



Nailsea School
Aspire Believe Succeed



Relationships and sex education policy (September 2023)

Headteacher Mrs D. Elliott

Contents

The ABSolute Curriculum	page 3
Relationships and Sex Education (RSE) and Health Education Policy	pages 3-8
Appendix 1: ABSolute Curriculum Website	page 9
Appendix 2: RSE Statutory Guidance	pages 9-13
Appendix 3: Parent Form	pages 14-5

Relationships and Sex Education (RSE) Policy

Updated September 2023

The ABSolute Curriculum

RSE at Nailsea School is delivered through the ABSolute Curriculum (Aspire, Believe Succeed Curriculum) which covers RSE, PSHE, British Values and SMSC. The aims of the ABSolute Curriculum are known as the 'Five Steps to Success' and can be found below.



1. Support well-being and personal development: Promote students' overall well-being, including their emotional, mental, and physical health, while nurturing their personal growth and self-awareness.

2. Transform relationships and social skills: Develop students' ability to form and maintain positive relationships, fostering empathy, respect, effective communication, and social cooperation.

3. Encourage ethical and moral understanding: Cultivate students' understanding of ethical principles and moral decision-making, encouraging them to consider the consequences of their actions and develop a strong moral compass.

4. Promote cultural appreciation and tolerance: Foster an appreciation of cultural diversity, promoting respect, understanding, and tolerance for different beliefs, cultures, and backgrounds.

5. Stimulate citizenship and critical thinking: Equip students with the skills to engage as responsible citizens, encouraging critical thinking, independent thought, and the ability to navigate societal challenges with a sense of social responsibility.

1. Aims

The aims of relationships and sex education (RSE) and health education at Nailsea 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. This enables pupils to make informed choices in the future.
- 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.
- It is also our intention to teach core elements of RSE within the context of our core values: Aspire, believe, and succeed.
- The purpose of this policy is to describe the ethos and scope of RSE at Nailsea School. To clarify the roles and responsibilities of staff in the delivery of RSE. To inform all stakeholders of the changes to RSE in response to the statutory changes.

2. Statutory requirements

As a secondary academy school, we must provide RSE to all pupils (including Sixth Formers) following the statutory requirement for all secondary schools to deliver this from September 2020. See the following link for the full guidance: [RSE Guidance](#).

At Nailsea School, we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed over time and as a result of consultation with staff, pupils and parents. The original consultation and policy development process involved the following steps:

1. Review – the ABSolute Curriculum Coordinator 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 distributed a copy of the RSE policy (June 2021) and the ABSolute Curriculum plans for 2021-22.
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. RSE will be non-judgemental in approach and factual. Students have the right to choose their own approach to sexuality and sexual behaviour as long as it is not to the detriment of others.

RSE is delivered through the ABSolute Curriculum, and through other curriculum areas with aspects covered in Religious Education, Science, ICT and Drama, for example.

5. Curriculum

The Department for Education's statutory RSE and Health Education guidance sets out what schools must cover. The statutory guidance is comprehensively covered by learning opportunities for each key stage in our seven-year ABSolute Curriculum programme (Y7-13).

The ABSolute Curriculum programme also covers economic wellbeing as well as education for personal safety, including assessing and managing risk. The ABSolute Curriculum contributes to pupils' Spiritual, Moral, Social and Cultural development (SMSC) as well as meeting our obligations in promoting British Values at Nailsea School.

Our curriculum is available to view on our website, see appendix 1 for further details.

6. Delivery of RSE

RSE, SMSC and British Values are taught within our ABSolute Curriculum. However, aspects of RSE, SMSC and British Values are covered within the whole-school curriculum subjects, for example, biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all forms including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- For more information about our ABSolute curriculum and the RSE curriculum, see Appendices 1, 2 and 3.

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). The ABSolute Curriculum Coordinator will ensure that the delivery of the content for RSE is made accessible to all students, including those with special educational needs and disabilities (SEND).

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 Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8) with the ABSolute Curriculum Coordinator.

7.3 The ABSolute Curriculum Coordinator

The ABSolute Curriculum Coordinator is responsible for auditing, implementing and monitoring RSE, British Values and SMSC across the school and through the ABSolute curriculum. The ABSolute Curriculum Coordinator is responsible for the intent, implementation and impact of the curriculum.

7.4 Head of Year – Sixth Form

To lead on the sixth form tutor programme across years 12 and 13, including the extended tutor time curriculum, liaising with the ABSolute Coordinator.

Responsible for the development of the tutor programmes across years 12 and 13, including the ABSolute programme building on the work completed in KS3 and KS4.

Monitor the tutor time programme delivery and take action, where necessary, to improve the quality of the programme. This will include updating, reviewing and improving existing resources as appropriate each year.

7.5 Staff

All form tutors are responsible for teaching RSE as part of the ABSolute Curriculum delivery in school.

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 the non-statutory/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.

7.6 Pupils

Pupils are expected to engage fully in the ABSolute Curriculum including RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, demonstrating their awareness of our core values: *Aspire, Believe, Succeed* and our #teamNailsea spirit.

8. Parents' right to withdraw (Sex Education only)

Parents have the right to withdraw their children from certain components of sex education within RSE (any aspects of Sex Education, other than those which are part of the science curriculum) 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.

The ABSolute Curriculum Coordinator will determine what constitutes Sex Education and what is separate from Relationships or Health Education. Parents are **not** able to withdraw their children from Relationships or Health Education.

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 and ABSolute Curriculum Coordinator will discuss the request with parents and take appropriate action.

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

Topics taught as part of the ABSolute Curriculum and defined as Sex Education at Nailsea School are indicated below:

<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know...</p> <ul style="list-style-type: none"> • 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 A pupil may be withdrawn from elements of this guidance which cover sexual relationships rather than other types of relationships. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. A pupil may be withdrawn from elements of this guidance which cover sexual relationships rather than other types of relationships. • That they have a choice to delay sex or to enjoy intimacy without sex. • 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). Abortion is covered briefly in Science KS4 curriculum and in the RE year 11 curriculum – these sessions cannot be withdrawn from. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. This is classed as Sex Education and can therefore be withdrawn from. Please be aware that some of this information may be shared on our signposting slides for ABSolute sessions or in science lessons.
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9. Training

Where appropriate training will be arranged on aspects of the RSE curriculum for the ABSolute curriculum coordinator and staff through outside agencies and through our ongoing school CPD programme.

The ABSolute Curriculum Coordinator may also invite visitors from outside the school, such as guest speakers, nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring of RSE

The delivery of RSE and the ABSolute curriculum is monitored by Josh Boyce (ABSolute Curriculum Coordinator) and may include:

- Learning walks during tutor time
- Student surveys

- Feedback from parents
- Parent information evenings
- Tutor surveys
- Termly reviews
- Annual review of the ABSolute curriculum

Pupils' development in RSE is monitored by class teachers as part of our ongoing feedback policy.

11. Review of this Policy

This policy will be reviewed annually. At every review, the policy will be approved by the schools Governing Board.

Author: Mr J Boyce, ABSolute Coordinator

Date: September 2023

Governor signatory: Mrs S Renny, Chair of Governors

Date: September 2023

Next review date: September 2024

Appendix 1:

ABSolute Curriculum Website Page

Please visit our website, <https://www.nailseaschool.com/student-life/absolute-curriculum/> where you will find:

- Overview of the ABSolute Curriculum
- Curriculum Map (ETT)
- Intent, Implementation, Impact
- RSHE Interleaving of topics (ensuring age-related coverage of topics)

Appendix 2:

RSE Statutory Guidance

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Pupils should know <ul style="list-style-type: none">• That there are different types of committed, stable relationships.• How these relationships might contribute to human happiness and their importance for bringing up children.• 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.• Why marriage is an important relationship choice for many couples and why it must be freely entered into.• The characteristics and legal status of other types of long-term relationships.• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.• 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.
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Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. <p>This includes different (non-sexual) types of relationship.</p>
	<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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). • 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. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • 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. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p>

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

Physical health and mental wellbeing: Secondary

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and

	<p>Information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • About the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (Late secondary) the benefits of regular self-examination and screening.
	<ul style="list-style-type: none"> • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 3:

Parent/carer form: withdrawal from sex education (as per point 8 of this policy)

Section A This form is to be completed by parent/carers. The request will then be discussed with parents/carers by the HeadTeacher. Please read section 8 of this policy before completing your request.			
Name of Child		Year Group/House	
Name of Parent		Date	
Reason for withdrawing from sex education within relationship and sex education:			
Please circle to indicate if you would like your son/daughter withdrawn from some/all of sex education at Nailsea School. If you wish to withdraw your son/daughter from SOME of sex education, please indicate which topics you would like to be withdrawn from the list below.			
I wish to withdraw from son/daughter from some/all of sex education at Nailsea School.			
<u>Topics which can be withdrawn from:</u>			
<ul style="list-style-type: none">• 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. A pupil			

may be withdrawn from elements of this guidance which cover sexual relationships rather than other types of relationships.

- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- 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). Abortion is covered briefly in Science KS4 curriculum and in the RE year 11 curriculum – these sessions cannot be withdrawn from.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. This is classed as Sex Education and can therefore be withdrawn from. Please be aware that some of this information may be shared on our signposting slides for ABSolute sessions or in science lessons.

Any other information you would like the school to consider

Parent Signature

Section B

This section is to be completed by the school, following the discussion with parents/carers.

Agreed action from discussion with parents

Notes from discussion with parents and actions taken.