

# Summerfield Education Centre Relationships and Sex Education Policy



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Chair of Management Committee

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The term Relationships and Sex Education (RSE) will be used throughout this policy rather than sex education. This is to stress that the Centre's approach goes beyond the provision of biological information delivered within the KS3 – 4 Science National Curriculum and to place more emphasis on the importance of relationships throughout a child's development within the Centre.

We aim to focus on clarifying students' attitudes and values in healthy friendships and relationships, and around their own and others' sexual identity - whilst also developing self-esteem, skills, knowledge and understanding of wider society through a wide range of subjects with reference to the Personal, Social and Health Education (PSHE) programme of study. The aim is that our students can leave Summerfield equipped to lead safe, happy, productive, healthy and fulfilled lives.

## **1. Statement of Intent**

At Summerfield Education Centre, we are committed to the health and wellbeing of our students. Relationships and Sex Education provides students with opportunities for acquisition of the skills, understanding and emotional tools required to make safe, informed choices in a full range of personal relationships. A positive self-image - coupled with appreciation of the importance of a healthy, responsible lifestyle - encourages students to develop their ability to develop and manage fulfilling, meaningful and mutually respectful relationships with others.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of learners at school and in the wider society.

We have an obligation to provide learners with high-quality, evidence and ageappropriate teaching of these subjects. This policy outlines how Summerfield's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs

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of all learners.

## **Aims**

Our school has the aim of providing relationships and sex education (RSE) which:

- Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home

- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Shows respect and appreciation for a diverse set of cultural and religious beliefs surrounding RSE
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their own attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

## **2. Statutory requirements**

As a Pupil Referral Unit we must provide RSE to all pupils as per sections 34 and 35 of the [Children and Social work act 2017](#). (See appendix)

In teaching RSE, we are obliged to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). (See appendix)

We consider RSE to be an entitlement for all of our young people and our provision is inclusive regardless of gender, cultural background, special educational needs and sexual orientation, taking full account of the requirements of the Equality Act 2010.

The Learning and Skills Act (2000) states that young people should learn about marriage and its importance for family life and for parenting. Young people should also be protected from inappropriate teaching materials.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010 (encompassing
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Education Act 1996
- Education Act 2002 (Section 175)
- Education and Inspection Act 2002 (Section 38)
- Learning and Skills Act (2000)

Other publications which have informed the policy are listed below:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)

At Summerfield Education Centre we teach RSE as set out in this policy.

### **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 – a working group pulled together 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 were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE curriculum
5. Ratification – once amendments were made, the policy was shared with The Management Committee and ratified

### **4. Definition**

At Summerfield, we define our Relationships and Sex Education as:

***“Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, and sexual health.”***

(Adapted from the Sex Education Forum).

RSE is about the emotional, social and cultural development of pupils, and involves learning about developing healthy, nurturing relationships of all kinds,

not just intimate relationships. Acceptable and unacceptable behaviour in relationships, sexual health including sexually transmitted infections and contraception, sexuality, healthy lifestyles including mental wellbeing, 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. RSE Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Pupils are provided with a learning journey with development outcomes so that they can meet the Academies character, community and currency ethos.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. As all pupils are entitled to a broad, balanced and relevant curriculum that meets their individual learning needs and promotes their spiritual, moral, cultural, mental and physical development.

Using the curriculum mapping for RSE we will directly involve students by teaching a highquality integrated programme that responds to many of the key issues associated with puberty, adolescence and becoming an adult. However, this approach may often require a closer examination of individual and group needs. This might include RSE being taught to same-gender groups (for example the teaching of testicular and breast examination).

RSE teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons in Years 8 onwards. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

RSE teaching and resources will be appropriate for the age and maturity of pupils, and will be sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Resources will be selected with sensitivity given to the age and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

If pupils ask questions outside the scope of this policy – in any forum within the Centre – teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. If the staff member does not deem it appropriate to respond at that time, staff should acknowledge the student's query and seek to address the question with the student at the earliest opportunity, to provide information and clarification.



DFE RSE and Health Education guidance (2019) specifies that:

“19. A good understanding of pupils’ faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.

20. In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

21. All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, 13 the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.

All teaching materials that support RSE at Summerfield Education Centre are approved by the PSHE teacher. Clear criteria will be applied to ensure that resources are relevant, inclusive, up-to-date and appropriate for use with our students, providing them with positive, healthy and unbiased information. This also applies to any resources used by the ARM team, who provide invaluable opportunities for our young people to learn through PSHE-related activities during pastoral time and Interventions slots.

### **Curriculum links**

Summerfield Education Centre seeks opportunities to draw links between RSE and other curriculum subjects wherever possible to enhance pupils’ learning.

RSE will be linked to the following subjects:

**Citizenship (taught in conjunction with PSHE)** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.

**Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty. They are taught the biological facts of sexual reproduction and reproductive anatomy

**Media** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.

**PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives. Healthy relationships also play a role in respect and leadership for others in sporting activities.

**PSHE (taught in conjunction with Citizenship)** – pupils learn about respect and difference, values and characteristics of individuals.

**English** – through the media of extracts and texts, pupils learn about healthy and unhealthy relationships, friendships, families' equality and diversity,

**Careers** – pupils learn about careers pathways into the care profession and the role that care staff play in promoting the all-round wellbeing of their clientele

## **6. Delivery of RSE**

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 education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

At Summerfield, 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. What is effective RSE?**

It is part of lifelong learning about sex, sexuality, emotions, relationships and sexual health. Promoting the spiritual, moral, cultural, mental and physical development of students at the Academy and of society. As well as preparing them at Academy for opportunities, responsibilities and experiences of life. In our view effective SRE incorporates:

### **7.1 Attitudes and Values**

Students are helped to examine their own and other people's attitudes and values, particularly related to sexual matters, and to respect the rights of others to their own opinions. SRE can help students to develop a good self-image and high self-esteem, responsibility and the ability to make informed decisions.

### **7.2 Personal and social skills**

SRE encourages the acquisition of skills so that pupils' relationships with others may be positive, fulfilling and respectful. It helps them explore how to be themselves in terms of beliefs, culture and traditions and to respect others. It provides opportunities to develop communication skills, assertiveness within a range of different situations. Empowering the students to recognise opportunities to develop a healthy lifestyle.

### **7.3 Knowledge and Understanding**

SRE provides information on puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice and stereotyping and sex and the law. Thus giving an understanding of the nature and diversity of relationships and sexuality. It can provide an objective and balanced view of sexual matters, correcting any misinformation students may have gained. It can give them the information and understanding they need, in accordance with the student's background and beliefs.

### **7.4 What is the moral values framework of RSE?**

RSE is taught within and conforms to the moral and values framework of Summerfield Education Centre. This draws on the statement of values by the National Forum for Values in Education and the Community contained within the National Curriculum:

- We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.
- We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.
- We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as a source of love and support for all their members, and as the basis of society in which people care for others.

It is expected of teachers that their personal beliefs and attitudes will not influence their teaching of RSE. They will address students' questions with due regard to the beliefs and values of the child's family. The teaching of RSE respects and refers to the beliefs of the child's home background.

### **7.5 How does RSE relate to equal opportunities?**

RSE can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. We work to ensure that our sex and relationship education is relevant and accessible to all our pupils and that it is appropriate for all levels of understanding and maturity. Catering for all pupils and is respectful of how pupils choose to identify themselves, their sexual orientation and gender identity (emerging). This means that sex and relationships education is sensitive to the different needs of individual pupils and may evolve and adapt over time.

### **7.6 What impact does effective RSE teaching have on young people?**

Research shows they are: -

More likely to report sexual abuse

More likely to delay first sex until they are ready

More likely that first sex is consensual

More likely to use contraception and condoms

Less likely to have an unplanned pregnancy or sexually transmitted infection

This research can be viewed at:

[sexeducationforum.org.uk/resources/evidence/sreevidence](http://sexeducationforum.org.uk/resources/evidence/sreevidence)

## **8. How is RSE taught?**

Summerfield Education Centre 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
- Provide for anonymity by using a question box (this also gives the teacher time to consult with colleagues on how to answer unexpected questions from pupils)
- Encourage reflection

Resources are chosen from agencies which represent diverse beliefs, which are appropriate to pupils' age, maturity and religious and cultural background.

There may be times when we choose to work with external agencies as these can enhance our delivery of RSE, and brings in specialist knowledge and different ways of engaging pupils.

External experts may be invited to assist from time-to-time with the delivery of the RSE curriculum but will be expected to comply with the provisions of this policy.

The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.

The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## **9. Assessment**

Summerfield Education Centre has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas.

Assessments are used to identify where pupils need extra support or intervention.

There are no formal examinations for RSE; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Baseline data on student engagement
- Written work where suitable for the learning outcome
- Core questioning
- Teacher observation noting changes of peer interaction, behaviour, awareness and attitudes.

## **10. Roles and responsibilities**

### **10.1 The Management Committee**

The Management Committee will approve the RSE policy, and hold the Headteacher to account for its implementation.

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

### **10.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and the overall implementation of this policy

- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

### **10.3 Subject Leader**

- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.

- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

#### **10.4 Staff responsible for the delivery of RSE**

Staff are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE in a sensitive way to a high-quality and appropriate for each year group
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- 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
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.

#### **10.5 Pupils**



Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity and follow the class ground rules that they will be involved in creating.

Pupils will be encouraged to understand that thinking about morals and values also includes:

- Respect for self and others
- Commitment, trust and love within relationships
- Understanding diversity regarding religion, culture and sexual orientation
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities

### **11. Safeguarding and Confidentiality**

Confidentiality within the classroom is an important component of RSE and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Confidentiality Policy.

Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL (Designated Safeguarding Lead) will be alerted immediately.

Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

If we have any reason to believe a student is a risk, we are required by law to refer the matter to the school's DSLs, (Designated Safeguarding Leads), who will take over the management of the process.

### **12. Working with Parents and Parents' right to withdraw**

Parents have the right to withdraw pupils from aspects of Sex Education that fall outside of National Curriculum science.

There is no right to withdraw from the delivery of Relationships Education or National Curriculum Science.

Summerfield Education Centre values the importance of collaboration between school and home. We are committed to working with parents. We will offer (where appropriate) advice and materials designed to support the student's RSE learning. Parents are encouraged to discuss key issues and ongoing concerns with school staff, at parents' evenings and other parental forums. We will notify parents when particular aspects of the RSE curriculum will be taught helping prepare them for questions and changing behaviour.

We will communicate with parents their right to withdraw their children from RSE via Teachers To Parents. Parents will be made aware of the presence of this policy on the school website and encouraged to read it. If parents request removal from RSE lessons the school will provide alternative support and guidance. Some parents prefer to take the responsibility for aspects of this element of education.

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 the Appendix 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.

Less than 1% of parents nationally exercise this right to withdraw their children from RSE. Where parents/carers at Summerfield Education Centre are considering this, we would encourage and invite them to contact the PSHE Co-ordinator. Together with the Safeguarding Lead, the PSHE Co-ordinator will talk through the RSE provision with parents, reassure and, where possible, find solutions to enable the young person to experience the planned learning. It is important that parents are given the opportunity to reflect upon the impact that withdrawing their child may have. Parents will also be supported in their crucial role of talking to their children about relationships and about sex

### **13. Training**

Lead teacher has been trained via Solihull Authority's PSHE Team, and additional training has been undertaken by ARMS, in order to support and enhance the delivery of RSE. Staff are kept up to date with current legislation,

guidance and curriculum developments. 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 as and when required.

#### **14. Monitoring arrangements**

The delivery of RSE is monitored by the Management Committee and Senior staff every 12 months.

Evaluation could include the following:

- Assessment of knowledge and understanding of the issues addressed in SRE
- Students responses to teaching content and methods
- Teachers responses to teaching content and methods
- Evidence of students increased self-responsibility and respectful attitudes to the opposite sex monitored by staff.
- Decrease in recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with reference to gender or sexual meanings will be monitored by the Senior Leadership Team.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- Lesson observations, learning walks, work/book/planning scrutiny.

This policy will be reviewed by the Senior Leadership Team. At every review, the policy will be approved by the Management Committee. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE curriculum.

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
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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

<p>Online and media</p>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
<p>TOPIC</p>	<p>PUPILS SHOULD KNOW</p>

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 2: 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	

## Children and Social Work Act 2017

### Section 34: Education relating to relationships and sex

(1) The Secretary of State must by regulations make provision requiring—

- (a) relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;
- (b) relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

(2) The regulations must include provision—

- (a) requiring the Secretary of State to give guidance to proprietors of schools in relation to the provision of the education and to review the guidance from time to time;
- (b) requiring proprietors of schools to have regard to the guidance;
- (c) requiring proprietors of schools to make statements of policy in relation to the education to be provided, and to make the statements available to parents or other persons;
- (d) about the circumstances in which a pupil (or a pupil below a specified age) is to be excused from receiving relationships and sex education or specified elements of that education.

(3) The regulations must provide that guidance given by virtue of subsection [\(2\)\(a\)](#) is to be given with a view to ensuring that when relationships education or relationships and sex education is given—

- (a) the pupils learn about—
  - (i) safety in forming and maintaining relationships,
  - (ii) the characteristics of healthy relationships, and
  - (iii) how relationships may affect physical and mental health and well-being, and

(b)the education is appropriate having regard to the age and the religious background of the pupils.

(4)The regulations may make further provision in connection with the provision of relationships education, or relationships and sex education.

(5)Before making the regulations, the Secretary of State must consult such persons as the Secretary of State considers appropriate.

(6)The regulations may amend any provision (including provision conferring powers) that is made by or under—

(a)section 342 of the Education Act 1996;

(b)Chapter 4 of Part 5 of the Education Act 1996;

(c)Schedule 1 to the Education Act 1996;

(d)Part 6 of the Education Act 2002;

(e)Chapter 1 of Part 4 of the Education and Skills Act 2008;

(f)the Academies Act 2010.

(7)Any duty to make provision by regulations under subsection [\(1\)](#) may be discharged by making that provision by regulations under another Act, so long as the Secretary of State consults such persons as the Secretary of State considers appropriate before making the regulations under that Act.

(8)The provision that may be made by regulations under subsection [\(1\)](#) by virtue of section 67 includes, in particular, provision amending, repealing or revoking any provision made by or under any Act or any other instrument or document (whenever passed or made).

(9)Regulations under subsection [\(1\)](#) which amend provision made by or under an Act are subject to the affirmative resolution procedure.

(10)Other regulations under subsection [\(1\)](#) are subject to the negative resolution procedure.

(11) Expressions used in this section, where listed in the left-hand column of the table in section 580 of the Education Act 1996, are to be interpreted in accordance with the provisions of that Act listed in the right-hand column in relation to those expressions.

## **Children and Social Work Act 2017**

### **Section 35: Other personal, social, health and economic education**

(1) The Secretary of State may by regulations make provision requiring personal, social, health and economic education (beyond that required by virtue of section 34) to be provided—

(a) to pupils of compulsory school age receiving primary education at schools in England;

(b) to pupils receiving secondary education at schools in England.

(2) The regulations may include—

(a) provision requiring the Secretary of State to give guidance to proprietors of schools in relation to the provision of the education;

(b) provision requiring proprietors of schools to have regard to that guidance;

(c) provision requiring proprietors of schools to make statements of policy in relation to the education to be provided, and to make the statements available to parents or other persons;

(d) further provision in connection with the provision of the education.

(3) Before making the regulations, the Secretary of State must consult such persons as the Secretary of State considers appropriate.

(4) The regulations may amend any provision (including provision conferring powers) that is made by or under—

(a) section 342 of the Education Act 1996;

(b) Chapter 4 of Part 5 of the Education Act 1996;

(c) Schedule 1 to the Education Act 1996;

(d) Part 6 of the Education Act 2002;

(e) Chapter 1 of Part 4 of the Education and Skills Act 2008;

(f) the Academies Act 2010.

(5)The provision that may be made by regulations under subsection (1) by virtue of section 67 includes, in particular, provision amending, repealing or revoking any provision made by or under any Act or any other instrument or document (whenever passed or made).

(6)Regulations under subsection (1) which amend provision made by or under an Act are subject to the affirmative resolution procedure.

(7)Other regulations under subsection (1) are subject to the negative resolution procedure.

(8)Expressions used in this section, where listed in the left-hand column of the table in section 580 of the Education Act 1996, are to be interpreted in accordance with the provisions of that Act listed in the right-hand column in relation to those expressions.

(9)A power to make provision under this section does not limit any power to make provision of the same kind under another Act.

## **Education Act 1996**

### **Section 403**

#### **Sex education: manner of provision.**

(1)The **F1**. . ., governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school **[F2](whether or not as part of statutory relationships and sex education)]** , it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

**[F3(1A)]**The Secretary of State must issue guidance designed to secure that when sex education is given to registered pupils at maintained schools—

(a)they learn the nature of marriage and its importance for family life and the bringing up of children, and

(b)they are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

**[F4(1ZB)]**In subsection (1A) the reference to sex education does not include sex education given as part of statutory relationships and sex education.]

(1B)In discharging their functions under subsection (1) governing bodies and head teachers must have regard to the Secretary of State's guidance.

(1C)Guidance under subsection (1A) must include guidance about any material which may be produced by NHS bodies for use for the purposes of sex education in schools.

(1D)The Secretary of State may at any time revise his guidance under subsection (1A).]

(2)In **[F5this section]**“maintained school” includes **[F6a community or foundation special school]** established in a hospital **[F7and “NHS body” has the same meaning as in [F8the National Health Service Act 2006 (see section 275(1) of that Act)]** .]

**[F9(2A)**In this section “statutory relationships and sex education” means education required to be provided at a school in England under section 80(1)(d) of the Education Act 2002.]