Relationships and Sex Education (RSE) Policy

We are proud to belong to the Carr Hill Community where we pursue excellence through commitment, aspiration, resilience and respect.

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

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. Policy development

This policy has been developed in light of the new guidance on RSE issued by the Department for Education

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.

6. Delivery of RSE

RSE is not an isolated subject: it permeates the whole school curriculum, the ethos of the school, the pastoral system and is informed by the role models given by teachers. Opportunities should be used as they occur for answering pupils' questions and exploring issues as they arise.

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 Religious Studies (RS). This is in addition to the focus provided to RSE during PSHE sessions, college assemblies and within mentor time. There are also drop in sessions on Monday and Friday afternoon for pupils to discuss sexual health, mental health, family issues and bullying through the LCC's young people and family support service at the zone.

Pupils can also see the school nurse to discuss health related concerns including sexual health and mental health.

The school recognises the need to begin with pupils' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers:

- Establish ground rules with pupils
- Emphasise the importance of mutual respect
- Require no open personal disclosures in a class setting
- Use distancing techniques
- Encourage reflection

The school also draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve pupils and help them to personalise information. This also increases the likelihood of the learning being relevant and effective. The school includes activities where pupils can practise and develop confidence in using communication, negotiation and decision making skills. Pupils are consulted about issues they wish to explore, how they wish to work together, how well lessons are going and what changes need to be made.

The school recognises that some aspects of RSE are a whole school concern and that some aspects can be covered by subject teachers across the curriculum. However, there are aspects which need to be taught separately in PSHE, including those specifically relating to sexual matters such as contraception, STIs and LGTB. Not all teachers are best suited to teach some of these. Therefore, some RSE topics may be delivered by teachers who are particularly trained and confident in teaching this subject. In addition the school draws on the expertise of the School Nurse and other NHS/Virgin Care staff. Resources are chosen from agencies which represent diverse beliefs and which are appropriate to pupils' age, maturity and religious and cultural background.

All teachers are given training on handling controversial topics and are made clear about confidentiality boundaries and know where/who to refer pupils for confidential advice and support.

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

- The Law

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 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 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.

Staff responsible for teaching RSE in our school:

- Mr N Beale Personal Development Leader
- Staff within the Science Faculty
- Staff with the Humanities/RE/MFL faculty
- NHS staff including School Nurse

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 components of RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive RSE 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 to teaching RSE through PSHE 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 personal development leader alongside the pastoral team including a small team of NHS/Virgin Care colleagues co-ordinate RSE and are jointly responsible for the overall planning, implementation and review of the programme. Learning walks, pupil feedback and work scrutiny provide opportunities for effective monitoring.

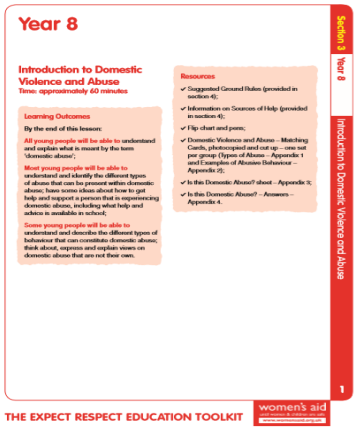
Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

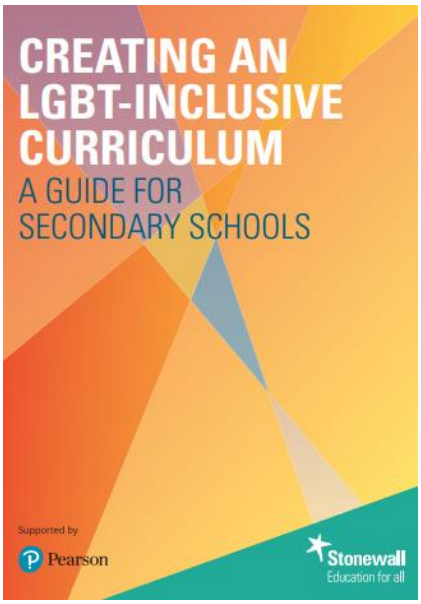
This policy will be reviewed by Mr Beale annually. At every review, the policy will be approved by the Board of Governors.

Appendix 1: Curriculum map

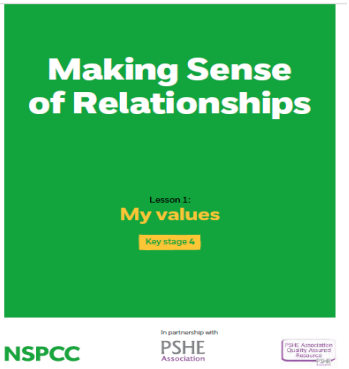
Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	Transition to secondary school and dealing with change Diversity, prejudice and bullying and stereotypes Cyber bullying This lesson and accompanying film explores the issue of cyberbullying with an LGBT focus	
	Spring 1	3 lessons on: Puberty ppt Healthy Relationships ppt Introduction to consent ppt 3 lessons on: Sexting Peer Pressure Self Esteem	
	Summer 1	**The risks of alcohol, tobacco and other substances** Managing puberty FGM Healthy Schools resources	 https://www.actionaid.org.uk/about-us/what-we-do/violence-against-women-and-girls/female-genital-mutilation-what-is-fgm

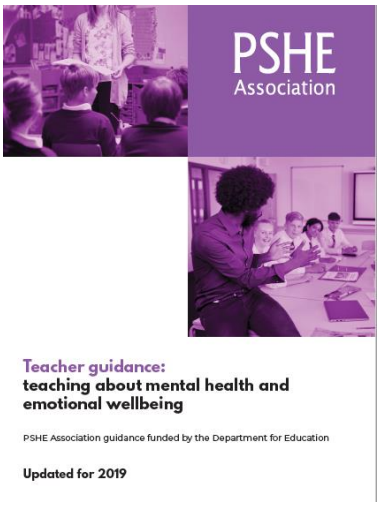
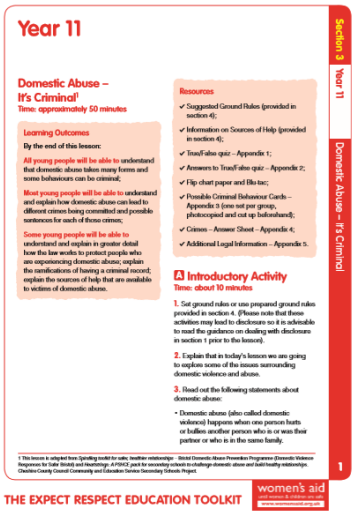
YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn 2	**<u>Relationships and Citizenship</u>** **Lessons 1-5:** Rights and responsibilities in the community Tackling age and disability discrimination Tackling racism and religious discrimination, promoting human rights Lesson 6: <u>Raising awareness of learning disabilities and autism</u>	
	Summer 1	Introduction to sexuality and <u>consent</u> Consent lesson Lesson1 <u>Introducing Domestic Abuse and Violence</u> (PSHE Quality Assured Resource from Women's Aid) Lessons 2-6 <u>Sexual identity, relationships values, consent, contraception including condom and the pill and parenting</u> <u>Managing puberty</u> Lesson 5 <u>LGTB relationships lesson</u> <u>Sexual Orientation and Gender Identification lesson</u>	 Medway Secondary Education PSHE Association Quality Assured Resource

Year 9	Spring 2	**Relationships and Sex Education** **Lesson 1** introductory session Right Path Mickey's Story Managing peer pressure in relation to illicit substances Assessing the risks of drug and alcohol abuse and addiction – can full of nothing 12 sessions – see linked session plans, resources and detailed overview.	https://www.lancashire.gov.uk/lancan/parents-information/
	Summer 1	Tackling relationship myths and expectations **3 lessons on:** **Lesson 1** **Online pornography** **Lesson 2** **Online body language** **Lesson 3** **Healthy relationship online** **Lesson 4-6** **British Board of Film Classification Lessons**	
	Summer 2	**7 lessons on:** Starting out in romantic relationships, Capacity to consent , Preventing STIs, Contraception, Condom Negotiation , Unplanned Pregnancy, Relationship Expectations • **Additional lessons**: Myths and Realities – Domestic abuse Relationships and sex education including healthy relationships and consent The risks of STIs and Condom demonstration see NBE, inappropriate sexualised behaviour, sexting and pornography LGTB Relationships lessons from Stonewall	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Year 10	Autumn 2	**Relationships and Sex Education** **Lesson 1** Making Sense of Relationships **Lesson 2 -3** **Homophobic Bullying** **Challenging Homophobic Language and attitude** **LGTB Relationships** **Lesson 4-5** **Homelessness** Managing conflict at home and the dangers of running away from home, **homelessness** 2 video's worth watching: Stacey Dooley's Young and homeless Documentary BBC Living on the Streets young and homeless. Some bad language so please discuss this with pupils. Homelessness PowerPoint with Learning Options task **Lesson 6** **FGM** Opportunity to approach the topic of FGM through delivery of the Action Aid lesson on FGM NBE to deliver in Hall to Year 10 Managing romantic relationship challenges including break ups Reviewing transition to key stage 4 and developing study habits Mental health and ill health, tackling stigma Exploring the influence of role models Evaluating the social and emotional risks of drug use	 Stonewall resources Fit DVD and supporting questions bookable via the Resources Booking system or click You Tube Video Link LGTB campaign Ireland LGBT campaign Scotland Shh! Silence Helps Homophobia - LGBT Youth Scotland 2 video's worth watching: Stacey Dooley's Young and homeless Documentary BBC Living on the Streets young and homeless. Homelessness PowerPoint with Learning Options task Changing the world with women and girls actionaid https://www.wellbeingpeople.com/products/wellbeing-for-schools/really-resource-pack/ Tackling difficult subjects; teenage pregnancy, drugs and alcohol, bullying, emotional neglect, self harm and sexual orientation.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 1	**Relationships and** Citizenship Understanding different families and learning parenting skills Managing change, grief and bereavement	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 2	**Health and wellbeing** **Drug education and Mental Health** Lesson 1 Yr 11 in the Hall for **Hate Crime Presentation** from Lancashire Constabulary Lesson 2 and 3 **Mental Health** Recognising mental ill-health Promoting emotional wellbeing Lesson 4, 5 and 6 Personal Wellbeing Tackling difficult subjects; teenage pregnancy, drugs and alcohol, bullying, emotional neglect, self harm and sexual orientation	 https://www.wellbeingpeople.com/products/wellbeing-for-schools/really-resource-pack/
	Summer 1	**Domestic Abuse – It's Criminal**	

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

TOPIC	PUPILS SHOULD KNOW
Families	• 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	• 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	• 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	• 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

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	Include notes from discussions with parents and agreed actions taken.

Policy updated: October 2020

Linda Nulty — Chair of Governors

Rachel Leaper — Chair of Pupils, Curriculum and Standards Committe