



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.

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, except for RE and Relationship and Sex Education (RSE) following receipt of parental consent

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



- 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 Personal Development (PD), Year Team Leaders and Senior Leadership through:

Lesson Walkthroughs and book scrutiny allows the opportunity to evaluate the quality of education of RSE along with discussions with pupils during pupil voice and 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 PD and Senior Leadership annually. At every review, the policy will be approved by the Governors Quality of Education Committee.

RSE Provision Overview



Year 7

L1 Identity & Values	<ul style="list-style-type: none"> Understand what makes up a person's identity and describe your own identity. Identify and list your personal values. Analyse the factors that influence our values.
L2 Bullying	<ul style="list-style-type: none"> To be able to define bullying To understand the roles we can all play in bullying To explore the different ways in which reaching out can help stop bullying To explore how the school can create a safer environment to reach out
L3 Friendships	<ul style="list-style-type: none"> Consider your own friendships Consider what type of friend you are Consider how we can balance new and longstanding friendships
L4 Boundaries and Assertiveness	<ul style="list-style-type: none"> Identify relationship boundaries and explain why they are important Explain why being assertive is seen as preferable to being passive or aggressive Practice some assertiveness skills to enforce your boundaries
L5 All Kinds of Family	<ul style="list-style-type: none"> Be able to define 'family' Be able to demonstrate that there are many different types of family Be able to identify the essential needs that families meet
L6 Marriage Breakdown	<ul style="list-style-type: none"> Be able to identify some of the common pressures that families might sometimes be under Be able to describe some of the feelings and emotions people feel when facing a challenge or are under pressure Be able to identify ways in which these feelings and emotions can affect people's behaviour and family relationships
L7 Staying Safe	<ul style="list-style-type: none"> Recognise exploitation and grooming List the things that make a new friend trustworthy or untrustworthy Explain how to get help for yourself or someone else
L8 Sexual Harassment	<ul style="list-style-type: none"> Identify the different types of sexual harassment and how they might make people feel Consider what online behaviours might be classed as harassment and abuse Understand the reporting system in school and identify other places you can report harassment and get help

Year 8

L1 Gender Stereotypes	<ul style="list-style-type: none"> List some gender expectations and stereotypes Identify the problems caused by gender stereotyping Propose solutions for some of the problems caused by gender stereotyping
L2 Staying Safe	<ul style="list-style-type: none"> Recognise relationships warning signs, in person and online Devise strategies for staying safe Know where to get help for yourself or someone else
L3 Peer Pressure & Everyday Consent	<ul style="list-style-type: none"> Explain what peer pressure is and how it makes people feel Practice techniques for resisting peer pressure Discuss the meaning of everyday consent
L4 Anti Bullying	<ul style="list-style-type: none"> To be able to understand the difference between banter, arguments and bullying To understand how behaviours that may appear to be banter could be bullying To explore the different ways we can make a noise to call out unacceptable behaviours and help stop bullying To explore how the school can create a safer environment to make a noise about bullying
L5 Puberty	<ul style="list-style-type: none"> Identify key bodily changes that occur in puberty Recognise and label the parts of the body that make up the reproductive system Dispel some common myths about puberty
L6 Puberty 2	<ul style="list-style-type: none"> Describe the physical and emotional changes that occur during puberty Find out about three different menstrual products Identify ways of managing the changes that occur during puberty
L7 Gender Identity	<ul style="list-style-type: none"> Explain the difference between sex, sexual orientation and gender identity Match words and definitions related to sexuality and gender identity Discuss your views on some statements relating to sexuality and gender identity

L1 Anti Bullying	<ul style="list-style-type: none"> To be able to understand the difference between banter, arguments and bullying To understand how behaviours that may appear to be banter could be bullying To explore the different ways we can make a noise to call out unacceptable behaviours and help stop bullying To explore how the school can create a safer environment to make a noise about bullying
L2 Freedom and Capacity to Consent	<ul style="list-style-type: none"> explain what is meant by freedom and capacity to consent. recognise contexts where someone's freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given. explain why trying to make someone more vulnerable or misleading them is wrong, and can be a very serious offence. explain where, why and how to get advice and support for issues relating to consent.
L3 LGBT Representation	<ul style="list-style-type: none"> Consider LGBTQ representation Discuss issues relating to LGBTQ people as represented in the show Heartstopper Consider why representation matters
L4 Love Is...	<ul style="list-style-type: none"> Consider some features of healthy and unhealthy relationships Identify how you want to be treated in a relationship Explain sexual consent
L5 Commitment	<ul style="list-style-type: none"> Describe the options available to people who wish to make a long term commitment Explain the difference between consensual and forced marriage Advise someone at risk of forced marriage how to get help
L6 Building Blocks of Relationships	<ul style="list-style-type: none"> Place in order the different stages of building an intimate relationship Recognise that all relationships are different and must be right for the individuals involved Advise a young person in the early stages of a relationship
L7 to Contraception	<ul style="list-style-type: none"> Differentiate between myths and reality about contraception, sex and pregnancy Name 5 methods of contraception and identify their benefits and limitations Recognise the responsibilities of parenthood
L8 Contraception 2	<ul style="list-style-type: none"> Investigate 10 forms of contraception and analyse their appropriateness for young people Explain why someone might have sex before they are ready Watch a condom demonstration

Year 10

L1 The role of intimacy and pleasure in consent	<ul style="list-style-type: none"> • explain what consent means, both legally and ethically, and why it is so important. • describe how to recognise when a person is consenting and when they are not. • explain how consent is sought, given and not given in a healthy relationship. • describe or demonstrate what to say and do to seek the consent of another person.
L2 Coercive Control	<ul style="list-style-type: none"> • Define pornography • Differentiate between what happens in pornography and what happens in real life • Explain why pornography can be harmful
L3 Sexual Bullying	<ul style="list-style-type: none"> • Identify sexual bullying and harassment • Discuss attitudes towards harassment and the use of sexual images • Consider the effects of sexual bullying on the victim
L4 Pornography	<ul style="list-style-type: none"> • Define pornography • Differentiate between what happens in pornography and what happens in real life • Explain why pornography can be harmful
L5 LGBT Challenges	<ul style="list-style-type: none"> • Recognise the challenges facing people growing up LGBT • Understand that domestic abuse can be an issue for LGBT people as well as heterosexual people • Consider ways you could help if someone you knew was being abused.
L6 Sexual Health	<ul style="list-style-type: none"> • Explain why people sometimes have unprotected sex • Outline the symptoms, transmission methods, treatment and prevention of HIV and chlamydia • Name 4 other STIs and know when and how to access sexual health services
L7 Pregnancy	<ul style="list-style-type: none"> • Describe the feelings associated with being pregnant • List the signs of early pregnancy • Analyse the choices around pregnancy and abortion
L8 Miscarriage and Baby Loss	<ul style="list-style-type: none"> • Understand the emotional impact of miscarriage and baby loss on individuals and families. • Learn about the importance of open and respectful dialogue to reduce stigma and foster a more supportive environment for those affected. • Identify coping mechanisms and support systems that can help individuals and families affected by miscarriage and baby loss.

Year 11

L1 Consent: Pressure, Persuasion and Coercion	<ul style="list-style-type: none"> • identify when asking for consent becomes inappropriately pressurising or persuasive • recognise everyone's right to not give, or withdraw consent, and challenge victim-blaming narratives • explain the legal consequences of pressure, persuasion, and coercion in relation to consent • explain why, when, and how to seek advice or support
L2 Managing Breakups	<ul style="list-style-type: none"> • Assess whether relationship behaviours are healthy or unhealthy • Explain effective strategies to effectively manage break-ups • Suggest ways to support a friend who is in an unhealthy relationship
L3 Relationship Abuse	<ul style="list-style-type: none"> • Recognise relationship abuse and rape • Devise healthy and respectful ways to resolve conflict in a relationship • Describe the effect that abuse has on the victim
L4 Fertility	<ul style="list-style-type: none"> • Explain how fertility changes over a person's lifetime and some of the factors affecting this • Explain how to maintain a healthy pregnancy • Describe different routes to parenthood
L5 Parenting Skills	<ul style="list-style-type: none"> • Explain the key responsibilities and challenges that come with parenthood, including providing emotional support, financial stability, and a safe and nurturing environment for children • Describe the importance of open and effective communication between parents and children, identify common communication barriers, and propose strategies to improve parent-child communication • Explore various parenting styles, such as authoritative, permissive, and authoritarian, and understand how each style can impact a child's development