

Relationships and Sex Education Policy (September 2020 onwards)

FREQUENCY OF REVIEW:	Every 2 years
RATIFICATION:	Autumn 2020
APPROVED BY:	Local Governing Body
DATE OF NEXT REVIEW:	Autumn 2022 Unless there is a material change
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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

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

At Church Stretton School we teach RSE as set out in this policy.

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 – the lead member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all pastoral leads were involved in the planning and the placement of topics to ensure their relevance to the year group plans.

3. Parent/stakeholder consultation – due to Covid-19 restrictions all parents were sent a draft copy of the full five year outline of PSHE (incorporating RSE and Health) and given contact details of the Lead member of staff for concerns/suggestions .This was also highlighted in the weekly newsletter with a contact given of the Lead member of staff for any question/concerns.
4. Pupil consultation – An outside agency (arranged by the Local Authority) was used to gather student views on the provision on PSHE and any areas they feel needed to be cover. The findings helped to develop the program of study for each year group.
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.

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 don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 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 (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).

Students of SEN will have the additional support of teaching assistants in the class room environment and the regular knowledge and understanding quizzes may identify the need for some individual intervention sessions.

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). The Headteacher may delegate to other Senior colleagues.

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 PSHE Lead (Mr M Longhurst).

Mr M Longhurst (Assistant Headteacher) leads a team of teacher's who will deliver RSE as part of the PSHE curriculum. When required CPD will be available for those staff who request it.

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 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 will discuss the request with parents and take appropriate action.

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

9. Training

Staff who teach RSE will be provided with CPD opportunities to ensure current guidance is shared with all students.

The Lead teacher of PSHE may 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 Mr M Longhurst (Assistant Headteacher) through:

Class tracker sheets that will be completed at the end of each lesson. Learning walks and book checks will also form part of the monitoring process.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Regular use of quizzes and tests will monitor students' knowledge and understanding.

This policy will be reviewed by Mr M Longhurst bi-annually. At every review, the policy will be approved by the Headteacher.

10. Harmful Sexual behaviours (Harassment, abuse and violence)

As part of RSE lessons students will be educated on appropriate and inappropriate behaviours including, verbal, physical, cyber and violent harassment and abuse. They will learn what is classed as unacceptable behaviours and how to report allegations of harassment or abuse. Students will also learn the criminal consequences linked to these behaviours and understand the impact that they may have on others' lives.

Appendix 1: PSHE Curriculum map incorporating RSE

Relationships and sex education curriculum map within PSHE in particular Terms 1 & 3

Term 1 Health & Wellbeing				
Year 7	Year 8	Year 9	Year 10	Year 11
PSHE Introduction	Return to school lesson	Return after lockdown	Return to school after lockdown	Returning after lockdown
Healthy Lifestyles	Mental health -Stress	Why do people self-harm	Managing grief & bereavement	Careers (LO) – 6 th Form providers
Consequences of a unhealthy lifestyle	Mental health - Anxiety	Growth mind set	Managing anxiety	Careers (LO) Applications
Eating responsibly	Mindfulness	Peer pressure	The importance of sleep	The right career for me
Healthy living and exercise	Self-awareness	Drugs and the law	Why do we take risks	Self- discipline to achieve
Energy drinks	Self-confidence	Legal highs	Fertility & reproductive health	FPE (DC) Tolerance
Careers introduction	Self-development	Careers (LO)	Suicide awareness	FPE (DC)
Smoking dangers	Behaviour to achieve	Addiction -gambling		FPE (DC)
Social media safety	Careers (LO)	Responsible health		Perseverance
Managing anger	Personal Safety – First aid	Discrimination & Equality		Body positivity - obesity
Self esteem	First responder visit – Heart start	Binge drinking		Cyber crime – staying safe

Mental health	Drug awareness	Screen time		Health & Safety
Puberty	Smoking & Vaping awareness	Time management		Independent living
Puberty changes	Cancer awareness	Tattoos & Piercings		Social media & self esteem

<u>Term 2 – Living in the wider world</u>				
Year 7	Year 8	Year 9	Year 10	Year 11
Aspirational students	Careers – communication	Online safety - the dark web	Work experience	Safer passenger - Malcolm
Being resilient	Careers –teamwork	Prejudice -religion	Personal safety	Revision technique
Careers update	Careers – entrepreneurs	BV - The rule of Law	Hate crimes	Charity - UNICEF
Road safety – Malcolm	Internet safety – grooming	The law - young offenders	Homelessness	Avoiding debt
Racism and Discrimination	Discrimination – teens	British community	Sustainable living	Digital footprints
E-safety – Radicalisation	Revision techniques	Extremist recruitment	Study skills	Careers (LO)
Needs and wants	Prejudice	Immigration - a diverse community		The environment – pollution & plastics
Managing Money	Tolerance	Human rights -		Animal rights &

		trafficking & genocide		sustainability
Money – Transactions	Extreme groups	Careers (LO)		Consumer rights
Money – Products	Homophobia – LGBT	Enterprising qualities – work skills		Knife crime
Money – Savings, loans and interest	Public services – funding	CSE - what is it		Anti-social behaviour
Money – Ethical shopping	The changing environment	Gangs & County lines		Fake news

Term 3 – Relationships, Sex and Health				
Year 7	Year 8	Year 9	Year 10	Year 11
Bullying or banter	Knowing myself	Relationships – role model	Teenage pregnancy & parenting	Happiness & positivity
E-safety – online bullying	Ideal partner	Safe sex – contraception	Consent – rape and sexual abuse	Coping with stress
Personal identity	More than friends	Safe sex – STI's	Pornography – the dangers	Types of relationship
Keeping friendships	Gender & Language 1	Parenting	Good sex – waiting for the right person	Relationship break up's
Positive friendships	Gender & language 2	Body image – Eating disorders	Bullying – body shaming	Harrasment & Stalking
Family types	Selfi safety	Careers (LO)	Work experience prep OR FGM – the dangers	Revenge porn – the law

Careers update	Careers (LO)	Abusive relationships		
Falling in love	Domestic conflict	Conflict management		
Same sex relationships	Consent	The LGBT community		
My sense of self love	Sexting – the dangers	Sexism & gender prejudice		
Body image and the media	Alcohol awareness	Arranged and forced marriages		

Appendix 2: Secondary required outcomes

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

TOPIC	PUPILS SHOULD KNOW
Online and media	<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	<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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 • 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

Appendix 3: 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	