



## Relationships and Sex Education Policy (RSE)

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## 1. Definitions

1.1 Relationships and Sex education here at Mossbourne Community Academy sits in the wider framework of PSHE and Citizenship. Due to the newly updated government guidelines for the education of Sex and Relationships, this curriculum subject is now known at the Academy as PSHCE/RSE. This section of the policy outlines the definitions of each of the letters in this acronym and some details on what is included in the RSE portion of the PSHCE/RSE curriculum.

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

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

## 2. Statutory Requirements

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

2.2 Mossbourne Community Academy chooses to follow the 2020 DfE statutory guidance for Relationships and sex education (RSE) and health education; which updates the guidance for the delivery of Relationships and Sex Education issued in Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The Education Act of 1996 requires schools to:

- Encourage students to have due regard to moral considerations and the value of family life
- Ensure students learn about the nature of marriage and its importance for family life and the bringing up of children

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- Ensure students are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the students concerned

The Education Act of 2002 requires:

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

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law
- Physical health and fitness
- Healthy eating
- Mental wellbeing
- Menstruation
- Internet safety and harms
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

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

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### **3. Policy Development**

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

- 3.1 The Academy's PSHCE/RSE Co-ordinator pulled together all relevant information including relevant national and local guidance.
- 3.2 Students, Parents and staff including safeguarding and curriculum leads are given the opportunity to look at the policy and make recommendations.
- 3.3 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.
- 3.4 This policy is reviewed annually.

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

#### 4.1 Our PSHCE/RSE intent:

At Mossbourne Community Academy our PSHCE/RSE focus is on the three elements: improving knowledge and understanding; exploring attitudes and values; and, developing personal and social skills.

We are aware that our students are growing up in an increasingly complex world, both on and offline, as they engage with a variety of relationships. We aim to ensure all our students are equipped with the knowledge, understanding and wisdom to become well-informed, successful and productive members of our community and society as a whole.

Working alongside our school's ethos, with British values and SMSC embedded within our PSHCERSE curriculum, we are firmly committed to upholding the value and uniqueness of each person, regardless of race, religion, sexuality or gender. We believe that every child is important; that every young person has the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and to achieve economic well-being.

- 4.2 In addition to the DfE guideline as outlined in Section 2 of this policy, our ultimate aim through the RSE curriculum is to support students and help them to embrace the challenges of creating a happy and successful adult life by equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

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This is expanded in detail in the objectives of the RSE curriculum outlined below:

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

### 5. The Curriculum

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

5.2 We have taken in to consideration the needs, feelings and age of our students and in which stage of their secondary career they will be studying various objectives. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. A way in which we take in to consideration of the needs of our students is through the delivery of PSHCE/RSE to students with additional learning needs, and in particular to our 'nurture groups'. This is explained further in Section 6, the 'delivery of RSE'. Our PSHCE/RSE curriculum map is set out in Appendix 1.

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### 6. The delivery of RSE

The majority of our PSHCE/RSE curriculum is delivered on three 'drop-down' days across the academic year.

- 6.1 The biological aspects of sex and the anatomy are also delivered in the Science curriculum. Aspects of religious views on sex and families are also delivered in the Religious Studies curriculum. Aspects of the RSE curriculum are delivered in Assemblies and in strands of the Academy's 'Bourne Scholar' programme. A coverage of the RSE topics and where they are taught across the wider curriculum can be found in the Appendix.
- 6.2 As mentioned in Section 5, the Academy recognises that students with EHCPs, SEND and additional needs will require extra support to access the curriculum and are considered in the delivery of PSHCE/RSE. These students will receive additional support as required to ensure access to and understanding of the curriculum.
- 6.3 For more information about our curriculum, our curriculum map is set out in Appendix 1; this is a live document that is subject to change throughout the year. Irrespective of changes, the curriculum will always be delivered in its' entirety. Visiting speakers may be sourced by the PSHCE/RSE co-ordinator and invited to the Academy to support in facilitating our RSE curriculum on the three 'drop-down' days. In addition to this, the overview curriculum may not be a true reflection of what all year groups will have studied over time, due to the disruption caused by Covid-19. The use of initiatives such as form sessions and additional assemblies has enabled the PSHCE/RSE Co-ordinator to ensure all year groups receive their statutory provision before the end of secondary school.
- 6.4 All teaching staff at the Academy deliver PSHCE/RSE content on these 'drop-down' days and the students' form tutors are kept with their form groups so to facilitate a comfortable space for students to express their voice, questions and concerns with a member of staff they trust and know well, and who also knows them well.
- 6.5 Designated safeguarding leads (including each of the Heads of Year at the academy) actively support the staff and students in their years groups so they can readily pick up any issues or concerns that arise, given the sensitive nature of RSE topics. The Academy operates a rigorous 'Initial Concern Form (ICF)' system where staff record any student safeguarding concerns, immediately and send to the relevant head of year. Keeping heads of year free on these days allows for concerns raised by teaching staff to be picked up straight away.
- 6.6 In order to help students, make informed choices, establish a healthy lifestyle and build up a system of values, the teaching methods used are as important as the content of the lesson. The participation of students in lessons is essential in order to encourage them to learn from others and

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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 multi-media and so on. It accounts for the different styles of learning students may have. The Academy's '8 Principles of teaching' framework can be found in our Teaching and Learning policy.

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

### 7. Monitoring arrangements

- 7.1 The delivery of RSE is monitored by leaders through: planning scrutiny, learning walks, folder checks and student voice.
- 7.2 Student retention of knowledge and understanding is monitored through the provision of short quizzes and retrieval practise during form-time of the information taught on PSHCE/RSE 'drop-down' days as well as the PSHCE/RSE Knowledge Organisers. Any areas identified through teaching or retention quizzes that needs additional going over, will be monitored by form tutors and relayed back to Heads of Year and the PSHCE/RSE Co-ordinator who will ensure this is reflected in future curriculum planning and that appropriate feedback is provided to students.

### 8. Staff training

- 8.1 Staff are trained on the delivery of RSE and it is included in continuing professional development sessions throughout the academic year and in particular in the lead up to our 'drop-down' PSHCE/RSE days at the Academy.
- 8.2 External visitors such as the school nurse or sexual health professionals may be invited in to the Academy to provide extra support and training to staff teaching RSE.

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## 9. Roles and Responsibilities

- 9.1 The local governing body will hold the principal to account for the implementation of this policy.
- 9.2 The principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw students from (non-statutory/non-science) aspects of RSE.
- 9.3 The PSHCE/RSE co-ordinator is responsible for the co-ordination of this policy and the implementation of the programme of study for students and training for staff.
- 9.4 All teaching staff are responsible for the delivery of RSE lessons, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual students and responding appropriately to students whose parents wish them to be withdrawn from (non-statutory/non-science) aspects of RSE. Staff do not have the right to opt out of teaching RSE; staff who have concerns about teaching RSE are encouraged to discuss this with the principal.
- 9.5 Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 10. Parents' right to withdraw

- 10.1 Parents have the right to withdraw their children (non-statutory/non-science) aspects of RSE. Request for withdrawal should be put in writing using the form found in Appendix 3 and addressed to the Principal and provided to the school Reception. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from RSE. Parents will receive a response to their request within 15 working days of the letter being sent.

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## Appendix

### 1. The curriculum overview:

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>7</b>	<u><b>Staying safe in Society</b></u> -Citizenship -Safety in Hackney/ Young people & crime -Road safety & Awareness -Online safety & Accessing Services -Creating safe communities -Anti bullying - external	<u><b>Healthy body, healthy mind</b></u> -Keeping healthy -Confidence & self-image -Curated lifestyles -Nutrition & exercise -Disabilities & access -Sleep & mindfulness	<u><b>Money Management &amp; the World</b></u> -Understanding money – external -Budgeting -Banking & Taxes -Public money -Money and the world
<b>Y7 Bourne Scholar Provisions</b>	-Celebrating the diversity in our community -ICT -How to help yourself & others: first-aid and well being -Charities: how they work, how you can contribute -How do I decide? Critical thinking & introduction to philosophy -Your role in the climate crisis		
<b>8</b>	<u><b>Puberty &amp; Emotional change</b></u> -Puberty & the Body -Puberty & the Mind -Menstruation -Gender -Bullying & discrimination -Coping mechanisms – external	<u><b>Substances and Addiction</b></u> -Drugs & Drug driving -Alcohol and Tobacco -Young People and Drugs -Addiction and Substance Misuse -Online gambling -Supporting Health	<u><b>Citizenship and Enterprise</b></u> -Young enterprise & Business -Employability -Branding & -Marketing -Finance and budgeting -London Identity -Protest and Black lives matter -Protest in Art
<b>Y8 Bourne Scholar Provisions</b>	-Advocacy: what should we learn about? Student-voice in the enrichment curriculum. -How all types of relationships shape your life -ICT: What are the computer components and how they work -Politics: how our system works -Campaign: environment. Create a campaign for a change we can make in school or in Hackney		
<b>9</b>	<u><b>Relationships &amp; Wellbeing</b></u> -Healthy relationships (different types of families, parenting) -Consent & Marriage -Indecent images & pornography -Abuse/Domestic abuse (FGM, forced marriages, honour based violence) -Harassment -Grooming & exploitation/Child sexual exploitation - external	<u><b>Relationships &amp; Sex</b></u> --Anatomy and puberty/-The mechanics of sex -Reproductive health & STIs -Relationships (healthy sexual & romantic relationships) -Pregnancy and options (contraception, abortion, adoption, fostering) -Consent and the law/rape -Gender and Sexuality	<u><b>PREVENT &amp; Extremism</b></u> -What is extremism? -Why do people get involved? -Extremism in British History – Cable Street Case Study 1930's -Demonstrations today- freedom of speech? -Is PREVENT an effective response to extremism? -External expert session on PREVENT
<b>Y9 Bourne Scholar Provisions</b>	-Campaign: social justice, diversity and local history -Gender & sexuality, ancient & modern: how far have things changed? -ICT & Charitable action -Why should I be governed? Political philosophy.		

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<b>10</b>	<p><b><u>PREVENT &amp; Extremism (was not covered in Y9 due to industrial action)</u></b></p> <ul style="list-style-type: none"> <li>-What is extremism?</li> <li>-Why do people get involved?</li> <li>-Extremism in British History – Cable Street Case Study 1930’s</li> <li>-Demonstrations today- freedom of speech?</li> <li>-Is PREVENT an effective response to extremism?</li> <li>-External expert session on PREVENT</li> </ul> <p><b><u>Money &amp; Careers – (as of 2024)</u></b></p> <ul style="list-style-type: none"> <li>-Earning and Spending Money (EXTERNAL: MYBNK)</li> <li>-Career Pathways</li> <li>-Interview Skills</li> <li>-CV Writing and Personal Statements</li> <li>-Careers</li> </ul>	<p><b><u>Justice &amp; the Legal System</u></b></p> <ul style="list-style-type: none"> <li>-Different governments</li> <li>-Making &amp; influencing laws</li> <li>-The Equality Act</li> <li>-Violence against women and girls</li> <li>-Human rights</li> <li>-Grooming &amp; county lines – external</li> </ul>	<p><b><u>Health &amp; Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>-Coping with Stress (sleep science &amp; mindfulness)</li> <li>-Mental Health</li> <li>-Proactive and Preventative Healthcare (dental hygiene)</li> <li>-Pressures &amp; Sexual pressures</li> <li>-Health Challenges (self-examination &amp; screening)</li> <li>-Diet Culture and Body Image (targeted advertising)</li> </ul>
<b>11</b>	<p><b><u>Revision &amp; Study Skills</u></b></p> <ul style="list-style-type: none"> <li>-What is retrieval practice</li> <li>-Perfect mind maps</li> <li>-Perfect cue cards</li> <li>-College carousel - externals</li> <li>-Making applications</li> <li>-Grooming &amp; county lines - external</li> </ul>	<p><b><u>Preparing for Change &amp; Careers</u></b></p> <ul style="list-style-type: none"> <li>-Preparing for change</li> <li>-Journey to your career</li> <li>-Communicating digitally</li> <li>-Setting goals</li> <li>-Exam prep</li> <li>-Staying motivated</li> </ul>	<b><u>EXAMS</u></b>
<b>Assemblies KS3 &amp; KS4</b>	<ul style="list-style-type: none"> <li>-Staying safe</li> <li>-Discrimination</li> <li>-Black History month</li> <li>Remembrance Day</li> <li>Anti-bullying</li> <li>Democracy/Parliament week</li> <li>-Climate Change</li> <li>-Working Together for Peace</li> </ul>	<ul style="list-style-type: none"> <li>-New Year</li> <li>-Holocaust Memorial Day</li> <li>-Stepping Into The Future: Career Pathways</li> <li>-Holy Week</li> <li>-Mental Health Awareness</li> <li>-Cultural Diversity Day</li> <li>-What it means to be from Hackney?</li> </ul>	<ul style="list-style-type: none"> <li>-British Values</li> <li>-LGBT Pride</li> <li>-Windrush Day</li> <li>-Organ and Tissue Donation</li> <li>-Human Rights</li> </ul>

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

RSE topics	Place in PSHCE/RSE 'drop-down' days	Place in the wider curriculum
Families	Year 9 day 1 Year 9 day 2	Year 8 Bourne Scholar Year 10-13 English Year 9-13 Humanities Year 9-13 MFL
Respectful relationships, including friendships	Year 7 day 1 Year 8 day 1 Year 8 day 3 Year 9 day 1 Year 9 day 2 Year 10 day 1	Year 9-11 Business & Economics Year 8 Bourne Scholar Year 7-13 English Year 7-13 Expressive Arts Year 7-13 Humanities Year 7-8 Maths & Computing Year 9-13 MFL Year 7-11 Pastoral
Online and media	Year 7 day 1 Year 7 day 3 Year 8 day 2 Year 9 day 1	Year 8 Bourne Scholar Year 7-13 English Year 7-11 Maths & Computing Year 12-13 MFL Year 9-13 Humanities Year 7-11 Pastoral
Being safe	Year 7 day 1 Year 7 day 3 Year 8 day 1 Year 8 day 2 Year 8 day 3 Year 9 day 1 Year 9 day 2 Year 10 day 2	Year 10-13 English Year 12-13 MFL Year 9-13 Humanities Year 7-11 Pastoral
Intimate and sexual relationships, including sexual health	Year 9 day 2 Year 10 day 2	Year 8 Bourne Scholar Year 10-13 English Year 7-13 Humanities Year 11-13 MFL Year 9 SEN/PSD Year 7-12 Science
The Law	Year 9 day 2 Year 9 day 3 Year 10 day 1	Year 9-13 Humanities
Physical health and fitness	Year 7 day 3 Year 8 day 2 Year 10 day 3	Year 11-13 MFL Year 9 SEN/PSD Year 7-10 Science
Healthy eating	Year 7 day 3 Year 10 day 3	Year 9-11 Humanities Year 10 MFL Year 9 SEN/PSD Year 7-10 Science
Mental wellbeing	Year 7 day 3 Year 7 day 2 Year 8 day 2 Year 10 day 3	Year 7-8 Bourne Scholar Year 8-13 English Year 7-13 Expressive Arts Year 7-13 MFL Year 7-11 Pastoral
Menstruation	Year 7 day 1	Year 7-10 Science

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Internet safety and harms	Year 7 day 1 Year 8 day 2 Year 9 day 2 Year 11 day 1	Year 8 Bourne Scholar Year 7-13 English Year 7-13 Expressive Arts Year 12-13 MFL
Drugs, alcohol and tobacco	Year 8 day 2	Year 11-13 MFL Year 9 SEN/PSD Year 10 Science
Health and prevention	Year 8 day 2 Year 10 day 3	Year 9 SEN/PSD Year 10 Science
Basic first aid	Year 8 day 2	Year 7 Bourne Scholar

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### 3. Parental right to withdraw form:

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	
Principal's signature	

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