



awaiting governor approval



# Relationships and Sex Education Policy

Date Reviewed	February 2022
Approved by Governors	
Next Review Date	February 2023

## **Relationships and Sex Education Policy (RSE)**

### **Aims**

The aim of RSE is to help young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident and responsible citizens – both now and in the future. To:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Create a positive culture around issues of sexuality and relationships

### **Statutory Requirements**

As a secondary academy we must provide RSE to all students 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](#).

### **Policy Development**

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents are currently invited to look at the policy and provide feedback
- Student consultation – we are currently investigating what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

### **Definition**

RSE is about the emotional, social and cultural development of students, 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.

## **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, taking into account the age, needs, maturity 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.

## **Delivery**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. students may also receive stand-alone sex education sessions delivered by a trained health professional.

It will build upon the teaching at primary level. It aims to give 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 and intimate and sexual relationships, including sexual health.

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).

At the appropriate time, the focus will move to intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life. It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation.

## **Roles and responsibilities**

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

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

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

### **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 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. A member of SLT will discuss the request with parents and take appropriate action.

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

### **Monitoring arrangements**

The delivery of RSE is monitored by the PHSE coordinator; Wendy McDonnell through: Learning walks, peer moderation, assessment, curriculum hubs.

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

This policy will be reviewed by Wendy McDonnell PHSE coordinator annually.

At every review, the policy will be approved by the governing body and the headteacher.

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## Appendix 1

	Autumn Relationships	Spring Health Well-being	Summer Wider World
7 & 8			
Year 1	Developing healthy relationships	Puberty	Personal hygiene
Coverage	<p>What makes a good friendship?</p> <p>Rights and responsibilities of being a friend, a classmate, being part of your home and school community</p> <p>Team work, trust, honesty</p> <p>What we admire about our class friends</p> <p>Conflict resolution</p> <p>Compromising</p> <p>Risky relationships - what are they, how to avoid</p> <p>What is respect - The importance of respecting others even when they are very different e.g. physically or in temperament, make different choices or have different cultures, beliefs</p> <p>Importance of self-respect and how this links to our own happiness</p> <p>Conventions of manners and courtesy</p>	<p>Physical changes of both male and female - names of body parts - (formal and informal) Which names are appropriate to use in different groups e.g. friends, classroom, Dr's</p> <p>Emotional changes in both males and females - positive and negative emotions</p> <p>Basic function of reproductive system</p> <p>Menstruation - and how to keep clean</p> <p>Wet dreams</p> <p>Masturbation - only in private</p> <p>What choices/decisions they have as they grow up - clothing, friendships, hobbies</p>	<p>Germs/bacteria/viruses - how they are spread, prevention, importance of hand washing, what spreading can cause - coughs colds etc antibiotics</p> <p>Good/bad, consequences of having or not a good routine</p> <p>Body odour, tooth decay, bad breath</p> <p>Whose responsibility is it to keep clean? Who can help?</p> <p>Identifying appropriate products and their uses</p> <p>What is included in a daily and a weekly routine - teeth brushing, hair washing, when clothes need changing etc</p> <p>Practical lessons</p>
Mental Health & Wellbeing coverage	<p>For Mental Health and Wellbeing coverage, you may choose to place this into your teaching as you see fit. This could be a few weeks (maybe a half term) of work, using your PSHE teaching slot, equally, it may fit better during tutor times or even during a focus week such as a Mental Health awareness week. There is a (statutory) expectation of curriculum coverage, but you can cover it within your teams, in the way you feel is best.</p> <p>Theme: Understanding and recognising emotions</p>		

Year 2	Bullying	Public and Private, Privacy	Emotions
Coverage	<p>Introduce the word 'bullying' – define bullying as repeated behaviour/incidents not one off situations, deliberate and intentional, unfair as there is an unequal power balance. The person doing the bullying is/are stronger, or there are more of them or they have 'influence', higher status or power</p> <p>Different forms that bullying takes - verbal, physical, cyber, intimidation etc.</p> <p>Impact - mental health, isolation</p> <p>Responsibility of bystanders, reporting, getting help</p> <p>Role play scenarios of bullying and explain how they could make you feel - including perspective of the bully</p> <p>How to challenge bullying</p>	<p>Secrets - including that it is not always right to keep secrets if they relate to being safe</p> <p>Physical contact - that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical contact - ways to say no, politely, assertively if necessary</p> <p>Who to tell if someone touches them inappropriately</p> <p>Circles of intimacy - who can touch you where</p> <p>Being naked - where and when, who can see you naked, getting changed in a public place etc</p> <p>At home knocking on a door and waiting before entering</p>	<p>Recognising emotions - how to self regulate - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>Mindfulness</p> <p>Self regulation</p>
Mental Health & Wellbeing coverage	<p>For Mental Health and Wellbeing coverage, you may choose to place this into your teaching as you see fit. This could be a few weeks (maybe a half term) of work, using your PSHE teaching slot, equally, it may fit better during tutor times or even during a focus week such as a Mental Health awareness week. There is a (statutory) expectation of curriculum coverage, but you can cover it within your teams, in the way you feel is best.</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>*Importance of sleep</li> <li>*Developing an active lifestyle and the benefits of community participation</li> <li>*Considering hobbies and interests</li> </ul>		
9 & 10			



Year 1	Relationships	Alcohol/tobacco/Drugs/Volatile substances Risky behaviour	Media Stereotypes
Coverage	<p>Marriage, different types of relationships - single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, parental responsibility</p> <p>Maintaining relationships</p>	<p>Types of drugs - legal and illegal - Appropriate use of drugs/medication - what are they used for? What do they do e.g paracetamol alleviates pain, temperature</p> <p>Effects of taking drugs/alcohol</p> <p>Tobacco - why do people smoke? Consequences</p> <p>Alcohol - why drink? Effects, consequences, risks</p> <p>Legal - storage illegal - consequences, possession</p> <p>The law</p> <p>Addiction</p> <p>Recognising risky situations -Why do young people take risks? When is risk a good thing/bad thing? What should people think about before doing something they know is risky? If people take risks how can they minimise the possibility of harm? What is an unnecessary risk? – A risk that can be avoided</p> <p>Role play ways to say no</p>	<p>Similarities and differences</p> <p>Impact of unhealthy or obsessive comparison with others - including online - how not all images are real, unrealistic expectations of body image</p> <p>How people may curate a specific image of their life online</p> <p>Online sites - gambling sites, debt, how advertising and how information is targeted at them</p> <p>What a stereotype is and how they can be unfair/ negative/destructive</p> <p>sex, gender, race, religion, sexual orientation and disability</p> <p>Challenging stereotypes</p>
Mental Health & Wellbeing coverage	<p>For Mental Health and Wellbeing coverage, you may choose to place this into your teaching as you see fit. This could be a few weeks (maybe a half term) of work, using your PSHE teaching slot, equally, it may fit better during tutor times or even during a focus week such as a Mental Health awareness week. There is a (statutory) expectation of curriculum coverage, but you can cover it within your teams, in the way you feel is best.</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>*Judging feelings - early recognition of MH concerns</li> <li>*Self care techniques</li> </ul>		

Year 2	Healthy Eating	Reproduction	Safety in the wider world
Coverage	<p>Food groups - what they are            What foods are in each food group            Balanced diet - What ratios do we need to be healthy            How foods can be eaten in a healthy or less healthy way e.g. chips – oven/fried            eggs – poached/fried            bacon – grilled/fried            Consequences/effects of eating or not eating healthily - weight, skin, illness, feeling good, lethargy, teeth, fitness            Food tasting - trying different foods            Nutritional values - Calories - what calories are in different foods, low fat, low sugar (&amp; how low fat foods may have more sugar etc)            How many calories do we need            Planning meals, daily/weekly</p>	<p>Contraception, pregnancy (including options - abortion, adoption), puberty            STIs - cure/prevention            Sexual orientation, gender identity            Intimacy - different stages            Consent - how people can communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn.            Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.            Recognising and how to report abuse, including emotional, physical and sexual abuse</p>	<p>Home safety - cooking, electrical danger, fires, knives etc            In the community -            Recognising potential dangers            Stranger danger - safe adults, how to get help            Road safety            Fire safety            Railway safety            Keeping personal belongings safe            Risk assessments - what is risk, how to reduce or eliminate            Assessing the scene - making choices, peer pressure (saying no)            Practicing staying safe</p>
Mental Health & Wellbeing coverage	<p>For Mental Health and Wellbeing coverage, you may choose to place this into your teaching as you see fit. This could be a few weeks (maybe a half term) of work, using your PSHE teaching slot, equally, it may fit better during tutor times or even during a focus week such as a Mental Health awareness week. There is a (statutory) expectation of curriculum coverage, but you can cover it within your teams, in the way you feel is best.</p> <p>Themes:            *Talking about emotions - vocabulary            *Benefits of physical activity to combat stress</p>		

11 & 12			
Year 1	Managing loss	First Aid	Gender
Coverage	<p>Different types - What are the reasons for loss? death, divorce/separation, friendships, transition etc</p> <p>Discussing feelings of fault - usually unless the end of a friendship, it is not the persons fault etc</p> <p>What feelings are involved? anger, guilt, worry, frustration, sadness, confusion, including relief etc - explaining that it is ok to have these feelings</p> <p>Develop strategies for coping with loss and change</p>	<p>Basic treatment for common injuries - bleeding, asthma, stings, shock, fainting, head injuries, bandages, applying pressure etc Life-saving skills, including how to administer CPR</p> <p>Assessing for danger before approaching a casualty</p> <p>The purpose of defibrillators and when one might be needed</p> <p>(St John's ambulance lesson plans and resources)</p>	<p>Inequality</p> <p>Roles</p> <p>GUAG</p> <p>AGES</p>
Mental Health & Wellbeing coverage	<p>For Mental Health and Wellbeing coverage, you may choose to place this into your teaching as you see fit. This could be a few weeks (maybe a half term) of work, using your PSHE teaching slot, equally, it may fit better during tutor times or even during a focus week such as a Mental Health awareness week. There is a (statutory) expectation of curriculum coverage, but you can cover it within your teams, in the way you feel is best.</p> <p>Theme: Similarities and differences between online and physical world (including unhealthy comparisons)</p>		
Year 2	Bullying	Mental Health	Alcohol/tobacco/Drugs - risky behaviour
Coverage	Recapping/furthering bullying	<p>Hobbies, health well being, volunteering, common types of mental health - anxiety and depression</p> <p>Effect of Hobbies, voluntary work etc of self esteem, feelings of well being</p>	<p>Recapping</p> <p>Including whilst under the influence</p> <p>Legal - storage</p> <p>illegal - consequences, possession</p> <p>The law</p>

		<p>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>Benefits of being outdoors</p> <p>What leisure activities are available in the local area - make a leaflet/poster to advertise - where is it, cost, equipment/kit required. Constraints of joining a new club e.g. transport, age restrictions, cost</p> <p>Trying out range of activities</p>	Addiction
Mental Health & Wellbeing coverage	<p>For Mental Health and Wellbeing coverage, you may choose to place this into your teaching as you see fit. This could be a few weeks (maybe a half term) of work, using your PSHE teaching slot, equally, it may fit better during tutor times or even during a focus week such as a Mental Health awareness week. There is a (statutory) expectation of curriculum coverage, but you can cover it within your teams, in the way you feel is best.</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>*Social media concerns</li> <li>*Gambling and the accumulation of debt</li> <li>*Advertising targets - becoming a discerning customer.</li> </ul>		
13 & 14			
Year 1	Forming and maintaining safe relationships	First Aid	Budgeting, financial capabilities
Coverage	<p>Grooming, domestic abuse</p> <p>How and where to get help</p> <p>Agreeing and disagreeing - managing differences of opinion without falling out or hurting a person's feelings</p>	Recapping or completing the next level	<p>Value/function of money</p> <p>What are needs and what are wants?</p> <p>Obtaining money</p> <p>Banks, building societies</p> <p>Debit/credit cards - advantages and disadvantages</p> <p>Loans - interest charges, pros and cons of lending money</p>

	<p>Standing up for what they believe in - being assertive - (body language, eye contact, tone of voice, words we use)</p> <p>Peer pressure - how to stand up for their view in an appropriate way</p> <p>Respecting others viewpoints</p>		<p>Basic budgeting - creating basic budget plan</p> <p>Saving - different types of saving accounts/interest, saving for a particular item or the benefits of having savings in case of emergency</p> <p>Estimating then researching the price of items - food shopping, clothes, larger items such as washing machine etc</p> <p>Value for money versus luxury/named items - cost comparisons, taste testing</p> <p>Identifying different shops and their items, shopping online</p> <p>Comparisons between local shops, supermarkets, online - cost, location, family business, parking, choice, personal service, returning items, checking quality etc</p>
Mental Health & Wellbeing coverage	<p>For Mental Health and Wellbeing coverage, you may choose to place this into your teaching as you see fit. This could be a few weeks (maybe a half term) of work, using your PSHE teaching slot, equally, it may fit better during tutor times or even during a focus week such as a Mental Health awareness week. There is a (statutory) expectation of curriculum coverage, but you can cover it within your teams, in the way you feel is best.</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>*Alcohol consumption and its risks</li> <li>*Consequences of addiction in terms of mental health conditions.</li> </ul>		
Year 2	Community participation	Personal health	Safety in the home and wider community

Coverage	<p>What communities do they belong to - school, outside clubs, church</p> <p>Responsibility of being part of a community</p> <p>How can they help/support their local community - volunteering</p> <p>Litter picking, raising money etc</p> <p>How does it make you feel being part of a community?</p> <p>Benefits of volunteering - to you and the community</p> <p>How does it make you feel when you volunteer/make a difference?</p>	<p>What situations would you need to call the emergency services - what service would you require?</p> <p>How to make a clear and efficient call to emergency services</p> <p>When not to call the emergency services - consequences of false calling or wasting emergency services time</p> <p>Sun screen</p> <p>Testicular/breast examination, cervical screening</p> <p>Family planning services</p> <p>STIs</p> <p>Making Dr's/Dental appts</p> <p>Recognising signs of illness - signs and symptoms, weight loss etc What may cause it, how to get help</p> <p>Recognising what services are available in the local area - family planning etc</p>	<p>At home and in the wider community</p> <p>Including Travel training</p> <p>Safe in Town</p>
Mental Health & Wellbeing coverage	<p>For Mental Health and Wellbeing coverage, you may choose to place this into your teaching as you see fit. This could be a few weeks (maybe a half term) of work, using your PSHE teaching slot, equally, it may fit better during tutor times or even during a focus week such as a Mental Health awareness week. There is a (statutory) expectation of curriculum coverage, but you can cover it within your teams, in the way you feel is best.</p> <p>Themes:</p> <p>Self injury, eating disorders &amp; suicide prevention. Who can I talk to? How can I recognise someone and what can I do to support them?</p> <p><u><i>Please note this is a particularly difficult area to teach, not only does it require huge sensitivity, but also should not deliver too much information; in particular with reference to terms of methods of harm.</i></u></p>		

**Parent form: withdrawal from sex education within RSE**

<b>To be completed by parents</b>			
<b>Name of student</b>		<b>Teacher</b>	
<b>Name of parent</b>		<b>Date</b>	
<b>Reason for withdrawing from sex education within relationships and sex education</b>			
<b>Any other information that you would like the school to consider</b>			
<b>Parent signature</b>			

<b>To be completed by the school</b>
Agreed actions from discussion with parents Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

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