



# Relationships and Sex Education Policy

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### 1. Aims

The aims of relationships and sex education (RSE) at our 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
- 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
- Ensure that a culture of safeguarding is maintained through education

### 2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Assistant Head with overview of RSE/PSHE pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all teaching staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy on the website

4. Pupil consultation through evaluations – 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.**

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Appendix 3 shows what the students should know by the end of their time at secondary school.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

The lessons will be differentiated for SEND students and each class to ensure all students can access the PSHE curriculum.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum at KS3 and it is called life course at KS4. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). This includes religious viewpoints, tolerance, respect, participation democracy and rule of law. Diverse communities, different faiths and worldviews.

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

- Communication, including how to manage changing relationships and emotions
- Families
- Respectful relationships, including friendships
- Assertiveness
- Seeking help and support when required
- Informed and responsible decision making
- Self-respect, tolerance and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Online and media
- Being safe
- Understanding of healthy intimate relationships
- Recognising risks including sexual health and STI's

- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1.

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.

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing body 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).

### **7.3 Staff**

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 Senior Leader responsible for RSE in the first instance.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents' have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE 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.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher/Assistant Headteacher or Lead Practitioner responsible for safeguarding will discuss the request with parents and take the appropriate action.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Senior Leadership will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Assistant Headteacher or Lead practitioner responsible for safeguarding and careers through:

Book scrutiny

Student voice feedback

Concern logs

This policy will be reviewed by Anna Dove Assistant Headteacher every year. At every review, the policy will be approved by the governing body and the Headteacher.

Appendix 1: Curriculum map

**Relationships and sex education curriculum map**

YEAR GROUP	TOPIC/THEME DETAILS
7	<p>Being healthy</p> <p>Sleep</p> <p>Food choices – eating healthily not eating healthily consequences</p> <p>Personal Hygiene and accessing health</p> <p>Being active</p> <p>Puberty and changing body</p> <p>Benefits of exercise</p> <p>Healthy minds</p> <p>Relaxation/mindfulness</p> <p>Relationships how we get along/ new feelings</p> <p>Bullying and cyber bullying</p> <p>Personal safety on line/social media</p> <p>Self-esteem – DOVE self-esteem sessions</p> <p>Different families</p> <p>Discrimination of groups</p> <p>Keeping good friendships and avoiding toxic ones</p> <p>Family relationships different types and why we don't always get along</p> <p>Love and relationships dealing with new feelings</p> <p>Bullying or banter</p> <p>Why do people bully others and how can we stop this?</p> <p>What is cyberbullying?</p> <p>Why do people bully online?</p> <p>How we keep safe and positive relationships (on and off-line)?</p> <p>Introduction to mental health issues- depression focus</p> <p>What are drugs?</p> <p>Why are they dangerous? (class A,B and C)</p> <p>How can we be resilient and face changes?</p> <p>Careers/ world of work</p>

YEAR GROUP	TOPIC/THEME DETAILS
8	<p>Personnel development and target setting</p> <p>How can I improve my behaviour and skills?</p> <p>Boosting self-confidence</p> <p>How can I manage my behaviour to achieve targets goals?</p> <p>Different relationships</p> <p>LGBT+ focus, homophobia</p> <p>Stereotyping, discrimination and prejudice</p> <p>Extremism</p> <p>Teens and the media</p> <p>Internet grooming why we need to be careful</p> <p>Body image boys and girls</p> <p>Body image and media eating disorders</p> <p>Mindfulness positive mental health</p> <p>Alcohol misuses addiction and overcoming this</p> <p>First aid how we look after ourselves others in an emergency</p> <p>Personal safety and first aid</p> <p>Vaccination, organ and blood donation</p> <p>Cancer awareness</p> <p>Employment routes to work</p> <p>Employment rights</p> <p>Job interviews managing emotions</p> <p>Finance and debt</p>

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Strategies influences on alcohol and tobacco use

Alcohol misuse

Alcohol and drugs in sexual decision making

County lines

Sexual health

Unintended pregnancy and where to get support

Contraception

Portraying sex/ sexting/ legal implications

Sexual attraction and coercion trust in relationships

Portrayal of sex

Delay coercion intimacy without sex

Consequences of unprotected sex

Peer pressure

Gangs exit strategies

Selfie obsessed

Grooming and consequences

Check-ups self-examination

Foster growth mind-set

How develop interpersonal skills to succeed

Managing stress of exams

Self-harm why do this

Managing anxiety

Divorce/ bereavement and separation

LGBT+ community

Foreign aid

Extreme views human rights atrocities

Charities how they help e.g. UNICEF

Career paths/ routes to work



YEAR GROUP	TOPIC/THEME DETAILS
10 + 11	Prejudice and discrimination Types of relationships Sexual relationships Forced and arranged marriages Break ups Gender and trans identity Harassment and bullying Consent Consent rape and sexual abuse Contraception Sex Unhealthy sexual relationships STD and STI Parenting Porn and sexting Same sex relationships Sexism and gender prejudice FGM Body shaming Body positivity Anxiety Grief and bereavement Stress Fake news and critical thinking Gambling Cybercrime Online fraud Digital footprints Internet safety Careers Rights and responsibility at work

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 3: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

<p>Online and media</p>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

Intimate and sexual relationships, including sexual health

- 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
- 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