



All Saints'  
Academy  
Cheltenham

**Policy Name: Relationships and Sex Education  
Policy**

## All Saints' Academy Relationships and Sex Policy

The policies of All Saints' Academy (ASA), with its distinctive Anglican and Catholic traditions, exist to support the Sponsors' vision, Christian ethos and values that are embedded in the day-to-day and long term running of the Academy. Each policy evidences the commitment of the Sponsors to developing Body, Mind and Spirit.

This policy was produced with reference to:

- DFE Guidance Relationships and Sex Education and Health Guidance June 2019  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Keeping Children Safe in Education Sept 2020
- Equality Act 2010
- Church of England Charter for Relationships, Sex and Health Education  
<https://www.churchofengland.org/more/media-centre/news/church-england-publishes-charter-relationships-sex-and-health-education>

### RELATIONSHIPS AND SEX EDUCATION POLICY STATEMENT

This policy outlines the Academy's approach to Relationships and Sex Education (RSE). It is underpinned by our Christian ethos and promotes:

- The dignity and worth of each person made in the image and likeness of God.
- The importance of individuals coming together in mutual support and regard, to live and work for the good of humankind and the glory of God.
- The need for responsibility and recognition of the consequences of behaviour within relationships.

### What is RSE?

*'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It 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). It should teach what is acceptable and unacceptable behaviour in relationships.'* DFE RSE Guidance

### Rationale and Ethos

- This policy covers our Academy's approach to the delivery of Relationships and Sex Education (RSE).
- As a church school, we believe that the Christian faith provides guidance and principles for humans on how to enjoy fulfilling relationships.
- We believe RSE is important for students and our Academy because it is vital in helping students learn to live confident, healthy, independent and respectful lives. It will play an important role in helping students understand and cope with the changes to their body,

emotions and social experiences during their time at the Academy and will prepare them for the opportunities responsibilities and experiences of adult life.

- Students will learn the significance of marriage and stable, committed relationships as building blocks of families, communities and society. Students will be taught about sex, sexuality and sexual health in the wider context of respectful, loving and caring relationships.
- We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring that all resources are accessible and appropriate and by using inclusive language in the classroom. We recognise that some students will be more vulnerable to abuse and exploitation than their peers and may be confused about what is acceptable behaviour. The Progress Leader, Tutor, PSHE/LIFE co-ordinator, SENDCO, Welfare Officer and Designated Safeguarding Lead will collaborate where appropriate to support such vulnerable students so that they are able to protect themselves and learn acceptable behaviours.
- We ensure RSE fosters gender equality and LGBT+ equality by never assuming all intimate relationships are between people of opposite sexes, all classes are mixed in terms of abilities and disabilities, experiences, backgrounds, gender and sexual identities, use of inclusive language, inclusion of LGBT+ people in case studies and scenarios. There will be no direct promotion of any particular sexual orientation, but staff will deal honestly and sensitively with any examples raised. Any form of bullying e.g. homophobic abuse, linked with LGBT+ will be dealt with following procedures in the Anti-Bullying Policy.

The Governors recognise that it is their duty to ensure that a programme of Relationships and Sex Education for students is provided which supports parents/carers in their key role as guides in this.

## **LEGAL REQUIREMENTS**

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education.

## **ROLES**

### **PARENT**

We will work in partnership with parents and carers to provide relationships and sex education that will promote healthy, resilient relationships set in the context of character and virtue development. This will involve dialogue with parents and carers, as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, but not Relationships or Health Education. A request to withdraw a child from sex education should be made in writing to the Principal.

### **GOVERNORS**

The 1996 Education Act places responsibility for the school's policy on RSE in the hands of the Governing Body. They are required to ensure that there is an up to date RSE Policy that is available for parents to read both published on the Academy website and as a hard copy on request. The Governing Body should ensure the policy is consistent with other relevant Academy policies (e.g. SEND; Safeguarding; Anti-Bullying).

### **PRINCIPAL**

Responsibility for the implementation of the RSE policy is delegated to the Principal, in liaison with the governors, parents, Diocesan Education Department and the Local Authority. It is the task of the Principal to integrate RSE into the curriculum.

### **RSE LEADER**

An appropriately trained RSE Leader will oversee curriculum planning, as well as Professional Development, training and support for staff. With governors and the Principal, this person ensures that there is a planned process for informing parents about RSE in the school. Elements of RSE will be delivered in different curriculum areas, particularly RE, Science and LIFE (PSHE)

### **TEACHERS AND OTHER ADULTS**

Relationship and Sex Education is a whole Academy issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the Academy, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility for the care and safeguarding of students. They should actively contribute to guidance of the physical, moral and spiritual well-being of their students. This work must be in line with the Academy's ethos and current legislation.

## **THE PRINCIPLES OF RELATIONSHIP AND SEX EDUCATION**

To provide children and young people with a positive and prudent education in sexual matters which prepares them for respectful, healthy and caring relationships, which keeps them safe and is compatible with their physical and psychological maturity. Effective RSE must be designed around three principles, namely that:

1. RSE is taught in the context of a values education, rooted in the Christian ethos of the Academy,
2. Pupils need clear, accurate and sound knowledge.
3. Instruction should match the child's developmental level and, as with all learning, be aware of individual differences.

Based on these principles, All Saints' Academy will:

- develop in students a sense of their own self-worth and uniqueness as created by God
- enable all students to develop a positive self-image and positive attitudes towards sexuality
- instil in students respect for themselves and others and resilience to peer group pressure
- support the development of good relationships and respect of the differences between people allowing for an appreciation of the different types of family
- ensure that all students receive adequate factual information regarding their own and others' sexual development and lifestyle
- develop an awareness of an individual's legal responsibilities regarding sexual behaviour
- educate the students in responsible behaviour in relationships and help them to overcome any prejudices and misunderstandings they may have about sexuality
- teach students about the importance of love and respect in relation to all relationships and especially intimate relationships and to set this in the context of family life and marriage
- give opportunities for students to discuss and learn about sensitive topics that could affect them and others and to know where to go to get help and support for themselves and others (including such topics as consent, female genital mutilation and child sexual exploitation)
- explore the dangers of social media and early sexual experimentation.
- promote loyalty, fidelity, integrity and honesty within relationships.

This is taught in a sequential programme appropriate for each age group.

## **CONFIDENTIALITY AND CHILD PROTECTION**

The Academy's confidentiality policy must be adhered to by all involved in this aspect of the curriculum.

- There will be regular reminders to teaching staff, parents and carers on the policy and how it works in practice.
- Students will be reminded that teachers and other adults in a classroom setting cannot guarantee absolute confidentiality.
- Students will be made aware about when and how to disclose confidential information and what constitutes such information.
- Prior knowledge by staff on personal information concerning a student should be shared in a manner that reflects the best interest of the child. Staff receiving such information should respect the confidential nature of it.

- Members of staff who gather information on matters involving students having sexual relations or other relevant issues should refer the matter to the Designated Safeguarding Lead, or Deputy Safeguarding Lead or the Principal. Referrals, if thought appropriate, can then be made to relevant agencies, e.g. school nurse, and relevant counselling given. The best interest of the child is taken into account at all times in such situations.
- It is important that any external visitor to the Academy is also clear about their role and responsibility when they are in the Academy. Such visits should complement the Academy's current programme. Visitors will be given guidance to ensure that sessions they deliver are in line with the Academy's ethos.

## **CURRICULUM**

All staff are responsible in some measure for the successful delivery of a coordinated Relationships and Sex Education programme as all are concerned with helping the students develop healthy relationships, but some staff and departments have a major contribution to make through the content of their curriculum. The R.E., Science and PSHE/LIFE education syllabuses in particular will reflect different aspects of the topic at each stage of a student's education. Every care has been taken to ensure that there is continuity and progression and that the subject-matter is suited to each age group.

## **METHODOLOGY**

The manner of delivery will be factual and safe and, in a spirit of openness. Questions should be allowed to surface and be answered clearly and frankly, as appropriate. A variety of teaching and learning styles should be used for the delivery of the Relationships and Sex Education - drama and discussion can be used effectively to explore issues and DVDs and ICT resources are a valuable starting point. The programme is reviewed at Year Team meetings and pupils who may be affected by the content are highlighted, enabling sensitive issues to be handled in an appropriate way without causing distress. Staff are also encouraged to avail themselves of inset opportunities as they arise. Outside agencies and visiting speakers are a valuable resource, provided that their brief is clear and the ground has been thoroughly prepared beforehand.

## **DEALING WITH SENSITIVE ISSUES AND RESPONDING TO QUESTIONS**

Teachers will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. In some cases, it may be inappropriate for the teacher to respond to a specific question and the student may be referred to his/her parents/carers following a discussion with the Designated Safeguarding Lead or Deputies. In the same way, not all questions will be answered publicly and the teacher will need to assess the appropriateness of the question to consider if it matches the maturity and understanding of the whole class group.

Students have a range of support services in-house.

## **MONITORING, REPORTING and EVALUATING**

- i. Teachers will critically reflect on their work in delivering RSE through feedback to the PSHE Leader and Progress Leader.
- ii. Students will have opportunities to review and reflect on their learning during lessons and at the end of the topic.
- iii. Student voice will be used to amend and adapt planned learning activities. This could take place at the end of the topic, or tutors may include new planned activities but

must ensure that the Progress Leader has seen and approved any new resources to check that they are appropriate.

## **CONCLUSION**

The context of all RSE at All Saints' Academy is the growth of the individual as a whole person, who lives in relationship with others. It follows church guidance and is modified as required in our rapidly changing world through a process of review and evaluation.

RSE is co-ordinated by the Pastoral Vice Principal with the Progress Leader for each year group. They are responsible for the overall planning, implementation and review of the programme across all year groups. They monitor the planning and delivery of content, provide appropriate resources, offer guidance and support in the delivery and assessment of RSE.

The Pastoral Vice Principal in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for RSE. The Policy will be reviewed by the Governing Body every two years.

**APPENDIX 1**

**All Saints Academy Cheltenham  
PSHRE and Citizenship School Overview  
Academic Year 2019/2020**

<b><u>Year Group and Theme</u></b>	<b><u>Term 1 Respect</u></b>	<b><u>Term 2 Justice</u></b>	<b><u>Term 3 Peace</u></b>	<b><u>Term 4 Reconcile</u></b>	<b><u>Term 5 Love</u></b>	<b><u>Term 6 Service</u></b>
<b>Year 7: Beginning the journey</b>	<ol style="list-style-type: none"> <li>The road ahead</li> <li>Friendships in change</li> <li>My morality</li> <li>Keeping organised</li> <li>Growth mindset</li> <li>Respecting my body</li> </ol>	<ol style="list-style-type: none"> <li>E-safety</li> <li>Resilience</li> <li>PREVENT / BV</li> <li>Immunisations and medicines</li> <li>Using the right language</li> <li>Peer pressure</li> <li>Challenging stereotypes</li> <li>Christmas thoughts</li> </ol>	<ol style="list-style-type: none"> <li>Study Skills</li> <li>Dealing with conflicts with friends and family</li> <li>Anti-Social Media</li> <li>The importance of exercise</li> <li>Time to Talk Day (MHA)</li> <li>Types of relationship</li> </ol>	<ol style="list-style-type: none"> <li>Identifying stressors</li> <li>Combatting stressors</li> <li>Nutrition and Hydration Week</li> <li>Dealing with an emergency</li> <li>Weapons</li> <li>Gang culture</li> </ol>	<ol style="list-style-type: none"> <li>On Your Feet Britain Campaign (26/04)</li> <li>Kindness to all</li> <li>Mental Health Awareness Week</li> <li>Revision – the love of learning</li> <li>Changes in your body</li> </ol>	<ol style="list-style-type: none"> <li>First Aid 1</li> <li>First Aid 2</li> <li>Service to God</li> <li>Service to School</li> <li>Service to the community</li> <li>Service to you</li> <li>Your journey review</li> </ol>
<b>Year 8: Who am I?</b>	<ol style="list-style-type: none"> <li>The road ahead</li> <li>Keeping organised</li> <li>Growth Mindset</li> <li>Respecting my body</li> <li>Virtues: Responsibility</li> <li>Virtues: Loyalty</li> </ol>	<ol style="list-style-type: none"> <li>Virtues: Integrity</li> <li>Resilience</li> <li>PREVENT / BV</li> <li>Changes in your body</li> <li>Virtues: moral courage</li> <li>Risky situations</li> <li>Peer pressure</li> <li>Christmas thoughts</li> </ol>	<ol style="list-style-type: none"> <li>Gender equality</li> <li>Body Image</li> <li>Anti-Social Media</li> <li>Bullying or banter?</li> <li>Time to Talk Day (MHA)</li> <li>Virtues: Honesty</li> </ol>	<ol style="list-style-type: none"> <li>Eating Disorder Awareness Week</li> <li>Virtues: Solidarity</li> <li>Nutrition and Hydration Week</li> <li>Virtues: Forgiveness</li> <li>Virtues: Tolerance</li> <li>Virtues: Sense of humour</li> </ol>	<ol style="list-style-type: none"> <li>On Your Feet Britain Campaign (26/04)</li> <li>Virtues: Worthiness</li> <li>Mental Health Awareness Week</li> <li>Changes in your body</li> <li>Virtues: Curiosity of Attraction</li> </ol>	<ol style="list-style-type: none"> <li>Virtues: Generosity</li> <li>Drugs in society</li> <li>Service to God</li> <li>Service to School</li> <li>Service to the community</li> <li>Service to you</li> <li>Your journey review</li> </ol>
<b>Year 9: What I can do for this world</b>	<ol style="list-style-type: none"> <li>The road ahead</li> <li>International day of democracy (15/09)</li> <li>What do I deserve?</li> <li>Party Poopers</li> <li>Alternative Opinions</li> <li>FGM</li> </ol>	<ol style="list-style-type: none"> <li>Social Media Laws</li> <li>Resilience</li> <li>PREVENT / BV</li> <li>Really? 1</li> <li>Really? 2</li> <li>Really? 3</li> <li>Really? 4</li> <li>Christmas thoughts</li> </ol>	<ol style="list-style-type: none"> <li>Your body, your choice</li> <li>Body Image</li> <li>Anti-Social Media</li> <li>Bullying or banter?</li> <li>Time to Talk Day (MHA)</li> <li>Risky situations</li> </ol>	<ol style="list-style-type: none"> <li>Eating Disorder Awareness Week</li> <li>Weapons and gangs</li> <li>Nutrition and Hydration Week</li> <li>First Aid 1</li> <li>First Aid 2</li> <li>World conflicts</li> </ol>	<ol style="list-style-type: none"> <li>On Your Feet Britain Campaign (26/04)</li> <li>Expectations of a relationship - consent</li> <li>Mental Health Awareness Week</li> <li>Sexual media</li> <li>Abuse</li> </ol>	<ol style="list-style-type: none"> <li>Money Matters</li> <li>Professional profiles</li> <li>Service to God</li> <li>Service to School</li> <li>Service to the community</li> <li>Service to you</li> <li>Your journey review</li> </ol>

<b>Year 10: Looking for Opportunities</b>	1. The road ahead 2. The benefits of extra-curricular 3. Self-respect (e-safety) 4. Professional profiles 5. Study skills – respecting the learning process 6. Gang behaviour	1. Drug offences 2. Resilience 3. PREVENT / BV 4. Really? 1 5. Really? 2 6. Really? 3 7. Really? 4 8. Christmas thoughts	1. Keeping a clear head (drugs/alcohol) 2. Where are you going? 3. Anti-Social Media 4. Bullying or banter? 5. Time to Talk Day (MHA) 6. Smoking behaviour	1. The freedom of failure 2. The consequence of choice 3. Nutrition and Hydration Week 4. First Aid 1 5. First Aid 2 6. Equality	1. Unhealthy Relationships 2. Healthy Relationships 3. Mental Health Awareness Week 4. Blended families 5. A career you love	1. Work experience 2. Apprenticeship options 3. Study options 4. Workplace ethics 5. Prejudice and discrimination 6. Summer enhancements (NCS, etc.) 7. Your journey review
<b>Year 11: Going for Gold</b>	1. The road ahead 2. Planning for success 3. National fitness day (26/09) 4. Self-respect (e-safety) 5. Study skills – respecting the learning process 6. Respecting your body – tattoos and piercings	1. Sweet Sixteen – rights and responsibilities 2. Resilience 3. PREVENT / BV 4. Political Standings – the 2022 voters! 5. Getting what you deserve – the GCSE game 6. Gender equality 7. Victim blaming 8. Christmas thoughts	1. Keeping a clear head (drugs/alcohol) 2. On your side! 3. Gender and sexuality – the language! 4. Feminism 5. Time to Talk Day (MHA) 6. The work-life balance	1. Exam Heaven 2. Mindfulness 3. Nutrition and Hydration Week 4. Identifying and combatting stressors 5. Being a good listener 6. Suicide and support	1. Relationships and sex 2. Protection from infection 3. Mental Health Awareness Week 4. Love of self 5. Love of school	1. 2. 3. 4. 5. 6. 7.
<b>Year 12: Purpose</b>	1. The road ahead 2. Vision (VESPA) 3. Public image – e-safety 4. Body image – respecting yourself and others 5. Time management 6. Money Management	1. Effort (VESPA) 2. Resilience 3. PREVENT / BV 4. Gender equality 5. Driving safety 6. Employment Law 7. The right to education 8. Christmas thoughts	1. First Aid 1 2. First Aid 2 3. CV's 4. I am offended! 5. Time to Talk Day (MHA) 6. Systems (VESPA)	1. Practice (VESPA) 2. Exam Stress relief 3. Nutrition and Hydration Week 4. Mindfulness 5. Peer Pressure 6. A world in pieces?	1. Charity 2. Volunteering ideas 3. Mental Health Awareness Week 4. Relationships and Sex 5. Your dreams / goals – Attitude (VESPA)	1. Work experience 2. Apprenticeship options 3. Study options 4. Standing out in applications 5. Interview technique 6. An introduction to UCAS 7. Your journey review
<b>Year 13: Preparation</b>	1. The road ahead 2. Academic freedom 3. Destinations	1. Nightclub nightmares 2. Resilience 3. PREVENT / BV 4. Professional profiles	1. Independent living skills 1 2. Independent living skills 2 3. Interview Technique 4. Shared Living	1. Eating Disorder Awareness Week 2. Mindfulness	1. Relationships and sex 2. Ask a tutor 3. Mental Health	1. 2. 3. 4. 5. 6. 7.

	<p>4. UCAS – the process</p> <p>5. UCAS – personal statements</p> <p>6. UCAS – personal statements</p>	<p>5. The power of adulthood</p> <p>6. GDPR and you</p> <p>7. Illegal behaviour</p> <p>8. Christmas thoughts</p>	<p>5. Time to Talk Day (MHA)</p> <p>6. Loneliness</p>	<p>3. Nutrition and Hydration Week</p> <p>4. A peaceful budget</p> <p>5. A world in pieces?</p> <p>6. Dealing with conflict</p>	<p>Awareness Week</p> <p>4. Exam Stress Relief</p> <p>5. Revision skills</p>	
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<b>RSE in Science Topics Covered</b>
<b>Year 7</b> Reproductive Systems, Fertilisation, Development, Birth, Puberty, Menstrual Cycle
<b>Year 8</b> STIs, HIV/AIDs, Relationships, Contraception
<b>KS4</b> Adult Cloning, Hormones, Fertilisation, Use of Technology, Embryo Screening, Selective Breeding, IVF

<b>RSE in RE</b>	
<b>Topics</b>	<b>Areas covered</b>
KS3 Topics <ul style="list-style-type: none"> <li>• All world religions</li> <li>• Symbolism</li> <li>• Philosophy and Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Growing up and transition</li> <li>• Understanding the part we play in family and community</li> <li>• Understanding that suffering happens, and that our own craving is often the cause of our suffering</li> <li>• The difference between natural evil and moral evil</li> <li>• The changing face of relationships in our communities and understanding cultural practices of otherworld faiths that we may come into contact with and/or form relationships with.</li> <li>• Different world views of marriage.</li> </ul>
KS4 <ul style="list-style-type: none"> <li>• Marriage and the family</li> <li>• Christian Beliefs and Living the Christian Life</li> <li>• Muslim Beliefs and Living the Muslim Life</li> <li>• Crime and punishment</li> </ul>	<ul style="list-style-type: none"> <li>• Contraception</li> <li>• Sex before and outside of marriage</li> <li>• Keeping safe in relationships</li> <li>• Understanding the importance of sexual health</li> <li>• The purpose of marriage</li> <li>• The link between stable families and upbringing</li> <li>• The contribution of stable families, including religious families to society</li> <li>• Divorce and reasons for divorce</li> <li>• The changing approach to family and the impact of different types of family on the individual. Eg same sex marriage, re-constituted families etc.</li> <li>• Gender discriminations, equality between the sexes and the difficulties faced by LBBTQ. (Also looking at Christian and Muslim perspectives).</li> <li>• Understanding moral evil and the problem of suffering</li> <li>• Life after death and bereavement</li> <li>• Understanding how crime impacts upon relationships</li> <li>• The nature of crime and its link to abusive relationships with particular reference to drugs and alcohol.</li> </ul>