



**DERBY MOOR
SPENCER ACADEMY**

Policy Title: Community and Extracurricular Policy

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Derby Moor Spencer Academy

EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.
- Meet requirements under the Equality Duty.
- Set Equality objectives which are specific and measurable.



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The Governing Body of Derby Moor Spencer Academy adopted this Community and Extracurricular Policy July 2021.

1. Career Guidance (formerly CEIAG)

At Derby Moor Spencer Academy all students are given the information, guidance and skills they need to make good choices for their future so that every student, regardless of background or personal circumstance, can achieve and aspire to be the best they can be. All careers research indicates that parents/carers are the number one influence in the career plans of their child and from Year 7 – 13 our students are offered a variety of opportunities to develop their career aspirations. We are proud to hold the Quality in Careers Platinum Award, which is the highest accolade that schools can seek to evidence their outstanding careers provision.

We are committed to meet all aspects of the Gatsby Career Benchmarks for outstanding careers provision and to address all requirements of the new Careers Strategy from the Department of Education. Derby Moor Spencer Academy has an identified Careers Leader (Level 6 in Careers Leadership) who has completed the Careers and Employability Leadership Program with Teach First, specialist Careers Advisors from Luminate Careers and an administrator who is qualified to Level 4 in Careers Guidance. In addition, we are committed to a model where all members of our Derby Moor Spencer Academy community play an important role in shaping the future for all of our young people.

1.1 Entitlement

The Careers Guidance programme is designed to meet the needs of students at Derby Moor Spencer Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Students should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching to develop the values, employability skills and behaviours that they will need to get on in life. All students should receive a rich provision of classroom and extracurricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance will help students emerge from school with a more fully rounded attitude that prepares them for the world of work. They are entitled to/and need to be well-informed when making subject and career decisions.

1.2 Staffing

All staff contribute to the Careers Guidance program through their roles as tutors and subject teachers. The Careers Guidance programme is planned, monitored and evaluated by the Careers Leader. Careers Guidance is delivered through the curriculum, , tutor time and a number of other organised events.

1.3 Delivery of Programme

Students have access to a range of careers support delivered through a variety of ways including: the tutor program, the curriculum, interactive workshops, drama productions, careers fairs, employer talks, guest speakers, business mentoring and trips to colleges and

universities. . All Year 11 students have a one to one guidance appointment delivered by an impartial qualified careers adviser and students can request a guidance appointment at any time throughout their academic life. Students are offered support at key transition points such as Year 9 Pathways, Year 11 Career Planning and in the 6th Form. Parents are welcome to raise any questions about careers with staff at the school as well as being able to make an appointment and speak to a careers guidance specialist. Careers staff will also be available at Parent Evenings to provide any further careers support.

1.4 Partnerships

An annual Partnership Agreement is negotiated between the school and Luminate Careers which identifies the contributions to the programme that each will make. In addition, we work with a wide range of stakeholders and always seek to develop and embed these links further. These involve regular meetings with our Enterprise Advisor, along with our Industry Champion, Link Governor and Enterprise Coordinator. Derby Moor Spencer Academy is also part of the South Derbyshire Careers Hub. The Academy is also part of 'Business in the Community' and plays an active role in the Derby City Careers Group. Derby Moor Spencer Academy is also committed to playing an active and positive role in developing links throughout the SAT.

1.5 Monitoring Career Guidance at Derby Moor Spencer Academy

There is a clear process of monitoring of the Careers Strategy and Policy. These processes are built into the Academy Quality Assurance (Q.A) cycle, with termly update of progress towards the eight Gatsby Benchmarks. There is also clear accountability to the governing body via the annual monitoring visit from the link governor and the annual report for governors. This statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 7 (11-12 year old) to Year 13 (17-18 year olds)." DFE March 2015/ Revised January 2023.

2. Citizenship/Community Cohesion Education Introduction

The core purpose of Derby Moor is summarised in our school motto "Together we succeed". This motto is underpinned by our four values: Achievement, Aspiration, High Expectations and Community. In our Community we create and support a sense of belonging so that all members of the school community feel valued and are kept safe. The development of Citizenship is recognised as a part of a student's educational entitlement.

The curriculum of our school promotes the spiritual, moral, cultural, mental and physical development of our students and of society and prepares our students to be responsible citizens for the opportunities, responsibilities and experiences of later life.

We work in ways which promote community cohesion and as migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school continues to play a full part in promoting community cohesion. Our school is a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.

Every school - whatever its intake and wherever it is located - is responsible for educating children and young people to be responsible citizens who will live and work in a country which is diverse in terms of culture, faith, language, identity and ethnicity.

Whilst our school is characterised by ethnic, cultural, faith and linguistic diversity our cohort is predominantly White-British, Pakistani and White and Black African and Caribbean, we still have a responsibility to ensure that our children learn about an even wider cultural and community heritage, especially the wider community of the UK and the global community.

We wish to show that through our ethos and curriculum our school can promote a common sense of identity and support diversity, showing our students how different communities can be united by common experiences and values.

We believe that it is the duty of our school to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

2.1 What is Citizenship/Community Cohesion Education?

By Citizenship/Community Cohesion Education, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued and protected characteristics are respected as defined by the Equality Act; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. Citizenship/Community Cohesion Education helps students to become informed, thoughtful and responsible citizens who are aware of their rights and duties. For our school, the term 'community' has a number of dimensions including:

- The school community – the students it serves, their families and the school staff.
- The community within which the school is located – the school in its geographical community and the people who live or work in that area.
- The community that our students live in.
- The community of Britain - all schools are by definition part of this community.
- The global community – formed by EU and international links.

In addition, schools themselves create communities – for example, the networks formed by schools in development groups.

2.2 Delivery of Programme

We consider what activities already take place within our school and what might be arranged in cooperation with other schools and our partnerships and links in the wider community. We ensure that we provide:

- Lessons across the curriculum that promote common values and help students to value differences and to challenge prejudice and stereotyping – for example, opportunities in Personal Development (Personal, Social, Health and Citizenship Education) classes for students to discuss issues of identity and diversity and what it means 'to live together in the UK'.

- The knowledge, skills and understanding to play an effective role in public life, encouraging them to take an interest in topical and controversial issues and engage in discussion and debate. Students learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy.
- A programme of curriculum based activities and other organised enhancement days whereby students' understanding of community and diversity is enriched through visits and meetings with members of different communities.

Opportunities to appreciate the necessary part they play within the community of our school and how this is reflected in the wider community.

- The chance to learn about how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
An effective voice and involvement of students in the governance and organisation of the school in a way that teaches them to participate in, and make a difference in school, in their local community and beyond.
- Engagement with the Youth Mayor Elections and Voices in Action in Derby City.
- Opportunities for discussing issues of democracy, justice, identity and diversity across the curriculum.
- Support for students for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.

An international dimension to our curriculum planning and delivery. *Examples from our school include:*

- Our school has a varied and relevant curriculum that develops pupils' understanding of community and diversity, is enriched through fieldwork, visits and meetings with members of different communities e.g. all children have the opportunity to go on school visits each year to see different faith centres, communities and environments.
- We have a well-resourced Religious Education syllabus based on the local RE Agreed Syllabus which develops knowledge, attitude and skills in many of the areas at the heart of effective community cohesion.
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping e.g. Personal Development curriculum within Human Development.
- Organised Curriculum Enhancement opportunities with outside providers. There are occasions during the school year when we "replace structured classroom lessons with activities used to strengthen students' practical application of skills and provide a

deeper learning experience. These opportunities help to frame the classroom's theoretical discussions within real-world contexts, giving students a chance to develop relevant skills e.g. knowing how to recognise the signs of different mental health issues. These activities enable us to deliver certain areas of the curriculum, for example Personal, Social, Health, Citizenship and Careers Education (including RSE) in an innovative format. Specialist visiting workshops or out of school trips are utilised to raise awareness about current social issues affecting students e.g. age appropriate RSE across all key stages including LGBTQ+ education, Drug Abuse, Violent Crime, Radicalisation, Terrorism and the impact of Social Media.

- Support for students for whom English is an additional language to enable them to achieve at the highest possible level in English, using extracted groups.
- We have brought in an international perspective to our curriculum.
- We have established a partnership with a Sister School Hefei No.8, China through the Global School Alliance. This includes students visiting the school in China and hosting a visit from them annually.

2.3 Equality

Our school has a commitment to securing high standards of attainment for all students from all cultural and ethnic identities, for students with Special Educational Needs and Disabilities (SEND) and sexual orientation and gender identity (LGBTQ+), ensuring that students are treated with respect and supported to achieve their full potential.

The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

Our school will monitor incidents of prejudice, bullying and harassment. The procedures make clear that the definition of bullying includes cyberbullying and identity-based bullying (such as homophobic, transphobic and racist bullying). Monitoring of whether students from particular groups are more likely to be excluded or disciplined than others should be accompanied by appropriate behaviour and discipline policies in place to deal with this.

Our school admissions criteria emphasise the importance of admission arrangements that promote community cohesion and social equity.

Examples from our school include:

- A focus on securing high standards of attainment for all students from all cultural and ethnic identities, for students with Special Educational Needs and Disabilities (SEND) and sexual orientation and gender identity (LGBTQ+).
- Developing the personalised progress of work.
- The development of able children within the school as well as having effective procedures to support children with Special Educational Needs and Disabilities (SEND).

- Equal opportunities and race equality policies are in place.
- Effective approaches in place to deal with incidents of prejudice, bullying (including cyberbullying and identity-based bullying) and harassment, demonstrated through our pastoral systems.
- Admission arrangements that promote community cohesion and social equity support by the LA procedures.
- Monitoring our school behavior policies so that no groups suffer prejudice. Ensure that inappropriate behaviour, exclusions, racist, bullying (including cyberbullying and identity-based bullying) and drug related incidents and other stereotyping is monitored termly and reported to governors'.

2.4 Partnerships

We shall seek to broaden the ways that we work in partnership with other schools. Either through the Spencer Academies Trust, locally or further afield and the means of developing the relationship may be through exchange visits. Sharing facilities also provides a means for students to interact, as do opportunities for meaningful intercultural activities such as sport and drama. Good partnership activities with the local and wider community include:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the students, ensuring that the student voice is heard and able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Engagement with parents through Parent Forum, , curriculum evenings and family liaison work.
- Student Leaders take a lead on fundraising activities, allowing students and families to be involved in key school events.

The school community

- A school ethos established with clear aims, objectives and rules that underpin everyday practice e.g. inclusive behavior policies.
- Partnership arrangements in place to share good practice and offer pupils the opportunities to meet and learn from other students from different backgrounds. Links built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity.
- Use of parents/outside agencies to talk about living in different communities and using their skills to promote learning

- A Student Leadership structure in place, collecting views from all year groups. Students are empowered to enact change and to have a marked impact on the community ethos of the school.
- Student voice, at all key stages, active in all decision making.
- Participation in Personal Development (Personal, Social, Health and Careers Education) initiatives and awards promoted by the local authority and nationally.
- We draw upon a number of local cultural organizations to provide speakers for assemblies or as stimulus to learning in the classroom such as Derby Global Education, Youth with a voice,

The area in which the school is located

- Shared use of local facilities to provide a means for pupils to interact.
- We have strong links with our local Police Community Liaison Officer and beat team.
- Working with community representatives, for example bringing community representatives into school to work with pupils.
- Strong links and multi-agency working practice developed between the school and other local agencies.
- Engagement with parents through refreshments after special assemblies/information evenings, curriculum evenings and the PTFA.
- Provision of extended services and community use of facilities for activities that take place in and out of school hours including sports, adult and family learning, information and communications technology and English classes for speakers of other languages.

The UK Community

- Curriculum in place for children to take into account how different communities may live enhanced by our international link school.
- Giving children experiences through visits and residential of differing areas and communities.
- Ensuring that children are aware of national and local events that affect people's lives.
- Learning about how different communities celebrate different festivals within Britain, Eid-Al-Adha, Ramadan, Eid-Al-Fitr, Diwali, Christmas, are all embedded in our assembly themes and RS schemes.

The Global Community

- Links established locally and also International Links.
- Children raise funds to support specific charities.
- Geography curriculum informs children of lives of world-wide ways of living.
- Charity events set up to support children around the world through our school charities.
- PD (PHSCE) raises awareness of Refugee and Humanitarian Crises.
- MFL teach about the cultures of the countries which use these languages.

Partnership with Hefei No.8 school in Hefei City China allowing students to understand experience education in a different country. This includes the visit of Chinese students to Derby Moor and from Derby Moor to Hefei No.8.

2.5 The Role of Governors

Our Governing Body is responsible for ensuring the promotion of social cohesions and the Principal is responsible for ensuring that the duties are fulfilled within school.

On a regular basis our governors will consider:

- What is the school's impact on the community? Is the school exacerbating divisions or challenging them and breaking them down?
- How does the school use its own data around bullying (including cyberbullying and identity-based bullying) and racist incidents to inform provision and school development?
- Does the school serve the wider community and help bring pupils and parents together?
- Is our governing body representative of our local community and pupils backgrounds?
- What can our school do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable?
- How does our school actively promote understanding and dialogue between different groups? How do we work in partnership with community and faith leaders?
- What are the social problems that might impact adversely upon the school? How has the school sought to engage key partners?
- How have we accessed support and good practice from within the local authority to promote social cohesion? What additional support is available?

2.6 Monitoring Citizenship / Community Cohesion at Derby Moor Spencer Academy

The school staff and governors review activity under the key headings above to ensure that this is further developed and refined. Evidence of social cohesion activity is noted within school faculty reports/FIP/SEF. Our procedures for monitoring the impact of our policy and action plan include the involvement of our students who play a central role in our evaluation process.

3. Relationship and Sex Education

3.1 Statement of intent

At Derby Moor Spencer Academy, we understand the importance of educating students about **relationships and sex**, in order for students to make responsible and well-informed decisions in their lives.

The DfE's guidance, '**Relationship and Sex** Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims

At Derby Moor Spencer Academy we aim to support our students in all areas related to their well-being including relationship and sex education.

The **relationship and sex education** programme is an opportunity for students to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy, consenting relationships.

3.2 Legislation

This policy will be compliant with the following guidance:

- DfE Revised Relationship and Sex Education (RSE 2019) July 2025
- DfE Relationships and Sex Education (RSE) 2019

- DfE 'Science Programmes of Study: key stages 1 and 2' 2013
- DfE 'Science Programmes of Study: key stage 3' 2013
- DfE 'Science Programmes of Study: key stage 4' 2014

3.3 The Programme

The relationship and sex education programme will be developed in conjunction with the views of teachers, students and parents by the Learning Director who co-ordinates PSHE, in accordance with DfE recommendations.

The majority of the programme will be delivered through the personal, social, health, **citizenship and careers** (PSHE) education, with statutory aspects taught via the science curriculum.

The relationship and sex education programme is divided into two key stages at secondary level, rather than by year group, in terms of what topics will be taught.

The relationship and sex education programme is flexible at secondary level, such that teachers can decide what they would like students to know by the end of each year within the key stages.

3.4 Key Stage 3

Students in Years 7, 8 and 9 are taught:

- The detailed process of human reproduction, including the physical and emotional changes that take place during puberty and adolescence.
- About fertility, including the constant fertility of the male and the cyclical fertility of the female.
- The menstrual cycle, including the different stages, and the emotional changes it brings.
- About fertilisation and pregnancy and the different stages involved, including foetal development in the uterus.
- About sexually transmitted infections (STIs), including HIV and AIDS, and how they can be transmitted.
- The diagnosis of, and treatment for, different STIs.
- How high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- From Year 9 about different methods of contraception and the importance of these in preventing STIs and pregnancy.
- How diet and disease may affect sexual health, pregnancy and fertility.

- How drugs, including tobacco and cannabis, may affect sexual health, pregnancy and fertility. How the use of alcohol and drugs can lead to risky sexual behaviour and the dangers linked to the recent increase in the habit of spiking of drinks in nightclubs.
- The importance of the law in regards to the legal age for engaging in sexual activity, and the significance of consent.
- The importance of delaying sexual activity and resisting pressure, as well as how to discuss this with partners.
- About the features of positive and stable relationships, and the importance of these for bringing up children and family life.
- The importance of monogamous and consenting relationships and the effects on physical and emotional wellbeing.
- About different types of relationships such as same-sex and civil partnerships, including different choices relating to children.
- The breakdown of relationships and how to deal with loss, including the impact on emotional wellbeing.
- The roles and responsibilities of parents, carers and children within families.
- About the use of 'sexting' and the importance of being aware of what students post online.
- How the media portrays others with particular consideration to body image and self-esteem.

3.5 Key Stage 4

Students in Years 10 and 11 are taught:

- The way in which hormonal control occurs, including the effects of sex hormones.
- About medical hormones such as those relating to fertility.
- How sex is determined in humans.
- About the benefits and risks of lifestyle choices which may affect sexual health.
- About positive characteristics in relationships, and what relationships should offer.

- The importance of being aware of exploitation in relationships and how this is not normal behaviour in a loving relationship. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence, FGM and **breast ironing** and how these can affect current and future relationships.
- The responsibilities of parenthood and the consequences of what students' actions have on sexual activity and parenthood.
- About abortion and how this is dealt with by health professionals, as well as how to discuss this with parents and others.
- The use of medical hormones to control and promote fertility.
- The importance of the law in regards to the legal age for engaging in sexual activity, the significance of consent and the consequences for when the law is not complied with.
- About trans individuals and acceptance in society.
- About the use of pornography and how this creates distorted images of sex and relationships, as well as placing gender expectations on males and females. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- Where and how to obtain confidential advice, counselling and treatment.

3.6 Training of staff

Staff members at Derby Moor who deliver part of the relationship and sex education program will have access to up-to-date copies of the policy and schemes of work to ensure they are up-to-date with the **relationship and sex** education programme. Main aspects of the programme are delivered by NHS professionals, **professional workshop facilitators or school staff** on calendared opportunities for each year group within the academic year.

Staff will also be made aware of any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Staff (including Year Managers and pastoral staff) will be able to give students advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and their effectiveness.

3.7 Delivery of the programme

Classes may be taught in **the most appropriate** groups dependent upon the nature of the topic being delivered at the time.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc will not be used and resources will be selected with sensitivity given to the age and cultural background of students.

Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the School's Information and Communication Technology Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, age-appropriately and honestly.

The programme will be designed as to focus on boys as much as girls and anyone of the LGBTQ+ spectrum and activities will be planned to ensure all are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.

The school understands that students with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all students, with specially trained experts from the Sexual Health Team invited in to assist with adapting the provision.

Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to students with SEND.

External experts will be used to assist with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

3.8 Working with parents

The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.

The school will ensure that no teachers express their personal views or beliefs when delivering the programme.

The school respects the legal right of parents/carers to withdraw their child from the sex education programme (but not Relationships or Health Education), except for those statutory parts included in the science national curriculum. This should be following discussion with the Principal and parents about the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. The Academy should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

A list of the statutory topics included in the Science National Curriculum at the different key stages, can be found in Appendix 1 – Science National Curriculum.

3.9 Equality

The school understands and abides by The Equality Act 2010 and fully respects the rights of students and staff members, regardless of any protected characteristics that they may have.

The school is dedicated to delivering the relationship **and sex** education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

3.10 Confidentiality

Confidentiality within the classroom is an important component of relationship **and sex** education and staff are expected to respect the confidentiality of their students as far as is possible.

Staff must, however, alert the Lead Safeguarding Officer (LSO) or Deputy Safeguarding Officers (SDO) about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection Policy.

If a student requests confidentiality, then in situations other than those involving Child Protection issues, staff must make a careful judgement about whether or not a third party needs to be informed.

This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.
- A discussion with the Lead Safeguarding Officer (LSO).

3.11 Bullying incidents

The school has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the relationship **and sex** education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the student once he/she is on school premises.

These incidents will be dealt with following the process in our Anti-Bullying Policy. The Principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a student.

3.12 Monitoring Relationships and Sex Education at Derby Moor Spencer Academy

This policy will be reviewed by the Assistant Principal in conjunction with the Learning Director who co-ordinates PSHE in accordance with the Governing body review schedule.

Any changes needed to the policy, including changes to the programme, will be implemented by the Vice Principal with responsibility for curriculum.

Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

4. Extra-Curricular Learning at Derby Moor Spencer Academy

- Derby Moor Spencer Academy's broad and rich extra-curricular offer is a well-recognised and established strength of the academy.
- We aim to provide an enrichment programme which all students want to – or can be encouraged to – participate in and which promotes students' enjoyment of academy life and sense of wellbeing.
- The enrichment offer must be accessible to all students equally.
- The provision of quality extra-curricular learning opportunities is effective in developing students' Spiritual, Moral, Cultural and Social (SMCS) skills, increasing students' understanding of British Values and enhancing students' understanding of Personal, Social, Health and Citizenship Education (PSHCE) including careers and the world of work.

4.1 Definitions of Extra-Curricular Learning

Extra-curricular – Activities which students participate in outside of the academy's timetabled lessons.

Intervention – Additional lessons for students who, following data analysis and/or internal exams, have been identified as being at risk of not meeting their expected level or grade. These activities are requested by middle leaders as part of their whole-academy curriculum planning because they are considered necessary to ensure coverage and consolidation of the curriculum content for targeted students. Intervention activities include provision such as KS3 literacy intervention and the Lexia programme.

Enrichment – Activities offered by teaching and support staff, as well as external providers, to enhance students' overall experience of academy life. Enrichment activities are not needed in order to cover or consolidate curriculum content and may indeed be unrelated to any subject a student is studying, but it is anticipated that participation will contribute to improvements in students' learning as they experience improved attendance, behaviour, general wellbeing, self-esteem and confidence, make a positive contribution and gain a wider range of skills.

4.2 Aims

Derby Moor Spencer Academy aims to ensure students have access to a stimulating range of activities outside normal academy hours, in order to:

- Raise achievement and develop the positive attitudes that come with success.
- Improve motivation and self-esteem.
- Improve punctuality and attendance.
- Improve attitudes to education and learning.
- Support the development of independent learning.
- Provide opportunities to get to know students and adults.
- Gain new experiences that may not be possible through the classroom.
- Provide opportunities for citizenship and SMCS development.
- Develop expertise and/or even higher levels of performance.

4.3 Delivery of Programme

Intervention

Heads of Faculty are responsible for the coordination of enrichment and intervention sessions within their faculty/department. Student data is used to inform the need for intervention sessions. The Vice Principal (Curriculum) will ensure that time and sessions are distributed fairly between faculties/departments, but will also use student data to request that faculties/departments run sessions.

Enrichment

The Extra-Curricular Coordinator will ensure that there are a variety of activities to meet the needs of all students for all key stages. Middle Leaders should encourage staff to organise or participate in enrichment activities. All staff need to promote the importance of enrichment and intervention sessions to students.

4.4 Procedures and Responsibilities

- All staff, students and other adults must be aware of their responsibilities with regard to Health and Safety.
- A register for each club must be taken
- Extracurricular leaders must have access to emergency contact details and be aware of any relevant medical information.
- All adults, voluntary or paid, either leading a club or having unsupervised access to children must follow the academy's Child Protection Policy and provide a current DBS clearance and other safeguarding documentation before commencing work.
- If a member of staff invites an external provider to run a club, it is the member of staff's responsibility to make sure that all necessary safeguarding checks have been completed prior to the club starting. In addition to the relevant safeguarding forms, the member of staff co-ordinating the club with the external provider needs to complete the School Events: Visiting Organisation & External Presenters Request Form on the shared staff drive.
- Ensure that students are supervised for the duration of the Activity.
- It is expected that students will make their own way home after a club.
- The staff member running the club is responsible for health and safety within it. If there is a need for first aid, this is available in Student Reception until 4.00pm daily

4.5 Monitoring of Extra Curricular Activities at Derby Moor Spencer Academy

Monitoring of all activities takes place on termly basis. This will be carried out by the Assistant Principal, and will provide information about the uptake of extra-curricular learning. This will ensure fulfilment of Derby Moor Spencer Academy aims for extra-curricular activity.

Appendix 1 – Science National Curriculum

In accordance with the DfE's Relationship and Sex Education 2019, there are certain aspects of sex and relationship education which are compulsory for students to learn as they progress through the key stages.

Key stage	Students must be taught:
Key stage 1	• That animals, including humans, move, feed, grow, use their senses and reproduce. • To recognise and compare the main external parts of the bodies of humans. • That humans and animals can produce offspring, and they grow into adults. • To recognise similarities and differences between themselves and others. • To treat others with sensitivity.
Key stage 2	• That nutrition, growth and reproduction are common life processes for humans and other animals. • About the main stages of the human life cycle.
Key stage 3	• That fertilisation in humans is the fusion between the egg and sperm. • About the physical and emotional changes that take place during adolescence. • How the foetus grows and develops. • How the growth and reproduction of bacteria and viruses can affect health.
Key stage 4	• The way in which hormonal control occurs, including the effects of sex hormones. • The medical uses of some hormones, including the control of fertility. • The defence mechanisms of the body. • How sex is determined in humans.

Appendix 2 - Equality Impact Assessment Policy Checklist

Equality Impact Assessment of DMA Policy						
Title of Policy	Community Cohesion					
PART 1	Positive Impact – reducing inequalities					
Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied. D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships	How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist? Adherence by all staff to the policy ensures that the schools ethos and curriculum promotes a common sense of identity and supports diversity, showing our pupils how different communities can be united by common experiences and values. All students will develop enhanced knowledge and understanding regarding personal relationships and human reproduction. Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics? None					
Characteristics Indicate areas of likely impact	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights
D	X	X	X	X	X	X
GA	X	X	X	X	X	X
P	X	X	X	X	X	X
R	X	X	X	X	X	X
R/B	X	X	X	X	X	X
S	X	X	X	X	X	X
SO	X	X	X	X	X	X
A						
M/CP						
Equality Impact Assessment of DMA Policy	Records					
Name of person responsible for policy	I Hall					
Date of EIA of Policy	June 2021					

A = Age, **M/CP** = Marriage and Civil Partnerships –applies in respect of employment framework policies

Equality Impact Assessment of DMA Policy	Evidence
PART 2	
<i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i> <i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i>	What is the evidence for your answers above? (list any quantitative and qualitative) Whole school and Faculty FIP's make reference - The spiritual, moral, social and cultural development of students at the school Schemes of work promote spiritual, moral, social and cultural development of students especially Human Development and Personal Development (Personal, Social, Health and Careers Education) Looking at NEET figures by groups:PP;LAC;SEND; gender and race etc. Feedback from Student voice and whole school surveys on student attitudes to self and school

Equality Impact Assessment of DMA Policy	Conclusion		
PART 3			
Summary of findings	Reference to whole school QA systems and external verification process indicate that the policy is being adhered to.		
Equality Impact Assessment of DMA Policy	Next steps		
PART 4			
Category	Actions	Target Date	Person responsible
Next Steps – Action Plan			
Practical changes required to reduce adverse impact			
Monitoring and evaluation and Review (publish revised policy)	Review and update every year for ratification by Governors and adjust as required.	July 2025	J.Scott I.Hall