



Relationship and Sex Education Policy

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Statutory Guidance

Under [section 3.6 of the National Curriculum](#), Relationships and Sex Education (RSE) is compulsory from year 7 onwards. Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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 – a member of staff collated all relevant information including 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 – were provided with information relating to the RSE guidance, an opportunity to look at the policy and make recommendations;
- 4.
5. Pupil consultation – we investigated what exactly pupils want from their RSE;
6. Ratification – after amendments, the policy was approved by governors.

Definition

RSE stands for Relationships and Sex Education.

It is the programme of work that forms part of the PSHE curriculum. It covers all types of relationships that pupils may encounter in their lives, including how to harness healthy relationships and navigate harmful ones.

RSE is about the emotional, social and cultural development of pupils including sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves exploring risks, rights and responsibilities.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out in 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; considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate form, so they are fully informed and don't seek answers online. The curriculum on relationships and sex will complement policies on Equality and Diversity, safeguarding, SEND provision and Personal, Social, Health and Economic (PSHE).

Year 7 - Spring term - students will learn about consent as part of the friendships and relationships topic. Then in the first half of the summer term students cover elements of body development, such as periods.

Year 8 – Spring term - students learn more about relationships and some elements of puberty, including periods, as well as consent.

Year 9 – Across the year - students will learn about sexual health, contraception, consent, female genital mutilation (FGM), sexually transmitted diseases and safe relationships.

Year 10 – Spring term - students will cover sexting, pornography, sexual abuse and domestic violence.

Year 11 – Across the year - students will cover contraception, parenthood, pregnancy, love and abuse within relationships.

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum, as outlined above. The PSHE overview can be found in Appendix 1.

Biological aspects of RSE are taught within the Science curriculum, and other aspects of relationships are included in other subjects such as Religious Education, History and Social Sciences.

KS4 Pupils may also receive stand-alone sex education sessions delivered by a trained health professional from the Midlands Partnership NHS Foundation Trust.

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

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).

Roles and Responsibilities

The school governors

- Ensure the RSE policy is fit for purpose and fulfils its legal obligation
- Ensure parents and carers have had a consultation period before the implementation of the policy

The Headteacher

- Monitor the implementation of the policy
- Ensure all staff are informed of the policy and the responsibilities they have
- Ensure staff have time to receive up to date training
- Work with parents and carers to keep them informed of the curriculum and ensure all information is clear, including to those who wish for their child to be withdrawn.

PSHE lead

- Monitor the implementation of the policy and delivery of content with the headteacher
- Ensure Continued Profession Development (CPD) opportunities are provided for staff, specifically those who are delivering RSE.
- Monitor and evaluate the quality of the curriculum in place to all pupils
- Liaise with the Designated Safeguarding Leads (DSLs) to ensure the curriculum is most relevant to our pupils

Staff

- Ensure the classroom is a safe place with established ground rules prior to delivering the content
- Ensure they are aware of the up to date statutory requirements and policy
- Ensure resources are appropriate for those pupils they are teaching

- Emphasise the importance of RSE in relation to making informed choices
- Ensure all teaching is unbiased
- Where appropriate they direct pupils to seek advice from an appropriate agency or individual
- Engage with CPD aimed at supporting the delivery of certain areas of RSE

Parents and Carers

The school recognises the key role that parents and carers play in the development of their children's understanding about relationships. Parents are the first educators of their children as you have the most significant influence in enabling your child to grow and mature, forming healthy relationships. Parents will also be in receipt of a monthly newsletter that will contain information to support their knowledge and understanding of topics covered in RSE and be kept up to date with what students are learning.

Pupils

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

Parents' rights to withdraw

Parents and carers are not able to withdraw their child from Relationships Education. However, they have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (they cannot be withdrawn from relationship education). The school, before granting any such request, will require the Headteacher to discuss the request with the parents and carers. This is to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum at which point parents and carers are welcome to review any RSE resources the school uses. If you wish to withdraw your child from sex education then a letter or email must be sent to Mrs Diggory (Head of School) via the school office using the email content below.

office@nortoncanes-high.staffs.sch.uk.

Following the discussions, except in exceptional circumstances, the school will respect the parents' and carers' request to withdraw their child, up to and until three terms before the child turns 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.

The Headteacher and PSHE lead will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Working with external agencies

Whenever possible, visitors and other outside agencies will be sought to help and support RSE provision within the school. This can be as part of the planning process as well as with the delivery of RSE. When visitors are used this is to compliment the RSE Programme, they will never be used to substitute or replace planned provision. When visitors and other outside agencies help and support in the delivery of RSE, there will always be a member of staff present during the lesson and the content will always be looked at prior to the lesson taking place.

The school will also ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

Links with other policies

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Equality Policy
- Safeguarding Policy
- SEND Policy
- PSHE policy

Monitoring Arrangements

The delivery of RSE is monitored by Emily Gregory (PSHE Lead) through:

- Pupil Voice
- Learning Walks/Observations
- Attendance Registers and Self-Evaluation forms.
- Work scrutiny
- Staff and Pupil Evaluations

The PSHE Lead will monitor the delivery of the RSE programme and ensure that all aspects of RSE are covered as defined in government guidance.

Confidence checkers will act as a baseline test in lessons to establish student's prior knowledge then revisited at the end of the lesson, or a group of lessons depending on the content, to review their knowledge after the learning. Other forms of assessment will take place throughout the learning journey to provide data on students' understanding. These will be monitored by class teachers and the PSHE Lead.

As part of effective RSE provision, this policy will be reviewed at least every 12 months to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendix 1

OVERVIEW OF PSHE for key stages 3 and 4											
Autumn Term 1		Autumn Term 2		Spring Term 1		Spring Term 2		Summer Term 1		Summer Term 2	
Y Group	Key themes Studied	Y Group	Key themes Studied	Y Group	Key themes Studied	Y Group	Key themes Studied	Y Group	Key themes Studied	Y Group	Key themes Studied
Year 7	Celebrating differences <ul style="list-style-type: none"> Identity Multi-cultural Britain Nature Vs Nurture Equality Act 2010 Discrimination Stereotypes 	Year 7	Managing change <ul style="list-style-type: none"> Trust Community Careers & futures Sleep Transitions in life 	Year 7	Friendships & relationships <ul style="list-style-type: none"> Consent & boundaries Respect Friendships Positivity Pressure 	Year 7	Staying safe online & offline <ul style="list-style-type: none"> Gangs Online safety Online gaming Drugs & alcohol Vaping Energy drinks 	Year 7	Puberty & body development <ul style="list-style-type: none"> Puberty Personal hygiene FGM Consent Self-esteem 	Year 7	Politics, Parliament & Me <ul style="list-style-type: none"> Politics Running the country Elections & campaigning Parliament
Year 8	Proud to be me <ul style="list-style-type: none"> Proud to be me Self-esteem Enterprise skills Careers & aspirations 	Year 8	Physical health & mental wellbeing <ul style="list-style-type: none"> Health & wellbeing Mental health Body image Child abuse Bullying Healthy eating Stress 	Year 8	First aid <ul style="list-style-type: none"> Dealing with emergencies Head injuries Bites & stings Asthma & allergies Bleeding Choking 	Year 8	Identity & relationships <ul style="list-style-type: none"> Relationships Conflict Sexual orientation Gender identity Contraception 	Year 8	Dangerous society online & offline <ul style="list-style-type: none"> County lines Substance misuse Cyber bullying Grooming Child exploitation 	Year 8	Law, crime & society <ul style="list-style-type: none"> Building a community Making decisions Crimes & the law UK law making Prisons & punishment
Year 9	Essential life skills <ul style="list-style-type: none"> Success & failure Happiness Anger Managing money Social media 	Year 9	Body confidence <ul style="list-style-type: none"> Self-esteem Your body Bullying Grief & loss Media & airbrushing Healthy lifestyle 	Year 9	Combatting terrorism & extremism <ul style="list-style-type: none"> Conspiracy theories Extremism Terrorism Proud to be British Radicalisation Counter terrorism 	Year 9	Sex, law & consent <ul style="list-style-type: none"> Consent & the law FGM Sexual activity Relationships STIs 	Year 9	Legal & illegal drugs <ul style="list-style-type: none"> Drugs Addiction Drug classifications 	Year 9	Contraception & STIs <ul style="list-style-type: none"> STIs Contraception Sexual harassment HIV & AIDS
Year 10	Mental health & wellbeing <ul style="list-style-type: none"> Screen time Mental illness Self harm Suicide Emotional wellbeing Child abuse 	Year 10	Exploring British values <ul style="list-style-type: none"> Critical thinking & fake news Extremism British values LGBTQ+ rights Human rights 	Year 10	Relationships & sex education <ul style="list-style-type: none"> FGM Sexting Pornography Domestic abuse Sexual abuse Sexualisation 	Year 10	Rights & responsibilities <ul style="list-style-type: none"> Social media Advertising Marriage Rights Responsibilities 	Year 10	Violence, crime & seeking safety <ul style="list-style-type: none"> Honour based violence Forced marriage Online gambling Social media Modern slavery Knife crime 	Year 10	Exploring world issues <ul style="list-style-type: none"> International organisations Aid & supporting countries Fairtrade War & conflict Equality Current movements
Year 11	Sexual health <ul style="list-style-type: none"> Peer on peer abuse Fertility Alcohol Sexual health Relationships 	Year 11	First aid <ul style="list-style-type: none"> Dealing with emergencies Basic life support Bleeding & shock Chest pain Choking Musculoskeletal injuries Asthma & allergies 	Year 11	Your future & beyond <ul style="list-style-type: none"> Time management Rights Stress Social media CV writing 	Year 11	Adult health & looking after yourself <ul style="list-style-type: none"> Organ & blood donation Teenage pregnancy Abortion Maintaining health Parenthood Love & abuse 	Year 11		Year 11	