

# Relationships and Sex Education Policy



**Glenwood School**

**Approved by:** Mrs J Payne (Head Teacher) **Date:** July 2020

**Last reviewed on:**

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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

The RSE curriculum also supports the **school values** of:

**Inclusive:** Making sure that all pupils are included and that they are supported to overcome any barriers to learning about Relationships and Sex.

**Respect:** For themselves and others.

**Celebrate:** To be proud of their bodies, their relationships and what they have achieved. Celebrating differences as well as similarities with others.

**Everyone valued:** Instilling the idea that we are all important, we all have a voice and we should all be listened to.

**Integrity:** Encouraging and enabling pupils to make the right decisions for the right reasons.

**Teamwork:** Ensuring pupils have a support network and the skills to use one.

**Be your best you:** Our core message of the importance of ambition, individuality, self-belief and of having aspirations for a successful future.

The **three themes** which underpin the intent of our whole school curriculum are also well embedded in the RSE framework:

**Communication and Advocacy, Independence and preparing for adulthood, Physical, social and Emotional Good Health**

## 2. Statutory requirements

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

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

## 3. Policy development

This policy has been developed in consultation with staff, governors, 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 and also attended training run by the Sex Education Forum and Health England targeted at SEND settings.
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 views about the teaching of RSE via an online questionnaire.
4. Pupil consultation – we investigated what exactly pupils want from their RSE via an online questionnaire sent to all Yr 11 pupils.
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.

## 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.

## 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 may also receive stand-alone sex education sessions delivered by a trained health professional.

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

Pupils in Yr 7 and 8 have 3 lessons of PSHE per week, pupils in Yr 9, 10 and 11 have 2 lessons. For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

PSHE including the RSE content is taught by form tutors and Leaders of Learning.

Mrs Barnes, Mrs Hope & Mrs Smith – Yr 7

Mr Boyland, Mrs Hope & Miss Willis – Yr 8

Mr Browne & Mr George – Yr 9

Mr Myers & Mrs Hope – Yr 10

Mrs Nisha & Mr Pigden – Yr 10

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of 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. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

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. This may include making arrangements for the pupil to attend alternative lessons and/or providing resources for parents to teach the sex education curriculum content to their child at home if they wish.

## **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 Mrs Williams (Deputy Headteacher) as part of the ongoing monitoring of the quality of education across the school. This includes learning walks, work scrutiny and termly meetings with teaching staff.

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

This policy will be reviewed by Mrs Williams, Deputy Headteacher, annually. At every review, the policy will be approved by the governing body.

## Appendix 1: Curriculum map

### Relationships and **sex education** curriculum map

<b>Year 7 – Personal Hygiene – Spring Term 2</b>		
<b>1</b>	<b>2</b>	<b>3</b>
<b>MY BODY</b>	<b>HYGIENE ROUTINES 1</b>	<b>HYGIENE ROUTINES 2</b>
To know the correct terminology for their main body parts.	To know what personal hygiene means.	To know how to wash their hands correctly.
To know the correct terminology for their private body parts.	To be able to identify what an effective personal hygiene routine should include.	To understand the importance of handwashing.
To understand which hygiene items they might use on different body parts.	To understand how to wash their body effectively.	To know how to keep their clothes clean.
<b>4</b>	<b>5</b>	<b>6</b>
<b>DENTAL HYGIENE</b>	<b>CONSEQUENCES OF POOR HYGIENE</b>	<b>SHOW YOUR LEARNING TASK</b>
To know what a good dental hygiene routine consists of.	To know some physical effects of poor personal hygiene.	To be able to identify some key information about personal hygiene.
To know some consequences of poor dental hygiene.	To know some social effects of poor hygiene.	To demonstrate some understanding of the topic.
To be able to brush their teeth effectively.	To understand how poor hygiene can have a negative effect on overall health and wellbeing.	To communicate effectively some top tips or facts about their topic.

Appendix 1: Curriculum map (cont)

Relationships and **sex education** curriculum map

Year 8 – Puberty – Spring Term 1		
1	2	3
<b>WHAT IS PUBERTY AND WHEN WILL IT HAPPEN?</b>	<b>PHYSICAL CHANGES (1)</b>	<b>PHYSICAL CHANGES (2)</b>
To know the correct terminology for their private body parts.	To know some physical changes they might experience at puberty.	To know what physical changes are specific to boys or girls.
To know the difference between private and public body parts.	To know some physical changes for boys and girls at puberty.	To know what periods, erections or wet dreams are.
To understand that everyone develops at different rates.	To understand why some of these changes happen.	To understand why these happen.
4	5	6
<b>EMOTIONAL CHANGES</b>	<b>COPING WITH PUBERTY</b>	<b>SHOW YOUR LEARNING TASK</b>
To identify and recognise different emotions they may feel.	To know that puberty is just one of many changes they will go through as they grow up.	To be able to identify some key information about puberty.
To understand that puberty may affect their emotions.	To understand how puberty can affect personal hygiene.	To demonstrate some understanding of the topic.
To understand how to manage their emotions during puberty.	To be able to identify strategies to help when going through changes at puberty.	To communicate effectively some top tips or facts about their topic.

Appendix 1: Curriculum map (cont)

Relationships and **sex education** curriculum map

Year 8 – Types of relationships – Spring Term 2		
1	2	3
<b>5 TYPES OF RELATIONSHIP</b>	<b>APPROPRIATE BEHAVIOUR</b>	<b>POSITIVE AND NEGATIVE RELATIONSHIPS</b>
To know the 5 different types of relationship.	To know that we should behave differently with different people.	To know that positive (healthy) relationships are good and negative (unhealthy) relationships are bad.
To understand which type of relationship they have with different people.	To understand what is acceptable behaviour within different relationships.	To know some features of healthy and unhealthy relationships.
To understand how families can be different.	To be able to recognise unacceptable behaviour in their relationships.	To understand what to do if they feel they are in an unhealthy relationship.
4	5	6
<b>WHAT IS A COERCIVE RELATIONSHIP</b>	<b>DOMESTIC ABUSE</b>	<b>SHOW YOUR LEARNING</b>
To understand that a coercive relationship is an unhealthy relationship and a type of domestic abuse.	To know what domestic abuse means.	To identify some key information about relationships.
To know what coercive means.	To understand that domestic abuse can be done by anyone in a relationship.	To demonstrate and understanding of the topic.
To understand how to tell if a relationship is coercive.	To understand what to do if they are worried about domestic abuse.	To communicate effectively some strategies for managing unhealthy relationships.

Appendix 1: Curriculum map (cont)

Relationships and sex education curriculum map

Year 8 – Intimate relationships – Summer Term 1		
1	2	3
<b>WHAT IS LOVE?</b>	<b>WHEN IS THE RIGHT TIME?</b>	<b>SEX</b>
To know what a romantic relationship means.	To know what a stable, healthy relationship means.	To know what sexual intercourse means.
To know what intimate means.	To know what the age of consent is.	To understand that there are other ways of showing affection.
To understand how you might know if you are in love.	To understand that not everyone is ready for an intimate relationship at the same time.	To understand what should be considered before having a sexual relationship.
4	5	6
<b>CONSEQUENCES OF SEXUAL BEHAVIOUR</b>	<b>HOW RELATIONSHIPS CHANGE</b>	<b>SHOW YOUR LEARNING</b>
To know that sex can lead to pregnancy.	To know that relationships can change over time.	To be able to identify some key information about intimate relationships.
To know that sex could lead to STIs.	To know how to break off a relationship in the kindest way.	To demonstrate some understanding of the topic.
To understand how to protect themselves from negative sexual experiences.	To understand why not all relationships last.	To be able to effectively communicate some top tips or facts about the topic.

Appendix 1: Curriculum map (cont)

Relationships and **sex education** curriculum map

Yr 9 – Managing relationships – Spring term 1		
1	2	3
<b>RELATIONSHIPS</b>	<b>STARTING A RELATIONSHIP</b>	<b>MANAGING CONFLICT IN RELATIONSHIPS</b>
To be able to recognise how close each type of relationship is.	To know what the 5 steps to a relationship are.	To know what conflict means.
To understand how consent is important in relationships.	To understand what they find attractive in another person.	To know what can cause conflict in a relationship.
To be able to give examples of how relationships change over time.	To understand how to ask someone out and deal with rejection.	To understand how to manage conflict.
4	5	6
<b>SEXUALITY</b>	<b>UNHEALTHY RELATIONSHIPS</b>	<b>SHOW YOUR LEARNING</b>
To know what sexuality means.	To know what sexting, grooming and forced marriage are.	To be able to identify some key information about managing relationships.
To know some different types of sexuality and what they mean.	To know the signs that someone is being groomed.	To demonstrate some understanding of the topic.
To understand how sexuality can evolve and change over time.	To understand what to do if they are worried about sexting or grooming.	To be able to effectively communicate some top tips or facts about the topic.

Appendix 1: Curriculum map (cont)

Relationships and **sex education** curriculum map

Year 9 – Sexual health – Spring Term 2		
1	2	3
<b>READY FOR SEX?</b>	<b>CONTRACEPTION – MYTH BUSTING</b>	<b>CONTRACEPTION – GETTING IT RIGHT</b>
To know what the age of consent is.	To know what contraception means.	To know what a condom is.
To understand the importance of consent and circumstances in which consent cannot be gained..	To know some methods of contraception.	To understand how to use a condom safely.
To understand the importance of a stable, healthy and loving relationship before having a sexual relationship.	To understand what methods of contraception are most effective.	To understand how to use other methods of contraception including non-barrier methods.
4	5	6
<b>SEXUALLY TRANSMITTED INFECTIONS</b>	<b>PORNOGRAPHY</b>	<b>SHOW YOUR LEARNING</b>
To know what an STI is.	To know what pornography is.	To be able to identify some key information about contraception.
To know how STIs are caught and how to prevent them.	To understand the negative effect pornography can have.	To demonstrate some understanding of the topic.
To understand what to do if they have an STI.	To understand pornography addiction and know where to go for help.	To be able to effectively communicate some top tips or facts about the topic.

Appendix 1: Curriculum map (cont)

Relationships and **sex education** curriculum map

Year 10 – Parenting – Autumn Term 2		
1	2	3
<b>CONCEPTION</b>	<b>DEVELOPMENT OF A BABY</b>	<b>HEALTHY PREGANCIES</b>
To know how babies are conceived.	To know a pregnancy takes 9 months.	To know some things a pregnant women should avoid.
To know that there is more than one way to conceive a child.	To understand how a baby develops in the womb.	To know some ways in which a pregnant woman can keep herself and the baby healthy
To understand why some people need help to conceive a child.	To be able to identify some potential problems with the development of a baby.	To understand the range of support available to pregnant women.
4	5	6
<b>BIRTH</b>	<b>RIGHTS AND RESPONSIBILTIES OF PARENTS</b>	<b>FLOUR BABIES</b>
To know that there is more than one way for a baby to be born.	To know what parental responsibility is.	To know that a baby needs constant care.
To know the difference between a natural and caesarean birth.	To understand the law regarding parental responsibility.	To be able to identify the demands of a new born baby
To understand how other people can support a woman during birth.	To understand the choices for an unplanned pregnancy and be able to consider when is the right time to have a baby.	To understand how a baby can affect your life, including relationships.



## 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>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<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>
Being safe	<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>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### 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	