



# DARWEN VALE

An Aldridge Community Academy 

Approved by:	Andrew Bradley	Date: 24/02/21
Last reviewed on:	N/A	
Next review due by:	Jan 2023	

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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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

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

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Darwen Vale we teach RSE as set out in this policy.

For our funding agreement please refer to :-

- supplemental funding agreement in the policies section of our website <http://www.darwenvale.com/policies>
- Aldridge Educations Legal information on the Trust website <https://aldridgeeducation.org/Finance-policies-and-legal-information>

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, 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

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

## 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).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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 Appendices 1 and 2.

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 board**

The governing board will approve the RSE policy, and hold the headteacher 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 pupils from non-statutory and non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory and non-science 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 headteacher. All teaching staff are responsible for teaching RSE within the school. The co-ordination of this teaching is undertaken by the PSHE lead, overseen by the Assistant Principal with responsibility for Personal Development.

Anthony Wilson – PSHE Co-ordinator

Andrew Bradley – Assistant Principal – Personal Development.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory & non-science 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 headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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 by Anthony Wilson – PSHE Co-ordinator through:

- Learning Walks
- Book Scrutinises
- Lesson Observations
- Pupil Voice
- Assessments

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

This policy will be reviewed by Andrew Bradley – Assistant Principal – Personal development biannually. At every review, the policy will be approved by the Governing Body

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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Year 7	Half term 3	<p><u>Relationships topics and objectives:</u></p> <ul style="list-style-type: none"> <li>• <u>Friendship</u> <ul style="list-style-type: none"> <li>• To understand why friendships are so important</li> <li>• Recognise the qualities of a good friend.</li> </ul> </li> <li>• <u>Relationships</u> <ul style="list-style-type: none"> <li>• To explore what is meant by 'relationship'</li> <li>• To consider the good things about relationships.</li> <li>• To consider what can be difficult about relationships.</li> </ul> </li> <li>• <u>Communication in Relationships</u> <ul style="list-style-type: none"> <li>• To understand the different types of communication.</li> <li>• Learn how and why we should alter the way we communicate in different situations.</li> <li>• Recognise that communication is the key to a successful relationship.</li> </ul> </li> <li>• <u>Dealing with Emotions</u> <ul style="list-style-type: none"> <li>• Identify reasons why it can be difficult for teenagers to handle their emotions.</li> <li>• Imagine the different emotions that people feel in the same situation.</li> <li>• Explain the 4-step approach to dealing with emotions.</li> <li>• Apply the 4-step approach to realistic situations.</li> </ul> </li> <li>• <u>Dealing with Conflict</u> <ul style="list-style-type: none"> <li>• Understand what a conflict is and why they arise</li> <li>• Identify what different types of conflict there are.</li> <li>• Discover how conflict can be resolved and why this is so important in relationships.</li> </ul> </li> <li>• <u>Assessment Week (Assessing Skills Knowledge and understanding of all the above).</u></li> </ul>
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Year 7	Half term 6	<p><u>Relationships topics and objectives:</u></p> <ul style="list-style-type: none"> <li>• <u>Managing your Emotions</u> <ul style="list-style-type: none"> <li>• Identify positive and negative emotions.</li> <li>• Understand how we can minimise negative emotions and maintain happiness.</li> <li>• Learn strategies to convert negative emotions into more helpful, positive ones.</li> </ul> </li> <li>• <u>Coping with Grief</u> <ul style="list-style-type: none"> <li>• To explore how you may feel when someone close to you dies</li> <li>• To discuss how to cope with your feeling of loss</li> </ul> </li> <li>• <u>Knife Crime 1</u> <ul style="list-style-type: none"> <li>• Correctly identify the consequences of knife crime and why young people become involved.</li> </ul> </li> <li>• <u>Knife Crime 2</u> <ul style="list-style-type: none"> <li>• Describe the long / short term consequences of carrying knives and why knife crime is difficult to prevent.</li> </ul> </li> <li>• <u>Knife Crime 3</u> <ul style="list-style-type: none"> <li>• Explain how the methods used to stop knife crime sometimes don't help and why this is.</li> </ul> </li> <li>• <u>Assessment Week. (Assessing Skills Knowledge and understanding of all the above).</u></li> </ul>
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Year 8	Half term 3	<p><u>Relationships topics and objectives:</u></p> <ul style="list-style-type: none"> <li>• <u>What is Bullying?</u> <ul style="list-style-type: none"> <li>• To demonstrate that you understand about different types of bullying.</li> <li>• Know what to do if you find yourself in a bad situation.</li> </ul> </li> <li>• <u>Peer Pressure</u> <ul style="list-style-type: none"> <li>• To know what peer pressure is.</li> <li>• To understand that peer pressure can be positive and negative.</li> <li>• To consider different ways to deal with negative peer pressure.</li> </ul> </li> <li>• <u>Responding to Peer Pressure</u> <ul style="list-style-type: none"> <li>• Learn techniques to help resist negative peer pressure.</li> </ul> </li> <li>• <u>Bullied by Peer Pressure</u> <ul style="list-style-type: none"> <li>• Learn coping strategies for when you are under pressure.</li> <li>• Answer correctly to questions about bullying under pressurised conditions.</li> </ul> </li> <li>• <u>Homophobic Bullying</u> <ul style="list-style-type: none"> <li>• Identify the effects of homophobic bullying.</li> <li>• Explain the effects of homophobic bullying.</li> <li>• Suggest ways to address homophobic bullying and justify their answers with reasons.</li> </ul> </li> <li>• <u>Assessment Week.</u></li> </ul>
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Year 8	Half term 6	<p><u>Relationships topics and objectives:</u></p> <ul style="list-style-type: none"> <li>• <u>The Changing Attitudes to Marriage</u> <ul style="list-style-type: none"> <li>• Consider the changing attitudes to marriage, divorce, family life and homosexuality in 21st century Britain.</li> <li>• Explore the possible reasons for this.</li> </ul> </li> <li>• <u>The purpose of Marriage</u> <ul style="list-style-type: none"> <li>• Identify reasons why people get married.</li> <li>• Explain reasons for and against marriage.</li> <li>• Evaluate the purpose of marriage and relate it to the traditional marriage ceremonies of different faith groups.</li> </ul> </li> <li>• <u>Divorce</u> <ul style="list-style-type: none"> <li>• Consider why marriages might end in divorce.</li> <li>• Summarise the Christian attitudes to divorce.</li> <li>• Reflect on your own feelings about divorce.</li> </ul> </li> <li>• <u>Social Media effect on Relationships</u> <ul style="list-style-type: none"> <li>• Compare and contrast the benefits and drawbacks of relationships held over social media</li> <li>• Evaluate and Assess arguments for and against the use of social media for maintaining healthy relationships</li> </ul> </li> <li>• <u>Sexting</u> <ul style="list-style-type: none"> <li>• Learn what is / isn't acceptable when using social media.</li> <li>• Appreciate the consequence of misusing social media.</li> <li>• Understand that freedoms and privileges come with responsibilities.</li> </ul> </li> <li>• <u>Assessment Week. (Assessing Skills Knowledge and understanding of all the above).</u></li> </ul>
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Year 9	Half term 3	<p><u>Relationships topics and objectives:</u></p> <ul style="list-style-type: none"> <li>• <u>Positive Relationships</u> <ul style="list-style-type: none"> <li>• To understand the difference between a “virtual” friend and a “real” friend,</li> <li>• Be able to discuss and find solutions to the many challenges that face close friendships.</li> </ul> </li> <li>• <u>When to have Sex</u> <ul style="list-style-type: none"> <li>• To be more confident and comfortable thinking about when is the right time for you to start having sex.</li> </ul> </li> <li>• <u>When to have Sex</u> <ul style="list-style-type: none"> <li>• Further improve confidence when thinking about the right time to have sex.</li> </ul> </li> <li>• <u>Consent</u> <ul style="list-style-type: none"> <li>• Know what consent means.</li> <li>• Understand why consent is so important, especially in relationships.</li> <li>• Learn and develop negotiation skills.</li> </ul> </li> <li>• <u>Sex in the Media</u> <ul style="list-style-type: none"> <li>• Explore how the media influences and distorts our views about sex.</li> <li>• Learn how the media shapes our perception of “beauty”.</li> <li>• Understand how pornography can desensitize and corrupt young minds.</li> </ul> </li> <li>• <u>Assessment Week (Assessing Skills Knowledge and understanding of all the above).</u></li> </ul>
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Year 9	Half term 6	<p><u>Relationships topics and objectives:</u></p> <ul style="list-style-type: none"> <li>• <u>Sexuality and Gender Identity</u> <ul style="list-style-type: none"> <li>• To recognize a range of terms relating to identity.</li> <li>• To understand their context and how to use them without being offensive.</li> <li>• To appreciate the problems some people face because of their identity.</li> </ul> </li> <li>• <u>Sexuality and Gender Empathy</u> <ul style="list-style-type: none"> <li>• Reinforce our understanding of key terminologies when talking about diverse genders / sexualities.</li> <li>• Cultivate empathy and modify our behaviour towards all groups of people.</li> </ul> </li> <li>• <u>Gangs</u> <ul style="list-style-type: none"> <li>• Learn why young people join gangs.</li> <li>• Identify the qualities of healthy and unhealthy social groups.</li> </ul> </li> <li>• <u>Risks Associated with Gangs</u> <ul style="list-style-type: none"> <li>• Investigate risky behaviour associated with gangs.</li> <li>• Explain the risks and consequences of different gang behaviours</li> </ul> </li> <li>• <u>How to leave a gang safely.</u> <ul style="list-style-type: none"> <li>• Learn exit strategies to enable someone to leave a gang safely</li> <li>• Explain why gang members may find it hard to leave a gang.</li> <li>• Know where to find help</li> </ul> </li> <li>• <u>Assessment Week (Assessing Skills Knowledge and understanding of all the above).</u></li> </ul>
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Year 10	Half term 3	<p><u>Relationships topics and objectives:</u></p> <ul style="list-style-type: none"> <li>• <u>Consent</u> <ul style="list-style-type: none"> <li>• Know what consent means.</li> <li>• Understand why consent is so important, especially in relationships.</li> <li>• Learn and develop negotiation skills.</li> </ul> </li> <li>• <u>Sharing Sexual Images</u> <ul style="list-style-type: none"> <li>• Learn the risks associated with sharing sexual images.</li> <li>• Know ways to manage pressure to share sexual images.</li> </ul> </li> <li>• <u>Healthy and Unhealthy Relationships</u> <ul style="list-style-type: none"> <li>• To explore what makes a healthy relationship.</li> <li>• To identify the characteristics of an unhealthy relationship.</li> </ul> </li> <li>• <u>Abusive Relationships</u> <ul style="list-style-type: none"> <li>• Understand the characteristics of an abusive relationship.</li> <li>• Learn positive strategies for ending abusive relationships and starting afresh.</li> </ul> </li> <li>• <u>Domestic Violence</u> <ul style="list-style-type: none"> <li>• To learn what domestic violence is.</li> <li>• Know who to approach for help.</li> </ul> </li> <li>• <u>Assessment Week (Assessing Skills Knowledge and understanding of all the above).</u></li> </ul>
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Year 10	Half term 6	<p><u>Relationships topics and objectives:</u></p> <ul style="list-style-type: none"> <li>• <u>Importance of Relationships</u> <ul style="list-style-type: none"> <li>• Explore different ways we can help to improve our moods in a healthy way when we feel low.</li> <li>• Understand how certain activities, especially relationships, can help improve wellbeing.</li> <li>• Analyse the short and long term benefits of the different wellbeing strategies.</li> </ul> </li> <li>• <u>Importance of Relationships 2</u> <ul style="list-style-type: none"> <li>• Understand the key components of a healthy relationship online.</li> <li>• Recognise the signs of an unhealthy relationship online.</li> <li>• Explore misconceptions about what is 'normal' behaviour in healthy relationships online.</li> <li>• Know where to go for help and advice on healthy relationships.</li> </ul> </li> <li>• <u>On-line Pornography</u> <ul style="list-style-type: none"> <li>• Understand that pornography can show a stereotypical portrayal of relationships, bodies, gender and sex.</li> <li>• Discuss and develop strategies for resisting pressure to view pornography.</li> <li>• Know where they can go to find reliable information about sex and relationships.</li> </ul> </li> <li>• <u>Child Sexual Exploitation lesson 1</u> <ul style="list-style-type: none"> <li>• Understand what the word 'exploitation' means</li> <li>• Learn how to tell if someone is being exploited by their boyfriend, girlfriend or friend</li> </ul> </li> <li>• <u>CSE lesson 2</u> <ul style="list-style-type: none"> <li>• Learn how some people gain power and control over others.</li> <li>• Understand how being exploited can make young people feel.</li> <li>• Evaluate the features and benefits of a healthy relationship.</li> </ul> </li> <li>• <u>Assessment Week (Assessing Skills Knowledge and understanding of all the above).</u></li> </ul>
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Year 11	Half term 3	<p><u>Relationships topics and objectives:</u></p> <ul style="list-style-type: none"> <li>• <u>Readiness for Sex</u> <ul style="list-style-type: none"> <li>• To be confident and comfortable discussing the right time for you to start having sex.</li> </ul> </li> <li>• <u>Consequences of Unplanned Pregnancy</u> <ul style="list-style-type: none"> <li>• To discuss the options of an unplanned pregnancy</li> <li>• Learn about birth control and where to get further advice.</li> <li>• Understand some moral views about abortion</li> </ul> </li> <li>• <u>Abortion</u> <ul style="list-style-type: none"> <li>• To know what abortion is.</li> <li>• To be able to explain own view on abortion.</li> </ul> </li> <li>• <u>Fertility</u> <ul style="list-style-type: none"> <li>• To understand the causes of infertility.</li> <li>• To be able to consider the possible treatments.</li> </ul> </li> <li>• <u>Ethics of Fertility Treatment</u> <ul style="list-style-type: none"> <li>• To understand the key terms; embryo, IVF, surrogacy, fertility, donor, artificial insemination.</li> <li>• Realise the range of moral issues relating to fertility treatments.</li> <li>• Learn what Pro Life and Pro-Choice Christians believe about number of fertility treatments.</li> </ul> </li> <li>• <u>Assessment Week (Assessing Skills Knowledge and understanding of all the above).</u></li> </ul>
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Appendix 2: By the end of secondary school pupils should know

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



TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

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

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