

Relationship and Sex Education Policy

Boroughbridge High School

This policy was adopted by the Full Governing Board	27th February 2020
The policy is scheduled for review	February 2021

Contents

1. Aims	1
2. Statutory requirements	2
3. Definition	2
4. Curriculum.....	2
5. Delivery of RSE	2
6. Roles and responsibilities.....	3
7. Parents' right to withdraw.....	4
8. Training	4
9. Monitoring arrangements.....	4

1. Aims

Relationship and Sex education is one aspect of our Health Education Programme. The physical, intellectual, emotional and social needs of each child, at his or her current stage of development, will be the focus for learning. We aim to provide clear progression from what is taught in primary school in an age appropriate manner in order to enable students to lead happy and fulfilling lives when they leave school. Self-esteem, and respect for others are the cornerstones of good personal, social and health education, and therefore good relationship and sex education. Through our RSE, we support the personal and social development of pupils, so that they are able to enjoy relationships that are based on mutual respect and responsibility, free from abuse.

The aims of relationships and sex education (RSE) at our school are therefore 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 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 to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. 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.

4. 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

5. Delivery of RSE

RSE is taught within the personal, social, health, careers, citizenship and economic (PSCCHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). The whole school curriculum also supports the teaching of RSE and positive relationships with others.

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). RSE and Health Education will be accessible for all pupils including those with SEND.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

6.2 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).

6.3 Staff

PSHE Senior Leadership Contact – P Town
Designated Safe Guarding Lead – R Grierson
Deputy Safe Guarding Lead and Learning Manager – T Godsell-Wright

Pastoral Staff/ Teaching Staff/ Outside agencies

Staff are responsible for:

- Delivering RSE in a sensitive way where all students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support.
- All points of view they may express during the course of teaching RSE are unbiased.
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Where appropriate directing pupils to seek advice and support from the appropriate agency or individual.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE by referring them to the Headteacher.

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 headteacher.

Staff currently responsible for teaching RSE are:

A Allman – PSHCCE Teacher (Years 7,8,9 and 10)
G Errington – PSHCCE Teacher (Years 7,9 and 10)
M Reed – PSHCCE Teacher (Years 8 and 9)
P Knock – PSHCCE Teacher (Year 9)
S Woodward PSHCCE Teacher (Year 7)
C Ingles PSHCCE Teacher (Years 7 and 8)
C Bauwens PSHCCE Teacher (Years 10, 11 and 13)
A Scott PSHCCE Teacher (Years 10 and 11)
J Roberts PSHCCE Teacher (Years 11 and 12)

Safeguarding

SRE plays an important part in preventative education and the focus is on keeping children safe. The school views the classroom as an inappropriate place for public discussion of private matters that are specific to one person, and if such discussion arises, it will be discouraged.

Teachers in Boroughbridge High School have been advised to proceed with extreme caution before embarking upon private discussion of sexual behaviour with pupils.

In line with the document Keeping Children Safe in Education all staff are aware that they should inform the DSL if they have concerns about the safety of and pupils. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality.

6.4 Pupils

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

7. Parents' right to withdraw

The 1993 Education Act gives parents the right (from September 1994) to withdraw their children from any sex education lessons that are outside the National Curriculum Science Programme. They should do this in writing to the Headteacher. Parents are reminded of this right in the school prospectus when their child joins our school.

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.

Complaints Procedures

If a parent should wish to make a complaint, they should follow the school's complaints procedures as outlined in the school's policy.

8. Training

Staff are supported on the delivery of RSE and directed to the most current resources approved by external agencies such as NHS England and the PSHE Association where ever possible.

The school 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 where ever possible.

9. Monitoring arrangements

The delivery of RSE is monitored by P Town (Associate Assistant Headteacher) and through the whole school quality assurance processes

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and end of unit learning questionnaires.

This policy will be reviewed by P Town (Associate Assistant Headteacher) At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	<ul style="list-style-type: none">• I can recognise my personal strengths and areas for development and know how this affects my self-confidence and self esteem• I can explain how positive self-esteem and self-belief can support perseverance and resilience I have identified a trusted adult that I can talk to when I need help/ support both within and out of school• I recognise the qualities and behaviours I should expect and demonstrate in a wide variety of positive healthy relationships• I can recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/ via text, exploitation) and have the skills and strategies to manage being targeted or witnessing others being targeted• I am aware of unacceptable and acceptable physical contact and I am able to identify when someone may be putting pressure on me to do something I am not comfortable with.• I know the unacceptability of sexist, racist, homophobic, biphobic, transphobic and disablist language and behaviours, the need to challenge it and how to do so• I know where to get help if I or someone I know is being bullied (in any form)• I know how to identify and report hate crime• I understand that my body and emotions are going through changes and how I can manage those changes• I understand the terms associated with sex, gender identify and sexual orientation (lesbian, gay, bisexual or trans) and are aware of accepted terminology
	<ul style="list-style-type: none">• I can explain the short and long-term impacts of both a healthy and unhealthy lifestyle choices• I can describe how to make healthy choices as part of a balanced lifestyle understanding why it is important to make positive choices about my physical and emotional health• I understand what resilience means and I have some strategies which I can apply when managing disappointments and setbacks in different situations• I can take responsibility for my own personal hygiene and oral health care• I can explain the impact of the media / social media on people's actions including body image and how this can affect how I feel about myself

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"> • I can explain what the word 'risk' means to me now that I am in year 7 • I can differentiate between positive and negative risks • I can assess and manage the risks on my journey to/from school • I can state factual information about legal and illegal substances including alcohol, volatile substances, tobacco (including e-cigarettes), their effects, the law and explain the risks associated with their use • I am aware of the risks in the on-line world and I have ensured that I am protecting myself (e.g turning on privacy settings) • I understand what 'sexting' means and involves, the consequences of sexting including the laws on possession of images and where to get help if I experience sexting • I can recognise and manage different influences on my decision when others do something I don't want to do or put pressure on me to join in. • I have considered strategies to avoid negative pressures and influences • I know about a range of support services that can help me or others with a range of issues both in and out of school
Year 8	<ul style="list-style-type: none"> • I understand how my self-confidence and self-esteem can be affected by range of factors, such as family, friends and achievements • I understand what makes a person mentally and emotionally well and the importance of balance between work, leisure and exercise • I recognise the signs and symptoms of stress and anxiety and have positive ways of dealing with them, including asking for help • I understand the difference between assertive, aggressive and submissive behaviour • I know how to actively listen, negotiate and be assertive in a positive way

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"> • I have identified a trusted adult that I can talk to when I need help/ support both within and out of school • I understand the expectations that having a boy/girlfriend might bring • I can recognise the qualities and features of a positive relationship and I am able to positively act upon the signs when a relationship is not healthy • I understand what is meant by sexual intercourse, the benefits of delaying sexual relationship and where to access further information on healthy relationships • I know the importance of protecting against infection and disease including by immunisation and vaccination • I can challenge assumptions about the behaviours of young people using social norms data so I am aware of how many people of my age actually use substances and engage in sexual relationships and have considered the personal, social and health consequences alongside the benefits of not smoking, drinking, using substances or starting sexual relationships • I have considered and discussed media influences on image and behaviours and understand that media portrayal of relationships may not reflect real life
	<ul style="list-style-type: none"> • I understand how my self-confidence and self-esteem can be affected by range of factors, such as family, friends, achievements and employment • I understand what makes a person mentally and emotionally well and the importance of balance between work, leisure and exercise • I recognise the signs and symptoms of stress and anxiety and have positive ways of dealing with them, including asking for help • I understand the difference between assertive, aggressive and submissive behaviour • I know how to actively listen, negotiate and be assertive in a positive way
Year 9	<ul style="list-style-type: none"> • I recognise my own core values and beliefs and can use these to influence my decisions and choices • I can recognise and respond positively to difference and diversity in my school and community • I can show empathy and understanding towards those who choose to live their lives in a different way • I have a range of strategies to manage a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement • I have identified a trusted adult that I can talk to when I need help/ support both within and out of school

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"> • I know that relationships can cause strong feelings and emotions including sexual attraction and I can successfully manage these feelings • I am aware of a range of different healthy relationships, including those within families, friendships and romantic and the factors that could make these unhealthy relationships (including age, gender, power and interests) • I know what consent means in relation to sexual intercourse and that being pressured, persuaded, coerced into something is not 'consent' • I am aware of the laws that protect my rights to withhold consent and keep me safe • I am aware of the benefits of delaying sexual intercourse and have rehearsed some strategies to help me • I am aware of the full range of contraception that can prevent unwanted pregnancy and STIs this includes where to access local sexual health services • I know that marriage is a commitment, entered into freely, never forced • I understand that some societies have arranged marriages and I am aware of a range of views of this practice
	<ul style="list-style-type: none"> • I know what constitutes a healthy lifestyle and its benefits and can assess the risks of some lifestyle choices e.g. over exercising, extreme dieting etc • I have increased understanding about resilience and have a range of strategies that I regularly use to ensure I look after my own emotional health • I am aware of some mental health issues that affect young people including eating disorders and self-harm and know where to access sources of support
	<ul style="list-style-type: none"> • I can recognise when I am putting myself or others are putting me under pressure to obey 'unwritten rules' or social norms and I am able to positively respond to these pressures • I have considered how I can make my own choices without losing friends or credibility and have practiced some strategies to achieve this
	<ul style="list-style-type: none"> • I can assess the risks and consequences of experimental and occasional substance use and how it may affect my ability to make safe judgements and longer-term dependency and addiction to substances (including alcohol) • I have considered the impact on myself and others when making different decisions regarding substances (including alcohol) • I understand how to use prescribed and over the counter medicines safely

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"> • I understand the risks of physically meeting people I have only previously 'met' on line and have strategies to minimise the risk or not meet them • I can understand how and why some people are radicalised and drawn into extremist behaviour and am able to give a counter narrative • I am aware of how young people can be groomed or radicalised on-line and face -to-face and know how to identify and report such risks which includes telling a trusted adult. • I can recognise the signs of someone being radicalised and know what to do if I spot the signs
Year 10	<ul style="list-style-type: none"> • I know where and how to obtain health information, advice and support including sexual health • I can take increased responsibility for monitoring my own health and can overcome worries about seeking help and being an assertive user of the NHS (including testicular and breast self-examination) • I can recognise and manage my feelings about body image and the media's portrayal of idealized and artificial body shapes and understand the health risk and issues related to this, including cosmetic surgery • I have further considered the terms associated with sex, gender identify and sexual orientation (LGBTQ) and are aware of accepted terminology and the expectations of the Equality Act 2010. • I can recognise when a relationship is unhealthy (abuse or exploitation) and have strategies to seek help • I understand the importance of communication and negotiation in contraception use to protect against STIs', including HIV/AIDs • I understand the risks related to unprotected sex, which includes exploring the consequences of unintended pregnancy and the options available in such circumstances and where to access support • I understand the role of sex in the media and internet (including pornography) and its impact on views of a normal sexual relationship • I understand and respect others' faith and cultural expectations concerning relationships and sexual activity • I can recognise and challenge prejudice and discrimination confidently within school and the wider community I know what hate crime is and how to report it

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"> • I have strategies for managing a range of emotional and mental health issues including accessing a range of sources of support and help, this includes talking to a trusted adult either within or outside of school • I am able to deal with change including managing strong feelings and emotions • I understand what 'being resilient' means to me and I can demonstrate a range of positive coping strategies to keep myself emotionally healthy • I recognise the characteristics of mental and emotional health and the causes, symptoms, treatments and strategies for managing some disorders, including depression, stress and anxiety • I can maintain a positive self-image under pressure and am good at balancing being sociable with maintaining my independence and principles • I understand how technology including social media can be used for grooming/ radicalisation / bullying/harassment and how to seek support and use reporting mechanisms • I can assess my digital reputation/ footprint and understand the importance of having a positive digital presence and I know the potential consequences of my use of social networking sites
Year 11	<ul style="list-style-type: none"> • I can describe the benefits and appropriateness of different forms of contraceptive and know how to access sexual health information and services • I understand the concept of consent and have rehearsed negotiation strategies to keep myself safe • I understand the characteristics and benefits of positive, strong, supportive, equal relationships and how to manage the end of a relationships that is not right for me • I know that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other • I have an awareness of exploitation, bullying, harassment and abusive relationships and how to respond so I am not in a unhealthy relationship whether that is with a partner, friend or work colleague • I am aware of the impact of domestic abuse and know how to access support and help • I recognise the skills and qualities required for parenthood (including the implications of young parenthood) • I can assess the risks I may face as I get older and move onto the next stages in my life. • I can assess the wider risks and consequences of legal and illegal substance use on my personal safety, emotional health, career, relationships and future lifestyle • I have the skills, resilience and effective coping strategies to ensure I can manage exams and the transition at the end of year 11 • I know where/how to access appropriate information and advice to help keep me safe and well, both now and in the future • I have identified a trusted adult that I can talk to when I need help/ support both within and out of school and others safe and I have practiced a variety of strategies to keep myself safe • I recognise the importance of keeping myself safe online.