



Relationships and Sex Education Policy (RSE)

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1. Definitions

- 1.1. Relationships and Sex Education (RSE) and Health Education at Mossbourne Victoria Park Academy (MVPA) sits within the wider framework of PHSE and Citizenship.
- 1.2. The RSE provision at MVPA is planned and delivered in accordance with statutory guidance from the Department for Education (DfE), principally those listed in Section 2 of this policy. The most recent statutory guidance published by the DfE is Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), and since the publication of this guidance the relevant curriculum area at MVPA has been referred to as PSHCE/RSE:
- P- Personal
 - S- Social
 - H- Health
 - C- Citizenship
 - E- Economic Well-being
 - R- Relationships
 - S- Sex
 - E- Education
- 1.3. RSE concerns the development of pupils' understanding of the physical, emotional, social, and cultural aspects of relationships, sexual health, sexuality, puberty, diversity, and personal identity. It provides pupils with the information they need to develop healthy, nurturing relationships of all kinds, including but not limited to intimate relationships. RSE does not promote early sexual experimentation, but instead gives them an understanding of human sexuality and mutual respect.
- 1.4. Health Education concerns the development of pupils' understanding of the different factors that contribute to a healthy life. It teaches pupils about physical health and mental wellbeing, in order that they can make good decisions about their health and wellbeing both during their time at MVPA, and thereafter.

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 and Sex Education compulsory for all pupils receiving secondary education. They also make compulsory Health Education to all pupils in maintained schools (including academies).
- 2.2. Specifically, Section 34 (3) of the Children and Social Work Act 2015 (that concerns RSE) requires that:

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- a) pupils learn about:
 - i. safety in forming and maintaining relationships,
 - ii. the characteristics of healthy relationships, and
 - iii. how relationships may affect physical and mental health and well-being, and
- b) the education is appropriate having regard to the age and the religious background of the pupils.

2.3. The principle statutory guidance concerning the planning and delivery of RSE is the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019, issued under Section 80A of the Education act 2002 and Section 403 of the Education Act 1996. The RSE Policy and Curriculum at MVPA is designed and delivered in accordance with this guidance.

2.4. The Education Act 1996 Section 403 requires schools to:

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

2.5. The Education Act 2002 Section 80A requires schools to teach pupils about:

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

2.6. The Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 guidance provides a detailed list of topics that pupils should learn about before they leave secondary education.

2.6.1. RSE must cover the following topic areas:

- i. Families
- ii. Respectful relationships, including friendships
- iii. Online and media
- iv. Being safe
- v. Intimate and sexual relationships, including sexual health
- vi. The Law

2.6.2. Health Education must cover the following topic areas:

- i. Physical health and fitness

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- ii. Healthy eating
- iii. Mental wellbeing
- iv. Menstruation
- v. Internet safety and harms
- vi. Drugs, alcohol and tobacco
- vii. Health and prevention
- viii. Basic first aid
- ix. Changing adolescent body

2.7. The statutory guidance is clear that schools must show regard for said guidance; however, schools are free to determine a curriculum that is age and developmentally appropriate for the young people it serves, as well as being free to determine how to deliver the content to best suit the needs of their pupils, in consultation with parents and the local community.

2.8. Schools are also required to comply with the Equality Act 2010, in particular Section 149: Public Sector Equality Duty. This has implications both on the content of what is taught, and the manner in which it is taught. Pupils are to be taught about the topics covered in RSE and Health Education from within the context of the law, i.e., they must be taught about what the law says about these topics. Schools must also make reasonable adjustments to alleviate disadvantage on the basis of the nine protected characteristics as defined in the Equality Act 2010, and be mindful of the SEND Code of Practice, in order that all pupils are able to access the RSE and Health Education curriculum.

2.9. At Mossbourne Victoria Park Academy we teach RSE and Health Education in accordance with the statutory requirements outlined above in points 2.1-2.9. An overview of the RSE and Health Education topics and where they are taught across the wider curriculum can be found in Appendix 2.

3. Policy Development and Review

3.1. This policy has been developed and reviewed in consultation with staff, pupils, and parents.

3.2. The Academy's PSHCE/RSE Coordinator considered all the relevant national and local guidance and statutory requirements.

3.3. An open drop-in morning was run by the Academy's Mental Health Lead for parents and carers to voice their views on, the Academy's PSHCE/RSE provision, amongst other matters.

3.4. Feedback is solicited from the teaching and support staff at the Academy throughout the academic year, relating to the content and delivery of the PSHCE/RSE Curriculum.

3.5. Pupils, parents, and staff including safeguarding and curriculum leads are given the opportunity to look at the policy and make recommendations.

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3.6.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.

3.7.This policy is reviewed annually.

4. Aims and Objectives

4.1.In addition to the statutory guidelines, as outlined in Section 2 of this policy, our ultimate aim through the RSE curriculum is to support pupils 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 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:

- i. Provide a framework in which sensitive discussions can take place
- ii. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- iii. To provide reassurance that change is a part of the life cycle and to provide support with these adjustments
- iv. Help pupils develop feelings of self-respect, confidence and empathy
- v. To develop growing understanding of risk and safety and the motivation and skills to keep themselves safe
- vi. To be aware of sources of help and to acquire the skills and confidence to use them
- vii. Create a positive culture around issues of sexuality and relationships
- viii. Teach pupils the correct vocabulary to describe themselves and their bodies
- ix. To counteract misleading myths and folklore
- x. To help children know their rights and responsibilities
- xi. 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 pupils, ensuring that they have the ability to: accept their own and other people’s sexuality; express their sexuality in positive ways; enjoy relationships based on mutual respect and responsibility, free from any abuse.

5.2.RSE is taught within the context of the law, and the law is always taken as the starting point for any discussion of RSE topics, especially when those topics might be sensitive or controversial. In particular, the Equalities Act 2010 functions as a guiding principle, and the primacy of equality, tolerance, and respect are emphasised in the curriculum, as underpinned and guaranteed by law.

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In addition, pupils are explicitly taught the law regarding sexual behaviour, when relevant topics arise, in order to keep them and others safe.

5.3. We have taken into consideration the needs, feelings, and age of our pupils and at which stage of their secondary career they will be studying various objectives. If pupils 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.

5.4. Owing to the necessity of introducing RSE topics to the pupils at an age - and developmentally appropriate time, several topics are revisited throughout the five-year curriculum. At each revisit, the topics are explored in greater depth and detail, and in a manner that is relevant and appropriate to the age of the pupils. Thus, content is not repeated; rather, the pupils' knowledge, understanding, and retention of the topics covered in the curriculum are deepened and enhanced in order to be meaningful and useful to the pupils at every developmental stage in their lives.

5.5. The curriculum is designed to be accessible by all pupils. One way in which the needs of the pupils are considered is through the delivery of PSHCE/RSE to pupils with additional learning needs, and in particular the 'nurture groups'. This is explained further in Section 6, the 'delivery of RSE'. Our PSHCE/RSE curriculum map is set out in Appendix 1.

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 from Year 7 to Year 10, and three 'drop-down' days in Year 11. On these days, the usual timetable is suspended, and the pupils receive six periods of PSHCE/RSE lessons delivered by teaching staff, or sessions delivered by external providers.

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 that take place weekly throughout the year, 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 Appendix 2.

6.3. As mentioned in Section 5, the Academy recognises that pupils with EHCPs, SEND and additional needs will require extra support to access the curriculum and this is considered in the delivery of PSHCE/RSE. These pupils receive additional support as required to ensure access to and understanding of the curriculum. This additional support is determined through liaison between the PSHCE/RSE Coordinator, the Curriculum Support Department, the Pastoral Team, and other relevant teaching staff. The specifics of the support differ according to the needs of the child.

6.4. For more information about our curriculum, our curriculum map is set out in the Appendix 1; this is a

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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 Personal Development days. For information on Visiting Speakers, see Section 7.

6.5. On the four Personal Development days, the pupils remain in their form groups (with the exception of any session in which form groups join together, for example, in an external assembly delivered to the whole year group), and they are accompanied by their form tutor for at least the majority of the day. This ensures that the PSHCE/RSE lessons are delivered in a space in which pupils feel safe and able to express and explore their views, ask questions, and raise concerns about potentially sensitive or challenging topics with a member of staff whom they trust and know well, and who also knows them well.

6.6. In addition to the measures included in Section 6.5, wherever and as far as is logistically possible, two members of teaching staff (the form tutor and one other) are present for the duration of each lesson delivered to a form group. This is to ensure that while one teacher delivers the content of the lesson, the other is able to support with any safeguarding concerns that are raised in a timely fashion. Where this staffing allocation is not possible, additional supportive measures are put in place to make sure that, should any safeguarding issues arise, they can be addressed appropriately.

6.7. Where an external facilitator is working with a form group, at least one other member of teaching staff always remains present. Where content is delivered to multiple form groups together, sufficient teaching staff always remain present to address any safeguarding concerns that may arise, and to ensure the smooth running of the session.

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

6.9. In order to ensure that pupils can access and retain the knowledge and skills they require to 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 pupils 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 Mossbourne Federation's 'Nine Habits for Expert Teaching and Learning' that applies to all lessons also applies when teaching the RSE curriculum.

6.10. Any pupil who is not in mainstream circulation during a Personal Development Day is provided with learning resources and tasks that cover all the subjects that they would study during that day, and

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can be completed independently. They will be given the opportunity to ask questions and have discussions with their form tutors about the content.

- 6.11. If any pupils were to miss a Personal Development day at the Academy, appropriate catch-up work will be put in place and pupils will be required to complete this in a timely fashion. This work will be designed and resourced such that it can be completed independently, and pupils 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. External Visitors

- 7.1. External facilitators may be used at the discretion of the PSHCE/RSE Coordinator to supplement and enhance the delivery of the PSHCE/RSE Curriculum on the four Personal Development Days.
- 7.2. External facilitators are booked in accordance with the Visiting Speaker's Protocol.
- 7.3. Visitors to the Academy are accompanied at all times, and are therefore escorted by members of staff from Reception and between classrooms, to ensure the safety of pupils and Academy staff.
- 7.4. The content delivered by the external visitors is decided in advance and is carefully determined. Lesson plans and resources are sent to the PSHCE/RSE Coordinator in advance and are assessed according to their suitability for the pupils and the relevance to the curriculum. The PSHCE/RSE Coordinator works with external visitors to develop plans and resources that are both suitable and relevant. No content is delivered to the pupils that is deemed to be unsuitable or irrelevant to the curriculum.
- 7.5. The Academy reserves the right to halt a presentation from an external visitor if content is delivered that has not been agreed upon in advance, or if the content is deemed inappropriate or irrelevant to the curriculum. In this event, a lesson on the same topic is delivered to the pupils by teaching staff.

8. Monitoring arrangements

- 8.1. The delivery of RSE is monitored by leaders through planning scrutinises, learning walks, folder checks, and feedback from the pupils.
- 8.2. Feedback is solicited from teaching members of staff as to the efficacy and impact of the planned activities throughout the Personal Development Days, to ensure a continual review and refinement of PSHCE/RSE lessons.
- 8.3. Samples of pupils' work from across the school is collected at the end of each Personal Development Day in order to monitor pupil progress. This is also used to inform future

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planning.

8.4. Pupil 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 Coordinator who will then ensure this is reflected in future curriculum planning and that appropriate feedback is provided to pupils.

9. Staff training

9.1. Staff are trained on the delivery of PSHCE/RSE in professional development sessions throughout the academic year, particularly in the lead up to the Personal Development 'drop-down' days at the Academy. Staff are trained in aspects of teaching and learning pertinent to the delivery of this curriculum, and are also trained in the specific content that they will be delivering on the upcoming day.

9.2. This training is led by the PSHCE/RSE Coordinator and supported by the Heads of Years and Pastoral Team.

9.3. Prior to each Personal Development Day, the PSHCE/RSE Coordinator briefs the Pastoral Team on the plan for the day and the topics due to be covered by each year group. This ensures that the Pastoral Team is able to identify any links to safeguarding and advise the teaching members of staff accordingly.

9.4. 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.

10. Roles and Responsibilities

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

10.2. The Principal, or a member of staff designated by the Principal, is responsible for managing requests to withdraw pupils 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.

10.3. 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 pupils and the training for staff.

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- 10.4. All teaching staff are responsible for the delivery of RSE lessons, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual pupils and responding appropriately to pupils 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.
- 10.5. Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

11. Parents'/Carers' right to withdraw

- 11.1. Parents have the right to withdraw their children from some aspects of Sex Education. Should a parent or carer wish to withdraw their child from these aspects, the request must be put in writing using the form found in Appendix 3, addressed to the Principal and given to the Academy's reception team. A copy of the withdrawal request will be placed on the pupil's educational record. The Principal, or a member of staff designated by the Principal, will discuss the request with parent or carer and take appropriate action. Alternative work will be given to pupils who are withdrawn from non-compulsory aspects Sex Education. Parents will receive a response to their request within 15 working days of the form being received.
- 11.2. It is emphasized that there is no right to withdraw a pupil from Relationships Education, Health Education, or elements of Sex Education covered by the National Curriculum (e.g., in science).

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Appendix 1

Personal Development Drop Down Days Overview

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

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Appendix 2

RSE Topic Breakdown across Personal Development Days and the Wider Curriculum

RSE topics	Personal Development days	Wider curriculum
Families	Year 8 day 3 Year 9 day 2 Year 10 day 1	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 10 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 1 Year 8 day 2 Year 9 day 1 Year 9 day 2 Year 9 day 3	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 10 day 1	
The Law	Year 7 day 1 Year 8 day 1 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 8 day 2 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 11 day 3	Year 7-11 P.E Year 11 MFL
Menstruation	Year 7 day 4	Year 7 and 10 Science

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Internet safety and harms	Year 7 day 1 Year 9 day 2 Year 10 day 3 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 7 day 3 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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Appendix 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			
Principal's signature			

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