



# Hope Academy

A joint Catholic & Church of England Academy

## Hope Academy

### Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy



Status	Statutory
Responsible Authority	Local Academy Council
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Responsible Person	Mrs Boydell and Miss Green
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# 1. Statutory Regulation and Guidance

1.1 At Hope Academy, we are required to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education to all students.

‘Serve one another through love’  
Galatians 5:13

At Hope Academy, we are passionate about ensuring that students evolve to become well-rounded individuals who can engage with the world around them with confidence and maturity. We encourage a love of life-long learning, reflecting our Mission Statement to work together to inspire excellence guided by Christian values.

Our belief in the unique dignity of the human person, as made in the image and likeness of God, underpins the approach to all education in our Academy. As a Joint Faith Academy, our approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education therefore is rooted in the Christian teaching of the human person and is presented positively and prudently.

As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty and share in the divine creativity. RSE, at Hope Academy, will therefore be placed firmly within the context of relationships as it is there that sexuality grows and develops.

Stemming from this vision of what it means to be human, we seek to educate the whole child spiritually, intellectually, morally, emotionally, psychologically and physically towards our understanding of Christian maturity.

Relationships Education, Relationships and Sex Education will be in accordance with Christian moral teaching. It will emphasise the central importance of relationships, marriage and the family, whilst acknowledging that all students have a fundamental right to have their life respected, whatever kind of household they come from, and support will be provided to help students deal with different sets of values.

1.2 The policy has due regard to all the relevant legislation and guidance: we have carefully considered and analysed the impact of this policy on equality and the possible implications for staff or students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## 2. Definitions

2.1 The DfE guidance states that “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”<sup>1</sup>. Relationships Education, Relationships and Sex Education (RSE) and Health Education develops the student’s knowledge and understanding of their own sexuality, about what it means to be fully human, how to cultivate healthy relationships with themselves and others, and enables them to make well informed decisions in good conscience.

2.2 In Secondary schools, RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)<sup>2</sup>.

2.3 Definition of terms:

**RSE:** Relationships Education, Relationships and Sex Education

**Health Education:** physical health and mental wellbeing, the link between the two, and being able to make healthy lifestyle choices.

**Relationships Education:** the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

**PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSE policy may link to, or be part of, a wider PSHE policy.

**DSL:** Designated Safeguarding Lead

**DfE:** Department for Education

### 3. Delivering the policy

3.1) Relationships Education, Relationships and Sex Education involves a combination of sharing information and exploring issues underpinned by our Christian values. Our aims when teaching RSE will therefore be:

- To develop a programme which acknowledges the beliefs and teachings of the Church of England and the Roman Catholic Church
- To set the programme within the context of moral values which are at the heart of Christian Education
- To acknowledge that each of us is a child of God and created in his image
- To promote self-respect, self-worth and healthy lifestyles
- To explore the sanctity and value of life
- To ensure that all students have the knowledge and understanding to make confident decisions within a framework of Christian values as held and agreed by the Church of England and Roman Catholic Dioceses
- To deliver the programme in line with the Church of England's Vision for Education and the Curriculum Directory for Catholic Schools and Colleges in England and Wales.

RSE is taught within the Inspire Programme and Religious Education lessons. The Inspire Programme covers Personal, Social, Health and Economic Education.

3.2 There are links between some of the RSE Policy and other subjects such as R.E, Science, Computer Science and Physical Education so aspects of the RSE will be implemented through different lessons within the curriculum.

#### Our RSE

3.3 Relationships education focuses on teaching the fundamental characteristics of building positive relationships including:

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<sup>2</sup> Ibid page 25

- Family relationships
- Caring friendships
- Respectful relationships
- Online relationships
- Intimate and sexual relationships

3.4 These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex Parents/Carers, families headed by Grandparents/Carers, adoptive Parents/Carers, foster Parents/Carers/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

3.5 As a school, we promote equality opportunities and we uniformly apply values of inclusion and respect to all students and their families. All staff are proactive in promoting positive relationships and receive regular training.

3.6 At Hope Academy, we value the diversity in our students' cultural and religious backgrounds. Relationships Education, Relationships and Sex Education contributes to our students' education around inclusion and respect. Consequently, we are aware of the need to be respectful of our students' cultural or religious beliefs and sensitive in delivering certain topics.

3.7 Hope Academy aims to create a learning environment that is accessible to all of our students. In order to ensure this, the content is relevant to the age, experience, maturity and individual needs of our students.

## 4. Policy Development

4.1 The process of policy development involves a number of steps. To begin with, a lead member of staff reviews the current provision and discusses the policy with other key members of staff and governors. All school staff are then given the opportunity to look at the policy and make recommendations.

4.2 Our RSE curriculum is informed by issues in the school and wider community. To ensure the policy is tailored to students' needs we investigate what students want from their Relationships Education, Relationships and Sex Education via Student Voice. Furthermore, when organising the Inspire Programme, the religious backgrounds of all students are considered so that we may deliver with sensitivity.

4.3 At Hope Academy, we ensure that Parents/Carers/carers are consulted in the development and review of policy as we understand how important Parents/Carers' and carers' views are in shaping the curriculum. Comments are welcome from Parents/Carers/carers and can be addressed to Mrs Adams, Principal at Hope Academy, Ashton Rd, Newton le Willows, WA12 0AQ.

4.4 A draft policy is considered and then ratified (adopted) by the Governing Board. At which point, we share the finished policy with Parents/Carers/carers and ensure it is available on the school website.

### Consultation with Parents/Carers

4.5 Hope Academy understands the important role Parents/Carers play in enhancing their children's understanding of Relationships Education, Relationships and Sex Education. We work closely with Parents/Carers by establishing open communication and Parents/Carers are consulted in the development and delivery of the curriculum.

4.6 Parents/Carers are provided with the following information:

- The content of the Inspire Curriculum
- The legalities surrounding withdrawing their child from the subjects
- how to support/complement RSE teaching in schools
- how to request a child is withdrawn from some or all of sex education delivered as part of statutory RSE

4.7 Hope Academy aims to build positive relationships with Parents/Carers by inviting discussion to address any concerns and supporting Parents/Carers in managing conversations with their children on the issues covered by the curriculum.

4.8 Parents/Carers are also consulted in the review of this policy and are encouraged to provide their views at any time.

4.9 The Inspire Programme considers the views of teachers, students and Parents/Carers. We are dedicated to ensuring our curriculum is age-appropriate for students, within each year group, and meets the needs of the whole-school community.

4.10 We consult with Parents/Carers/carers, students and staff in the following ways:

- Questionnaires and surveys
- Training sessions
- Newsletters and letters
- Website
- Class Charts

4.11 Any parent/carer, teacher or student wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Principal
- Emailing [amy.green@hopeacademy.org.uk](mailto:amy.green@hopeacademy.org.uk)

## 5. Statement of Intent

5.1 At Hope Academy, we understand that students must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to Relationships Education, Relationships and Sex Education.

5.2 Relationships Education, Relationships and Sex Education (RSE) and Health Education focuses on giving students the knowledge they need to make informed decisions about their relationships, with the ability to recognise healthy and respectful relationships, and the knowledge of where to find, and access, help and support.

5.3 RSE will ensure that all students understand the importance of equality and respect by teaching students' tolerance and respect for diversity and developing students' self-respect and self-worth, confidence and empathy.

5.4 All schools are required to comply with the requirements of the Equality Act 2010.

5.5 Health Education focusses on equipping students with the knowledge they need to make good decisions about their own health and wellbeing.

5.6 We understand our responsibility to deliver a high-quality Relationships Education, Relationships and Sex Education (RSE) and Health Education for all our students based on best practice.

5.7 This policy sets out the framework for RSE, outlining how it is informed, organised and delivered.



## 6. Roles and Responsibilities

### 6.1 SENDCO

The SENDCO is primarily responsible for advising teachers on how best to identify and support students' need (including the use of teaching assistants/support staff)

### 6.2 Governing Body

The Governing Body and Foundation Governors recognise their responsibility to ensure that RSE follows Archdiocesan and Diocesan principles and reflects Christian teaching. The governing board will approve the RSE policy and hold the Principal to account for its implementation. They ensure that the policy is available to Parents/Carers/carers and is in accordance with other whole school policies e.g. SEND, the ethos of the school and our Christian beliefs as well as the relevant National Curriculum for: RE, Computer Science, Science and the Inspire Programme.

### 6.3 The Principal

The Principal takes overall delegated responsibility for the development and implementation of this policy. They should liaise with the Governing Body, Parents/Carers/carers, the Local Education Authority and appropriate agencies. Any requests to withdraw students from the non-statutory element of Relationships Education, Relationships and Sex Education (RSE) and Health Education will be managed by the Principal and they will also encourage Parents/Carers/carers to engage with the formation of the policy.

The Principal agrees the curriculum delivery model (where it will be taught; the time allocation and staffing) and ensures that RSE is resourced, staffed and timetabled so that school meets its legal obligations and offers a high-quality provision to all students. This includes: enabling staff to be suitably trained to teach Relationships Education, Relationships and Sex Education (RSE) and Health Education. They will report to the governing board on the implementation and effectiveness of the policy and review the policy on an annual basis.

### 6.4 PSHE/RSE Co-Ordinator

The co-ordinator, with the Principal, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. They are responsible for making sure it is within the context of Christian teaching.

The co-ordinator will support the development and implementation of the RSE policy. They are responsible for ensuring the continuity and progression between each year group by working with other teachers (include subjects leads) to ensure that RSE complements, but does not duplicate, any content in other subjects. The co-ordinator will organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSE. They will also provide teachers with resources to support RSE delivery and monitor/evaluate the effectiveness of RSE and offering support to staff if needed. The co-ordinator will feedback to the Principal/governing board regarding compliance with the statutory requirements and effectiveness of RSE.

### 6.6 RSE Teachers

Staff do not have the right to opt out of teaching RSE as this forms part of the Teaching Standards. Any staff, who have concerns about teaching RSE, are encouraged to discuss this with the Principal. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy, via the academy website, and all staff should be aware of the policy and how it relates to them.

RSE Teachers are responsible for:

- Delivering RSE in a sensitive way which complies with Christian teaching
- Knowing and acting in accordance with the RSE policy
- Modelling positive attitudes to RSE
- Responding to the needs of individual students
- Responding appropriately to students whose Parents/Carers/carers wish them to be withdrawn from the non-statutory components of RSE
- Teaching should reflect the law (including the Equality Act 2010) as it applies to sex and relationships
- Carefully considering how their personal views and/or beliefs might impact on their teaching of RSE
- Monitoring student progress in line with school policy
- Working with the SENDCO about identifying and responding to the needs of students with SEND

All Inspire Tutors will deliver RSE through the Inspire Programme.

## **6.7 All Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their students within a Christian context.

## **6.8 Students**

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

# **7. Safeguarding: safe and effective practice**

7.1 Here at Hope Academy, we recognise that there are a range of opinions, beliefs and perspectives regarding Relationships Education, Relationships and Sex Education (RSE). Our role in school is not to influence or judge individual belief but rather to teach the RSE curriculum “in a factual way so that students are clear on their rights and responsibilities as citizens<sup>3</sup>”.

7.2 Hope Academy also recognises that RSE is about the understanding of physical development and puberty, appropriate and inappropriate sexual behaviour and the protection and empowerment of children and young people.

7.3 RSE integrates safeguarding into the learning objectives of Inspire Time sessions and we aim to provide our students with the knowledge to ensure that they are not exploited or mistreated and that students have a clear understanding around consent and keeping themselves safe.

7.4 RSE is fundamental in keeping our children and young people safe. It plays a vital part in preventative education. It is our responsibility to ensure that students are informed about the

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<sup>3</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education, p.26, para. 76



full range of perspectives, risks and rights so they can make informed decisions that will help to keep them safe.

**The school's RSE Policy is directly linked to the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2022.**

**See further details in Appendix 5.**

## 8. Equality and Inclusion

8.1 We will ensure all resources and images used are inclusive of all students e.g. including those in wheelchairs or wearing hearing aids. This is part of our general inclusive approach to RSE and images will represent SEND, LGBTQ+, a range of ethnicities and all the protected characteristics. As a Joint Faith Christian Academy, we value all God's children therefore RSE is designed to prepare all students for the future regardless of sexual orientation or gender identity. RSE sessions will include gender equality and LGBTQ+ equality and it will challenge discrimination. RSE resources will take the needs and experiences of LGBTQ+ people into account, to develop understanding that there are a variety of relationships and family patterns in the modern world.

8.2 Our choice of images and characterisation will reinforce the message that human sexuality is a positive thing and that no-one is excluded from that in the context of Christian teachings.

8.3 Appropriate learning materials will be available e.g. media videos

8.4 Our teaching of RSE will consider all our students' needs, cultures and beliefs in the context of Christian teaching.

8.5 We are aware of language used in RSE and will ensure that it is inclusive.

## 9. RSE teaching of children with Special Educational Needs and Disabilities

**(links to Statutory Policy on SEND)**

9.1 Appropriate RSE will be provided for students at all levels of development. There may be a need for us to tailor content and teaching to meet the specific needs of students at different developmental stages.

9.2 RSE is most effective when delivered through a whole school approach. For students with SEND, this means we will be working continuously through informal opportunities as well as the formal RSE curriculum.

9.3 All staff will be actively involved in offering consistent messages around RSE

9.4 The pace and detail of topics may differ for different students and some students may need support in their RSE lessons. It may be appropriate to revisit topics more frequently with our students with SEND to accommodate 'overlearning' (i.e. practising and embedding the new skills, so the learner retains the learning beyond the initial success and develops mastery) for new topics.

9.5 We acknowledge the greater vulnerability to bullying, exploitation and other issues for students with SEND and they will have greater need to be informed and supported in RSE.

9.6 For students with more significant needs, RSE may be incorporated into their Education Health Care Plan (EHCP) Specific reference to Preparing for Adulthood and RSE will be part of Y9 (and onwards) EHCP reviews.

9.7 For students with Autistic Spectrum Disorders or Conditions, their academic capabilities mask their social and emotional needs. Individual sessions, or small group provision in addition to mainstream classes, will be beneficial to address this.

9.8 For students with Physical Disabilities, their disability may impact on how they socialise, develop relationships and have sex. Students with physical disability may have anxiety about a different body shape or image; worry about how their body works and what others may think. They may not have the opportunity to talk about these things with others with similar needs. Sometimes we may need to ask the family to seek medical advice and share ideas about the delivery of RSE with the consent of the young person.

9.9 Our Parents/Carers and carers of students with SEND may face challenging issues at home that are relevant to RSE. Parents/Carers will appreciate information about what we are providing in RSE and may value opportunities for further discussion and support.

9.10 All our teaching approaches will take account of the student's individual needs and be differentiated accordingly. These are detailed in the student's One Page ILP/EHCP

9.11 More detailed teaching approaches for SEND can be found here <https://www.sexeducationforum.org.uk> **More resources can be found in Appendix 6.**

9.12 All statutory school policies must link to each other and specifically reference SEND, Equality, Behaviour and Safeguarding and Child Protection.

## 10. Parental right to excuse a student from sex education

10.1 Parents/carers are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.

10.2 Parents/carers have the right to request that their child be withdrawn from sex education, except those topics that are a part of the science curriculum.

10.3 Their request will be granted automatically by the Principal. The parents/carers will also be invited to meet with the Principal to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

10.4 Where a student is withdrawn from sex education, the Principal will ensure that the student receives appropriate alternative education.

10.5 At Hope Academy, we have a standard pack of information for parents/carers who withdraw their children from sex education provided by the DfE.

## 11. Training

11.1 All staff members, at the school, will undergo training to ensure they are up to date with the RSE programme and associated challenges.

11.2 Members of staff responsible for teaching the subjects will undergo further training, led by the Relationships Education, Relationships and Sex Education (RSE) and Health Education subject leader, to ensure they are fully equipped to teach the subjects effectively.

11.3 The training of staff will also be scheduled around any updated guidance on the programme and any new developments.

## 12. Monitoring and evaluation

12.1 The delivery of RSE is monitored by Amy Green through: learning walks, staff and student consultations, planning and regular assessment.

12.2 The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans and taking part in learning walks and student voice.

12.3 The programme will be evaluated termly by means of:

- Student Voice
- Staff Voice
- Assessment
- Learning Walks
- Evaluation against Government Guidelines

12.4 The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

12.5 Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

12.6 The RSE subject leader is responsible for monitoring the quality of teaching by conducting subject assessments on a termly basis, which will include a mixture of the following:

- Feedback via Student Voice
- Learning walks
- Planning
- Assessment

12.7 Throughout the academic year, the RSE subject lead will work consistently with the Principal to evaluate the effectiveness of the delivery and implement any changes.

## 13. Policy review

13.1 The governing board is responsible for approving this policy.

13.2 The policy will be reviewed on an annual basis by the RSE subject lead and the Principal.

13.3 This policy will also be reviewed in consideration of any changes to statutory guidance, feedback from parents/carers, staff or students, and the school context.

13.4 Changes will be communicated to all staff and parents/carers and approved by the Governing board.

# Appendices

## Appendix 1: Statutory Sex Education

### Sex education

All students must be taught the aspects of sex education outlined in the science curriculum; this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Hope Academy is free to determine whether students should be taught sex education beyond what is required of the national curriculum. At our school, we do teach students sex education beyond what is required of the science curriculum.

Parents/Carers are fully consulted in the organisation and delivery of our sex education curriculum and are given the opportunity to advise on what should be taught through sex education. The age and development of students is always considered when delivering sex education.

### Key Stage 3

1. that fertilisation in humans... is the fusion of a male and a female cell
2. about the physical and emotional changes that take place during adolescence
3. about the human reproductive system, including the menstrual cycle and fertilisation
4. how the foetus develops in the uterus
5. how the growth and reproduction of bacteria and the replication of viruses can affect health

### Key Stage 4

1. The way in which hormonal control occurs, including the effects of sex hormones
2. some medical uses of hormones, including the control and promotion of fertility
3. the defence mechanisms of the body
4. how sex is determined in humans

## Appendix 2: The statutory content: relationships education and health education (DfE).

At Hope Academy, we must provide Relationships Education to all students as per:

- Section 34 of the Children and Social work act 2017.
- The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A
- The statutory guidance from the Department for Education Equality Act 2010.
- Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2020

The table below outlines the statutory RSE knowledge students are expected to have obtained by the time they leave Hope Academy according to the Department for Education<sup>4</sup>.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Students should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of Parents/Carers with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul> <p>ALL ALSO COVERED IN INSPIRE</p>
Respectful	Students should know

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

relationships, including friendships	<ul style="list-style-type: none"> <li>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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>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).</li> <li>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. (ALSO COVERED IN COMPUTER SCIENCE)</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. (ALSO COVERED IN COMPUTER SCIENCE)</li> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>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.</li> </ul>
Online and media	<p>Students should know</p> <ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>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.</li> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>what to do and where to get support to report material or manage issues online.</li> <li>the impact of viewing harmful content.</li> <li>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviors, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> </ul>



	<ul style="list-style-type: none"> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<p>Students should know</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honor-based violence and FGM, and how these can affect current and future relationships.</li> <li>• 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).</li> </ul>
Intimate and sexual relationships, including sexual health	<p>Students should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. <b>ALSO IN SCIENCE</b></li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available. <b>ALSO IN SCIENCE</b></li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. <b>ALSO IN SCIENCE</b></li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>

	<ul style="list-style-type: none"><li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.<sup>5</sup></li></ul>
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**RE**

**COMPUTER SCIENCE**

**SCIENCE**

**INSPIRE**

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<sup>5</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) page 27-29

## Appendix 3: NSPCC Healthy sexual development of children and young people

### Stages of healthy sexual behaviour

All children go through phases of sexual development. Just like every other part of growing up, some children mature sooner or later than others. For example, some children may have developmental delays whilst others may reach puberty early.

Below are some examples of age appropriate healthy sexual behaviour.

#### From 0- to 4-years-old

At this stage, you might notice sexual behaviour emerging for the first time through actions like:

- enjoying being naked
- kissing and hugging people they know well, for example friends and family members
- touching or rubbing their own private parts as a comforting habit
- showing curiosity about or attempting to touch the private parts of other people
- being curious about the differences between boys and girls
- talking about private body parts and their functions, using words like 'willy', 'bum', 'poo' and 'wee'
- role playing about different relationships, for example marriage.

#### 5- to 9-years-old

As children get a little older, they become more conscious of sex and their own sexuality. This can be displayed by:

- becoming more aware of the need for privacy
- asking questions about sex and relationships, such as what sex is, where babies come from and same-sex relationships
- kissing, hugging and holding hands with a boyfriend or girlfriend
- using swear words or slang to talk about sex after hearing other people use them.

#### 9- to 13-years-old

During these ages, children begin to get more curious about sex. Examples of healthy sexual behaviour during this stage are:

- having a boyfriend or girlfriend (of the same or different gender)
- using sexual language as swear words or slang
- wanting more privacy
- looking for information about sex online (this might lead to accidentally finding sexual pictures or videos)
- masturbating in private.

#### 13- to 17-year-olds

During adolescence, sexual behaviour becomes more private with young people and they begin to explore their sexual identity. They might be:

- forming longer-lasting sexual and non-sexual relationships with peers
- using sexual language and talking about sex with friends
- sharing obscenities and jokes that are within the cultural norm
- experimenting sexually with the same age group
- looking for sexual pictures or videos online.

## Appendix 4: Safeguarding: Safe and Effective Practice

### **Consent, Choice and Personal Responsibility**

Relationships and Sex Education focuses on individual rights and responsibilities for all people, including children and young people, within a relationship. It is important that we objectively teach our students legal and moral standpoints so they can make educated decisions that will hopefully lead them on to have successful, safe and happy adult relationships. Topics in this area can include, but are not limited to:

- How to live their own lives
- Respecting the rights of others and allowing them to make their own decisions
- Holding your own beliefs and respecting the beliefs of others.
- Key aspects of the law relating to sex including;
- The age of consent
- What consent is and is not
- The definition and recognition of rape
- Sexual assault and Harassment
- Choices permitted by the law around pregnancy<sup>6</sup>.

It is important that our students have a good understanding around consent. This will mean that they are confident in actively communicating consent, recognising consent from others and understanding that consent can always be withdrawn.

Students need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. Here at Hope Academy, we have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

### **Sexual Health**

We believe that all aspects of a young person's health can be affected both positively and negatively by the choices they make around relationships and sex. It is therefore our responsibility to teach students about sexual health so they can make informed choices around intimate relationships. We will therefore educate students around:

- The facts around reproductive health including the impact of lifestyle on the fertility of men and women
- The menopause
- Identifying and managing pressure around sex
- That they have a choice to delay sex or enjoy intimacy without sex
- What constitutes sexual harassment and sexual violence and why these are unacceptable
- The facts around the full range of contraceptive options
- The facts around pregnancy, including miscarriage
- That there are choices around pregnancy (this will be medically and legally accurate, impartial information).
- Information around sexually transmitted infections (STIs)
- How the use of drugs and alcohol can impact sexual relationships in an unhealthy way and affect our ability to make informed decisions.

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<sup>6</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education, p.26, para. 78

## **Healthy Relationships**

Relationships are a significant part of our lives; healthy relationships make us feel happy, protect us from different risks and vulnerabilities, and help support us throughout our lives. Here at Hope Academy, we believe it is important that students are aware that there are different types of committed, stable relationships and that these relationships might contribute to their happiness throughout their lives.

As relationships can look different from person to person and family to family, we believe it is our job to teach children about the different kinds of relationships and most importantly, why healthy relationships are important. This includes:

- Understanding that committed, stable relationships are important for bringing up children, even if parents/carers choose not to be together.
- The roles and responsibilities of parents/carers when raising children, including the characteristics of successful parenting.
- What marriage is including the legal status and why marriage is an important relationship choice for many couples.
- The characteristics and legal status of other long-term relationships.
- The characteristics of positive and healthy friendships (in all contexts, including online).
- The characteristics and positive aspects of healthy one-to-one intimate relationships

## **Unhealthy Relationships**

Within our lives, relationships play a key role in keeping us safe and providing a good level of social and emotional wellbeing. Unfortunately, however, some individuals can experience unhealthy relationships, through no fault of their own. This can include relationships within (intra-familial) and outside of (extra-familial) the family home.

It is important that we teach our children and young people how to determine whether a relationship is trustworthy and whether a family, friend, intimate or other relationship is unsafe. It is also vital that our students know how to seek help and advice if they have concerns or worries around an unhealthy relationship.

Unhealthy relationships do not just exist within a sexual context, and can include a wide range of dynamics, including:

- Being neglected
- Emotional abuse
- Physical abuse and violence
- Bullying
- Domestic abuse including coercive control
- Exploitation
- Honour based abuse and forced marriage
- Sexual abuse.

## **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate

recognition; for example, being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

### **Domestic Abuse**

Domestic abuse affects a significant number of children and families. Here at Hope Academy, we believe it is our responsibility to teach children about healthy relationships.

Domestic abuse needs to be addressed sensitively and clearly. Domestic Abuse can include:

- Physical abuse
- Sexual abuse
- Financial control
- Controlling and coercive behaviour

Some types of behaviour, often seen within abusive relationships, are criminal offences. It is important that we teach our children and young people which types of behaviour are unlawful so they can seek appropriate support and help keep themselves safe. In addition to this, by knowing the law around abuse, it allows our students to make more informed decisions and choices when entering into a relationship.

### **Female Genital Mutilation**

Female Genital Mutilation (sometimes referred to as female circumcision, cutting or sunna) refers to the procedure that intentionally alters or causes injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however, children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a **cultural practice**.

Female Genital Mutilation causes significant physical and emotional damage to a woman. It is a criminal offence to perform or assist in the process of FGM; it is also an offence to fail to protect a person for whom you are responsible from FGM.

Again, using the correct terminology for genitals is crucial in the preventative work around FGM. It is important that students understand the anatomical features of their body, so they are able to identify whether they have been abused or mistreated in any way. Teaching children and young people the facts about their body, helps them to be empowered and understand their rights.

### **Online Safety**

As so many of our children and young people use the internet, and as it forms such a significant part of modern-day life, it is imperative that we teach our students how to stay safe online.

Children and young people have an array of online opportunities and responsibilities. It is important that students understand that these rights and responsibilities are no different than in day-to-day life and that the same expectations of behaviour apply in all contexts, including on the internet.

E-Safety can be a vast topic; different areas of concern can sometimes feel uncomfortable to address; however, it is imperative that we do so. Here at Hope Academy, we want to ensure



that parents and carers understand why certain topics need to be discussed and feel comfortable with their children taking part in these lessons. Our aim is always to work closely with families as we believe that a collaborative approach is the best way forward for our children. Below are the issues that need to be addressed relating to online safety and the reasons why:

<b>Topic</b>	<b>Reasons for teaching</b>
Different types of bullying including cyber-bullying	Many children and young people use social media to communicate with their friends. We want all our students to be able to recognise that online bullying is just as unacceptable as other forms of bullying, and that trusted adults can take action to help keep them safe.
Sharing material online	Sharing material online can be a considerable risk. Children and young people need to have comprehensive understanding that any material shared has the potential to be shared more widely online. Young people also need to be aware of the potential difficulty in removing any compromising material placed on the internet. Students also need to be aware of the law and possible consequences of sharing inappropriate material over the internet. It is important that young people know not to provide material to others that they would not want shared further and that they are not to share personal material which is sent to them.
Getting support and reporting concerns	It can be a frightening experience for any child or young person who is a victim of online abuse, exploitation, or mistreatment. It is important that students know how and where to report concerns in order to keep themselves safe.
Viewing harmful content	Viewing harmful content can have a traumatic and substantial impact on the emotional and mental wellbeing of young people. Children and young people also need to be aware that it is a criminal offence to share and view indecent images of children (including those created by children).
Explicit material and pornography	Viewing pornography and other sexually explicit material can create a distorted view of sexual relationships to young people. It can damage the way people see themselves in relation to others and affect their self-esteem and mental wellbeing. It can also negatively affect how they behave towards sexual partners.
How data is collected and shared online	Students need to be aware how data is generated, collected, shared, and used online, so they can make informed choices about what sort of information they want to share on the internet.

### **Concerns raised during lessons**

At Hope Academy, we recognise that it is good practice to have a culture where children feel confident to discuss potentially sensitive issues. It could be that discussions in the lessons may raise safeguarding concerns. Any concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Any external visitors or agencies delivering any aspects of RSE will be required to pass any concerns raised immediately to the Designated Safeguarding Lead, along with a written or online record.

The Designated Safeguarding Lead has a comprehensive knowledge of trusted, high-quality resources as well as extensive training around a vast array of safeguarding topics and procedures. Therefore, the DSL will be involved in all safeguarding aspects of RSE.

## **Responses to difficult questions**

At Hope Academy, we believe that school should provide a safe environment for children to ask questions relating to relationships and sex education. We always encourage children to ask questions and develop their learning and we will answer these honestly and appropriately.

There may be some occasions however when it is not appropriate to answer certain questions. These include:

- If the question includes explicit and/or inappropriate language;
- If the question is not deemed age appropriate for the class;
- If the question asks about the personal lives of staff, children or families;
- If the child raises a safeguarding issue.

## Appendix 5: SEND resources and advice across a range of RSE topics

<https://www.pshe-association.org.uk/content/send-hub>

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20students%20and%20students%20with%20SEN%20-%20SEF.pdf>

<https://www.autismeducationtrust.org.uk/the-den/>

<https://www.autismeducationtrust.org.uk/kids-zone/>

<https://www.tes.com/teaching-resources/blog/sre-students-learning-difficulties>

<https://councilfordisabledchildren.org.uk/>

<https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources>

<https://learning.nspcc.org.uk/research-resources/schools/love-life>

<https://learning.nspcc.org.uk/research-resources/schools/its-not-ok>

<https://www.bigtalkeducation.co.uk/rse-information-and-support-for-schools/send-rse/>

<https://www.fpa.org.uk/>

<https://www.asdan.org.uk/courses/programmes>

## Resources

Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[www.unicef.org.uk](http://www.unicef.org.uk)