

PRINCIPLES

We aim to:

- 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;
- help students develop feelings of self-respect, confidence and empathy;
- create a positive culture around issues of sexuality and relationships; and
- teach students the correct vocabulary to describe themselves and their bodies.

Date of Review	August 2021			
Reviewed by	Faye Mulholland   Deputy Head			
Date of Approval	<i>Pending</i>			
Approved by	Governing Body			
Date of Next Review	Summer 2022			
Location	L:drive	✓	Website	✓

## Process of consultation 2020-2021

The majority of the sex education component of RSE was delivered to students in summer term 2021 in line with statutory guidance and following the statutory content. Content was delivered separately to students in KS3, KS4 and KS5 over 6 hours through tutor time to ensure age appropriate coverage of the curriculum.

Students in KS5 were consulted on the content of the provision. Opportunities were made available to all students to submit questions they would like to have answered and the curriculum was adapted to ensure students' questions were addressed.

Parents were notified of the statutory content to be taught prior to delivery through the parental newsletter 'In The Know' and provided with the right to withdraw their child. One parent made this decision as a result of this consultation and their child was removed from the sex education lessons.

## Process of consultation 2021-22

The full programme of RSE is to be delivered in 2021-22 through PSHCE. In addition to the above consultation methods, in Autumn 2021-22:

1. parents will be provided with an electronic overview of the curriculum and when it is to be delivered to students;
2. parents will be offered an opportunity to offer suggestions about additional topics they wish students to learn;
3. a focus group will be held with the PLT to review the curriculum and determine, in consultation with a member of the Leadership Team, which of the parental suggestions should be incorporated into the curriculum.

Consultation with teachers is continual. All teachers have access to the Map of Learning and of the lesson plans in advance of the delivery of RSE and are encouraged to speak with the Leadership Team if they have suggestions, comments or thoughts they would like leaders to take on board in relation to the curriculum.

## PRACTICE

### 1. STATUTORY REQUIREMENTS

As a secondary academy school we must provide RSE (Relationships and Sexual Education) to all students as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreement to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Holland Park School we teach RSE as set out in this policy. Please refer to the school's funding agreement and articles of association for further information.

### 2. POLICY DEVELOPMENT

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

1. review – a member of the Leadership Team reviewed all relevant information, including relevant national and local guidance, and ensured the curriculum was compliant with statutory guidance;
2. student consultation – we investigated what exactly students want from their RSE and tailored the curriculum accordingly;
3. staff consultation – all school staff were given the opportunity to look at the policy and resources ahead of implementation and make suggestions for improvement;
4. parent consultation – parents were invited to submit comments about the policy;
5. ratification – once amendments were made, the policy was shared with governors and ratified.

### 3. RELATIONSHIPS AND SEX EDUCATION DEFINED

- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

### 4. CURRICULUM

Our curriculum is set out as per Appendix 1 and will be adapted as when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. 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

- 4.1 The tutor delivers the majority of the RSE programme during PSHCE sessions. The resources for these sessions are provided by the school's Deputy Head in charge of PSHCE. Aspects of the curriculum are also covered by the science curriculum.
- 4.2 A planned input by the school nurse is also included.
- 4.3 The normal teaching group during PSHCE will be the tutor group. This may be changed either by age, or to respect the needs of individuals or small groups.
- 4.4 Activities are designed to involve students as much as possible and to promote discussion, debate and the asking of questions.
- 4.5 There is an important cross curricular element in sex education, for example through discussion about a text in English, through issues raised in Drama and through different cultures, past and present, in History. Sex education is represented in the National Curriculum through Science.
- 4.6 Relationships education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: families, respectful relationships including friendships, online and media, being safe, intimate and sexual relationships including sexual health.
- 4.7 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 5. ROLES AND RESPONSIBILITIES

- 5.1 The governing board will approve the RSE policy, and hold the Academy Head to account for its implementation.
- 5.2 The Academy Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section 8).
- 5.3 Staff are responsible for:
  - delivering RSE in a sensitive way;
  - 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 components 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 Deputy Head with responsibility for PSHCE.

- 5.4 Tutors have the main responsibility for the delivery of RSE across school. They receive training from the Deputy Head in charge of PSHCE.
- 5.5 Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity

## 6. PARENTS' RIGHTS

- 6.1 Parents have the right to withdraw their children from components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- 6.2 Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Deputy Head in charge of PSHCE and specify the aspects of the curriculum the child should not study. Alternative work will be given to students who are withdrawn from sex education. Appendix 1 indicates in green the aspects of sex education that a parent has the right to withdraw their child from; all other aspects of health and relationship education must be studied.
- 6.3 A copy of withdrawal requests will be placed in the pupil's educational record. A member of the school's Leadership Team will discuss the request with parents and take appropriate action, for example removing them from the lesson placing them in 2.18 and ensure that they are supervised during the periods that RSE is being taught. Alternative work will be given to students who are withdrawn from sex education.
- 6.4 Parents have the right to request copies of resources and lesson plans to be used in lessons up to a week prior to the intended delivery date. For example, resources for a session scheduled to be taught in week 10 may be requested in week 9.

## 7. TRAINING

- 7.1 Staff are trained on the delivery of RSE and it is included in the school's continuing professional development calendar.
- 7.2 The Deputy Head will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 8. MONITORING ARRANGEMENTS

- 8.1 The delivery of RSE is monitored by the school's Leadership Team through: PSHCE observations, learning walks and student views.
- 8.2 Students' development in RSE is monitored by tutors and all concerns are raised with the school's Designated Safeguard Lead.

- 8.3 This policy will be reviewed by Faye Mulholland, Deputy Head, annually. At every review, the policy will be approved by the governing body.

## Appendix 1

The tables below indicate the statutory content that all students in secondary school are expected to study as part of relationships, sex and health education. Relationships and health education is compulsory for all students and is delivered by students' tutors as part of PSHCE. Students will study the topics as indicated by the PSHCE map of learning. This map of learning encompasses the statutory content and extends beyond it. For additional clarification, an indication of when in the year each topic in the statutory guidance will be covered is indicated for you below so that you might continue these conversations with your child at home. Relationships and Health education is taught in tutor groups. Sex education is taught separately to key stage 3, 4 and 5 to ensure age-appropriate content is delivered. The content for sex education is taught to students over the course of secondary school and is indicated in a red box below. Specific information about what students will study in sex education lessons will be communicated to parents no less than 1 week prior to delivery through *In The Know*. As stated in the policy, a parent has the right to withdraw their child from aspects of sex education only, following guidance provided by the leader with responsibility for PSHCE. Questions about sex, relationship or health education should be sent to [faye.mulholland@hollandparkschool.co.uk](mailto:faye.mulholland@hollandparkschool.co.uk)

Please note that all students in Year 7 -13 received a six-week course in sex education in summer term 2021, which covered all of the sex education syllabus as well as aspects of relationship education.

**NOTE ON DELIVERY:** You will see from the Map of Learning that a 5 year schedule is planned for PSHCE. The table below gives an indication of which content will be covered in 2021 -22. The school employs a 'spiral' curriculum approach to PSHCE, meaning that the topics of relationships, health and wellbeing and living in the wider world are covered annually with different emphases. Topics will be revisited and developed each year.

Statutory Content		Delivered in PSHCE in 2021-22 during:
<b>Families</b>	<p>Pupils 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 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>	Week 27, 29 and week 32
<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <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.</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.</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>	<p>Week 3, 29</p> <p>Week 27, 29</p> <p>Week 34</p> <p>Week 29, 35</p> <p>Week 34</p> <p>Week 30, 34</p> <p>Weeks 27 - 38</p>

<p><b>Online and media</b></p>	<p>Pupils 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 behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <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>	<p>Week 13 and week 24</p>
<p><b>Being safe</b></p>	<p>Pupils 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, honour-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>	<p>Week 30</p>



<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils 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.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising 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.</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.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	<p>Covered during Summer Term 2021 for all students. The following topics will be revisited during 2021-22.</p>
		<p>Week 11</p>
		<p>Week 11</p>
		<p>Week 11</p>
		<p>Week 11</p>
		<p>Week 8</p>

## HEALTH

Statutory Content		Delivered in PSHCE in 2021-22 during:
<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	<p>Week 4</p> <p>Week 2</p> <p>Week 6, 7</p>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>	<p>Week 13, 24</p> <p>Week 13, 24 and 34</p>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>	<p>Week 6 and 7</p>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>	<p>Week 6 and 7</p>

<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>		Week 8 (ALL)
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination and screening.</li> <li>the facts and science relating to immunisation and vaccination.</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>		Week 6 and 7
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> <li>life-saving skills, including how to administer CPR.<sup>15</sup></li> <li>the purpose of defibrillators and when one might be needed.</li> </ul>		Week 14
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>		Covered in Summer Term 2021 and as part of the science KS3 curriculum.

## The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Students should be made aware of the relevant legal provisions when relevant topics are being taught. The following areas will be covered – in brackets is an indication of when the topic is due to be touched upon in 2021-22 and if the topic was taught in summer term 2021:

- marriage (week 32);
- consent, including the age of consent (Summer Term 2021);
- violence against women and girls (Summer Term 2021, week 30);
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) (Summer Term 2021 and in week 13 and 24);
- pornography (Summer Term 2021);
- abortion (Summer Term 2021);
- sexuality (Summer Term 2021);
- gender identity (Summer Term 2021);
- substance misuse (week 8);
- violence and exploitation by gangs (week 37);
- extremism/radicalisation (week 37);
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) (week 37);
- hate crime (week 29); and
- female genital mutilation (FGM) (week 30).

## Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
SIGNATURE:	

TO BE COMPLETED BY THE SCHOOL

DATE:

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