



# Mossbourne Victoria Park Academy

## Relationships and Sex Education Policy (RSE)

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### **1. Definitions**

1.1 Relationships and Sex Education at Mossbourne Victoria Park Academy sits in the wider framework of PSHE and Citizenship. Due to the recently updated government guidelines this curriculum subject is now referred to at the Academy as PSHCE/RSE. This section of the policy outlines the definitions of each of the letters in this acronym and some details on what is included in the RSE portion of the PSHCE/RSE curriculum.

- P- Personal
- S- Social
- H- Health
- C- Citizenship
- E- Economic Well-being
- R- Relationships
- S- Sex
- E- Education

1.2 RSE education is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves sharing information with students, exploring issues and values. It is not about the promotion of sexual activity. Further information on what is included in the Curriculum for RSE can be found in Section 5 of this policy.

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## 2. Statutory Requirements

2.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under Sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving Secondary Education.

2.2 Mossbourne Victoria Park Academy follows the 2020 DfE statutory guidance for Relationships and Sex Education (RSE) and Health Education; which updates the guidance for the delivery of Relationships and Sex Education issued in Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The Education Act of 1996 requires schools to:

- Encourage students to have due regard to moral considerations and the value of family life
- Ensure students learn about the nature of marriage and its importance for family life and the bringing up of children
- Ensure students are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the students concerned

The Education Act of 2002 requires:

- The nature of marriage and civil partnership and their importance for family life and the bringing up of children
- Safety in forming and maintaining relationships,
- The characteristics of healthy relationships, and
- How relationships may affect physical and mental health and wellbeing,

2.3 The Relationships and Sex Education 2020 guidance provides a detailed list of topics that secondary ages students should learn about before they leave school; in the broader categories of:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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- The Law
- Physical health and fitness
- Healthy eating
- Mental wellbeing
- Menstruation
- Internet safety and harms
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

At Mossbourne Victoria Park Academy we teach RSE as set out in this policy. A coverage of these RSE topics and where they are taught across the wider curriculum can be found in the appendix.

### **3. Policy Development**

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

3.2 The Academy's PSHCE/RSE Co-ordinator pulled together all relevant information including relevant national and local guidance.

3.3 Students, Parents and staff including safeguarding and curriculum leads are given the opportunity to look at the policy and make recommendations.

3.4 The Principal must approve this policy and the school's Local Governing Body are required to hold the Principal to account for the delivery of RSE as set out in this policy.

3.5 This policy is reviewed annually.

### **4. Aims and Objectives**

4.1 In addition to the DfE guidelines, as outlined in Section 2 of this policy, our ultimate aim through the RSE curriculum is to support students and help them to embrace the challenges of creating a happy and successful adult life by equipping them with the knowledge that will enable them to make

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informed decisions about their wellbeing, health and relationships and to build their self-efficacy. This is expanded in detail in the objectives of the RSE curriculum outlined below:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To provide reassurance that change is a part of the life cycle and to provide support with these adjustments
- Help students develop feelings of self-respect, confidence and empathy
- To develop growing understanding of risk and safety and the motivation and skills to keep themselves safe
- To be aware of sources of help and to acquire the skills and confidence to use them
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- To counteract misleading myths and folklore
- To help children know their rights and responsibilities
- To be aware of the law on sexual behaviour

## 5. The Curriculum

5.1 The Academy's Relationships and Sex Education programme supports the personal and social development of all students, ensuring that they have the ability to: accept their own and other's sexuality; express their sexuality in positive ways; enjoy relationships based on mutual respect and responsibility, free from any abuse.

5.2 We have taken into consideration the needs, feelings and age of our students and in which stage of their secondary career they will be studying various objectives. 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. A way in which we take into consideration the needs of our students is through the delivery of PSHCE/RSE to students with additional learning needs, and in particular our 'nurture groups'. This is explained further in Section 6, the 'delivery of RSE'. Our PSHCE/RSE curriculum map is set out in Appendix 1.

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## 6. The Delivery of RSE

6.1 The majority of our PSHCE/RSE curriculum is delivered on four Personal Development ‘drop-down’ days across the academic year.

6.2 The biological aspects of sex and the anatomy are also delivered in the Science curriculum. Aspects of religious views on sex and families are also delivered in the Religious Studies curriculum. Aspects of the RSE curriculum are delivered in Assemblies and in strands of the Academy’s Bourne Scholar Programme. A coverage of the RSE topics and where they are taught across the wider curriculum can be found in the Appendix.

6.3 As mentioned in Section 5, the Academy recognises that students with EHCPs, SEND and additional needs will require extra support to access the curriculum and are considered in the delivery of PSHCE/RSE. These students will receive additional support as required to ensure access to and understanding of the curriculum.

6.4 For more information about our curriculum, our curriculum map is set out in the appendix; this is a live document that is subject to change throughout the year. Irrespective of changes, the curriculum will always be delivered in its’ entirety. Visiting speakers may be sourced by the PSHCE/RSE coordinator and invited to the Academy to support in facilitating our RSE curriculum on the four ‘dropdown’ days. In addition to this, the overview curriculum may not be a true reflection of what all year groups will have studied over time, due to the disruption caused by Covid-19. The addition of an extra ‘drop-down’ day from 3 days in the past to 4 moving forward; will allow the PSHCE/RSE Coordinator to ensure all year groups receive their statutory provision before the end of secondary school.

6.5 All teaching staff at the Academy deliver PSHCE/RSE content on these ‘drop-down’ days and the students’ form tutors are kept with their form groups so as to facilitate a comfortable space for students to express their voice, ask questions and raise concerns with a member of staff they trust and know well, and who also knows them well.

6.6 Designated Safeguarding Leads (including each of the Heads of Year at the academy) actively support the staff and students in their years groups so they can readily pick up any issues or concerns that arise, given the sensitive nature of RSE topics. The Academy operates a rigorous referral process where staff record any student safeguarding concerns, immediately, and send it to the relevant Head of Year.

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6.7 In order to help students make informed choices, establish a healthy lifestyle, and build up a system of values, the teaching methods used are as important as the content of the lesson. The participation of students in lessons is essential to encourage them to learn from others and to help them use appropriate language in ways which are understood by others. This requires the use of a range of teaching methods, such as group activities, written tasks, class discussions, the use of multimedia and so on. The Academy's 'Eight Principles' of Teaching and Learning that applies to all lessons also applies when teaching the RSE curriculum.

6.8 If any students were to miss a 'drop-down' day at the Academy, appropriate catch-up work will be put in place and students will be required to complete this in a timely fashion. Considering the need for staff input because of the sensitive nature of topics in RSE, the PSHCE/RSE co-ordinator will ensure pre-recorded video lessons can be placed on to the Satchel One online platform and students will be given a deadline to complete this work. An opportunity for any questions or discussion will also be provided upon their return to the Academy.

## **7. Monitoring arrangements**

7.1 The delivery of RSE is monitored by leaders through planning scrutinises, learning walks, folder checks, and feedback from the students.

7.2 Student retention of knowledge and understanding is monitored through the provision of short quizzes and retrieval tasks during form-time that focus on the information taught on the Personal Development days as well as the PSHCE/RSE Knowledge Organisers. Any areas identified through teaching or retention quizzes that need additional focus, will be monitored by form tutors, and relayed back to Heads of Year and the PSHCE/RSE Co-ordinator who will then ensure this is reflected in future curriculum planning and that appropriate feedback is provided to students.

## **8. Staff training**

8.1 Staff are trained on the delivery of RSE and it is included in continuing professional development twilight sessions throughout the academic year and, in particular, in the lead up to our Personal Development 'drop-down' days at the Academy.

8.2 External visitors such as the school nurse or sexual health professionals may be invited into the Academy to provide extra support and training to staff teaching RSE.

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## **9. Roles and Responsibilities**

9.1 The Local Governing Body will hold the Principal to account for the implementation of this policy.

9.2 The Principal is responsible for managing requests to withdraw students from (non-statutory/nonscience) aspects of RSE and for ensuring that the PSHCE/RSE coordinator is held to account for the consistent delivery of the RSE curriculum.

9.3 The PSHCE/RSE co-ordinator is responsible for the co-ordination of this policy and the consistent delivery of the RSE curriculum. This includes both the implementation of the programme of study for students and the training for staff.

9.4 All teaching staff are responsible for the delivery of RSE lessons, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual students and responding appropriately to students whose parents wish them to be withdrawn from (non-statutory/non-science) aspects 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 Principal.

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

## **10. Parents'/Carers' right to withdraw**

10.1 Parents have the right to withdraw their children from some aspects of Sex Education (not those parts covered by the science curriculum) and not from Relationships Education. Should you wish to withdraw your child from these aspects then the request must be put in writing using the form found in the appendix, addressed to the Principal and given to the academy's reception team. A copy of the withdrawal request will be placed on the student's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from Sex Education. Parents will receive a response to their request within 15 working days of the form being received.

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## Appendix

### 1. Personal Development Drop Down Days Overview

	Day 1	Day 2	Day 3	Day 4
7	<b><u>Staying safe in the Community</u></b> -Citizenship -Safety in Hackney -Community needs -School community -Online Safety	<b><u>Money Management</u></b> -Public money -Banking -Budgeting -Taxes -Money and the world	<b><u>Healthy body, healthy mind</u></b> -Keeping healthy -Healthy body -Healthy mind -Healthy eating -Mindfulness	<b><u>Puberty and Emotional Change</u></b> -Puberty and the body -Puberty and the mind -Menstruation -Gender -Coping with change
8	<b><u>Drugs and Crime</u></b> -Drugs awareness -Drug driving -Alcohol stories -Smoking prevention -Knife Crime	<b><u>Health and Safety</u></b> -Basic first aid -Personal hygiene -Dental health - Organ and blood donation -The Science of sleep	<b><u>Relationships and Families</u></b> -Different types of families - Long-term relationships and cohabitation -Parenting -Consent and marriage	<b><u>Citizenship and Enterprise</u></b> -Business -Employability -Branding -Marketing -Finance and budgeting
9	<b><u>Relationships and Sex Education</u></b> -Anatomy and puberty -STIs -Relationships -Contraception -Consent and the law -Gender and Sexuality	<b><u>Relationships and wellbeing</u></b> -Healthy Relationships -Consent - Grooming and exploitation - Indecent images -Abuse -Harassment	<b><u>Relationships and wellbeing Part 2</u></b> -FGM -Forced marriages -Honour based violence -Miscarriage and abortion -Fertility and lifestyle	<b><u>Prevent and Extremism</u></b> -What is extremism - Why do people turn to Extremism? -Freedom of speech -The Prevent strategy
10	<b><u>Governments and the Law</u></b> -Different Governments -Citizens and Democracy -Making and Influencing Laws -The Equality Act -Human Rights	<b><u>Money and the world</u></b> -Public money and tax -Banking and Budgeting -Debt -Impact of Consumerism -The richest 1%	<b><u>Health and well-being</u></b> -Healthy body -Healthy mind -The Science of sleep -Mindfulness -Healthy Relationships	<b><u>Stepping in the Year 11</u></b> -Setting Goals -Exam preparation -Study Skills -Staying motivated
11	<b><u>Preparing for change</u></b> -Preparing for change -Challenges to maturity -Communicating digitally -Where and what to study next?	<b><u>Careers</u></b> -Journey to your career -Employability Skills -Interview Skills -CVs -Personal statements	<b><u>Revision and Study Skills</u></b> -Retrieval practise -Mind Maps -Cue cards -Study and exam skills	<b><u>EXAMINATIONS</u></b>

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## 2. Relationships and Sex Education (RSE) topic coverage across the wider curriculum

RSE topics	Personal Development days	Wider curriculum
Families	Year 8 day 3 Year 9 day 3	Year 8 Bourne Scholar Year 9 Humanities Year 9 MFL Year 7-11 Science
Respectful relationships, including friendships	Year 8 day 3 Year 9 day 1 Year 9 day 2 Year 9 day 3	Year 7-11 English Year 10-11 Humanities Year 7-11 Expressive Arts Year 7-11 MFL
Online and media	Year 7 day 1 Year 9 day 2 Year 11 day 1	Year 8 Bourne Scholar Year 10-11 Humanities Year 8-11 Art Year 7-8 Computing
Being safe	Year 7 day 1 Year 8 day 2 Year 9 day 1 Year 9 day 2 Year 9 day 3 Year 9 day 4	Year 10 Science Year 7 Bourne Scholar Year 9-10 English
Intimate and sexual relationships, including sexual health	Year 9 day 1 Year 9 day 2 Year 9 day 3	
The Law	Year 9 day 1 Year 9 day 3 Year 10 day 1	Year 8 Bourne Scholar Year 7-11 English Year 7-11 Humanities Year 7-11 Expressive Arts Year 10-11 MFL
Physical health and fitness	Year 7 day 3 Year 8 day 2 Year 10 day 3	Year 7-11 P.E
Healthy eating	Year 7 day 3 Year 10 day 3	Year 7-11 Food Technology Year 7-11 MFL
Mental wellbeing	Year 7 day 3 Year 7 day 4 Year 8 day 2 Year 10 day 3	Year 7-11 P.E Year 11 MFL
Menstruation	Year 7 day 1	Year 7 and 10 Science

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Internet safety and harms	Year 7 day 1 Year 9 day 2 Year 11 day 1	Year 8 Bourne Scholar Year 10-11 Humanities Year 8-11 Art Year 7-8 Computing
Drugs, alcohol and tobacco	Year 8 day 1	Year 8 Science
Health and prevention	Year 8 day 2 Year 10 day 3	Year 10 Science
Basic first aid	Year 8 day 2	Year 7 Bourne Scholar

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## 3. Parental/Carer right to withdraw form

### TO BE COMPLETED BY PARENTS

Name of child		DOB of child	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent signature			

### TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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Principal's signature	
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