



Relationships and Sex Education Policy

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Contents

| | |
|---|---|
| 1. Aims | 2 |
| 2. Statutory requirements | 2 |
| 3. Policy development | 3 |
| 4. Definition | 3 |
| 5. Curriculum | 3 |
| 6. Delivery of RSE | 3 |
| 7. Roles and responsibilities | 4 |
| 8. Parents' right to withdraw | 4 |
| 9. Training | 4 |
| 10. Monitoring arrangements | 4 |
| Appendix 1: Curriculum map | 6 |
| Appendix 2: Parent form: withdrawal from sex education within RSE | 9 |

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 studies and Citizenship. This includes religious viewpoints, tolerance, respect, participation democracy and rule of law, alongside 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

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 as required.

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.

Relationships and sex education curriculum map

KS3 Yr 7- 9

Relationships and Sex Education is statutory in Secondary schools. Some of the core topics are delivered through our PSHE and Citizenship curriculum in KS3 as detailed below and others are taught in KS4 during Lifecourse lessons.

Families

In year 7 students look at different family types, relationships within families, roles of parenting and healthy friendships. Rights and marriage are looked at in years 8 and 9.

Respectful relationships.

In year 7 positive and healthy friendships are discussed alongside respect, tolerance and stereotypes. Bullying is also looked at and where to seek help. In year 8 criminality is explored and in year 9 cyberbullying and sexual violence are studied.

Online and media.

The majority of this is explored in year 9 in our Media unit, although some areas are also discussed in years 7 and 8 like the sharing of images and online media.

Being safe.

The majority of this unit is taught in year 9, to include consent, domestic violence, rape, grooming forced marriage amongst other issues. AT a simpler level being safe is discussed with year 7 and 8 throughout PSHE lessons too.

Intimate and sexual relationships, including sexual health

Alcohol, drugs and risky behaviour are looked **at** in year 9 but most of the sexual relationships and intimate behaviour work is discussed in KS4 Lifecourse lessons.

The Law

The Law is a unit looked at in year 8 with some aspects of explored here like age of consent and certain hate crimes. Radicalisation and extremism are discussed throughout KS3 with a particular focus in Year 8. In year 9 substance misuse, exploitation and online image sharing are looked at in year 9. The remaining areas of this topic are taught as part of Lifecourse in KS4.

KS4 Content

| 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 Internet safety |

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"> • 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 |
| Respectful relationships, including friendships | <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. This includes different (non-sexual) types of relationship • 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 |

| | |
|-------------------------|--|
| <p>Online and media</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 |
| <p>Being safe</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) |

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