



Corby Business Academy

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Relationships and sex education policy

(from 2022)

September 2022

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1. Aims

The aims of relationships and sex education (RSE) at our school are 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
- Teach students the correct vocabulary to describe themselves and their bodies

We want our students to be independent but consider others, acting responsibly and sensitively to others so that both they and the wider society benefit. We want your child to develop a positive sense of self-awareness and self-esteem whilst also understanding the development of relationships within families, in friendships and wider contexts.

2. Statutory requirements

As a secondary academy school, we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

At Corby Business Academy we teach RSE as set out in this policy.

3. Definition

RSE is a subject focused on 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.

5. Curriculum

We have developed the curriculum in consultation with parents, carers, students and staff, considering 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.

Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Students also receive stand-alone sex education sessions delivered by trained health professionals from both the School Nurse Service and Brook.

RSE 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**

For more information about our RSE curriculum, see Appendix 1.

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).

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory 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 Principal.

7.4 Students

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

8. Parents'/carers' right to withdraw

Relationships and sex education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that, under the DFE Sex and Relationship Guidance for 2020, parents and carers have the right to withdraw their children from the non-statutory 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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with the parent/carer and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff training on RSE is included in our continuing professional development calendar.

The Principal 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.

10. Monitoring arrangements

The delivery of RSE is monitored through learning walks, observations and book scrutiny.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR	TOPIC/THEME
Year 7	<ul style="list-style-type: none">• Consent and Boundaries• Respect and Relationships• What makes a good Friend• Friendships and Managing them• Being Positive• Pressure and Influence• Puberty (Girls Focus)• Puberty (Boys Focus)• Puberty Personal Hygiene• Growing up and FGM• Assertive Consent• Staying Safe Online• Online Gaming, Grooming and Addiction• Avoiding Gangs and Criminal Behaviour
Year 8	<ul style="list-style-type: none">• Healthy Relationships• Dealing with Conflict• Sexual Orientation• Gender Identity• Gender Identity Lesson 2• What is Love? Positive Body Change• Child Abuse• Child Exploitation and Online Protection• Online Grooming and Staying Safe• Cyber Bullying and Trolling

Year 9	<ul style="list-style-type: none"> • STI Lesson • Contraception Available • Condom Lesson • Contraception Explored Further • Sexual Harassment and Stalking • HIV and AIDS • What is a Penis • What is a Vulva • LGBT- What is it • Homophobia in School and Society • those that are LGBT • Challenging Homophobia • Transphobia
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YEAR	TOPIC/THEME
Year 10	<ul style="list-style-type: none"> • Campaigning Against FGM • Sexting, Nudes and Pics • Porn Lesson 1 • Porn Lesson 2 • Domestic Abuse and Violence • Sexualisation of the Media • Child Abuse CSE • Forced Marriages, Breast Ironing and Child Brides • Exploring Age Appropriate content. Online Gambling and Gaming. • Social Media Validation and Social Media Influences • Keeping Data Safe Online

Year 11

- Peer on Peer Bullying
- Fertility and What Impacts it
- Alcohol and Bad Choices
- Importance of Sexual Health
- Revisiting Contraception
- Revisiting STI's
- Teen Pregnancy Choice
- Abortion Laws, Moral and Ethics

Appendix 2:

By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• 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• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting• 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
Respectful relationships, including friendships	<ul style="list-style-type: none">• 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• Practical steps they can take in a range of different contexts to improve or support respectful relationships• 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)• 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• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control• What constitutes sexual harassment and sexual violence and why these are always unacceptable• 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex

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| | <ul style="list-style-type: none">• The facts about the full range of contraceptive choices, efficacy and options available• The facts around pregnancy including miscarriage• 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)• 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• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment• How the use of alcohol and drugs can lead to risky sexual behaviour• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |
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Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	