is taught as an integral part of our whole school Personal Development curriculum. In line with the Academy's academic curriculum the school year is broken into six equal parts known as 'units'. In each unit students will cover six personal development objectives. Each student will receive a 45 minute personal development lesson per week throughout each unit. The sessions will be delivered by tutors, and when necessary through assemblies and workshops by working with external organisations. This will enhance the delivery of these subjects, bringing in specialist knowledge and different ways of engaging with our students.

The integrated RSE lessons will focus on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds to best prepare students for the opportunities, responsibilities and experiences of adults.

The overarching RSE themes include:

- Wellbeing
- Happiness
- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Consent
- Intimate and sexual relationships, including sexual health
- The law and the wider legal implications

6.2 Relationships Education, RSE and Health Education complement several national curriculum subjects.

- Citizenship at key stages 3 and 4, as part of our personal development curriculum, aims to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster students' awareness and understanding of democracy, government and how laws are made and upheld
- Science at key stage 3 and 4, 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
- Information Technology at key stage 3 covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support
- In Practical Physical Education PE we aim to ensure that students develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives
- From September 2020 we committed to working towards the full delivery of the Religious Education agreed syllabus for Bournemouth, Poole and Christchurch. This will contribute to our student's education by provoking challenging questions about the meaning and purpose in life. Students will also have the opportunity to grapple with issues around morality, other world views and to consider different perspectives which complements our wider personal development curriculum offer.

6.3 Magna Academy recognises that it is essential that RSE must be accessible for all students. This is particularly important for when we are planning for and teaching students with special educational needs and disabilities who represent a large minority of students. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are mindful that some students are more vulnerable to exploitation, bullying and other issues and as a result RSE can be particularly important subjects for some students; for example those with Social, Emotional and Mental Health needs.

In our delivery we ensure that we comply with the relevant provisions of the [Equality Act 2010](#). Under the Equality Act, there are nine protected characteristics that we take into consideration when planning and delivering our RSE curriculum so that the topics and content that are appropriately handled and accessed. The nine protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Provisions within the Equality Act allow us to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. We will, where appropriate or necessary, put in place additional support for students with particular protected characteristics to ensure accessibility of the curriculum.

7. Roles and Responsibilities

7.1 The governing board - The governing board has delegated the approval of this policy to the Principal

7.2 The Principal - The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory] components of RSE (see section 8).

7.3 HOYs- In liaison with the Assistant Principal responsible for Personal Development HOYs have responsibility for ensuring the resources are ready for the weekly sessions and providing weekly guidance for their tutor team. HOYs, SLT or members of the Phoenix Team will also lead their year group and tutor team through the main themes in the unit's PD session in assembly, usually as an introduction to the topic.

7.3 Staff – Tutors/subject teachers do not have the right to opt out of teaching RSE. Tutors who have concerns about teaching RSE are encouraged to discuss this with the Principal and/or member of the senior leadership team responsible for overseeing personal development. In support of sensitive RSE issues, members of SLT. Our Safeguarding lead or external providers will deliver some of the most sensitive parts of the curriculum. Tutors/subject teachers 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 students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

7.4 Students - Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Students will be reminded of the expectations at the start of each personal development curriculum lesson and any additional year group assemblies or focus events.

8. Parents'/Carers' right to withdraw from the components of sex education within RSE

Parents/Carers have the right to withdraw their children from the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Please note that students cannot be withdrawn from the relationships and health education components with RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal. Once received the Principal will discuss the request with parents/carers followed by relevant colleagues before action.

A copy of withdrawal requests will be placed in the student's educational record as part of our extended pastoral support and monitoring provision.

Alternative work will be given to students who are withdrawn from sex education.

9. Training

Staff are regularly trained on the delivery of RSE as part of their induction, fortnightly tutor team meetings, additional on-line courses and it is included in our continuing professional development calendar. All resources are centrally planned and shared for consistent delivery in line with statutory [DfE](#) objectives, National [PSHE Association](#) guidance and [Cre8tive](#) curriculum resources.

In the context of quality of delivery and implementation, our training will support our staff in:

- building the knowledge, skills and confidence of teachers and leaders and what support they may require
- understanding and disseminating evidence-based good practice
- developing high-quality resources having regard to the age, SEND and the religious background of our students
- creating the right level of focus to raise the status of RSE across the Academy

The Assistant Principal responsible for the personal development curriculum will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery and impact on student development of RSE is monitored by the Assistant Principal responsible for personal development through:

- planning scrutinies with the pastoral and safeguarding teams in each unit
- regular lesson drop-ins with low stakes feedback
- end of unit multiple choice self-quizzing opportunities
- annual student/parent/ tutor feedback
- feedback from student focus groups
- reviewing academic and pastoral data including:
 - attitude to learning (A2L) across all subjects
 - attendance, punctuality and rate of positive/house point figures
 - number of, and attendance to, enrichment activities and recognised awards
 - attendance figures to whole school community events and parents evenings
 - rate of negative points, detentions, isolations and exclusions

- safeguarding referrals, reports of abuse, confidentiality and reactive referrals to external agencies
- destinations

This policy will be reviewed annually to ensure that a contemporary programme is evolving to serve the needs of the community. At every annual review, the policy will be approved by the governing board and Principal after a full student, staff, parent/carers and primary school leader consultation process in line with section 3 in this policy.

10. Links to other academy policies

Personal Development

Careers – Futures

Spiritual, Moral, Social and Cultural (SMSC)

Anti-Bullying

E-Safety

Equalities Scheme

IT Acceptable Use

Special Education Needs

Appendix 1: By the end of primary school students should know

RSE TOPIC	STUDENTS KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority
	<ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: By the end of secondary school students should know

RSE TOPIC	STUDENTS SHOULD KNOW
Families	<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
Respectful relationships, including friendships	<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
Online and media	<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 and 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

Being safe	<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)
Intimate and sexual relationships, including sexual health	<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 • 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

Appendix 4: Parent/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Year/TG	
Name of parent/carers		Date to be withdrawn	From: To:
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			