

**Relationships and Sex**

**Education Policy**

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| Date Reviewed | February 2023 |
| Next Review Date | February 2024 |

**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 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
* Create a positive culture around issues of sexuality and relationships

**Statutory Requirements**

As a secondary academy we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

In teaching RSE, we are required by our funding agreements to have regard to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

**Policy Development**

This policy has been developed in consultation with staff, pupils 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 were invited to look at the policy and provide feedback
* Ratification – once amendments were made, the policy was shared with governors and ratified

**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.

**Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary, in response to dynamic situations. We have developed the curriculum, taking into account the age, needs, maturity 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.

**Delivery**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Pupils 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 pupils 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 pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Pupils 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 pupil’s educational record. A member of SLT will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils 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.

Pupils’ 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.

Appendix 1

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|  | Autumn  Relationships | Spring  Health Well-being | Summer  Wider World |
| 7 & 8 | | | |
| Year 1 | Developing healthy relationships | Puberty | Personal hygiene |
| Coverage | What makes a good friendship?  Rights and responsibilities of being a friend, a classmate, being part of your home and school community  Team work, trust, honesty  What we admire about our class friends  Conflict resolution  Compromising  Risky relationships - what are they, how to avoid  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  Importance of self-respect and how this links to own happiness  Conventions of manners and courtesy | 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  Emotional changes in both males and females - positive and negative emotions  Basic function of reproductive system  Menstruation - and how to keep clean  Wet dreams  (can separate into male and female groups but both need basic awareness of menstruation and wet dreams)  Masturbation - only in private  What choices/decisions they have as they grow up - clothing, friendships, hobbies | Germs\bacteria/viruses - how they are spread, prevention, importance of hand washing, what spreading can cause - coughs colds etc antibiotics  Good/bad, consequences of having or not a good routine  Body odour, tooth decay, bad breath  Whose responsibility is it to keep clean? Who can help?  Identifying appropriate products and their uses  What is included in a daily and a weekly routine - teeth brushing, hair washing, when  clothes need changing etc  Practicals |
| Mental Health & Wellbeing coverage | 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.  Theme: Understanding and recognising emotions | | |
| Year 2 | Bullying | Public and Private,  Privacy | Emotions |
| Coverage | 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  Different forms that bullying takes - verbal, physical, cyber, intimidation etc.  Impact - mental health, isolation  Responsibility of bystanders, reporting, getting help  Role play scenarios of bullying and explain how they could make you feel - including perspective of the bully  How to challenge bullying | Secrets - including that it is not always right to keep secrets if they relate to being safe  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  Who to tell if someone touches them inappropriately  Circles of intimacy - who can touch you where  Being naked - where and when, who can see you naked, getting changed in a public place  At home knocking on a door and waiting before entering | 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.  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  Mindfulness  Self regulation |
| Mental Health & Wellbeing coverage | 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.  Themes:  \*Importance of sleep  \*Developing an active lifestyle and the benefits of community participation  \*Considering hobbies and interests | | |
| 9 & 10 | | | |
| Year 1 | Relationships | Alcohol/tobacco/Drugs/Volatile substances  Risky behaviour | Media  Stereotypes |
| Coverage | Marriage, different types of relationships - single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, parental responsibility  Maintaining relationships | 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  Effects of taking drugs/alcohol  Tobacco - why do people smoke? Consequences  Alcohol - why drink? Effects, consequences, risks  Legal - storage  illegal - consequences, possession  The law  Addiction  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  Role play ways to say no | Similarities and differences Impact of unhealthy or obsessive comparison with others - including online - how not all images are real, unrealistic expectations of body image how people may curate a specific image of their life online  Online sites - gambling sites, debt, how advertising and how information is targeted at them  What a stereotype is and how they can be unfair/ negative/destructive  sex, gender, race, religion, sexual orientation and disability  Challenging stereotypes |
| Mental Health & Wellbeing coverage | 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.  Themes:  \*Judging feelings - early recognition of MH concerns  \*Self care techniques | | |
| Year 2 | Healthy Eating | Reproduction | Safety in the wider world |
| Coverage | 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 (& how low fat foods may have more sugar etc)  How many calories do we need  Planning meals, daily/weekly  Look at KS4 year 1 and 2 | Contraception, pregnancy (including options), 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 | 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 |
| Mental Health & Wellbeing coverage | 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.  Themes:  \*Talking about emotions - vocabulary  \*Benefits of physical activity to combat stress | | |
| 11 & 12 | | | |
| Year 1 | Managing loss | First Aid | Gender |
| Coverage | Different types - What are the reasons for loss?  death, divorce/separation, friendships, transition etc  Discussing feelings of fault - usually unless the end of a friendship, it is not the persons fault etc  What feelings are involved? anger, guilt, worry, frustration, sadness, confusion, including relief etc - explaining that it is ok to have these feelings  Develop strategies for coping with loss and change | Basic treatment for common injuries - bleeding, asthma, stings, shock, fainting, head injuries, bandages, applying pressure etc Life-saving skills, including how to administer CPR  Assessing for danger before approaching a casualty  The purpose of defibrillators and when one might be needed  (St John’s ambulance lesson plans and resources) | Inequality  Roles  GUAG  AGES |
| Mental Health & Wellbeing coverage | 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.  Theme:  Similarities and differences between online and physical world (including unhealthy comparisons) | | |
| Year 2 | Bullying | Mental Health | Alcohol/tobacco/Drugs - risky behaviour |
| Coverage | Recapping/furthering bullying | hobbies, health well being, volunteering,  common types of mental health - anxiety and depression  Effect of Hobbies, voluntary work etc of self esteem, feelings of well being  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.  Benefits of being outdoors  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  Try out range of activities | Recapping  including whilst under the influence  Legal - storage  illegal - consequences, possession  The law  Addiction |
| Mental Health & Wellbeing coverage | 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.  Themes:  \*Social media concerns  \*Gambling and the accumulation of debt  \*Advertising targets - becoming a discerning customer. | | |
| 13 & 14 | | | |
| Year 1 | Forming and maintaining safe relationships | First Aid | Budgeting, financial capabilities |
| Coverage | Grooming, domestic abuse  How and where to get help  Agreeing and disagreeing - managing differences of opinion without falling out or hurting a person’s feelings  Standing up for what they believe in - being assertive - (body language, eye contact, tone of voice, words we use)  Peer pressure - how to stand up for their view in an appropriate way  Respecting others viewpoints | Recapping or completing the next level | Value/function of money  What are needs and what are wants?  Obtaining money  Banks, building societies  Debit/credit cards - advantages and disadvantages  Loans - interest charges, pros and cons of lending money  Basic budgeting - creating basic budget plan  Saving - different types of saving accounts/interest, saving for a particular item or the benefits of having savings in case of emergency  Estimating then researching the price of items - food shopping, clothes, larger items such as washing machine etc  Value for money versus luxury/named items - cost comparisons, taste testing  Identifying different shops and their items, shopping online  Comparisons between local shops, supermarkets, online - cost, location, family business, parking, choice, personal service, returning items, checking quality etc |
| Mental Health & Wellbeing coverage | 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.  Themes:  \*Alcohol consumption and its risks  \*Consequences of addiction in terms of mental health conditions. | | |
| Year 2 | Community participation | Personal health | Safety in the home and wider community |
| Coverage | What communities do they belong to - school, outside clubs, church  Responsibility of being part of a community  How can they help/support their local community - volunteering  Litter picking, raising money etc  How does it make you feel being part of a community?  Benefits of volunteering - to you and the community  How does it make you feel when you volunteer/make a difference? | What situations would you need to call the emergency services - what service would you require?  How to make a clear and efficient call to emergency services  When not to call the emergency services - consequences of false calling or wasting emergency services time  Sun screen  Testicular/breast examination, cervical screening  Family planning services  STIs  Making Dr’s/Dental  appts  Recognising signs of illness - signs and symptoms, weight loss etc What may cause it, how to get help  Recognising what services are available in the local area - family planning etc | At home and in the wider community  Including Travel training  Safe in Town |
| Mental Health & Wellbeing coverage | 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.  Themes:  Self injury, eating disorders & suicide prevention. Who can I talk to? How can I recognise someone and what can I do to support them?  *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.* | | |

Appendix 2

Parent form: withdrawal from sex education within RSE

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

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| --- |
| To be completed by the school |
| Agreed actions from discussion with parents Eg: Joe Bloggs will be taking part in all relationship’s lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom |
|  |