



The Hundred of Hoo Academy

Relationships and Sex Education Policy

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Sections

1. Rationale and Ethos	2
2. Roles and Responsibilities	2
3. Legislation (statutory regulations and guidance)	3
4. Curriculum Design	3
5. Safe and Effective Practice	4
6. Safeguarding	4
7. Engaging Stakeholders	5
8. The right to withdraw	5
9. Monitoring, Reporting and Evaluation	5
10. RSE Policy Review Date	5

Rationale and Ethos

The Hundred of Hoo Academy strives to support and prepare pupils for a successful life in the modern world. With the aim of empowering young people with the skills and factual information required to help them live happy and healthy lifestyles. This policy sets out our guidelines and approach to Sex and Relationships Education. It was produced by Chris Carey, Head of Department for PSHRE and SMSC Coordinator within the Academy. After drafting, the policy was consulted by governors, staff and parents to ensure that our core values were shared and accepted.

We define Relationships and Sex Education as imparting information to support understanding and welfare in building positive relationships and making appropriate and safe choices.

Relationships and Sex Education is an important part of our work, aiming to empower young people growing up in an increasingly complex world, giving them the tools to live their lives seamlessly on and offline. Pupils should be able to develop an understanding of how to live a safe and healthy lifestyle, in addition to having successful personal, social and academic lives. We explore the risks and challenges in life around aspects of relationships and sex; in which we aim to foster resilience and character in overcoming and avoiding difficulties in these areas. The PSHE and RSE curriculum will also develop key personality traits, in line with the 'Hoo Pupil Characteristics'; such as integrity, kindness, honesty and generosity, as well as IB learner profiles such as being 'Principled' and 'open-minded'.

Our intent is to facilitate pupil knowledge enabling them to make informed decisions when facing risks, challenges and complex texts. Through an evidenced based approach, we will establish safe learning environments to provide pupils with the opportunity to be equipped with factual information, knowing when and how to seek support in specific situations. Within both PSHE lesson time and through the Spiritual, Moral, Social and Cultural development form time programme, teaching will include well-chosen contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Roles and Responsibilities

The RSE programme will be led by Chris Carey, PSHRE Curriculum leader, who will be held to account and supported by both the Senior Leadership team and Governors (Alan Le Grys). The curriculum leader has had extensive training from both the PSHE Association (of which he is a member) and Medway Council in developing a local strategy. Local context for all rationale is also supported through working collaboratively alongside the schools Safeguarding Team to identify key areas of support required for our setting. The RSE curriculum will be taught by two subject specialists within the department, or where this is not possible, those other members of staff will receive high quality training from the Head of department prior to delivery. There is some crossover of information, for example that of a scientific nature, which will be taught by Science subject specialists. At The Hundred of Hoo we also acknowledge the importance of Parents and Carers in supporting relationships and sex education. This includes the support and promotion of shared values, such as; equality, respect, courtesy and acceptance of others.

Legislation (statutory regulations and guidance)

Revised Department for Education statutory guidance states that Relationships and Sex Education must be taught in all Secondary schools, whilst parents have a right to withdraw for some aspects which are not part of the Science curriculum. Documents that inform the school's RSE policy include:

- [Learning and Skills Act \(2000\)](#)
- [Education and Inspections Act \(2006\)](#)
- [Supplementary Guidance SRE for the 21st Century \(2014\)](#)
- [Education Act \(1996\)](#)
- [Sex and Relationship Guidance \(2000\)](#)
- [Sex and Relationships Education for the 21st Century](#)
- [Equality act \(2010\)](#)
- [Children and social work act \(2017\)](#)
- [Sexual Violence and Sexual Harassment between children in schools and colleges \(2018\)](#)
- [Keeping children safe in education- statutory safeguarding guidance \(2020\)](#)
- [Multi-agency Statutory Guidance on Female Genital Mutilation \(2020\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education statutory Guidance \(2020\)](#)

Curriculum Design

The RSE curriculum is taught through a combination of PSHRE lessons and during form time SMSC sessions. Pupils receive 2 hours per fortnight of discrete PSHRE lessons in year 7, 8 and 9, with one hour per fortnight in years 10, 11, 12 and 13. All year groups receive RSE through their form group tutor time.

We have adopted a spiralled approach to learning in the design of the RSE curriculum, and content is shaped in relation to guidance from the PSHE association. We meet the needs of our pupils by maintaining good relationships with the local authority (supported also by the PSHE association) to ensure that content is shaped for our local area. Pupils also have a say in the design of the curriculum, where the student leadership team have reviewed the curriculum and what this includes, as well as frequent pupil surveys at timely moments within units to inform future planning and areas of need.

Through our spiralled approach, the RSE curriculum meets the personal development needs of pupils at age appropriate times in their lives. Aspects of both PSHE and SMSCD are embedded cross-curricula in a variety of other subjects within the school, notably in English, Humanities and Drama. The aim is to provide a safe and supportive learning environment where young people develop the confidence to ask questions, challenge information shared, express their own views and experiences, and put what they have learned into practice within their own lives. In doing so, pupils will keep both themselves and others safe, living happy fulfilling lives. Study within the RSE curriculum will include:

- Develop awareness of resilience and how this impacts wellbeing and relationships
- Being able to challenge own negative thoughts regarding body image, negative comments or judgements

- Explain a range of coping strategies for difficult situations, including knowing where to get help or support
- Identify what makes positive and negative relationships
- Explain a range of different emotions and what may impact these
- Examine responsibilities for online and personal safety
- Examine the changes both emotionally and physically throughout puberty and ways to manage these
- Explore roles within relationships
- Acquire knowledge about safer sex and sexual health to ensure they are equipped to make informed healthy choices as they progress through adult life
- The dangers of substance abuse and the laws relating to illegal drugs
- Examine diversity in terms of sexual orientation and gender identification
- FGM and the risks this poses for young people
- Sexual exploitation; including the dangers of grooming, trafficking and coercion
- The dangers of pornography and laws related to this
- Consent and healthy sexual relationships
- The dangers of sexting and impacts of this legally, personally and emotionally
- Pregnancy, miscarriage, contraception methods
- Develop the IB learner profiles such as being principled, caring and open-minded

Lessons will be varied in approach and delivery, including a mixture of discussion based learning, video clips and written tasks. Scenario based learning features heavily too, allowing pupils to apply knowledge learnt to situations that could occur during their own lives. An overview of the sequence of learning and topics included for each stage of learning for PSHRE can be found [here](#).

Safe and Effective Practice

The delivery of the RSE curriculum will be completed by subject specialists, and where this is not possible non-specialists will be exceptionally trained and supported by the department lead. Each lesson is created by the subject leader, aligned with training videos and in person opportunities where possible to support facilitator subject knowledge. No teachers will be forced to deliver content in an area they feel is inappropriate or uncomfortable doing so. The safety of pupils will be paramount, and we will ensure that a safe learning environment is established with all classes. Where required, particularly through sensitive units, pupils will work with the class teacher to establish classroom rules to support a safe working environment where pupils feel comfortable to flourish. It will also be made clear to pupils that a level of anonymity should be used where possible, creating 'distancing' from individuals within the school or local setting. The approach of "In a school similar to ours" or "pupils of a similar age to yourselves" to support this nature. Pupils will have the opportunity to ask questions anonymously at various stages of their learning, supported in doing so through class "question" boxes, which will then be answered at appropriate times by the subject specialist. Whilst all teachers will be clear on establishing a safe learning environment, it will be made clear to pupils that information may be passed on to safeguarding colleagues in the event that it is required. Relationships and sex education is not a promotion of sexual activity.

Safeguarding

Teachers who deliver RSE are fully aware and trained to know that topics involved could lead to various child protection and safeguarding disclosures. In the 'safe and effective practice' section, it is outlined how risk to pupils and staff within lessons is minimised. In the event that a disclosure or event occurs that requires the support of the safeguarding team this will be shared at the earliest opportunity via Bromcom or contacting CP@hundredofhooacademy.org.uk to inform the necessary members of staff. If notifications are after 13:00, the member of staff making the referral will need to speak with the safeguarding team in person. If this is an out of hours concern, staff should follow the schools guidance and use the support of local child services, which are outlined within the lanyard cards given to all staff. Any visitors coming to the Academy to support RSE learning will need to be CRB checked, and will always be supported by a member of staff when in contact with pupils. Information that is to be shared by external visitors will need to be shared with the head of department prior to delivery.

Engaging Stakeholders

Parents and carers have been involved in the development of this policy through consultation with governors. The policy will remain available through the Academy website at all times, where they will also be able to access an overview of what is being taught at various learning points throughout the year, enabling parents to review resources and which topics are being taught. This information will also be shared within term 1 of each new academic year.

Governors have also been involved in the content and creation of this policy and have the opportunity to raise questions in termly meetings with the head of department. As referred to earlier in the policy, pupils will also have a say in the design of the curriculum through pupil voice panels. This will enable teachers to identify where pupils feel there is a need for further support or adaptation to the structure of the curriculum and topics included.

The right to withdraw

If a parent/carers wishes for their child to be removed from any aspect of sex education delivered within the RSE they should contact either The department lead or the Principal. Before granting such a request, there should be a discussion regarding the reasons for withdrawal to ensure that concerns are understood. The benefits of receiving such education will be expressed by the school and any detrimental effects this could have for the child. Once discussions have taken place, the school will respect the parents wishes up to and including three months prior to the child's 16th birthday. After this point, the child will determine whether they receive sex and relationships education. There is no right to withdraw from relationships or health education.

Monitoring, Reporting and Evaluation

Teachers will critically reflect upon the delivery, content and curriculum design at regular intervals within the academic year. This will be influenced by pupil engagement and feedback, as well as that from observations by the senior leadership team. Teachers will be required to stay up to date with global developments and laws related to the content covered, and can do this through support and guidance

from the PSHE association. All of such items will be discussed at frequent departmental meetings and joint planning sessions.

RSE Policy Review Date

This policy will be reviewed by Chris Carey as the department lead, with support from the Senior Leadership team. This will ensure that the guidance above is in line with Ofsted and PSHE association guidance, supportive of Statutory PSHE and RSE for September 2020. This policy has been reviewed in July 2021, August 2022 and July 2023. It will again be reviewed in July 2024.