

Relationships and Sex Education Policy (from 2021)

Great Baddow High School



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1. 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
- › Provide objective information about the physical, moral, and social aspects of human sexual development.
- › Prepare students for the roles they will assume in adult relationships and parenthood by helping them to acquire the knowledge, skills and understanding relevant to these areas and to recognise the value of family life.
- › Prepare students to view their relationships in a responsible and healthy manner and to enable them to recognise the risks of certain types of behaviour.
- › Make students aware of current safeguarding issues connected to Relationship and Sex Education, such as Female Genital Mutilation and Child Sexual Exploitation. Students are taught about how to recognise warning signs, and where to seek help and advice. These issues are covered in our Safeguarding Policy.

2. Statutory requirements

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

At Great Baddow High School we teach RSE as set out in this policy.

3. Policy development

This policy is being developed in consultation with staff, pupils, and parents. The consultation and policy development process involves the following steps:

1. Review – PSHE Leader and coordinator to review current policy and program and all relevant information including relevant national and local 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 any interested parties are invited to review this policy and PSHE pack, which outlines the proposed new PSHE program.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

5. 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 do not seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is fundamental element within the personal, social, health and economic (PSHE) education curriculum branded as “Personal Development”. All Great Baddow High School student receive 1 hour of personal development lessons each fortnight. These lessons are taught by a teacher they will have all year and cover a range of topics and themes including personal wellbeing, economic wellbeing, careers, and British values. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Specialist staff also plan and liaise and deliver content with outside specialists/professionals, including the School Nurse, to ensure our students receive an up to date and balanced programme. Students are taught in co-educational groups unless the topic requires single sex groupings

RSE focuses on giving 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
- › 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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 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/non-science components of RSE (see section 8).

7.3 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/non-science 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 discuss this with the headteacher. RSE is overseen by Sian Field (PSHE Lead) and James Faulkner (PSHE Co-ordinator).

7.4 Pupils

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

8. 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 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.

9. Training

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

The headteacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs S Field and Mr J Faulkner through:

- Curriculum and lesson planning reviews
- Lesson learning walks
- Student surveys
- Student and parent voice

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

This policy will be reviewed by Mrs S Field (Head of PSHE) and Mr J Faulkner (PSHE Coordinator) yearly. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Term	Topic	Details
Year 7	1A	Myself	Transition to secondary school and personal safety in and outside school, including first aid
	1B	My Safety	
	2A	Building relationships	Self-worth, romance, and friendships (including online) and relationship boundaries
	2B	Health and puberty	Healthy routines, influences on health, puberty, unwanted contact, and FGM
	3A	Developing skills and aspirations	Careers, teamwork, and enterprise skills, and raising aspirations
	3B	Diversity	Diversity, prejudice, and bullying

	Term	Topic	Details
Year 8	1A	Drugs and alcohol	Alcohol and drug misuse and pressures relating to drug use
	1B	Financial decision making	Saving, borrowing, budgeting, and making financial choices
	2A	Community and careers	Equality of opportunity in careers and life choices, and different types and patterns of work
	2B	Identity and relationships	Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
	3A	Emotional wellbeing	Mental health and emotional wellbeing, including body image and coping strategies
	3B	Discrimination	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia

	Term	Topic	Details
Year 9	1A	Peer influence, substance use and gangs	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation
	1B	Healthy lifestyle	Diet, exercise, lifestyle balance and healthy choices, and first aid
	2	Careers and Options	Learning strengths, career options and goal setting as part of the GCSE option process. Employability and online presence
	3	Relationships and Sex Education	Families and parenting, healthy relationships, conflict resolution, and relationship changes. Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography

	Term	Topic	Details
Year 10	1A	Exploring influence	The influence and impact of drugs, gangs, role models and the media
	1B	Mental health	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change
	2A	Addressing extremism and radicalisation	Communities, belonging and challenging extremism
	2B	Life and Death	Abortion, Animal Rights and Euthanasia
	3A	Next steps	Application processes, and skills for further education, employment, and career progression
	3B	Financial decision making	The impact of financial decisions, debt, gambling, and the impact of advertising on financial choices

	Term	Topic	Details
Year 11	1A	Building for the future	Self-efficacy, stress management, and future opportunities
	1B	Communication in relationships	Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse
	2A	Independence	Responsible health choices, and safety in independent contexts
	2B	Families	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That 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 • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That 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
Being safe	<ul style="list-style-type: none"> • 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 • 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)

Intimate and sexual relationships, including sexual health

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

TOPIC	PUPILS SHOULD KNOW

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	