



# PARK HALL

## A C A D E M Y

Name of Policy	Relationships and Sex Education
Lead	Emillie Cullum Kenyon
Governor Committee	BSII
Governor approved	January 2020 Reviewed – January 2022 – no changes. Reviewed – January 2026
Review Frequency	Every 2 years
Next review	January 2028

### Introduction

Park Hall Academy is a popular academy of approximately 1,152 students, valued by its local community. We admit students from a wide geographical area and from some 36 different primary schools. The preponderance of pupils are White/British but there are also small numbers of students from a wide range of other ethnic groups.

At Park Hall Academy we provide each of our students with the opportunity to fulfil their full potential in a caring and supportive environment where high quality teaching and learning can take place ensuring success for all our students.

This policy reflects the statutory requirements of the **Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE 2026)** and should be read alongside:

- Safeguarding & Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Policy

- Confidentiality Policy

RSE forms a central part of our safeguarding and personal development curriculum.

### **Definition**

Relationships and Sex Education (RSE) is lifelong learning about physical, emotional, moral and social development. It equips young people with the knowledge, understanding, skills and values needed to:

- Build positive, respectful and healthy relationships
- Understand human sexuality and sexual health
- Recognise coercion, abuse and exploitation
- Stay safe both offline and online
- Protect their mental and physical wellbeing

The programme recognises the importance of stable and loving relationships, including marriage and civil partnerships, while respecting and reflecting the diversity of families in modern Britain.

### **Aims**

The Relationship & Sex Relationship education programme has the following specific aims: -

1. To provide accurate and appropriate information about the nature of sexuality, human growth, reproduction and sexual health (incorporating STIs and HIV/AIDS), as well as having a greater knowledge and understanding of different methods of contraception.
2. To ensure students know how the law applies to sexual behaviour.
3. To ensure students know about the sexual health support services available and how to access them.
4. To lead students to consider the physical, emotional and moral implications of sexual behaviour and relationships.
5. To ensure students understand the reasons for delaying sexual activity and the benefits to be gained from such delay, including a consideration of the pressures they face to become sexually active.
6. To empower students to manage their relationships in a morally responsible and healthy way, ensuring that pupils understand that in intimate relationships there is a need for mutual consent as well as considering how to negotiate consent. This includes raising awareness of such issues relating to forced marriage and female genital mutilation.
7. To encourage students to acknowledge that both sexes bear an equal responsibility for their actions in sexual matters. Page 3 of 13/Relationships & Sex Education Policy/V.3 – 22.01.2018/BSII Committee
8. To foster a recognition of the importance of stable relationships and the value of marriage for family life.
9. To empower students to understand how they can be at risk of sexual exploitation, including the concept of grooming and the awareness of predatory behavior with particular reference to e-Safety.
10. To explore the implications of modern technology on Relationship & Sex Education, particularly exploring the dangers of sexting and the sending and receiving of explicit images.
11. To explore the nature of people's sexuality and challenging gender stereotypes, sexual prejudice and discrimination.
12. To help students explore issues relating to gender identity and positive body images.

The RSE & Health Education programme aims to:

### **Knowledge and Understanding**

- Provide accurate, age-appropriate information about human development, reproduction, contraception, pregnancy and sexual health including STIs and HIV.
- Ensure students understand the law relating to sexual behaviour, consent, sexual harassment, image-based abuse, FGM, forced marriage and exploitation.
- Explore the impact of pornography and unrealistic portrayals of relationships.

### **Safety and Safeguarding**

- Teach students how to recognise grooming, coercion, predatory behaviour and online exploitation.
- Address sexting, the sharing of explicit images and AI-generated sexual images.
- Ensure students know how and where to access confidential support services.

### **Relationships and Respect**

- Promote respectful, equal and non-coercive relationships.
- Teach the meaning of mutual consent and how to give, refuse and withdraw consent.
- Challenge harmful gender stereotypes, misogyny and discrimination.
- Promote dignity and respect for all, regardless of sexual orientation or protected characteristics.

### **Personal Development and Wellbeing**

- Promote positive body image and self-esteem.
- Support emotional regulation and resilience.
- Encourage delay of sexual activity and understanding of consequences.
- Foster recognition of the value of stable relationships and family life.

### **Equal Opportunities**

The Relationship & Sex Education Programme has been designed to meet the needs of all pupils.

### **Equality, Inclusion and SEND**

The RSE programme is inclusive and accessible to all pupils, including those with SEND.

In line with the Equality Act 2010:

- Teaching does not discriminate.
- Diverse families are represented.
- Protected characteristics are respected.
- Prejudice and discriminatory behaviour are challenged.

Content is adapted where necessary to ensure accessibility for students with additional needs.

### **Organisation**

1. The co-ordinator for the Relationship & Sex Education Programme is Mrs Cullum-Kenyon.

2. The programme is structured to ensure that all students receive their full entitlement regardless of option choices.
3. Elements of sex education are delivered through Science, Form Activities and Assemblies, together with the PSHE programme at KS3 and Science, Form Activities and Assemblies at KS4.

Input from the Science is largely of a factual nature. The work done in the PSHE programmes builds on this information and encourages pupils to view their relationships in a morally responsible and healthy manner while equipping them with the skills to act upon reasoned decisions. The moral and ethical dimension of certain issues are explored by the R E department.

## **Organisation and Delivery**

### **RSE Lead**

Mrs Cullum-Kenyon

### **Curriculum Time**

- KS3: 1 hour per week (PSHE)
- KS4: 1 hour fortnightly
- Year 12: 1 hour per week
- Supported through tutor time, assemblies, drop-down days and Science

Science delivers statutory biological content.

PSHE develops understanding of relationships, safeguarding, consent, law and wellbeing.

RE explores moral and ethical dimensions.

All students receive their full entitlement regardless of option choices.

## **Teaching Strategies**

### **1 Ground Rules**

In order to create a safe environment in which neither teachers nor pupils feel embarrassed or anxious, ground rules are established:

- no-one will be forced to give a personal opinion in a whole class discussion
- no one will have to answer a personal question
- personal comments about individuals are completely unacceptable
- only the correct names for body parts will be used

### **2 Distancing Techniques**

By depersonalising discussions embarrassment is avoided and pupils' privacy is protected. For example role plays, case studies, videos and where possible the use of theatre in education groups are used to help pupils discuss sensitive issues and develop decision-making skills through a structured activity in a safe environment.

### **3 Reflection**

Pupils are encouraged to consolidate their learning and develop new understanding, skills and attitudes by reflection.

## **Teaching Strategies**

### **Ground Rules**

To create a safe learning environment:

- No student is required to share personal experiences.
- No personal questions are directed at individuals.
- Respectful language is expected at all times.
- Correct anatomical terminology is used.

### **Distancing Techniques**

To protect privacy:

- Case studies
- Scenarios
- Role play
- Theatre in Education
- Anonymous question boxes

### **Reflection**

Students are encouraged to reflect on values, decision-making and consequences in a structured and respectful manner.

### **Resources**

The resources used are selected carefully and are appropriate to the needs and ages of students; those dealing with relationship issues are consistent with the value placed on stable relationships and family life.

### **Dealing with Questions**

1. If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as an SMBC designated school nurse or access to counselling service.
2. If a teacher doesn't know the answer to a question this will be acknowledged and it will be suggested that the pupil or teacher or both together research the question later.
3. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. The teacher will then follow up with the individual pupil later.

NB. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the Academy's child protection procedures.

## Managing Questions

If a question is:

- Too personal → ground rules reinforced.
- Outside teacher knowledge → researched appropriately.
- Explicit or safeguarding-related → addressed individually.

If a teacher is concerned a pupil may be at risk of harm, safeguarding procedures will be followed immediately.

## Specific Issues Statements

### 1 Sensitivity regarding home circumstances

The Academy aims to foster a recognition of the importance of stable relationships and the importance of marriage for family life. However, it is recognized that some students may come from backgrounds which do not correspond to the ideal. Teachers will employ sensitivity to avoid causing personal hurt and giving unintentional offence.

### 2 Parents right to withdraw their child

At Park Hall Academy, Relationship & Sex Education is carefully structured to promote the development of the whole child. However, parents do have a statutory right to withdraw their children from all or part of the Relationship & Sex Education provided, except from that which forms part of the National Curriculum in Science. They are encouraged to discuss this fully with the staff of the Academy before making such an important decision. A parent who does wish to exercise this right should direct their request in writing to the Principal specifying from which parts of the Relationship & Sex Education Programme their child is to be withdrawn.

Parents have the right to withdraw their child from **sex education** delivered as part of RSE, except for statutory Science content.

- Requests must be made in writing to the Principal.
- A meeting will be offered to discuss concerns.
- Alternative supervised provision will be provided.

Three terms before a pupil turns 16, if they wish to receive sex education despite parental withdrawal, arrangements will be made for them to do so.

Parents cannot withdraw from:

- Relationships Education
- Health Education
- Science curriculum content

### **3 Safeguarding entitlement**

Pupils will not be withdrawn on an individual basis for Learning Support or intervention activities from lessons when Relationship & Sex Education is being taught.

RSE plays a preventative safeguarding role and addresses:

- Sexual harassment and sexual violence
- Consent
- Image-based abuse
- Online coercion
- Grooming and exploitation
- FGM and forced marriage
- Pornography and its impact

Staff cannot promise confidentiality. If a risk of significant harm is identified, information will be shared with the Designated Safeguarding Lead (DSL).

### **4 Pupil absence**

Pupils who miss work relating to sex and relationship education in PSHE at KS3 and Science at KS3 and 4 will be expected to catch up this work when they return to the lessons. Pupils who miss work relating to Relationship & Sex Education in other areas will be provided with any materials/information issued when they return.

### **5 Visiting speakers**

When visiting speakers contribute to the sex education programme they will be made aware of the Academy's sex education policy and their input will be known and agreed in advance. A teacher will remain in the room with the visitor.

### **6 Confidentiality**

Staff:

- Cannot offer unconditional confidentiality.
- Will prioritise safeguarding.
- Will inform students if information must be shared.

Students are encouraged to speak to trusted adults and are provided with details of confidential support services including the school nurse and local clinics.

1. The Academy's function is to provide education about sexual matters. It is not the Academy's role to counsel or advise individual pupils on these matters specifically in relation to their own sexual behaviour.
2. To protect pupils' privacy ground rules and distancing techniques will be used in lessons.
3. Pupils will be informed when RSE lessons are being delivered in PSHE from Year 9 onwards that teachers cannot offer unconditional confidentiality.
4. Pupils will be encouraged to talk to their parents as carers and supported where appropriate.
5. Pupils will be informed of sources of confidential help e.g. the Academy nurse, the local clinic.

6. Pupils will be reassured that their best interests will be maintained.
7. Pupils will be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate.
8. A teacher who is approached by an individual pupil for specific advice on Sexual Health, Sexual Behaviour or Contraceptive Advice will follow the Academy's Confidentiality Policy,
9. The Head Teacher and governors responsible for child protection will ensure that there is adequate advice and monitor if there are trends and alert the Governing body if necessary.
10. If there is any possibility of abuse the Academy's child protection procedure will be followed.

### **Working with Parents**

The teaching offered by the Academy aims to be complementary and supportive to the role of parents. The Academy seeks to keep parents fully informed and to invite further dialogue where appropriate.

1. The Relationship & Sex Education Policy is to be available for inspection by parents of registered pupils at the Academy and copies will be provided free of charge to any such parent who requests one.
2. Information regarding the content of the KS3 programme will be made available at the Year 7 Parents' Evening held in the Autumn term of Year 7.
3. Information regarding the content of the KS4 programme will be provided in the Options booklet issued in the Spring term of Year 9.
4. Both documents will also explain that any parent wishing to examine resources, or to discuss the sex education provision further on an individual basis are invited to contact **Mrs Cullum Kenyon**
5. A summary of the content and organisation of the sex education programme will be included in the Academy prospectus. It will also give details of how parents who wish to view resources or discuss this issue can do so together with information about the means of putting into effect parents' right of withdrawal. It will explain that copies of the full policy are available to parents of registered pupils.

### **Dissemination of the Policy**

1. A copy of the Relationship & Sex Education Policy is to be included in the handbooks of those departments actively involved in the delivery of the programme i.e. Science, RE and PSHE. 2 Key excerpts from the policy are to be included in the Staff Handbook given to all members of staff.
2. A copy of the policy is to be given to all visitors making an input to the sex education programme. 4 The new arrangements for sex education are to be made known through the prospectus. Copies of the full policy are to be provided free to parents of registered pupils on request.

### **Implementation, Monitoring, Evaluation and Review**

- 1 Subject departments have responsibility for producing their own schemes of work as appropriate.
- 2 **Mrs Cullum Kenyon** has responsibility for monitoring of schemes of work. These will be reviewed and updated as necessary each autumn in conjunction with the appropriate Head of Department.
- 3 **Mrs Cullum Kenyon** has responsibility for evaluating aspects of the programme at the end of each year.
- 4 This will be done through both staff and pupil feedback.
- 5 The Governors will review the policy every two years.

## Appendix 1

This policy aligns with:

- Education and Inspections Act 2006
- Sexual Offences Act 2003
- Children Act 1989 & 2004
- Equality Act 2010
- Keeping Children Safe in Education (current edition)

### Student Confidentiality

All academies are required by the Education and Inspections Act 2006 to “**promote the well being of pupils at the Academy**”. An effective Relationship and Sex Education programme that promotes speedy referral to confidential services can help academies to demonstrate how they promote pupil wellbeing and help young people to achieve the five outcomes of the Every Child Matters framework.

All young people including those aged under 16 are entitled to confidential sexual health and contraceptive advice and treatment. Improving access to confidential sexual health services both in academies and in the community is one of the ways in which academies help their pupils to stay safe and avoid health outcomes that have a negative impact on their learning.

Concerns about confidentiality and subsequent lack of trust are the main barriers that stop young people from accessing sexual health advice and treatment. Yet survey data suggests that about one third of young people have had sex by the time they are 16. These same young people are also the least likely to access contraceptive and sexual health advice services which increases the risk to their health and well being. Although Relationship & Sex Education supports young people to delay early sexual activity, secondary academies also have a duty to promote the well being of those pupils who, for whatever reason (including coercion and abuse) experience early and often unprotected sex. There is strong and consistent support from the DfE for Academy’s to promote service provision as part of teaching and learning within PSHE. “**We want all young people to know where to access sexual health advice and to feel confident to do so.**” *At Park Hall* we will ensure that young people in the Academy within PSHE lessons are provided with precise details of local services and that up to date details of local services are available to allow speedy referrals to local advice.

**All staff at Park Hall no matter what their role within the Academy, need to have a good working knowledge of the Academy’s Confidentiality and Safeguarding policies as well as the pupils themselves.** Staff in Academy’s can never promise unconditional or absolute confidentiality. *At Park Hall* therefore, in the classroom, the aim is to strike a balance between helping pupils to feel respected, safe and able to participate fully and openly while still protecting privacy and safeguarding welfare. Therefore if a teacher, health professional or other classroom visitor hears or sees something to suggest a young person in the group or another young person is at risk of serious harm or of causing serious harm to others, they need to talk to another professional about it. They would talk to the young person first and try to get them to agree to this. **Sharing information without consent is only recommended if it is in the child’s best interests to do so and there is a clear risk of significant harm to the young person or to others.**

Although it is accepted best practice in education to encourage a young person to talk to a parent/carer about any worries they may have, **they cannot be made to do so against their wishes. Teachers are not legally bound to inform parents of any disclosure. However, members of staff at Park Hall are advised to refer the disclosure to the DSL before they promote action or offer advice themselves**

Although the legal age of consent is 16, the law is not intended to be used to prosecute mutually agreed teenage sexual activity between two young people of a similar age unless this sexual activity involves abuse or exploitation. **At Park Hall, if it is established or suspected that sexual activity involves abuse or exploitation, action and reporting must be undertaken in line with the Academy's Child Protection Policy. Individual members of staff are not expected to investigate possible abuse, but they do have a key role to play by referring any concerns to their Designated Member of Staff.**

For purposes of clarification the following information needs to be adhered to by the Academy.