



Relationships and Sex Education (RSE) Policy



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Appendix 1 – Scheme of Work / Overview for Years 7 -10

1.0 Aims:

The aims of relationships and sex education (RSE) at our school are to:

- Enable pupils to learn about what makes healthy relationships, including with family, friends and on- line, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe
- Support pupils to develop self-respect, confidence and empathy
- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies

Teaching will be age appropriate and will respect the diversity of families and faith in our community

RSE is not about the promotion of sexual activity.

2.0 Policy Development

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships and sex education programme. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including national 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 interested parties were invited to work with us on the development of the policy. This took the form of sharing of information relating to the policy and topic areas in March 2020.
4. Pupil consultation – we investigated what exactly pupils want from their RSE through a pupil focus group in March 2020.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

3.0 Statutory requirements

From September 2020, all secondary pupils must be taught relationships and sex education. This applies to every school whether it is maintained, academy, free school or independent.

4.0 Links to other policies and curriculum subjects

The science curriculum includes teaching about reproduction in humans including the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.



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Religious education looks at family, values and morals, and the celebration of marriage in different traditions.

Health education requires pupils to learn about the main changes which take place in adolescence, and implications for emotional and physical health.

The curriculum for computing covers e-safety and cyber security. This includes how to use technology responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

There continues to be no right of withdrawal from any part of the school curriculum, inlcludiexcept for RE and Relationship and Sex Education (RSE),

The content of relationships education is supported by our Anti-Bullying Policy, Equality Of Opportunity Policy, and Safeguarding and Child Protection Policy.

5.0 Delivery of RSE

RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The school environment reflects, values and celebrates the diversity of our community.

Across all key stages, pupils will be supported with developing the following skills:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information and facilitating discussions and exploring issues and values. Lessons will be delivered by teaching staff within school supported by external specialist agencies as appropriate e.g. James and HALE which are both based in Bradford.

The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes which are set out below. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only. Parents and carers have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour and sexual health, as detailed in section 7.

5.1 Families

- There are different types of committed, stable relationships
- How these relationships contribute to happiness and their importance for bringing up children
- What marriage is, including its legal status compared to other types of long-term relationships
- Why marriage is an important relationship choice for many couples and why it must be entered into freely

- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents and carers with respect to raising 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, how to seek help or advice, including reporting concerns about others

5.2 Respectful relationships

- Characteristics of positive and healthy friendships (including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending (non-sexual) relationships
- Practical steps for a range of 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)
- In school and in wider society young people 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
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- 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
- 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

5.3 Online and media

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online
- 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
- What to do and where to get support to report material or manage issues online
- 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
- 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

5.4 Being safe

- The concepts and effects of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- How people can actively communicate and recognise consent, and how it may be withdrawn, in any context

5.5 Intimate and sexual relationships, including sexual health

- How to recognise the characteristics of healthy one-to-one intimate relationships
- All aspects of health can be affected by choices related to sex and relationships, positively or negatively
- Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility
- Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- Young people have a choice to delay sex or to enjoy intimacy without sex
- Facts about the full range of contraceptive choices, efficacy and options available
- Facts around pregnancy including miscarriage
- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options)
- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key facts about prevention and treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- Sources of advice, including how to access confidential sexual health advice and treatment

6.0 Roles and responsibilities

6.1 The governing board

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

6.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from sex education components of RSE (see section 7). The Headteacher is also responsible for ensuring that any young person who was previously withdrawn from sex education but wishes to receive it during the 3 terms before they turn 16 is provided with sex education.

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, taking account of pupils' cultural and faith backgrounds
- Modelling positive attitudes to RSE, as with any other subject



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- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents or carers wish them to be withdrawn from the sex education 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 seek support.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, as they would be expected to in any other lesson.

7 Parents' and carers right to withdraw

- Parents and carers have the right to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum (lessons that cover physical aspects of sexual development and intimate relationships, and sexual health), up to and until three terms before the age of 16.
- After that point, 'if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.'
- Parents and carers are not able to withdraw their child from any aspect of Relationships Education or Health Education.
- Where pupils are withdrawn from sex education, the school will document the process and will 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'
- Requests for withdrawal should be put in writing to the Headteacher and a copy of the request will be put on file.

8 Training

Staff are trained on the delivery of RSE to specified year groups as part of their schools training programme and it is included in our continuing professional development calendar. The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9 Monitoring arrangements

The delivery of RSE is monitored by the Leader of PSHE, Year Team Leaders and Senior Leadership through:

Learning Walks; Scrutiny of Teaching and Learning materials and discussion with the School Council.

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



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This policy will be reviewed by the Leader of PSHE and Deputy Headteacher with responsibility for Care, Support and Guidance annually. At every review, the policy will be approved by the Governors Behaviour and Attitudes Committee.

Appendix 1

UR Choice Scheme of Work for Years 7 -10

UR Choice Scheme of Work Y9

	Lesson Themes	Learning Objectives
Lesson 1	<p>Sexuality</p> <ul style="list-style-type: none"> • What is sexuality? • What is gender? • What are values? • What are my values? • What influences are values? • What key terms are associated with sexuality? 	<ol style="list-style-type: none"> 1. Consider what our values are 2. Identify what influences us and how reliable these influences are 3. Understand key terms associated with sexuality
Lesson 2	<p>Puberty</p> <ul style="list-style-type: none"> • What is puberty? • What changes happen in boys and girls? • How well do you know the human body? • Embarrassing aspects of puberty 	<ol style="list-style-type: none"> 1. Identify key bodily changes that occur in puberty 2. Recognise the parts of the body that make up the reproductive system 3. Consider some aspects of puberty that are not always talked about
Lesson 3	<p>Boundaries and Assertiveness</p> <ul style="list-style-type: none"> • What are boundaries? • Why are boundaries important? • Boundaries in relationships • Crossing boundaries • Enforcing boundaries • How to be assertive • Practising being assertive 	<ol style="list-style-type: none"> 1. Identify relationship boundaries and why they are important 2. Explain why being assertive is better than being passive or aggressive 3. Practice some assertiveness skills to enforce your boundaries

UR Choice Scheme of Work Y8

	Lesson Themes	Learning Objectives
Lesson 1	<p>Relationships and Puberty</p> <ul style="list-style-type: none"> • How do I want to be treated? • Healthy and unhealthy relationships • What do healthy, unhealthy and abusive relationships look like? • Puberty Quiz • Period help in school • Reproduction 	<ol style="list-style-type: none"> 1. Identify how we want to be treated in a relationship 2. Consider some of features of healthy and unhealthy relationships 3. Recall what we know about puberty
Lesson 2	<p>Why can Pornography be harmful?</p> <ul style="list-style-type: none"> • Where do we see sexual images? • What messages do these images send out? • What's so bad about pornography? • Is it legal, is it right? 	<ol style="list-style-type: none"> 1. Consider where we see sexual images 2. Understand why pornography can be harmful 3. Consider the laws and ethics of pornography
Lesson 3	<p>Consent and Abuse</p> <ul style="list-style-type: none"> • What is consent? • Sexual consent • Abuse in relationships • Problems with dating someone much older than you • Child sexual exploitation • Warning Signs of an unhealthy relationship • How to stay safe and where to get help 	<ol style="list-style-type: none"> 1. Understand what is meant by consent 2. Explain different types of abuse within relationships 3. Recognise signs of exploitation and explain how to get help

UR Choice Scheme of Work Y9

	Lesson Themes	Learning Objectives
Lesson 1	<p>Safe Sex</p> <ul style="list-style-type: none"> • What do you already know? questionnaire • What is sex? • How to use a condom, demo and practising 	<ol style="list-style-type: none"> 1. Identify what you already know about sex 2. Learn how to use a condom properly 3. Practise using a condom properly
Lesson 2	<p>Love is...</p> <ul style="list-style-type: none"> • What should sex be like? • Consent refresher • Assertiveness refresher • Pressures and concerns scenarios • Where to get emergency contraception • STIs • Fraser Guidelines 	<ol style="list-style-type: none"> 1. Explore pressures and concerns about sexuality and relationships. 2. Increase knowledge of safer sex and emergency contraception. 3. Increase knowledge of young people's rights and confidential services.
Lesson 3	<p>Consent and Abuse</p> <ul style="list-style-type: none"> • Sexting scenario • Building a relationship • What makes a good relationship? • Types of marriage including traditional same sex love marriage, same sex marriage, arranged marriage and forced marriage 	<ol style="list-style-type: none"> 1. Explore the different stages of building a relationship. 2. Consider what makes a good relationship. 3. Identify different types of marriage

UR Choice Scheme of Work Y10

	Lesson Themes	Learning Objectives
Lesson 1	<p>Exploding Myths</p> <ul style="list-style-type: none"> • Laws Quiz • FGM • What is pornography? • Choices, rights and dilemmas scenarios • 	<ol style="list-style-type: none"> 1. Learn about legal aspects of relationships, sex and pornography 2. Learn how to use a condom properly 3. Explore situations involving services and keeping safe
Lesson 2	<p>Abusive Relationships</p> <ul style="list-style-type: none"> • Teenage relationship abuse • “This is abuse” discussion work • Control methods • What can abuse lead to? • Domestic abuse • Gender and abuse quiz 	<ol style="list-style-type: none"> 1. Consider what makes relationships healthy or abusive. 2. Explain what stereotypes are and how they influence us. 3. Explore the importance of choice and consent in relationships.
Lesson 3	<p>Relationships and Sexual Health</p> <ul style="list-style-type: none"> • STI scenarios- clips and discussion work • Different types of contraception • STIs • Sexual Health services 	<ol style="list-style-type: none"> 1. Identify the different contraceptive choices 2. Understand the common sexually transmitted infections (STIs) 3. Learn about services that support young people’s sexual health