



THE  
**ADEYFIELD ACADEMY**

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# **Relationship and Sex Education (RSE) Policy**

<b>Date:</b>	<b>September 2022</b>
<b>Review Date:</b>	<b>September 2024</b>
<b>Co-ordinator:</b>	<b>Miss I Walbank</b>

Signed by..... Dawn Mason (Principal)

Signed by..... Kim Bristow (Chair of Governors)

## **1. Intention**

The Adeyfield Academy believes that relationship and sex education is an educational entitlement for all students and an integral part of each student's emergence into adulthood.

RSE is about 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.

## **2. Aims**

The aims of relationships and sex education (RSE) at the Adeyfield Academy are to:

- Teach students how to keep themselves and others safe, healthy and to know how to thrive now and in the future;
- 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 sexual orientation, gender identity, gender expression and relationships;
- Teach students the correct vocabulary to describe themselves and their bodies
- Address the current Public Health agenda to reduce unplanned teenage pregnancy and reduce STIs.

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.

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, LGBTQ+ 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).

## **3. Statutory Requirements**

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, has made Relationships Education compulsory for students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. Health Education is also compulsory in all schools.

#### **4. Curriculum**

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum in every year group. All year groups receive a fortnightly PSHCE lesson. Biological aspects of RSE are taught within the science curriculum, which includes topics such as. It is also delivered through wider school activities such as assemblies and curriculum days where children are able to develop their ideas, knowledge and skills gradually and appropriately.

Please see Appendix 1 which outlines the lessons delivered to each year group.

#### **5. Roles & Responsibilities**

Teachers have the main responsibility for teaching about RSHE in the classroom. Student development in RSE is monitored by class teachers as part of our internal assessment systems. RSE is coordinated by the Associate Vice Principal in charge of Personal Development and the Curriculum Lead for PSHCE, who are responsible for the overall planning, implementation and review of the programme. Both plan and liaise with external providers and specialists to ensure our students receive an up to date and balanced programme.

The Principal is also responsible for managing requests to withdraw students from sex and health education, and components of RSE. This does not include what is taught as part of the science curriculum.

Our Science curriculum lead and PSHCE curriculum lead will monitor teaching and learning according to school policy. Implementation will be monitored by the Principal and Senior Leadership Team and reported on to the Governing Body.

#### **6. Staff training**

The Associate Vice Principal and curriculum lead for PSHCE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to all staff required to teach RSE.

#### **7. Inclusion**

In our school we have a commitment to ensure that our RSE programme is relevant to and inclusive of all students.

For those students with special education needs (SEND) RSE learning is made accessible in a variety of ways which include: Individual Learning Plans (IEPs), Educational Health Care Plans, Differentiated learning experiences and Personalised Pastoral Support.

#### **8. Confidentiality, advice and child protection**

Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

- Disclosure or suspicion of possible abuse - The school's Child Protection Policy & Safeguarding procedures will be invoked.
- Pregnancy – students who disclose that they are, or have made someone else pregnant should be asked whether they can tell their parent/carer(s) and whether they want help in doing so. Support may be given in setting up a meeting between student and parent/carer(s), with a member of staff. Further support may then be needed to arrange meetings with a health professional. Subsequent responsibility will then lie with the parent/carer(s). Where a student refuses to inform their parent/carer(s) the school will inform them. Support will be offered as outlined above. Any member of staff to whom a student makes such a disclosure should report this to the designated Child Protection member of staff or the Principal.
- Sexual orientation – Adults will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

## **9. Forced Marriage (FM)**

A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This is a separate issue from arranged marriage. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. This issue is taught explicitly in both a cultural and religious context. The value of marriage is explored through discussion in personal, social, health, citizenship and economic (PSHCE) education

## **10. Female Genital Mutilation (FGM)**

FGM involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons. FGM is internationally recognised as a violation of human rights of girls and women. FGM is illegal in the UK. It is also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. FGM is explicitly taught to Year 8s and its illegal status is emphasised. FGM assemblies are also given to all Year groups.

## **11. Partnership with parents/carers**

Most of a student's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with homes.

Parents/carers have the right to withdraw their child from some, or all, RSE lessons but not statutory Science lessons. If a parent/carer wishes to withdraw their child from the Sex Education lessons, parents are requested that they do so in writing; Parents will then be contacted by the Associate Vice Principal or the Head of Pastoral for KS3 or KS4, who will discuss the concerns that parents have regarding the content of the lessons. Alternative work will be given to students who are withdrawn from sex education.

From September 2020 a student can opt to remain in a lesson that has the intention of teaching sex education once they are 15 years old (i.e. three school terms prior to turning 16 years old) regardless of the views of their parents. In these circumstances the Head of Year will contact the parents to inform them of the choice that their child has made.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world
Year 7	<b>Transition and safety</b>  Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b>  Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b>  Diversity, prejudice, and bullying	<b>Health and puberty</b>  Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b>  <b>Self-worth, romance and friendships (including online) and relationship boundaries</b>	<b>Financial decision making</b>  Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b>  Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b>  Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b>  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b>  Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b>  <b>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</b>	<b>Digital literacy</b>  Online safety, digital literacy, media reliability, and gambling hooks

Year 9	<b>Peer influence, substance use and gangs</b>  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b>  Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b>  Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b>  Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b>  <b>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</b>	<b>Employability skills</b>  Employability and online presence
Year 10	<b>Mental health</b>  Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b>  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b>  <b>Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography</b>	<b>Exploring influence</b>  The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b>  Communities, belonging and challenging extremism	<b>Work experience</b>  Preparation for and evaluation of work experience and readiness for work

Year 11	<b>Building for the future</b>  Self-efficacy, stress management, and future opportunities	<b>Next steps</b>  Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b>  <b>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</b>	<b>Independence</b>  Responsible health choices, and safety in independent contexts	<b>Families</b>  <b>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</b>	
Year 12	<b>Mental health and emotional wellbeing</b> <ul style="list-style-type: none"> <li>• Mental health and emotional wellbeing</li> <li>• Managing stress</li> <li>• Body image</li> <li>• Healthy coping strategies</li> </ul>	<b>Readiness for work</b> <ul style="list-style-type: none"> <li>• Career opportunities</li> <li>• Preparing for the world of work</li> </ul>	<b>Diversity and inclusion</b> <ul style="list-style-type: none"> <li>• Living in a diverse society</li> <li>• Challenging prejudice and discrimination</li> </ul>	<b>Planning for the future</b> <ul style="list-style-type: none"> <li>• Exploring future opportunities</li> <li>• Post-18 options</li> <li>• The impact of financial decisions</li> </ul>	<b>Respectful relationships</b> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Assertive communication</li> <li>• Positive relationships and recognising abuse</li> <li>• Strategies for managing dangerous situations or relationships</li> </ul>	<b>Health choices and safety</b> <ul style="list-style-type: none"> <li>• Independence and keeping safe</li> <li>• Travel</li> <li>• First aid</li> <li>• The impact of substance use</li> </ul>

Year 13	<b>Independence</b> <ul style="list-style-type: none"> <li>Responsible health choices</li> <li>Managing change</li> <li>Health and wellbeing, including sexual health, into adulthood</li> </ul>	<b>Next steps</b> <ul style="list-style-type: none"> <li>Application processes</li> <li>Future opportunities and career development</li> <li>Maintaining a positive professional identity</li> </ul>	<b>Intimate relationships</b> <ul style="list-style-type: none"> <li>Personal values, including in relation to contraception and sexual health</li> <li>Fertility</li> <li>Pregnancy</li> </ul>	<b>Financial choices</b> <ul style="list-style-type: none"> <li>Managing money</li> <li>Financial contracts</li> <li>Budgeting</li> <li>Saving</li> <li>Debt</li> <li>Influences on financial choices</li> </ul>	<b>Building and maintaining relationships</b> <ul style="list-style-type: none"> <li>New friendships and relationships, including in the workplace</li> <li>Personal safety</li> <li>Intimacy</li> <li>Conflict resolution</li> <li>Relationship changes</li> </ul>	—
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