

RSE Policy – appendix

Tuxford Academy

February 2024

Contents

1	Policy statement and introduction	3
2	Scope and purpose	3
3	Responsibility for implementing the policy	4
4	Aims and objectives of RSE	4
5	The content and organisation of the RSE	5
5.1	The right to withdraw consent	5
6	Sensitive issues and safeguarding	7
7	Confidentiality and disclosure	7
8	Health professionals	7
9	Teenage pregnancy – contraception advice	8
10	Family life	8
11	Religion and faith	8
12	Equal opportunities, inclusion, and disability	8
13	Children and young people in public care	9
14	Lesbian, gay, bisexual, transgender, questioning (LGBTQ+)	9
15	HIV/AIDS awareness and sexually transmitted infections (STIs)	9
16	RSE and students with special educational needs and disability	9
17	Sexual violence and sexual harassment (SVSH)	10
18	RSE and students with Social Emotional Mental Health conditions	10
19	Physical health and mental wellbeing	10
20	Staff training	10
21	Monitoring, evaluation, and review	10
22	Dissemination of the policy	11
23	Review of the policy	11
	Appendix 1: RSE Content in Global Awareness	11
	Appendix 2: Appendix 2: Non-Exam Philosophy and Ethics RSE	13
	Appendix 3: Appendix 3: CCT Curriculum Overviews	14
	Appendix 4: Secondary RSE National Curriculum	16
	Appendix 5: Physical health and mental wellbeing National Curriculum	17
	Appendix 6: Resources	17

1 Policy statement and introduction

Tuxford Academy follows the Trust RSE Policy at all times:

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Relationships-and-Sex-Education.pdf>

The government requires that relationships and sex education will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

This focuses on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships and same sex relationships.
- how to recognise, understand and build all types of healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, and also how to recognise unhealthy relationships.
- how relationships may affect health and wellbeing, including mental health.
- healthy relationships and safety online;
- factual knowledge, at secondary school, around sex, sexual health, and sexuality, set firmly within the context of relationships

This policy was written in accordance with the Equality Act 2010 and is underpinned by our core values: We empower. We respect. We care.

2 Scope and purpose

Relationships and sex education teaches about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. It should equip children and young people with the information, skills, and values to have safe, fulfilling, and enjoyable relationships, including marriage, and to take responsibility for their sexual health and well-being. It is also about the teaching of sex, sexuality, and sexual health, including online safety.

Tuxford Academy-wholeheartedly supports this philosophy and believes it is best taught as part of personal, social, health and citizenship education, at Tuxford delivered as part of Global Awareness, Global and Religious Education and Core College Time curriculum. The programme seeks to promote the spiritual, moral, cultural, mental, and physical development of students as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age. It also incorporates the major strands of the National Healthy School Standard.

Students at Tuxford Academy are spending their lives seamlessly on and offline, growing up in an increasingly complex world that poses many exciting opportunities as well as challenges. Our aim is to ensure young people are equipped with knowledge to keep them safe and healthy, as well as

being able to manage their personal and social lives positively. We want to help our students make safe, well-informed decisions during their time at Tuxford and beyond.

3 Responsibility for implementing the policy

Diverse Academies Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. The Trust has delegated day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Principal.

3.1 Members of the Senior Leadership at Tuxford Academy are responsible, alongside our Pastoral leaders, for ensuring that we follow the RSE appendix to this policy. Our students have the opportunity to provide their views through student voice activities and parents can contribute through parent consultation activities.

3.2 This appendix outlines how our academy delivers the curriculum on:

- safety in forming and maintaining relationships
- the characteristics of healthy relationships
- how relationships may affect mental and physical health

3.3 The RSE appendix has been developed in consultation with parents and the local community whilst complying with the Equality Act (2010). We build in flexibility to respond to local public health and community issues.

Role of senior leaders and pastoral heads in each academy

- Manage all aspects of the RSE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum.
- Ensure high-quality training is provided for teachers delivering RSE
- Staff are responsible for delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual students.

4 Aims and objectives of RSE

The aim of RSE is to help students develop a healthy, safer lifestyle. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills, and promoting deeper knowledge and understanding. We recognise that RSE covers more than biological facts and information. We endeavour to help young people develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare our students to develop caring, stable relationships.

Appreciation of the value of self-respect, dignity, stable relationships, marriage, civil partnership, and parental duty is encouraged in all our students together with sensitivity to the needs of others, loyalty, and acceptance of responsibility. All sexual relationships and the diversity of family groups are also covered within the curriculum.

Acknowledging Relationships and Sex Education (RSE) as a compulsory element in all secondary schools, and at Tuxford we are always seeking to ensure that our students are well prepared for their future life. Therefore, we will be implementing the guidance so that our students are ready and safe for life in an evolving and complex modern society.

5 The content and organisation of the RSE

RSE is taught through the Global Awareness curriculum at KS3 and 5 (See Appendix 1), the new Global and Religious Education at KS4 (See Appendix 2), and further enhanced in the CCT curriculum across all key stages (See appendix 3). The programme is delivered to all students by dedicated selected staff, supported by a variety of professionals. Teaching staff are present when colleagues are working with a teaching group and are responsible for preparatory or follow-up work as appropriate. The topics are developed gradually and age appropriately, through the programme and enhanced by the academy's pastoral system. The RSE curriculum is organised in a spiral which develops themes/topics taking into account the age and maturation of the students. This means that topics are revisited in greater detail as students get older. Lessons are delivered to mixed-ability teaching groups. A variety of teaching and learning styles are used to ensure effectiveness and differentiation. Before any lessons begin the teacher will discuss and establish agreed 'ground rules' which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement.

The Tuxford Academy RSE curriculum has been planned in conjunction with the National Curriculum published guidance to ensure all statutory areas are covered in detail. Alongside this, other guidance, such as Keeping Children Safe in Education has been imperative, as the foundation of this guidance is focused on keeping our students from harm.

The topics covered within the RSE curriculum are wide-ranging and at times there may be some understandable areas of contention. This policy is designed to outline the purpose and content of RSE, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach RSE sensitively and inclusively with regard to the backgrounds and beliefs of students and parents/carers, always with the over-arching aim of providing students with the knowledge they need of the law and the legal implications of their actions.

5.1 The right to withdraw consent

Parents DO NOT have the right to withdraw their child from any part of the Relationships Education programme in primary or secondary school. Parents cannot withdraw their child from the biological

aspects of human growth and reproduction that is part of the National Curriculum science (see appendix 4). At secondary school level, parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science).

In following the national statutory guidance parents of Tuxford Academy students have the right to request that their child be withdrawn from some of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of science). **In ALL cases, parents must state their request in writing to the Principal, Mr. J. Hardy.**

A copy of the withdrawal request will be placed in the students' educational record.

Parents will then be invited into school to discuss the request to ensure that their wishes are fully understood. As part of our wider duty of care; we will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g., the emotional and social effects of being excluded as well as the likelihood of the child hearing his/her peers' version of what was learned in the class rather than what was delivered by the trained and qualified teacher.

Unless there are exceptional circumstances, the academy will respect the parents' request to withdraw their child.

Requests from parents must be made annually for consideration.

However, **three terms** before the child turns 16 years old, they are **legally able to make their own decision** as to whether they receive sex education. The academy will make arrangements to provide the student with sex education during one of those terms and a parental request of withdrawal will not be granted.

Diverse Academies believes in a whole-academy approach and contributions are made by different curriculum areas to further develop students' understanding of RSE. All teaching is reinforced by the general ethos of the academy in creating a supportive environment for all students. Students are regularly informed of who can offer confidential support and where they can access sexual health services. Across all key stages, students will be supported with developing the following skills:

- communication (including how to manage changing relationships and emotions);
- recognising and assessing potential risks.
- assertiveness.
- seeking help and support when required.
- informed decision making.
- self-respect and empathy for others.
- recognising and maximising a healthy lifestyle.

- managing conflict.
- discussion and group work.

Promoting the health and well-being of our students is an integral part of their holistic education. At Tuxford Academy, we recognise that parents and carers are the prime facilitators of young people's personal growth and so it is vital that we work in conjunction with one another to best support every young person's individual development. We aim to deliver all content in a sensitive, neutral, and balanced manner to enable students to understand the range of social attitudes and behaviour in modern society. This will empower them to consider their own attitudes and actions and make informed, reasoned, and responsible decisions while they are at school, at home and in adult life.

The RSE policy appendix and curriculum will be reviewed on an annual basis with consultation with parents where appropriate.

6 Sensitive issues and safeguarding

It is inevitable that controversial issues may occur as part of RSE e.g., divorce, rape, abortion, etc. At Tuxford Academy the issue is addressed with sensitivity and at a level appropriate to the age group, in an objective manner free from personal bias. Account must be taken of different viewpoints, e.g., different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidentially, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

7 Confidentiality and disclosure

It is almost inevitable that effective RSE which allows for open discussion to take place may lead to disclosures from students. It is essential that those teaching RSE are completely familiar with the child protection procedures. At Tuxford Academy student disclosures or suspicion of abuse must be followed up with the student concerned, that same day and referred to the Designated Safeguarding Leads. They will deal with these disclosures or suspicions in line with the Trust Safeguarding & Child Protection Policy <https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/10/Safeguarding-and-Child-Protection.pdf>

8 Health professionals

Health Professionals are bound by their own professional codes of conduct, *but* in the classroom setting they are also bound by relevant academy policies. Outside the teaching situation they can give one-to-one advice or information to a student on health-related matters including contraception.

9 Teenage pregnancy – contraception advice

By law teachers are not allowed to give individual or personal advice. They may offer advice, but only to a group with reference to the legal situation and the aspect of sexually transmitted diseases. However, our students are educated on other sources of advice and support.

10 Family life

The value of family life is an important aspect, which is approached largely through a consideration of the qualities and relationships between the group of people, with the emphasis on respect; caring and support. At Tuxford Academy this is in the context of heterosexual *and* same-sex relationships. All family groupings are discussed and respected. It will include consideration of permanent, monogamous relationships.

11 Religion and faith

At Tuxford Academy, through curriculum days, global awareness or global and religious education and by linking to other curriculum areas such as religious studies, students are made aware of other religions, faiths, cultures, and citizenship. Where there is a cultural or ethnic mix in the classroom, teachers are expected to make themselves aware of pertinent issues relating to the needs of specific students, for example, discussion of some topics in a mixed sex group is forbidden in some religions.

12 Equal opportunities, inclusion, and disability

At Tuxford Academy RSE is inclusive and seeks to help young people to:

- a. Be aware of sexuality
- b. Understand the arguments for and benefits of delaying sexual activity
- c. Understand the reasons for having protective sex
- d. Value themselves and others
- e. Avoid exploitation
- f. Understand the wider legal implications of the decisions they may make

Whilst these issues are pertinent for all young people regardless of their physical or intellectual capabilities it is essential that language and methodologies used are appropriate and adapted where necessary to accommodate their disability.

Under the provisions of the Equality Act, Tuxford Academy will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation and the delivery of RSE will reflect this.

At Tuxford we make reasonable adjustments to address the barriers of disadvantage, and, in addition, we take account of the SEND Code of Practice when planning and delivering the RSE curriculum.

13 Children and young people in public care

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on RSE at home, at their academy and in care because of the often-disrupted pattern of their experiences. Designated staff from Tuxford Academy are committed to ensure that each young person's entitlement is met in this regard.

14 Lesbian, gay, bisexual, transgender, questioning (LGBTQ+)

Within the PSHE framework, our teachers help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, removing the likelihood of prejudice and bullying.

The sexual, social, emotional, and mental health needs of LGBTQ+ young people is addressed through designated staff at the academy or through using other externally sourced professionals.

Tuxford Academy promotes the well-being of children who identify as LGBTQ+, and educates the wider academy community on issues around gender identity.

LGBT phobic Bullying

Tuxford Academy takes positive steps to eradicate homophobia as a motivator for bullying. Through the Global Awareness curriculum, global and religious education, and the citizenship, personal and social development education delivered in CCT, work will include discrimination, social injustice, and respecting diversity, with specific reference to the human rights of gay, lesbian, bi-sexual and transgender people. Homophobic bullying in any setting and context, is not acceptable. Diverse Academies support all students in a positive manner observing the protected characteristics of the Equality Act 2010.

15 HIV/AIDS awareness and sexually transmitted infections (STIs)

At Tuxford Academy, as part of the RSE programme, issues of contraception; HIV/AIDS; STIs; sexuality and abortion are addressed. Facts are presented in a balanced and objective way, with students being encouraged to consider their attitudes and values. They are made aware of the difference between fact, opinion, and religious belief.

16 RSE and students with special educational needs and disability

Tuxford Academy is an inclusive organisation. Students with special educational needs and disability will, wherever possible, follow the mainstream curriculum and may have supporting lessons from a teaching assistant. The students' opinions will be sought and valued as with all

students. Appropriate interventions will be made to enable academies to handle SEN as appropriate on an individual basis.

17 Sexual violence and sexual harassment (SVSH)

Tuxford Academy will ensure that all students understand that all forms of sexual harassment and sexual violence are not acceptable. We are committed to focussing on developing healthy relationships with an understanding of acceptable behaviour and the right of everyone to be treated well. In addressing issues of SVSH, we always adhere to the Trust Policy and Section 5 of KCSIE.

18 RSE and students with Social Emotional Mental Health conditions

Tuxford Academy will ensure that students with SEMH have targeted additional support in RSE with bespoke input by designated staff.

19 Physical health and mental wellbeing

Tuxford Academy will promote positive physical health and mental wellbeing. This will include coping with puberty changes.

20 Staff training

RSE can be a sensitive issue and teachers may welcome support and training. Provision is made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. Tuxford Academy supports the use of visitors from outside the trust (such as school nurses or sexual health professionals), to provide support and training to staff teaching RSE.

21 Monitoring, evaluation, and review

To ensure that the RSE programme is effective; is meeting the needs of students and complies with RSE guidelines, the following strategies will be used to quality assure the RSE programme:

- Evaluation self-review from students after specific topics or at the end of key stages
- Comments from students and representatives of the Student Forum
- Whole class discussions

The quality of RSE education at Tuxford is monitored through our Quality Assurance cycle. This consists of student voice and learning walks by our Assistant Principal overseeing Personal Development, as well as other members of the Senior Leadership Team.

22 Dissemination of the policy

The policy appendix is located on the Tuxford Academy website to ensure that it is disseminated to all stakeholders. Copies will be available at the academy reception and via the academy website. There is a direct link to the trust over-arching policy.

23 Review of the policy

This policy is reviewed annually by the Principal and Assistant Principal overseeing Personal Development. Ultimate approval of this policy appendix rests with the Principal and Local Academy Committee.

Appendix 1: RSE Content in Global Awareness

The RSE content of Global Awareness includes the following:

It aims to address the following, including where relevant the legal provisions:

- **Puberty changes:** personal hygiene, expectation of change, body image, variety and stereotypes
- **Gender identity:** transgender and cisgender
- **LGBTQ+:** lesbian, gay, bisexual, transgender, and queer/questioning (one's sexual or gender identity)
- **Relationships:** relationship skills, self-image and identity, body language, relationships with family and friends, platonic and sexual relationships, marriage, morality in relationships, coping with abuse
- **Human sexuality:** questions about human sexuality, sexual alternatives, HIV & AIDS, the expression of sex within relationships, consent, the age of consent, the right not to be sexually active, peer group and media pressures, the importance of safe sex, pornography
- **Sexual exploitation:** an understanding of actual or attempted abuse of position of vulnerability, differential power, or trust, for sexual purposes
- **Sexual harassment and sexual violence, including online:** Includes time for open discussion of topics such as consent and the sending of 'nudes'.
- **Violence** against women and girls
- **Female Genital Mutilation** – including associated ethical and moral questions
- **Population, growth and control:** population growth, the choice of parenthood, discussion of contraceptive methods
- **Education for parenthood:** the nature of families – pressures and responsibility, parenting skills
- **Gender role:** changing attitude to gender role; sexism, equal opportunities
- **STIs:** including associated ethical and moral questions

- **Abortion:** including associated ethical and moral questions
- **Substance misuse:** including associated ethical and moral questions
- **Violence and exploitation** by gangs
- **Criminal exploitation** (for example, through gang involvement or ‘county lines’ drugs operations)
- **Hate crime**
- **Extremism/radicalism**
- **Online behaviours** including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
- **Agencies:** voluntary and statutory help available for individuals and families

It should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Be aware of their own sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the importance of consent
- Understand the reasons for having protected sex
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections, including HIV
- Avoid being exploited or exploit others
- Avoid being pressured into unwanted or unprotected sex
- Access confidential sexual health advice, support and, if necessary, treatment

Key Stage 3 Global Awareness Overview*:

Autumn Term 1	Wellbeing
Autumn Term 2	Diversity
Spring Term 1	RSHE
Spring Term 2	Environment
Summer Term 1	British Values
Summer Term 2	Financial Wellbeing

Key Stage 5 Global Awareness Overview*:

Autumn Term 1	British Values Child on Child Abuse Healthy Relationships Diversity (ie. Black History Month) Health (ie. addiction)
Autumn Term 2	The environment Driver Safety Social responsibility Violence Against Women Sex Education Faith
Spring Term 1	Diversity Prevent Online Safety The World Around us
Spring Term 2	Diversity Wellbeing Financial Health The world around us
Summer Term 1	Diversity Wellbeing The world around us Healthy Relationships

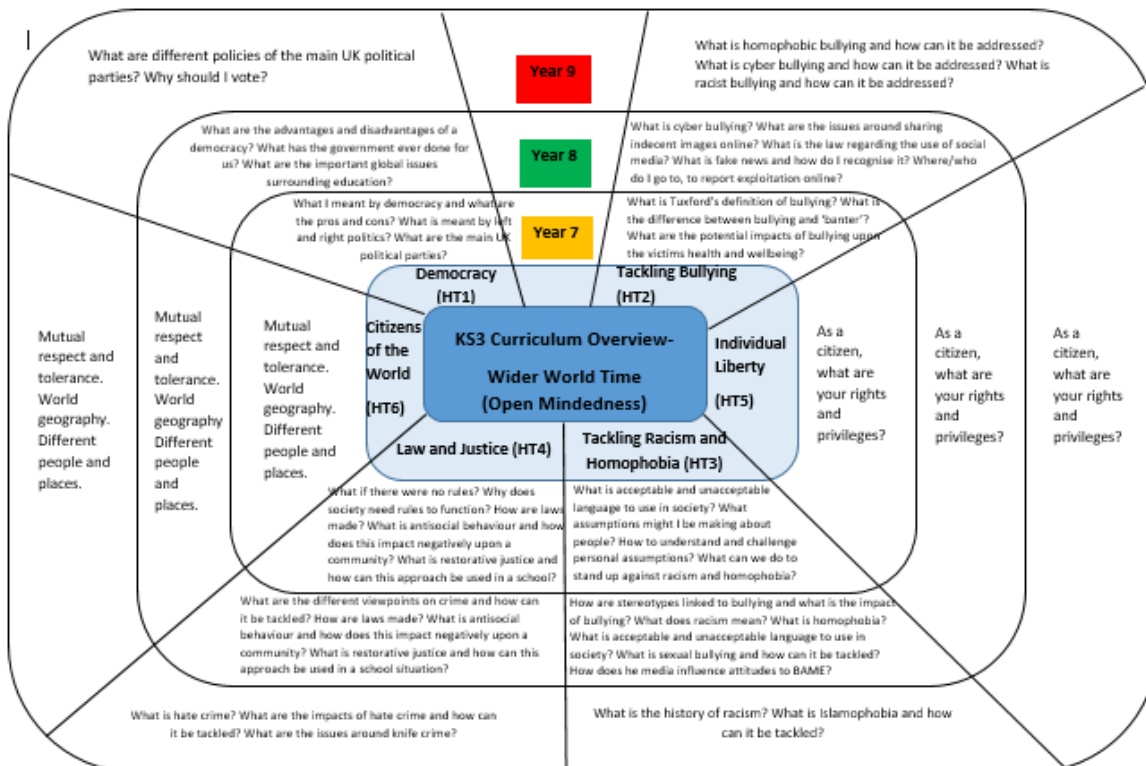
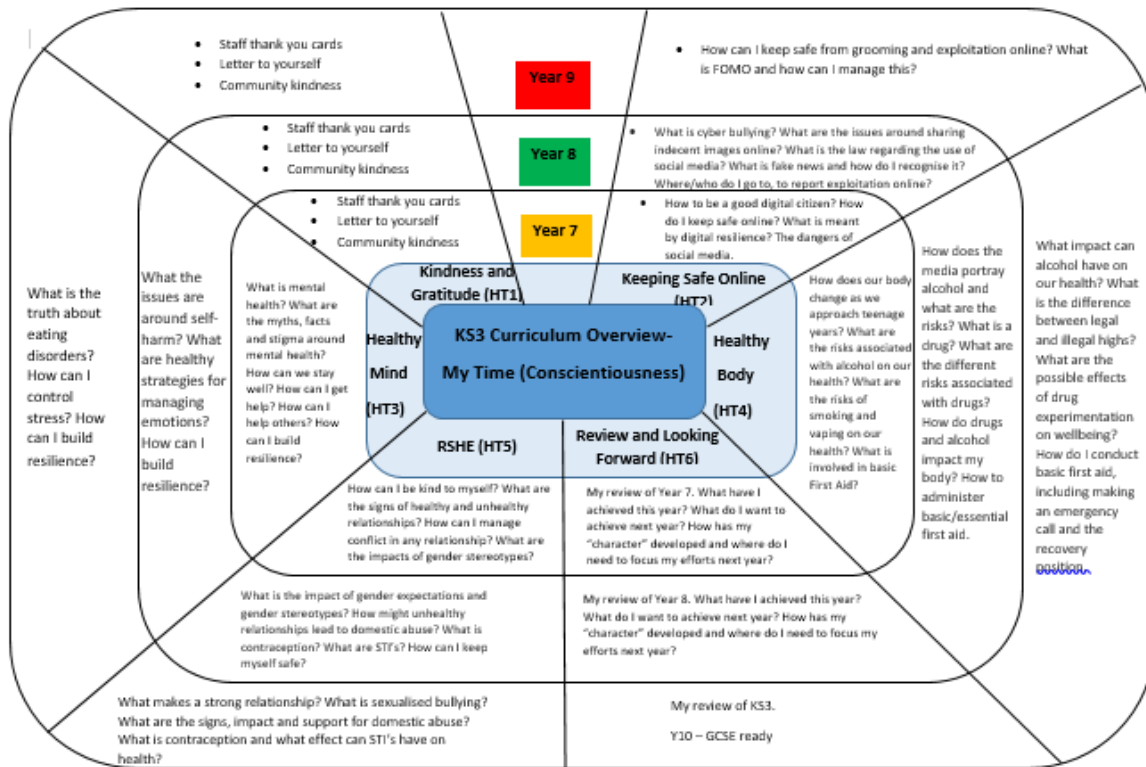
**in our commitment to consistently review and develop the Global Awareness curriculum, plans are subject to change.*

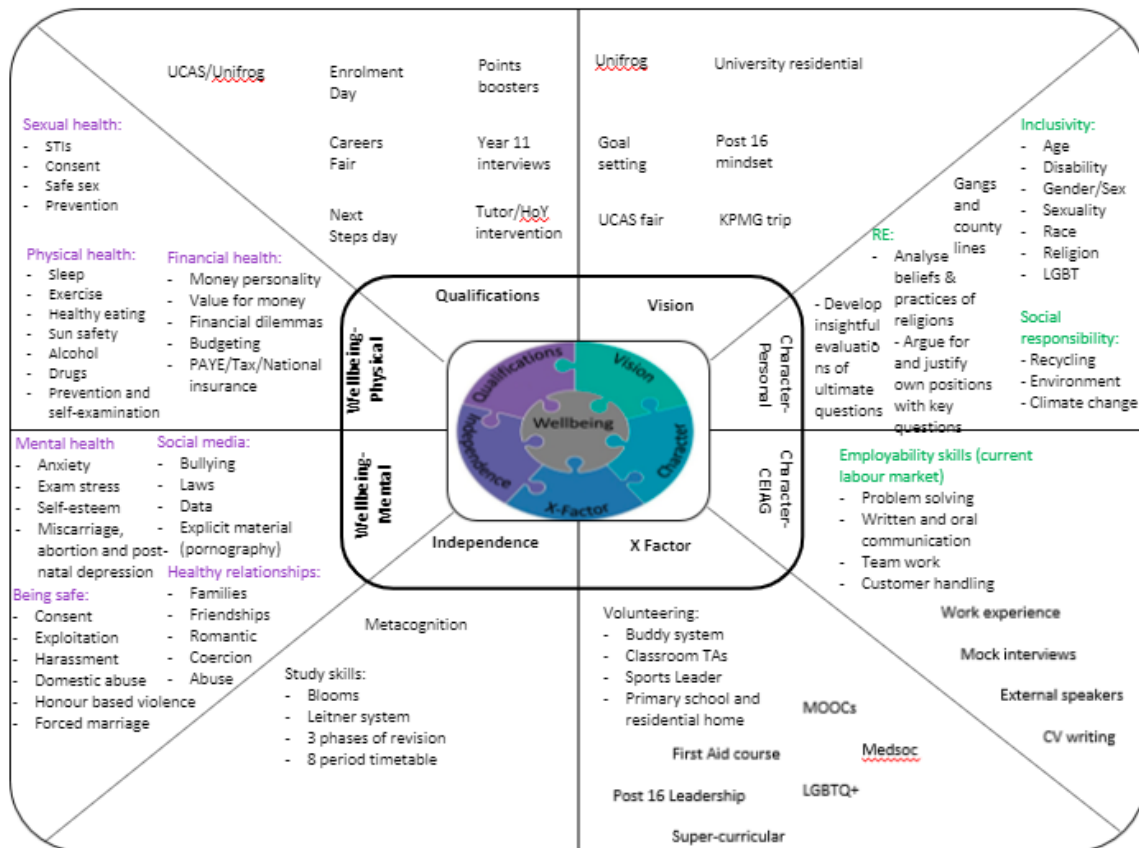
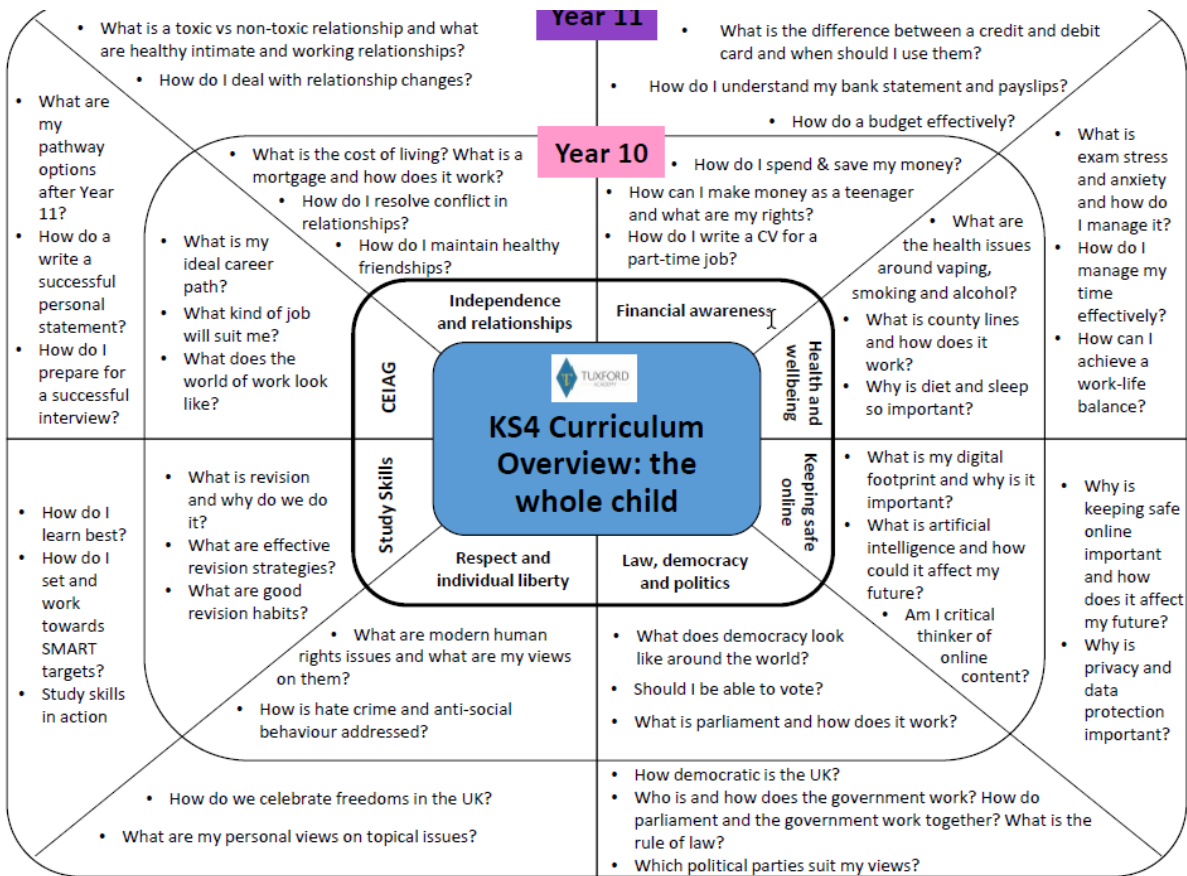
Appendix 2: Key Stage 4 Global and Religious Education*

	Year 10	Year 11
Autumn Term 1	Wellbeing	Wellbeing
Autumn Term 2	RSE	RSE
Spring Term 1	Diversity & Equality	Diversity
Spring Term 2	British Values	X
Summer Term 1	British Values	X
Summer Term 2	Finance	X

**in our commitment to consistently review and develop the Global Awareness curriculum, plans are subject to change.*

Appendix 3: CCT Curriculum Overviews*





*in our commitment to consistently review and develop the Global Awareness curriculum, plans are subject to change.

Appendix 4: Secondary RSE National Curriculum

Page numbers refer to the DfE RSE document:

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

Secondary

By the end of secondary school pupils should:

develop the topics from primary and know about:

- families
- respectful relationships, including friendships
- online and media
- being safe
- intimate and sexual relationships including sexual health

National Curriculum at Secondary

Secondary: (see pp20-22 of DfE RSE document)

KS3 and KS4 Science includes

- reproduction in humans
- the structure and function of the male and female reproductive systems
- menstrual cycle
- gametes
- fertilisation
- gestation
- birth
- HIV/AIDS

Appendix 5: Physical health and mental wellbeing National Curriculum

Page numbers refer to the DfE RSE document:

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

Secondary: (see pp36-38 of DfE RSE document)

By the end of secondary pupils should:

develop the topics from primary and know about:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol, and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Appendix 6: Resources

See Annex B pp46-47 of DfE RSE document

www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education