



## Relationships and Sex Education Policy

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1	2007	Review and update to include relationships
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3	June 2013	Update to Education programme
4	November 2015	Programme updated September 2015 MKW/SK
5	Feb 2018	Reviewed & updated EG
6	July 2021	Reviewed and updated EG in line with government guidance.
7	12.07.22	No changes

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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
- To promote our school ethos of equality and respect of others through developing students' awareness of different relationships and sexuality

### 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 [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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school 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 attend a meeting about the policy on 18/12/19.
4. Pupil consultation – we investigated what exactly pupils want from their RSE - (Alison McMillan)
5. Ratification – once amendments were made, the policy was shared with governors and ratified (November 2020)

#### **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. Staff are trained in diversity and equality and the content of the personal development curriculum so they can respond appropriately and confidently and make referrals when necessary.

#### **6. Delivery of RSE**

RSE is taught within the personal development (PD) education curriculum. In Key Stage 3 the lessons are delivered by the RE teacher and the units of work are alternated throughout the year.

Biological aspects of RSE are taught mainly within the science curriculum, but it is discussed in the year 7 PD unit of work to ensure the physical changes are understood alongside the emotional changes experienced during puberty.

Pupils also received sex education lessons in yr 9, 10 and 11.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Pornography and the impact watching harmful material can have on attitudes towards sex and relationships

For more information about our RSE curriculum, see Appendices 1 and 2.

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 Appendices 1 and 2.

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).

## **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.

The governing body has delegated the approval of this policy to Brenda Brown

### **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 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 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 headteacher. Mrs Macmillan is the lead teacher of RSE, PD and RS

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

The headteacher 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 Mrs Macmillan through drop ins, learning walks and faculty reviews.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment system.

This policy will be reviewed by the leadership team. At every review, the policy will be approved by the governing body and headteacher.

## Appendix I Curriculum maps 7-11

**Subject: PD**

**Year: 7**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Intro to RE	Growing Up	Intro to Philosophy (P4C)	Building Resilience	Who was Jesus?	Safety Online and offline
Key knowledge	Exploring briefly the 6 major world religions Understanding the difference between fact and belief Examining key Abrahamic faith religious stories	A look at appropriate friendships within the KS3 age group A study of managing emotional and physical changes whilst going through puberty		Understanding the differences between a healthy friendship and a toxic friendship. The impact of self-esteem self-awareness The impact of bullying on themselves and others	Exploration of the life of Jesus Understanding the theological links between Judaism and Christianity Applying the understanding of Jewish practices to beliefs about the practices of Jesus	Students to understand what the warning signs of grooming and exploitation online and what to do to handle any risky situations
Key skills / concepts	Describe; Explain; Interpret; Evaluate; theological interpretations				Describe; Explain; Analysis; comparative skills; evaluation; theological interpretations	Spotting warning signs of grooming and exploitation
Key assessment	Written test- testing skills and knowledge learnt	Multiple choice test; key vocab and spelling test		Group presentation- Speaking and Listening	Written test- testing skills and knowledge learnt	Group Presentation- Speaking and Listening
Key learning journey question	Can you learn anything from myths or religious stories if you don't believe in them?	What happens as I start to grow into a teenager?		What makes a good friend?	Who is Jesus?	How do I stay safe online and offline?

# Curriculum map

**Subject: RE/PD**

**Year: 8**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Sikhism	Health and Wellbeing	Islam	Prejudice and Discrimination	Hinduism	Real Love Rocks
Key knowledge	In depth exploration on key Sikhism beliefs Understanding how the religion began and how the teachings of Guru Nanak influence Sikh beliefs and practices today Understanding the theological links between Hinduism, Islam and Sikhism	Learning key ways how to keep the body healthy and have good mental wellbeing. Promoting the benefits of exercise and the philosophical ideas of what it means to be happy	In depth exploration on key Islamic beliefs Understanding how the religion began Understanding Islamic practices Understanding the theological links between Judaism, Christianity and Islam	Analysing different types of prejudice and discrimination and the impact of it on the victims and wider society. Considering how young people should be accepting of people different to them	In depth exploration on key Hindu beliefs about the Trimurti and Brahman	Following the Barnardo's Charity programme- Real Love Rocks Real Love Rocks is a programme developed by Barnardo's to promote healthy, consensual, safe relationships.
Key skills / concepts	Describe; Explain; Interpret; Critically Analyse		Describe; Explain; Analysis; comparative skills; evaluation; theological interpretations		Describe; Explain; Interpret; Evaluate	Spotting warning signs of grooming and exploitation
Key assessment	Written test- testing skills and knowledge learnt	Group Presentation- Speaking and Listening	Literacy test; Multiple choice test (due to summer exam taking precedent)	Written: Describe; Explain; Interpret; Evaluate;	Written test- testing skills and knowledge learnt	Group Presentation- Speaking and Listening
Key learning journey question	What impact did Guru Nanak's teachings have on Sikhism?	How do I develop physical and mental wellbeing?	How does belief in Allah influence Islamic practices?	How does prejudice and discrimination effect individuals, communities and wider society?	How does the Trimurti helps us to understand who Hindus believe Brahman is?	What does it mean to have healthy relationships?



## Curriculum map

**Subject: RE/PD**

**Year: 9**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Evil and Suffering	Youth Crime	Religion and Medical Ethics	Managing Risk	Buddhism	Relationships
Key knowledge	In depth exploration of the concepts of “good” and “evil” Considering philosophical arguments in support of and against the existence of God	To learn what crime is, how it affects the victim and wider society. To be clear on crimes associated with younger people such as county lines and knife crime	Applying Judeao-Christian beliefs to ethical situations of genetic engineeringl organ transplants and abortion	To explore aspects of body image relating to risk. Following on to drugs, risk taking behaviour, weighing up calculated risks and exit strategies and being assertive with peers. Finishing with being safe online.	In depth exploration on key Buddhist beliefs Understanding how the religion began and how the teachings of the Buddha influence Buddhist beliefs and practices today Understanding the theological links between Hinduism and Buddhism	To consider what it looks like to be respectful in different types of relationships. i.e. friends; family; romantic; teacher-student etc. Also how to show respect with using correct pronouns for individuals. How to be respectful online
Key skills / concepts	Describe; Explain; Analysis; comparative skills; evaluation; theological interpretations; debate		Describe; Explain; Analysis; justification skills; evaluation; theological interpretations; debate		Describe; Explain; Analyse; Justification;	
Key assessment	Written test- testing skills and knowledge learnt	Literacy in PSHE written test	Written test- testing skills and knowledge learnt	Presentations - speaking and listening.	Written test- testing skills and knowledge learnt	Group Presentation- Speaking and Listening
Key learning journey question	Can a good God exist if there is evil in the world?	What is the impact of youth crime on young people and wider society?	How does what we understand the value of life to be influence medical decisions?	How do I work out my own risk level and how to apply this to aspects of my life?	How do the teachings of the Buddha impact a Buddhist’s life today?	What does it mean to be respectful in the different types of relationships that I have?

## Curriculum map

### Subject: Personal Development Year: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Emotional Health	Financial Decision Making	Healthy Relationships Sex and the law	Exploring Influence	Addressing Extreming and radicalisation	Ethics and Issues
Key knowledge	Information and strategies about anger management, growth mindset, emotional resilience, anxiety, stress, self harm and managing the effect of social media on mental health.	Information about payslips, the world of work, managing finances and risk, money in the modern world.	An understanding of the law and sex, gender, sexuality, pornography, consent. Informative and factual based lessons.	An understanding of the influence of positive and negative role models and peer influence. Factual information about drugs and alcohol and exit strategies to use if feeling uncomfortable in a situation.	British Values, extremism, terrorism, radicalisation, extremism in the UK and hate crime. Signs to watch out for and who to contact if concerned. What British Values are and why we have them.	Ethical theories, virtue ethics, utilitarianism, pollution and our impact on the world.
Key skills / concepts	Practical strategies to use in times of need. Awareness of signs to watch out for in selves and others.	Practical information to use after school and strategies for good financial awareness.	What the law says about sex, what consent means and who is responsible.	What the law says about drugs and alcohol and factual based information about substance use and addiction.	Knowledge of British Values. Signs of extremism and radicalisation and how individuals are targeted.	How ethical theories can be put into practice and how to have an effect on the world through own practices.
Key assessment	Google form style quizzes, Q and A, peer and self assessment and teacher feedback in lessons. End of unit evaluations.	Google form style quizzes, Q and A, peer and self assessment and teacher feedback in lessons. End of unit evaluations.	Google form style quizzes, Q and A, peer and self assessment and teacher feedback in lessons. End of unit evaluations.	Google form style quizzes, Q and A, peer and self assessment and teacher feedback in lessons. End of unit evaluations.	Google form style quizzes, Q and A, peer and self assessment and teacher feedback in lessons. End of unit evaluations.	Google form style quizzes, Q and A, peer and self assessment and teacher feedback in lessons. End of unit evaluations.
Key learning journey question	How do I look after my emotional health?	How do I prepare myself for a financially sound future?	What constitutes a healthy relationship?	How do I keep myself safe in situations involving drugs and alcohol?	What are British values and how do they affect me?	How are ethical values used in society?

## Curriculum map

**Subject: Personal Development    Year: 11**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Families	Communication in relationships	Next steps	Independance	Building blocks for the future	Final exams
Key knowledge	Information about different types of families, parenthood and readiness for this. Fertility, pregnancy, unplanned pregnancy options and change in family circumstances.	Types of relationships (healthy and unhealthy), domestic abuse, sexual pressure, stalking and harassment and revenge porn. Signs to look out for in unhealthy relationships, how to end them. Signposting for abuse and illegal pressure.	Planning for the future, post 16 options, social media and how to use this effectively for the future. Time management and social media and effective revision techniques.	Information on what makes a healthy lifestyle, checking for cancer, breast and testicular, using first aid and registering with a doctor. Risk on roads and body alterations.	Personal wellbeing and stress management strategies. Delving into neuroscience behind mental wellbeing and looking after our mental health.	
Key skills / concepts	Being a parent and what this involves, fertility and avenues for this.	What are the differences between healthy and unhealthy relationships?	Knowledge of options after school, time management strategies and managing social media usage.	How to self examine and keep yourself safe. Managing risk and practical ways to look after your health.	Developing good habits to deal with stress, life events and school.	
Key assessment	Google form style quizzes, Q and A, peer and self assessment and teacher feedback in lessons. End of unit evaluations.	Google form style quizzes, Q and A, peer and self assessment and teacher feedback in lessons. End of unit evaluations.	Google form style quizzes, Q and A, peer and self assessment and teacher feedback in lessons. End of unit evaluations.	Google form style quizzes, Q and A, peer and self assessment and teacher feedback in lessons. End of unit evaluations.	Google form style quizzes, Q and A, peer and self assessment and teacher feedback in lessons. End of unit evaluations.	
Key learning journey question	What does family mean to me and how can I best fit into my own?	What is the basis for healthy relationships?	How can I plan effectively for the future that I would like?	How do I keep myself emotionally and physically healthy?	How do I manage stressful situations e.g. exams?	

## Appendix 2: 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> </ul>

	<ul style="list-style-type: none"> <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>
Online and media	<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>
Being safe	<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	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> </ul>

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| <ul style="list-style-type: none"><li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li><li>• That they have a choice to delay sex or to enjoy intimacy without sex</li><li>• The facts about the full range of contraceptive choices, efficacy and options available</li><li>• The facts around pregnancy including miscarriage</li><li>• 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)</li><li>• 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</li><li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li><li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li><li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li></ul> |
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**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	