



**POLICY INFORMATION**      **STATUTORY**

Name of Policy/Procedure:      **Relationships and Sex Education Policy**

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Reviewed by	Date	Approved
S Whitefoot – new policy	Summer Term 2020	FGB 29/06/2020
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# Relationships and Sex Education Policy

## Introduction

*'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.'*

Taken from *'Relationships Education, Relationships and Sex Education (RSE) and Health Education'*.

This policy has been produced with the aim of guiding students in their acquisition of knowledge, skills and understanding about relationships (including family relationships, friendships and other kinds of relationships that are an equally important part of being a happy and successful adult), sexuality and mental health. It is underpinned by the DfE statutory guidance: *'Relationships Education, Relationships and Sex Education (RSE) and Health Education'*. Its purpose is to educate children and young people in how to be safe and healthy and how to manage their academic, personal and social lives in a positive way, developing their self-efficacy and capability for resilience.

RSE and Health Education are compulsory in all state-funded schools and this policy endeavours to ensure that all compulsory subject content is age and developmentally appropriate. Teaching of RSE will build on students' prior knowledge from primary school, with an increased focus on risk factors such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. These topics will be delivered predominantly by Form Tutors, and, where possible, outside agencies, in line with the existing PSHE Programme of Study.

The RSE Programme of Study will invariably draw links with other curriculum areas, specifically the following:

- Science – the human body, its development and puberty
- ICT and computing – safety online
- PE – the acquisition of knowledge and skills for a healthy, active life

## Withdrawal from lessons

Parents/carers have the right to withdraw students from sex education (but not Relationships or Health Education) delivered as part of statutory RSE up to the age of three terms before their sixteenth birthday. Parents do not have the right to withdraw their child from the health element of the programme. Parents are sent a text message via GroupCall outlining the plan for each PSHE day where RSE is taught. At this point, parents will be able to request via their child's Form Tutor that their child be removed from topics relating to sex education. Any requests for withdrawal need to be in writing. Alternative work will also be provided.

## Delivery of the RSE curriculum

The RSE and Health Education curriculum will be delivered through a combination of three PSHE Drop Down days over the course of an academic year, and one-hour lessons taught each fortnight. Assembly time and extended tutor time will also add to provision. Historically, the school has been able to cover numerous themes by inviting external agencies into school to deliver assemblies and workshops. Teachers and Form Tutors who will be responsible for liaising with the SENDCo about identifying and responding to the needs of students with SEND. Form Tutors and teachers will liaise with the Head of PHSE about key topics, resources and support for individual students. All staff will be responsible for reporting and safeguarding concerns or disclosures that students make as a result of the content of lessons to the DSL (Mr Vitalis). Where appropriate and advantageous, outside agencies will be used to deliver aspects of the RSE/Health programme, for example the school nurse. When this occurs, the school ensure that

materials and lesson plans are appropriate for the cohort concerned and that safeguarding is in line with the school's policy.

### **RSE Topics overview:**

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These topics build on those covered in primary school: Families and people who care for me; Caring friendships; Respectful relationships; Online relationships and Being safe.

### **By the end of secondary school**

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

#### **Families**

Students should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

#### **Respectful relationships, including friendships**

Students should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
  - 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 (for example, 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

### **Online and media**

Students should know:

- 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, for example 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**

Students should know:

- 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**

Students should know:

- 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, for example 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 and menopause
- 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 and 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

## **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## **Physical Health and Wellbeing Topics overview**

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

## **Mental wellbeing**

Students should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)

- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

### **Internet safety and harms**

Students should know:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

### **Physical health and fitness**

Students should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
- about the science relating to blood, organ and stem cell donation

### **Healthy eating**

Students should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

### **Drugs, alcohol and tobacco**

Students should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

### **Health and prevention**

Students should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination

- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

### **Basic first aid**

Students should know:

- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed

### **Changing adolescent body**

Students should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing
  - the main changes which take place in males and females, and the implications for emotional and physical health
1. Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers.
  2. Cardio Pulmonary Resuscitation is usually best taught after 12 years old.

### **RSE Curriculum Map**

The most up-to-date copy of the RSE curriculum can be found on the school website as part of the PSHE curriculum map.