



# Relationships and Sex Education Policy 2021-2022

This policy is updated and approved by the Governing Body every year

This version was approved Sept 21

The next update will be Sept 22

Signed:

Ms S. Driscoll – Chair of Governors

Signed:

Mr N. Pledger – Headteacher

*Signed copies held on school file*

## **Relationships and Sex Education Policy**

### **1. Ethos and Values**

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no student feels excluded and we teach students to respect difference, promote equality and challenge stigma.

### **2. Aims**

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

### **3. Statutory requirements**

As a secondary academy school, we must provide RSE to all pupils as per The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

With due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

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 Sir Thomas Fremantle School, we teach RSE as set out in this policy.

### **4. Policy development**

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

1. Review – Nick O’Connell, Assistant Headteacher took advice from The PSHE Association and the following documents, which informed the writing of this policy:
  - Education Act (1996)
  - Learning and Skills Act (2000)
  - Education and Inspections Act (2006)
  - Equality Act (2010),
  - Supplementary Guidance SRE for the 21st century (2014)
  - Keeping children safe in education –Statutory safeguarding guidance (2016)
  - Children and Social Work Act (2017)

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were made aware of the draft policy by email and the school Facebook page and invited to feedback to Nick O’Connell Assistant Headteacher.
4. Pupil consultation – Pupils will be invited to feedback at the end of each SRE unit of work within PSHE to facilitate its continual improvement. This will help ensure that provision is relevant and appropriate for our pupils needs.
5. Ratification – once amendments were made; the policy was shared with governors and ratified

## **5. 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.

## **6. 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.

## **7. 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 Ethics and Philosophy (E&P)

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Distancing techniques are used to teach RSE, which provides depersonalised examples which support students to explore what is being taught without sharing their own personal experiences in the lesson.

Staff will discuss safeguarding at the start of RSE units of work to ensure that pupils know that if a disclosure is made it will be followed up in accordance to the safeguarding policy.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- The Law

- 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).

## **8. Roles and responsibilities**

### **8.1 The governing board**

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

### **8.2 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).

### **8.3 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
- Fulfilling statutory safeguarding duties and ensuring any safeguarding issues arising from RSE teaching are identified and followed up accordance with the school safeguarding policy.

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 Assistant Headteacher responsible for PSHE or the Headteacher.

RSE is taught by the teachers who have been allocated PSHE as part of their teaching commitment and overseen by Nick O'Connell Assistant Headteacher with responsibility for PSHE.

## **8.4 Pupils**

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

## **9. 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. The right to withdraw does not include any part of the science curriculum. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. The child's decision to receive sex education will not be communicated home by school.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education. Withdrawn pupils will be found an appropriate room and supervision for the PSHE sessions.

## **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar and NQT induction programme.

The headteacher / assistant headteacher with responsibility for PSHE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Nick O'Connell, Assistant Headteacher through:

- Learning walks (along with Learning Leads /authors of the RSE lesson plan /other members of SLT)
- Discussions with students.
- Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by Nick O'Connell, Assistant Headteacher annually. At every review, the policy will be approved by the Governing body.

## Appendix 1 RSE Programme of study

PSHE				
YR 7	YR 8	YR 9	YR 10	YR 11
<ul style="list-style-type: none"> <li>• How to identify, express and manage their emotions in a constructive way</li> <li>• How to manage the challenges of moving to a new school</li> <li>• How to establish and manage friendships</li> <li>• How to manage physical and emotional changes during puberty</li> <li>• About personal hygiene</li> <li>• How to recognise and respond to inappropriate and unwanted contact</li> <li>• How to develop self-worth and self-efficacy</li> <li>• About qualities and behaviours relating to different types of positive relationships</li> <li>• How to recognise unhealthy</li> </ul>	<ul style="list-style-type: none"> <li>• The qualities of positive, healthy relationships</li> <li>• How to demonstrate positive behaviours in healthy relationships</li> <li>• About gender identity and sexual orientation</li> <li>• About forming new partnerships and developing relationships</li> <li>• About the law in relation to consent</li> <li>• That the legal and moral duty is with the seeker of consent</li> <li>• How to effectively communicate about consent in relationships</li> <li>• About the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• About basic forms of contraception, e.g. condom and pill</li> </ul>	<ul style="list-style-type: none"> <li>• How to distinguish between healthy and unhealthy friendships</li> <li>• How to assess risk and manage influences, including online</li> <li>• About 'group think' and how it affects behaviour</li> <li>• How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• About positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• About conflict and its causes in different contexts, e.g. with family and friends</li> <li>• Conflict resolution strategies</li> <li>• How to manage relationship and family changes, including relationship breakdown, separation and divorce</li> </ul>	<ul style="list-style-type: none"> <li>• About relationship values and the role of pleasure in relationships</li> <li>• About myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• About the opportunities and risks of forming and conducting relationships online</li> <li>• How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ul> <p>About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</p> <ul style="list-style-type: none"> <li>• How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• How to recognise and challenge victim blaming</li> <li>• About asexuality, abstinence and celibacy</li> </ul>	<ul style="list-style-type: none"> <li>• About core values and emotions</li> <li>• About gender identity, gender expression and sexual orientation</li> <li>• How to communicate assertively</li> <li>• How to communicate wants and needs</li> <li>• How to handle unwanted attention, including online"</li> <li>• How to challenge harassment and stalking, including online</li> <li>• About various forms of relationship abuse</li> <li>• About unhealthy, exploitative and abusive relationships</li> <li>• How to access support in abusive relationships and how to overcome challenges in seeking support</li> <li>• About different types of families and changing family structures</li> <li>• How to evaluate readiness for parenthood and positive parenting qualities</li> </ul>

relationships				
PSHE (Ctd)				
YR 7	YR 8	YR 9	YR 10	YR 11
<ul style="list-style-type: none"> <li>• How to recognise and challenge media stereotypes</li> <li>• How to evaluate expectations for romantic relationships</li> <li>• About consent, and how to seek and assertively communicate consent</li> </ul>		<ul style="list-style-type: none"> <li>• How to access support services</li> <li>• About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• About myths and misconceptions relating to consent</li> <li>• About the continuous right to withdraw consent and capacity to consent</li> <li>• About STIs, effective use of condoms and negotiating safer sex</li> <li>• About the consequences of unprotected sex, including pregnancy</li> <li>• How the portrayal of relationships in the media and pornography might affect expectations</li> <li>• How to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• How to secure personal information online</li> </ul>		<ul style="list-style-type: none"> <li>• About fertility, including how it varies and changes</li> <li>• About pregnancy, birth and miscarriage</li> <li>• About unplanned pregnancy options, including abortion</li> <li>• About adoption and fostering</li> <li>• How to manage change, loss, grief and bereavement</li> <li>• About 'honour based' violence and forced marriage and how to safely access support"</li> </ul>
SCIENCE				
YR 7	YR 8	YR 9	YR 10	YR 11
<ul style="list-style-type: none"> <li>• Reproductive systems</li> <li>• Puberty &amp; adolescences</li> <li>• Fertilisation and implantation</li> </ul>			<ul style="list-style-type: none"> <li>• HIV /AIDS</li> <li>• STIs</li> </ul>	<ul style="list-style-type: none"> <li>• Human reproduction</li> <li>• Hormones &amp; the menstrual cycle</li> <li>• The artificial control of fertility</li> </ul>

SCIENCE Ctd				
YR 7	YR 8	YR 9	YR 10	YR 11
<ul style="list-style-type: none"> <li>• The developing foetus and birth</li> <li>• The menstrual cycle</li> <li>• IVF &amp; contraception</li> </ul>				<ul style="list-style-type: none"> <li>• Infertility treatment</li> <li>• Contraception</li> </ul>
ETHICS AND PHILOSPHY				
YR 7	YR 8	YR 9	YR 10	YR 11
		<ul style="list-style-type: none"> <li>• Abortion</li> </ul>	<ul style="list-style-type: none"> <li>• Fertility Treatments</li> <li>• Abortion</li> <li>• Marriage &amp; Civil partnerships</li> </ul>	



## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared, and used online</p>
Being safe	<p>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</p> <p>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)</p>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	