

Relationships and Sex Education Policy

Sir Charles Parsons School



DRAFT

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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
- At our school we aim to deliver a whole school approach to Relationships and Sex Education. We aim to deliver it through our PSHE programme by trained staff and schemes of work which are differentiated and sensitive to the needs of all our students.
- The aim is for our students to gain knowledge and understanding of relationships and sex education and also raise awareness of issues to keep them safe and protected due to their vulnerabilities.

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
4. Student consultation – we will review the delivery of the RSE curriculum with students annually.
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 young people, 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, students and staff, taking into account the age, needs and feelings of students. If students 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.

At Sir Charles Parsons School we aim to help young people develop confidence in talking, listening and thinking about Sex and Relationship education. Teachers and visitors will use a range of strategies to help them to do this including;

- Establishing ground rules eg. no one will have to answer a personal question, no one will be forced to take part in a discussion, only the correct names for the body parts will be used and meanings of words will be explained in a sensible and factual way.
- Introducing distancing techniques eg by depersonalising discussions, such as role play, case studies with invented characters
- Dealing with questions - if questions are too personal teachers should remind them of the ground rules, teachers should be honest if they don't know the answer to a question, if a question is too explicit or feels too old for a student, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and reassure the student that they (or another colleague) will attend to it later on, on an individual basis.
- Making use of discussion and project learning and by encouraging reflection.
- Adhering to the schools' Confidentiality policy.

There are many sensitive issues surrounding the teaching of Sex and Relationship education. As a school we aim to deal with the following issues sensitively and honestly.

Parents and students should feel assured that the personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship education within the PSHCE framework.

Young people will learn the significance of marriage and stable relationships as key building blocks of community and society, but this will be done so as not to stigmatise students on the basis of their own home circumstances.

In **Years Seven, Eight and Nine**, a video will be shown *Living and Growing*, Channel 4, which deals with the issues surrounding preparation for puberty. The young people will watch the video as a mixed sex group, but will then be given opportunities to ask questions in single sex groups. More information about the content of these sessions will be sent out in a yearly letter to **all** parents. The **programme of study** is included in the letter. **Parents are welcome to discuss any aspects of the programme of study with the PSHE teacher should they have any concerns regarding the delivery or aspects of RSE. Parents** have the right to withdraw their children from Relationships and Sex Education except for those parts included in Statutory National Curriculum Science. Students who are withdrawn will spend the session /s with another class.

Sanitary protection will be kept in school for any young person who may require it.

If a student raises an issue of a sensitive nature, their comments will be dealt with individually and sensitively, following the guidelines set out in the Confidentiality policy.

For more information about our curriculum, see Appendix 1.

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). Aspects of RSE are also taught within the IT curriculum as part of e-safety.

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

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 young people 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 young people 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 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 students 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 students
- Responding appropriately to students 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 headteacher.

The RSE curriculum is part of the PSHE curriculum and is managed by the curriculum leader for PSHE

7.4 Students

Students 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 student's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

9. Training

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

The curriculum leader for PSHE, including RSE, is trained and experienced in delivering both PSHE and RSE to young people with complex and significant learning needs. All training provided to school staff is delivered by trainers with knowledge and understanding of young people with significant learning difficulties.

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 Karen Parker, deputy head, through:

Scrutiny of curriculum planning, discussion with the curriculum leader for PSHE and RSE, learning walks and monitoring of student progress records.

Students' development in RSE is monitored by the curriculum leader as part of our internal assessment systems.

This policy will be reviewed by the curriculum leader for PSHE and RSE bi-annually. At every review, the policy will be approved by the headteacher and governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	<ul style="list-style-type: none">• All About Me/ My Relationships• My family – who lives with me. What do I do with my family?• My friends – what I like to do with them/ conflict resolving•	
Year 8	Spring 1	<p>My changing body:</p> <ul style="list-style-type: none">• How boys' and girls' bodies change as we grow up, and how these changes affect us• Establish a set of ground rules they agree to• Explore different relationships and the feelings attached to them• Look at feelings and emotions and how they affect and effect who we are.• Name parts of the body, in particular the reproductive organs- their purpose and the changes which occur to them.• The changes the body goes through during puberty and the importance of personal hygiene• Periods and the menstrual cycle.• Good touch / Bad touch	
Year 9	Autumn 1	<p>Relationships</p> <ul style="list-style-type: none">• look at and develop further understanding of emotional attachments.• explore the importance of stable relationships and including marriage.• explore what makes a good relationship and the qualities needed to be successful within different relationships.• Explore and show awareness of negative relationships	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Spring 1	<p>My changing body:</p> <ul style="list-style-type: none"> • How boys' and girls' bodies change as we grow up, and how these changes affect us • Establish a set of ground rules they agree to • Explore different relationships and the feelings attached to them • Look at feelings and emotions and how they affect and effect who we are. • Name parts of the body, in particular the reproductive organs- their purpose and the changes which occur to them. • The changes the body goes through during puberty and the importance of personal hygiene • Periods and the menstrual cycle. <p>Good touch / Bad touch</p>	
Year 10	Spring 1	<ul style="list-style-type: none"> • Recap and consolidate past work on body parts, good and bad touch and puberty; • learn about the importance of loving relationships; • learn about and take part in discussions about sex and what it involves • What is consent? • develop an understanding of what happens during birth; • The impact of social media on relationships; sexting and pressures. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Spring 1	<ul style="list-style-type: none"> • recap and consolidate past work on body parts, good and bad touch and puberty; • learn about the importance of loving relationships; • learn about and take part in discussions about sex and what it involves • What is consent? • learn about sexually transmitted diseases and the use of condoms to prevent transmission of these diseases; • Pregnancy and birth • develop a knowledge and understanding of different methods of contraception. • Gender identity and LGBTQ • The impact of social media on relationships; sexting and pressures. • E-Safety 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
6 th Form	Spring 1	<ul style="list-style-type: none"> • learn about the importance of loving relationships; • learn about and take part in discussions about sex and what it involves • What is consent? • learn about sexually transmitted diseases and the use of condoms to prevent transmission of these diseases; • develop an understanding of what happens during birth; • develop a knowledge and understanding of different methods of contraception. • The impact of social media on relationships; sexting and pressures. • E-Safety • Gender identity and LGBTQ 	

Appendices

Appendix 2a and 2b show what the government thinks young people in mainstream school should be expected to know about relationships and sex by the time they finish primary school and secondary school. The needs of our young people means that generic milestone statements such as these are often not appropriate. We have included them in our policy to provide guidance to parents, carers, staff and others involved in the delivery of RSE as to the levels of knowledge, understanding and awareness expected within the general school population at different ages.

Appendix 2a: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2b: 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

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	