

PADDINGTON ACADEMY

Relationship and Sex Education Policy

2024|25

Date of last review	October 2024	Review period	1 year
Date of next review	October 2025	Owner	DRI
Type of policy	Statutory	Approval	Catherine Baker, Chair of LGB
SLT member in charge	DRI		

Paddington Academy

Relationship and Sex Education Policy

Contents

Intoduction	3
Parental involvement regarding the policy.....	3
Parental right to request their child be excused from sex education.....	4
Teaching and Learning Objectives	4
Complaints.....	7

Introduction

It is our goal that students at Paddington are well educated and able to lead happy and fulfilled lives. An important part of achieving this goal is to ensure that, as students mature into young adults during their time at Paddington, they are educated and have both knowledge and understanding of sexual relationships to equip them for their adult lives.

Most students at Paddington Academy are from Muslim and Christian backgrounds and it is our intention that our teaching of relationships and sex education is sensitive to religious viewpoints and is not intended to contradict or challenge any religious or ethical beliefs held by families.

We believe that increasing students' knowledge of aspects of sex and relationships will help them to be a part of life in modern Britain and have a sense of self-esteem and a firm belief in the value and dignity of others. These ideas link to our value of integrity which is something we teach at every opportunity and through all PSHE topics.

We believe that our curriculum has a moral character and should help our students to make the right choices when faced with adult situations and be able to act with maturity and wisdom.

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who wish to withdraw their children from this content.

Our RSE curriculum is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSE curriculum that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we consider the religious and cultural background of all pupils when teaching RSE. Inclusive RSE at Paddington Academy will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Parental involvement regarding the policy

At Paddington Academy we believe that success for our students can only be achieved when parents and staff work together. With this in mind, all parents will be given the opportunity to understand the purpose and content of our Relationships and Sex Education curriculum and this will take the form of a parent consultation which all parents are invited to attend. Parents will also be given the opportunity during this consultation to discuss any concerns they may have which will in turn help to develop our curriculum moving forwards. In this consultation we will share examples of some of the key resources which are used as part of Relationships and Sex education to reassure parents of the content and enable parents to fully understand the content so that they can reinforce the key messages at home.

Parental right to request their child be excused from sex education

Although parents have the right to request that their child be withdrawn from all or part of sex education that is delivered as part of our Relationships and Sex education curriculum, it is our aim at Paddington Academy to encourage parents to understand the value of this education in helping to keep our students safe and to support their social, emotional and physical well-being and development.

It is important to note that while parents have the right to request that their child be withdrawn from sex education which is delivered as part of the Relationships and Sex curriculum here at Paddington Academy, parents do not have the right to withdraw their child from relationships education. Parents also do not have the right to withdraw their child from any sex education which is delivered as part of the science curriculum. Parents also do not have the right to withdraw their child from health education.

Where a parent makes the decision that they would like to request the withdrawal of their child from sex education, we ask that parents raise this with the principal or the designated member of the Senior Leadership Team. Before granting this request the principal or designated member of the Senior Leadership Team will discuss this request with parents to fully understand and address the concerns parents may have. This will allow for Paddington Academy to clarify the content, nature and purpose of the curriculum. Following this discussion, if the request for withdrawal is approved, parents should inform the Principal or designated member of the Senior Leadership Team in writing of this request and Paddington Academy will keep a record of this. If the request to withdraw a child is approved, Paddington Academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Except in exceptional circumstances, Paddington Academy will respect the parents’ request to withdraw their child up to and until three terms before the child turns 16 years of age. In practice this means that by the start of year 11 if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those three terms.

Teaching and Learning Objectives

At Paddington Academy we believe that high quality Relationships and Sex education does not encourage early sexual experimentation but instead equips our students with knowledge and self-esteem to help them understand the reasons for delaying sexual activity. Our curriculum is developed in conjunction with the views of staff, parents and students and this ensures that the curriculum is reflective of the needs of our students and the context of our community.

All content will be delivered in a timely way which is designed to be age and developmentally appropriate to meet the needs of our students, including those with SEND. Paddington Academy will also consider the religious background of all students when planning and delivering RSE to ensure that sensitive topics are handled appropriately and in line with our values as an academy.

The RSE curriculum outline can be seen below and is separated into the content covered within each key stage.

Key Stage	Topics covered in Science Lessons	Topics covered in PSHE	Topics covered in RSE Stop Day
KS3 Year 7 Year 8	In Key Stage 3 our students learn:	In Key Stage 3 our students learn:	RSE Stop day in year 9

<p>Year 9</p>	<ul style="list-style-type: none"> • The role of the sperm and egg cells in fertilisation. • The scientific structure and function of the male and female reproductive systems. • The science behind how babies are made. • The menstrual cycle. • Pregnancy and gestation. 	<ul style="list-style-type: none"> • PSHE Relationships Scheme <p>Students will learn about wider relationships as part of their PSHE education which in Key Stage 3 includes:</p> <ul style="list-style-type: none"> • Why are manners so important? • How can we demonstrate kindness? • Why is empathy important? • How can we best manage friendships? • How can we safely manage friendships online? <p>Social Skills</p> <ul style="list-style-type: none"> • How to use social media safely. • How to resolve conflicts on social media. • How to build positive friendships. • How to resolve conflicts with friends. <p>Diversity Week</p> <p>Our diversity week allows students to learn about:</p> <ul style="list-style-type: none"> • What does it mean to be LGBT+? • Why we should never use homophobic, transphobic or offensive language • Why does LGBT+ representation matter? • The history of LGBT+ rights in the UK • LGBT+ rights around the world 	<p>Students take part in a Sex and Relationships “stop day” which covers the following topics:</p> <p>Period 1</p> <ul style="list-style-type: none"> • What is sex and sexual contact? • Reproductive anatomy <p>Period 2</p> <ul style="list-style-type: none"> • Different forms of contraception • The risks of sexually transmitted infections and diseases <p>Period 3</p> <ul style="list-style-type: none"> • Understanding Consent and Sexual Harassment • The importance of self-esteem • Staying safe online • Different families and the people who care for them • Gender roles and responsibilities
<p>KS4 Year 10 Year 11</p>	<p>In Key Stage 4 our students learn:</p> <ul style="list-style-type: none"> • The further science of the menstrual cycle. 	<p>In Key Stage 4 our students learn:</p> <p>PSHE Relationships Scheme</p>	<div style="background-color: #cccccc; height: 50px;"></div>

	<ul style="list-style-type: none"> • Methods of contraception including both hormonal and barrier methods. • IVF and fertility treatment. • Embryonic screening. 	<p>Students will learn about wider relationships as part of their PSHE education which in Key Stage 4 includes:</p> <ul style="list-style-type: none"> • Staying safe online • The risks of social media and how we can protect ourselves online. • Building appropriate relationships both online and offline. <p>Diversity Week Our diversity week allows students to learn about:</p> <ul style="list-style-type: none"> • What does it mean to be LGBT+? • Why we should never use homophobic, transphobic or offensive language. • Why does LGBT+ representation matter? • The history of LGBT+ rights in the UK • LGBT+ rights around the world 	
<p>KS5 Year 12 Year 13</p>		<p>In Key Stage 5 our students learn:</p> <p>PSHE Relationships Scheme Students will learn about wider relationships as part of their PSHE education which in Key Stage 5 includes:</p> <ul style="list-style-type: none"> • Healthy and unhealthy relationships • The nature of emotional/sexual abuse • Consent • What is harassment? • What does it mean to be a Feminist? • The dangers of gender stereotypes • Healthy masculinity 	

		<ul style="list-style-type: none">• Contraception (Sex Education) <p>Diversity Week</p> <p>Our diversity week allows students to learn about:</p> <ul style="list-style-type: none">• What does it mean to be LGBT+?• Why we should never use homophobic, transphobic or offensive language.• Why does LGBT+ representation matter?• The history of LGBT+ rights in the UK• LGBT+ rights around the world	
--	--	--	--

In addition to the above, we deliver stand-alone sessions on consent to all year groups. These are designed to be age-appropriate and increase in complexity as students increase in maturity. These focus on helping students to understand what is meant by consent and to feel empowered to say ‘no’ if they feel uncomfortable and to understand both their own self-worth and the worth of others.

We regularly monitor and review our Relationships and Sex Education curriculum to ensure that both the content and delivery is high quality and that our curriculum adheres to national requirements. Staff delivering RSE education receive training prior to the delivery of RSE education and this is closely monitored by a member of the senior leadership team.

Complaints

Paddington Academy prides itself on the outstanding quality of teaching and pastoral care provided to its students. It recognises that parents may, from time to time, have concerns about the progress, achievement, behaviour or welfare of their child. This includes any concerns that you may have about the Sex and Relationships Policy. Parents are encouraged to make those concerns known to staff so that they can be addressed in partnership with the Academy. For further details on our complaints procedure, please see our complaints policy which can be viewed [here](#).