



THE
ADEYFIELD ACADEMY

Longlands, Hemel Hempstead, Hertfordshire HP2 4DE
t: 01442 406020 f: 01442 406025
e: admin@adeyfield.herts.sch.uk
www.adeyfield.herts.sch.uk

Relationship and Sex Education (RSE) Policy

Date: November 2024
Review Date: November 2025
Co-ordinator: Miss I Walbank

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.

To prepare students for a happy and successful adult life, the RSE curriculum aims to provide them with knowledge and skills to make informed decisions about their wellbeing, sexual health, sexuality, personal identity, healthy lifestyles and relationships. It fosters self-efficacy, resilience, and the ability to navigate risks and challenges. The curriculum emphasizes equipping students with the tools to seek help and access support when needed. The RSE curriculum 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 an inclusive 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; to ensure students are aware of the effects of peer-on-peer abuse including sexual harassment, sexual violence and online abuse. As a result, students will be confident to report these issues.
- 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. It is also delivered through wider school activities such as assemblies and personal development 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.

Lessons are age-appropriate, inclusive, and sensitive to the diverse needs of the student body. Interactive teaching methods, including discussions, group work, and scenario-based learning, are used to encourage engagement and understanding around the RSE curriculum.

5. Roles & Responsibilities

Qualified teaching staff trained have the main responsibility for teaching about RSE in the classroom. Student development in RSE is monitored by class teachers as part of our internal assessment systems. RSE is coordinated by the 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. We liaise with external providers and specialists to ensure our students receive an up to date and balanced programme. This enhances delivery of RSE, bringing in specialist knowledge and different ways of engaging with our students.

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 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. There

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, Educational Health Care Plans, Differentiated learning experiences and Personalised Pastoral Support.

8. Confidentiality, advice and child protection

Sometime an individual student will ask an explicit, difficult or inappropriate question in the classroom. Questions do have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in the se situations and refer to the Vice Principal who leads PSHCE.

RSE helps students to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse. We recognise that when discussing some of the issues RSE covers, some students could disclose abuse or other harmful experience. Students will be made aware that some information cannot be held confidential and in some cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in planned lessons.

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 Vice Principal, 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.

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.

12. Monitoring and Evaluation

The RSE curriculum is regularly reviewed and updated to ensure it remains effective and relevant. This is achieved through student voice, students have an opportunity to share this through surveys and discussions to gauge understanding and comfort with the content. Parent voice, opportunities for parents to provide feedback on the curriculum during consultations as well as the governing body who reviews the implementation and effectiveness of the RSE policy annually.

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

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

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

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