

Relationships and Sex Education Policy (from 2020)

Poltair School



Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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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

At Poltair School, we aim to ensure that students are taught to be respectful to themselves and to others. We believe that every student, regardless of gender, ethnicity, sexuality or background has the right to an education that prepares them for a successful, happy life. RSE is a crucial element to this, allowing students to understand their feelings and emotions around relationships and sex in an age appropriate manner. We believe that RSE is important to allow students to be safe in their relationships, and to know their rights within the law.

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 Poltair School we teach RSE as set out in this policy.

3. Policy development

This policy has been and will be developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or 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 give their feedback about RSE.
4. Pupil consultation – we investigated what exactly pupils want from their RSE. This will be completed as part of student voice activities within lessons.
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.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity. The RSE Curriculum works alongside the curriculum in Science when teaching about sex.

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 don't seek answers online. We may signpost pupils to different agencies where needed, and we will seek to discuss any issues deemed necessary that arise with parents and carers.

We also use assemblies to provide timely messages and reminders to pupils as needed.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. At Poltair School, this is called "Personal Development". Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Personal Development lessons cover RE and PSHE, along with other topics. This is a timetabled lesson, delivered once a fortnight.

Pupils may receive stand-alone sex education sessions delivered by a trained health professional. Students with SEND may also receive additional, tailored RSE, based on their needs and in consultation with parents and other agencies.

RSE at Poltair 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 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).

First Aid is covered as part of the Physical Education Curriculum, through a specialist programme.

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/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-statutory/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.

The member of staff responsible for the monitoring of delivery of RSE at Poltair School is Clare Price, Curriculum Team Leader for Personal Development.

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/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. This will be based on discussions with parents.

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 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 delivery of RSE is monitored by Clare Price, Curriculum Team Leader for Personal Development through:

Monitoring activities including:

Learning walks and lesson observations

Conducting student voice activities

Book and Work Scrutiny

These activities will be conducted with other staff, including members of the Senior Leadership Team.

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

This policy will be reviewed by Clare Price annually. At every review, the policy will be approved by the Local Governing Body.

Appendix 1: Relationships and sex education curriculum map

YEAR GROUP	TERM (SUBJECT TO CHANGE) ALONGSIDE THE RE CURRICULUM	TOPIC/THEME DETAILS
<p>Year 7</p> <p>Included in Year 7 to help in transition to Secondary School, dealing with new friendships and changing friendship groups.</p>	<p>Term 1</p> <p>In addition to work in Science lessons.</p> <p>Term 3</p>	<p>Respectful Relationships. This will include:</p> <ul style="list-style-type: none"> • 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 • 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 <p>Different Families. This will include:</p> <ul style="list-style-type: none"> • 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.

YEAR GROUP	TERM (SUBJECT TO CHANGE) ALONGSIDE THE RE CURRICULUM	TOPIC/THEME DETAILS
<p>Year 9 Included in Year 9 as this is thought to be the time that some students begin to engage in risky behaviour.</p> <p>Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.</p>	<p>Term 2 (Alongside work in Science).</p>	<p>Changing Relationships. To include work with outside agencies, and covering topics on:</p> <ul style="list-style-type: none"> •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 concepts of, and laws relating to, sexual consent 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 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, including LGBT relationships. •that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing •the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause •that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others, including LGBT relationships •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, including LGBT relationships. •the facts around pregnancy including miscarriage •that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) •how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing •about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment •how the use of alcohol and drugs can lead to risky sexual behaviour •how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

YEAR GROUP	TERM (SUBJECT TO CHANGE) ALONGSIDE THE RE CURRICULUM	TOPIC/THEME DETAILS
Year 9	3 (Alongside Science and PE).	<p>Drugs, Alcohol and the Law. Topics to include:</p> <ul style="list-style-type: none"> • The laws around Drugs and Alcohol, and the dangers of misuse. • Discussions around how to say no to drugs and alcohol, and how to seek help when needed (from themselves and others). • The importance of staying healthy for mental and physical health, and how misuse of drugs and alcohol can impact upon physical, mental and reproductive health.
	3	<p>Mental Health- Aspirations and the Future. Topics to include:</p> <p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <ul style="list-style-type: none"> • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness <p>This will be linked to active citizenship, planning and working towards goals, and career aspirations.</p>

YEAR GROUP	TERM (SUBJECT TO CHANGE) ALONGSIDE THE RE CURRICULUM	TOPIC/THEME DETAILS
<p>Year 10</p> <p>This is taught in Year 10 as it is a more mature topic, and is more age appropriate than in Key Stage 3.</p> <p>These issues were deemed most needed in Year 10 by Poltair Staff.</p>	<p>3</p>	<p>Staying Safe and the Law. Topics to include:</p> <ul style="list-style-type: none"> • 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. This is will be done in a factual manner, with no unnecessary or distressing imagery. Students will be signposted to organisations for help as needed. • 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). • the impact of viewing harmful content, including radicalisation. • 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.
<p>Year 11</p> <p>This topic is taught to Year 11 in order to help with exam pressure.</p>	<p>1</p>	<p>Mental Health and Examinations. Topics to include:</p> <ul style="list-style-type: none"> • Dealing with anxiety when it arises • How to ask for help • Planning for success (alongside revision techniques).

Appendix 2: By the end of secondary school pupils should know- taken from the Department for Education.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

TOPIC	RELATIONSHIPS AND SEX EDUCATION: PUPILS SHOULD KNOW MUCH OF THIS IS TAUGHT IN SCIENCE, PE, ICT AND FOOD CURRICULUMS
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	RELATIONSHIPS AND SEX EDUCATION: PUPILS SHOULD KNOW MUCH OF THIS IS TAUGHT IN SCIENCE, PE, ICT AND FOOD CURRICULUMS
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	RELATIONSHIPS AND SEX EDUCATION: PUPILS SHOULD KNOW MUCH OF THIS IS TAUGHT IN SCIENCE, PE, ICT AND FOOD CURRICULUMS
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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

TOPIC	PHYSICAL HEALTH AND MENTAL WELLBEING: SECONDARY. PUPILS SHOULD KNOW (MUCH OF THIS IS COVERED IN PHYSICAL EDUCATION, SCIENCE AND FOOD).
Mental Wellbeing	<ul style="list-style-type: none"> • • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • • that happiness is linked to being connected to others. • • how to recognise the early signs of mental wellbeing concerns. • • common types of mental ill health (e.g. anxiety and depression). • • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Physical Health and Fitness	<ul style="list-style-type: none"> • Pupils should know • • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy Eating	<ul style="list-style-type: none"> • Pupils should know • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> • Pupils should know • • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • • the law relating to the supply and possession of illegal substances. • • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • • the physical and psychological consequences of addiction, including alcohol dependency. • • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

TOPIC	PHYSICAL HEALTH AND MENTAL WELLBEING: SECONDARY. PUPILS SHOULD KNOW (MUCH OF THIS IS COVERED IN PHYSICAL EDUCATION, SCIENCE AND FOOD).
Health and Prevention	<ul style="list-style-type: none"> • Pupils should know • • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic First Aid	<ul style="list-style-type: none"> • Pupils should know • • basic treatment for common injuries. • • life-saving skills, including how to administer CPR • • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> • Pupils should know • • key facts about puberty, the changing adolescent body and menstrual wellbeing. • • the main changes which take place in males and females, and the implications for emotional and physical health.

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.