Relationships and Sex Education Policy

Approved by:	William Howard School LAB
Date:	September 2020
Proposed review date:	Bi-Annually
Owner:	Headteacher

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	Sept 2020
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Contents

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

> To develop this knowledge and understanding within the context of our school values of 'Respect, Responsibility and Resilience'

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 William Howard School we teach RSE as set out in this policy.

This policy will be made published and made available to all members of the school community.

3. 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 – Jim Connolly (PD Coordinator) and Laura O'Connor reviewed the existing curriculum against the requirements of the new RSE framework. Jim Connolly attended the national DfE conference and local Public Health training as part of this process.

2. Staff consultation – Jim Connolly discussed with relevant Curriculum Leaders where topics relating to the revised SRE guidance were covered in their curriculum. It was found that to ensure appropriate coverage of SRE topics that each should be covered within the taught PD curriculum. Staff with experience of teaching SRE in the past were asked to review draft versions of this policy.

3. Parent/stakeholder consultation –Parents were invited to share their views on a draft version of this policy through questions on the school website. Views which are shared through this will be taken into account during the implementation of this policy.

4. Pupil consultation – During spring 2020 students across all year groups were asked to give their views on when each element of the RSE curriculum should be taught. They prioritised the relative importance of each topic by year group, and suggested how long should be spent on each. These views were taken into account when planning the reviewed curriculum

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.

This includes education about reproduction in the Science curriculum, and internet safety in the Computing curriculum delivered to all students. It also includes topics taught within optional subjects (GCSE and BTEC) in KS 4.

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.

6. Delivery of RSE

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). Teaching is sensitive to the different support structures some children have around them (for example: looked after children or young carers).

RSE at William Howard is taught primarily within the Personal Development (PD) curriculum. The PD curriculum also includes the teaching of Citizenship, Personal Social and Health Education (PSHE), Careers Education (CIAG) and Financial Education, and at Key Stage 4 it includes Religious Education. Biological aspects of RSE are taught within the science curriculum, and other aspects, including online safety, are included in Computing.

All students have a one hour Personal Development lesson each week. These are taught by teachers wo are either specialists in the subject matter or who have received bespoke training overseen by the curriculum leader for Personal Development. This training may be provided by specialists within school or organisations including the Public Health team or CADAS.

All lessons are taught in mixed ability and mixed sex groups.

In addition to PD lessons, pupils also receive RSE enrichment sessions delivered by visiting speakers and events such as theatrical performances.

Students will additional needs (SEND) are taught within classes, with appropriate support.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing board

The Local Advisory 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-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-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.

During the academic year 2020- 2021 the staff responsible for delivering the SRE curriculum are;

1) Mr Jim Connolly (Curriculum Leader for Personal Development)

2) To be completed once TT is available

3) .

4) …

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-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 Curriculum Leader will also invite visitors from outside the school, such as the Public Health team or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Laura O'Connor (Assistant Headteacher) and Mr Jim Connolly (Curriculum Leader) through:

Ongoing discussions with staff

Student voice activities

Learning walks

Planning and Work Scrutiny

Pupils' 'attitude to learning', and academic development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Laura O'Connor (Assistant Headteacher) and Mr Jim Connolly (Curriculum Leader for Personal Development) annually. At every review, the policy will be approved by Mr Chris McAree (Headteacher) and the Local Advisory Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM/ ROTATION	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
7	1 2	Building positive relationships in school • The characteristics of healthy and respectful relationships (between peers, staff and the wider community) • The challenges of bullying behaviour (including online bullying) and discrimination Building positive relationships at home • Different types of family and different types of adult relationships (including marriage and other forms of long term commitment) • What is means to be a 'successful parent' Puberty • Physical and emotional changes in men and women • Consent and managing challenges Personal safety on-line • Rights, responsibilities and opportunities on-line • How to determine if sources of information are trustworthy • Protection of personal information	HomeOffice **"Bystander to Upstander"** (bullying resource) Lil-lets **"Becoming a teen"** (puberty resource)

YEAR GROUP	TERM/ ROTATION	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
8	1	Building and maintaining healthy relationships • Recognising features of healthy and unhealthy relationships • The importance of respect and consent in all relationships • The roles and responsibilities of adults within families • Illegal behaviour within relationships including abuse, violent behaviour (including honour based violence), coercive control, forced marriage and female genital mutilation. • Building healthy romantic relationships including the law relating to the sharing and viewing of indecent images (sexting).	Newsround special "**Gone**" (bereavement resource) Truetube **"My Body, My rules**" (FGM resource)
	2	Discrimination and Hate Crime • Understanding the rights and responsibilities they have as British Citizens in relation to all members of the community deserving equal and fair treatment. • How protected characteristics (specifically in this unit; race and religion) are defined in the 2010 Equalities Act. • The harm that discrimination and hate crime cause to individuals and communities.	Crown Prosecution Service resources on **Racist and Religious Hate Crime**
		Managing online relationships • How information and data is generated, collected, shared and used online	**The Reconnect Project**
		Alcohol awareness education • How alcohol use can lead to risky sexual behaviour	**Alcohol Education Trust** www.alcoholeducationtrust.org

YEAR GROUP	TERM/ ROTATION	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
9	1	Maintaining healthy relationships • The importance of consent, respect and trust in all healthy intimate relationships • The emotional challenges of puberty in relation to family relationships, friendships and intimate relationships • That beginning sexual relationships is a personal choice, and that everyone has the right to delay intimacy, or to enjoy intimacy without sex. • Strategies for identifying and managing sexual pressure, and not pressurising others. • Facts about the full range of contraceptive choices including efficacy • That all aspects of health can be affected by choices made in relation to sex and relationships including physical (including STIs), emotional, mental, sexual and reproductive health and wellbeing. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. Online safety • The rights and responsibilities of all social media uses to recognise and report online abuse and cyberbullying. • Recognising 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 providing 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 • 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 Prejudice, discrimination and Hate crime in relation to the LGBTQ+ community • Revision of the 2010 Equalities Act, and protected characteristics in relation to sex, gender and sexual orientation. • Practical steps students can take in a range of different contexts to improve or support respectful relationships	BBC "**Raging Teens**" "**Cyberbully**" Channel 4 Crown Prosecution Service "**LGBT Hate Crime"**

YEAR GROUP	TERM/ ROTATION	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
10	SRE rotation	Building healthy adult relationships • Understanding that there are different types of committed, stable relationships and how these contribute to human happiness. • 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 • What marriage is, including its 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. • That marriage must be freely entered into, and that forced marriage is illegal • The legal status of other long term relationships • 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 • 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 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 • The facts about the full range of contraceptive choices, efficacy and options available • 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	**"The baby borrowers"** BBC "**Porn Vs Reality**" www.themix.org.uk "**An everyday miracle**" BBC www.nhs.uk

YEAR GROUP	TERM/ ROTATION	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
10	SRE rotation	Building healthy adult relationships • 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 to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment • Criminal behaviour within intimate relationships including violent behaviour, coercive control, sexual harassment, sexual violence and why these are always unacceptable • The effect of drugs and alcohol on decision making, including those in relation to sexual and intimate relationships • The roles and responsibilities of parents within families, including what is understood by 'successful parenting'	www.themix.org.uk

YEAR GROUP	TERM/ ROTATION	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
11	Adult health matters	• How to: determine whether other children, adults or sources of information are trustworthy and how to seek help or advice, including reporting concerns about others, if needed • 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 to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	www.nhs.uk
	Prejudice and discrimination	• How stereotypes, in particular stereotypes based on sex, gender, and sexual orientation 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 • 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	**"FIT"** Stonewall

YEAR GROUP	TERM/ ROTATION	TOPIC/THEME DETAILS	EXAMPLES OF RESOURCES
12 & 13		**Personal Safety** • 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. • 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) • How the use of alcohol and drugs can lead to risky sexual behaviour **RSE** • 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 • 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 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 • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	Truetube "**Screwball**"

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)

TOPIC	PUPILS SHOULD KNOW
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	