



SEXEY'S
SCHOOL

Relationships and Sex Education Policy

(September 2021)

This policy will be reviewed in full by the Governing Body annually.

A handwritten signature in black ink, appearing to read 'Helen Cullen'.

Signed:

Helen Cullen

Headteacher

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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 with regard to our Christian values of
 - Honesty
 - Forgiveness
 - Empathy
 - Courage
 - Resilience
 - Kindness
 - Respect

- 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

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 Sexey's 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.

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 lessons.

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 Board

The Governing Board has delegated the approval of this policy to the Pastoral and Recreational Committee.

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 components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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. RSE is taught by tutors and is overseen by Heads of Year.

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.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of Year will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

9. Monitoring arrangements

The delivery of RSE is monitored by the Heads of Year and the Assistant Head (Pastoral) through:

Line Management Meetings, Heads of Year Meetings and Learning Walks

Pupils' development in RSE is monitored by tutors and Heads of Year.

Appendix 1: RSE within PSHE Curriculum

Statutory	<u>LESSON TITLE</u>	YEAR	Coverage in other Curriculum Areas	Learning Objectives
Y	Being positive + Self Esteem	Year 7		To understand that people can all feel the same range of emotions, but do not necessarily respond in the same way to similar situations To celebrate personal strengths and achievements and promote awareness of what can affect us
Y	Consent and Boundaries	Year 7		understand what constitutes consent and why consent should always be respected To evaluate why personal space and boundaries are important when growing up To understand how to deal with situations in an assertive way
Y	Managing Friendships & Relationships	Year 7		To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails
Y	Peer Pressure and Influence	Year 7		To be able to explain why it is important to be confident and assertive. To understand how to cope with peer pressure To understand when peer pressure can go wrong and how it can make someone else feel
Y	Respect and Relationships	Year 7		To understand the wide range of relationships young people have To understand that different types of relationships will work in different ways To consider the differences between people and learn how to respect those differences
Y	What does it mean to be a man in 2020?	Year 7		To describe what it means to be a man in 2020 To explore gender stereotypes of masculine men To evaluate the characteristics of a 'good man' and not a 'mans man'
Y	What Makes a good Friend	Year 7		To understand the importance of friendship and the qualities makes a good friend To understand what is needed to make positive relationships with friends. To evaluate why some friendships can be more beneficial than others
Y	Introduction to Contraception	Year 8	SC Y7 and Y10	To describe the concept of abstinence To understand the three main other ways of reducing the risk of pregnancy To be able to identify a wide range of contraceptive methods
Y	Periods and Menstrual Cycle	Year 8	SC Y7 and Y10 SC Y10	To understand the menstrual cycle and its role in human reproduction To understand how and why feminine protection is so absorbent and effective. To evaluate the role of hormones in the regulation of the body's functions
	RSE - Dealing with Conflict	Year 8		To understand the different areas of life where conflict may occur To understand the cause of conflict and learn a range of conflict resolution methods
Y	RSE - Healthy Respectful Relationships	Year 8		Compare and contrast the characteristics of healthy and unhealthy relationships. Describe the potential impacts of power differences such as age, status or position within relationships.
Y	RSE - Sexual Orientation	Year 8		To understand the many different key terms and concepts that are used within this topic To Explore and challenge LGBT+ prejudices and stereotypes that are out there To understand the damaging impact homophobic language has on people
Y	RSE - What is Gender Identity	Year 8		To explore a range of language used with gender identity To understand the Gender Recognition Act and the difference between sex and gender To explore and challenge gender prejudices and stereotypes that are out there
Y	RSE - What is RSE	Year 8		To understand the core aims of RSE in secondary schools. To understand how physical touch may be different in a sexual relationship to any other relationship To explore what a healthy and unhealthy relationship might look like
Y	RSE What is Love?	Year 8		To define the term love and understand that it comes in many forms To understand the meaning of love between a couple and the expectations that form a positive romantic relationship
Y	Contraception - Condom lesson	Year 9		To understand the correct steps for using an external or male condom Describe three obstacles to condom use and explain how they can be overcome
Y	Contraception - Fact Hunt / Show & Tell	Year 9	SC Y7 and Y10	To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STIs or both
Y	Contraception Explored	Year 9	SC Y10	To understand the block, suppress and disable methods to reducing the risk of pregnancy To explore which forms of contraception protect against pregnancy, STIs or both To know what thrush is and the common symptoms of it in men and women
Y	FGM and the Law	Year 9	SC Y7 and Y10	To revise the different parts of the female reproductive organs To understand what FGM is and to know that FGM is illegal and where you can go for help and support
Y	HIV - Discrimination and Prejudice	Year 9		To understand the history of HIV and AIDS and understand the recent advances in HIV treatment and prevention To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken
Y	HIV and AIDS	Year 9	SC Y12	To define the terms HIV and AIDS and understand the difference To explore the different ways HIV can be transmitted and how to reduce the risk of transmission To evaluate the importance of support International World Aids Day
Y	RSE - Delaying Sexual Activity	Year 9		Understand the benefits of delaying sexual activity To know how to be assertive and deal with undue pressure Understand that you don't have to do anything you don't want to and consent and respect for each other should be paramount in any relationship
Y	RSE - Pleasure and Masturbation	Year 9		To define the terms pleasure, masturbation and sexual activities To explore the benefits and risks associated with masturbation To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk activities
Y	RSE - Relationships and partners	Year 9		To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship To understand the non physical characteristics someone might look for in a future partner To look at relationships and understand the factors necessary to develop a relationship
Y	RSE - Why have Sex?	Year 9		To understand the considerations to be taken before making a relationship sexual To understand the positive and negative reasons to have sex To explore the consequences of making a relationship sexual
Y	Sexual Harassment & Stalking	Year 9		To define the terms stalking and harassment To explore the differences between flirting and sexual harassment To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012)
Y	Treating STI's & clinics	Year 9		To describe the key symptoms and risks associated with a variety of different STIs To understand the importance of sexual Health Clinics (GUM) and why young people after unprotected sex should always get themselves checked out
Y	What are STI's? (Main Types)	Year 9		Name at least five common STDs and how they are transmitted. Understand the term safe sex. Compare sexual behaviours that put people at high, low or no risk for STD
Y	Y9 Sexual consent & Law	Year 9		To know the legal definition of consent and the law surrounding it To understand the practicalities of consent and the importance of it To understand the consequences of sexual activity with no consent

Statutory	<u>LESSON TITLE</u>	YEAR	Coverage in other Curriculum Areas	Learning Objectives
Y	Domestic Abuse and Domestic Violence	Year 10		To describe a positive and healthy relationship. To understand the different types of abuse that exist To identify where to turn to for help with abusive relationships
Y	FGM	Year 10		To understand what FGM is and to know that FGM is illegal and where you can go for help and support To explore the social and economic excuses used by people to encourage FGM To evaluate the best way to campaign against FGM practices here in the UK and Abroad
Y	Online Pornography (Myths vs Reality)	Year 10		To outline what is and is not legal in terms of pornography. To identify the differences between what is seen in porn and what happens in real life. To look at the impact of porn on society and relationships
Y	Porn and its impact on Society - Lesson 2	Year 10		Understand the differences and similarities between sex in real relationships and that which is featured in pornography Explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self
Y	Sexting 'Nudes and Dick Picks'	Year 10		To understand the legal, emotional and social consequences of sending sexts To explore the reasons why some young people send sexts, nudes and dick picks To be able to deal effectively assertively with requests and pressure to send sexts
Y	Sexualisation of the media	Year 10		To explore the impact sexualisation of the media is having on teenagers To identify the links between body image and the medias influence on it To evaluate whether shows like Love island teach viewers about morals and ethics
Y	Unhealthy Relationships, Sexual Assault and Rape	Year 10		To explore the laws regarding rape and sexual assault To understand how unhealthy behaviours and an imbalance of power in a relationships could lead to violence and sexual assault To explore what qualities to look for in a healthy loving relationship
Y	Alcohol, Parties and Bad Choices	Year 11		To describe the risks associated with house parties and alcohol To explore alcohol abuse and drink spiking and the risks associated with both To evaluate what and who impacts our decisions about our own health and the choices we make
Y	Fertility - what impacts it	Year 11	SC Y7 and Y10	To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF Treatment
Y	Importance of Sexual Health	Year 11	SC Y7 and Y10	To increase awareness of the importance of a young person's sexual health To explore common myths about pregnancy and fertility Explore where to access further support, guidance and advice about sexual health
Y	Peer on Peer Abuse	Year 11		To define the term Peer on Peer abuse and understand what constitutes abuse To explore circumstances when peer pressure becomes peer abuse To evaluate what support networks are available to help support those in need
	Respect Love and Relationships	Year 11		To understand the importance of respecting others and especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship
Y	Revisiting Contraception	Year 11	SC Y7 and Y10	To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STIs or both
	Revisiting STI's	Year 11		To understand the way STIs spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic. To understand the differences between viral STIs and bacterial STIs

Appendix 2: 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)
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 RSHE

Dear Parent/Guardian

Relationships and Sex Education (RSE)

At Sexey’s School we want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. As part of this together with all secondary age children out students are taught Relationships, and Sex Education. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The aim is to deliver the content in a way that is age and developmentally appropriate and sensitive to the pupils’ needs within the context of our Christian values.

Parents have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, will be granted up to three terms before their child turns 16. At this point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

The science curriculum in all also includes content on human development, including reproduction, which there is no right to withdraw from.

There is also no right to withdraw from Relationships Education as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Once we receive a request that your child be excused, that request will be complied with until you change or revoke it. The procedure for exercising the right of withdrawal is as follows:

1. You should complete the attached form and return it to school. It will be kept on file for use by PSHE teachers to ascertain which children are excused from a particular section of the programme so that alternative work may be arranged for them.
2. Parents who are considering exercising the right of withdrawal may wish to discuss the matter with their child’s Head of Year, prior to making a decision. You should contact the school if you would like to make an appointment to do this.

Forms should be returned prior to the start of the Autumn Term.

Yours faithfully



Assistant Head – Pastoral

Please return prior to the start of the Autumn Term.

Relationships and Sex Education

I wish to withdraw my child _____ Tutor Group _____
from Relationships and Sex Education lessons.

I understand that he/she will complete the elements within the Science Curriculum

Name of Parent/Guardian (BLOCK CAPITALS) _____

Signature of Parent/Guardian _____ Date _____