



Relationships & Sex Education Policy
CONSULTATION - FINAL DRAFT
POLICY DOCUMENT

Agreed date: Spring 2022

Review date: After a full year of implementation of
the curriculum

Responsibility of: PSHE Teacher in Charge
Assistant Head Pastoral Care

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1. Aims, Vision & values

Relationships and sex education (RSE) at Reepham High School and College (RHSC) will support the whole school aim of preparing well rounded, happy, successful individuals with fantastic futures. RSE including health education is lifelong learning about respectful relationships, sexuality, emotions, sex, sexual and mental health and well-being. RSE should signpost and empower, build self-esteem, safeguard young people in the modern world to help them make informed decisions at the right age and stage providing a strong foundation to be successful in life.

The aims of relationships and sex education (RSE) at RHSC are to:

- Create a positive culture around issues of sexuality and respectful relationships, including celebration of self and others.
- Provide a safe, non-biased learning environment which is empowering to all involved based on the belief that bullying, prejudice and discrimination are unacceptable. If discrimination is experienced, both staff and pupils are empowered to report and resolve.
- Provide wholly inclusive spiral and thematic curriculum allowing for development of knowledge relevant to the age and stage of the learner, using non-biased, accurate and factual information including the correct vocabulary to describe themselves and their bodies.
- Help pupils develop feelings of self-respect, confidence and empathy to become well rounded young people and have a successful future.

- Develop personal qualities and communication skills to have and maintain healthy, safe and respectful relationships for themselves and to role model this for others.
- Ensure pupils are informed of their rights, including the legal framework and signpost regularly on how to access confidential help to keep themselves and others safe.

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 The Equalities Act 2010 and 2019 DfE RSE [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#). At RSHC we teach RSE as set out in this policy.

3. Policy development

This policy is still in development and we are in consultation with staff, the wider school community including health care professionals, Governors, pupils and parents. We include in the definition of parents, adoptive parents, carers, guardians and anyone who has parental responsibilities. The consultation and policy development process will involve the following steps:

1. Review – a staff working group including science staff, the teacher in charge of PSHE & Head of Pastoral Team will get together all relevant information including relevant national and local guidance and attended local training sessions.
2. Staff consultation – school staff including the Pastoral team and Safeguarding team will be given the opportunity to look at the policy and make recommendations and advise on topic coverage. This ensures that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently.
3. Parent/stakeholder consultation – parents and any interested parties were notified of consultation activities, deadlines, references in the school prospectus, curriculum guides and links to the school website. A hard copy or alternative format will be available upon request from the school office.

4. Pupil consultation – we will investigate what exactly pupils want from their RSE, through Microsoft forms and small working groups. This will then happen regularly and inform curriculum review where necessary. This ensures the needs of our pupils are met through the delivery of age and stage appropriate curriculum in an ever changing modern world.
5. Ratification – once amendments are made, the policy will be shared with governors and ratified.

4. Definition

RSE by definition is Relationships and Sex Education and also includes Health Education. At RHSC it is about the physical, emotional and social development of pupils, keeping young people safe in the modern world. It involves learning about relationships of all kinds, sex including sexual health, sexuality including diversity and personal identity, healthy lifestyles, emotions and signposting.

RSE focuses on giving our young people the information they need to help them develop safe, healthy, nurturing and respectful relationships of all kinds including; families, friendships, online and media, being safe, intimate and sexual relationships, including sexual health.

RSE involves a combination of acquiring information, sharing information, exploring issues and forming positive values and attitudes. RSE is not about the promotion of sexual activity.

5. Curriculum

Our intended RSE curriculum is set out as per Appendix 1 but may vary depending on emerging issues in the rapidly changing world our pupils are living and learning in. If this is the case parents will be provided with the key information through the normal channels of communication e.g. through email. We have developed the curriculum in consultation with local guidance, parents, pupils and staff, considering 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 aim to provide a wholly inclusive spiral and thematic curriculum and where possible we will complement this curriculum with themed assemblies, tutor times, impact days and cross-curricular links.

This type of curriculum means that pupils will revisit key themes, building on prior learning and gradually acquiring the right skills and information at the right age and stage. This approach helps pupils gradually begin to take responsibility for their own health and wellbeing now and in the future.

6. Delivery of RSE

6.1 RSE in the timetable

The key content of RSE is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum. Biological aspects of RSE are taught within the science curriculum.

We also aim to complement this curriculum with themed assemblies, visitors, tutor times, impact days and cross-curricular links also included in Religious Education (RE),

Pupils where necessary will receive stand-alone sex education sessions delivered by a trained health professional.

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching strategies and signposting supporting resources.

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

6.2 The RHSC approach to teaching RSE

The approach to teaching RSE at RHSC will be non-judgemental, non- biased and fully inclusive, through clear, impartial, scientific information as well as covering the law. Using a cyclical process of consultation and reviews we will ensure we recognise and respect pupils' different experiences and abilities, levels of maturity and personal circumstances including gender identity, faith, culture and family circumstances.

Language used will aim to promote the concept of a healthy body rather than attractive body and use the term natural rather than normal.

6.3 Context of Family life

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).

6.4 Teaching strategies RSE

RSE will be taught using a wide range of teaching strategies reflecting age, stage and need therefore promoting engagement by all pupils. Distancing techniques, such as characters, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy also makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/ or abuse.

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 using the agreed format in Appendix 3 to withdraw pupils from the non-statutory/non-science 'Sex Education' components of RSE defined by RSHC. Please be aware that there is no right to withdraw from lessons relating to 'Relationships'

7.3 Staff

The RSE programme will be led by Ms L Reid (Teacher in Charge PSHE) and Mr A Edgar (Head of Pastoral Team), supported by Mr D Kennedy (DSL) and Ms R Thacker (HOY & DA trained) and taught by teachers across all Key Stages who will be supported by outside agencies as required. Specialist training and advice will be offered to all staff as and when possible therefore ensuring pupils are taught with a consistent approach, using the same strategies throughout their time at RHSC.

Staff are responsible for:

- Delivering RSE in a safe environment and in a sensitive way.
- Creating a safe learning environment by creating ground rules or a classroom working agreement.
- Modelling positive attitudes to RSE including a non- judgemental, non-biased, fully inclusive manner.
- Monitoring progress.
- Responding to the needs and questions of individual pupils (questions asked at any time or context within the school relating to any area of RSE will

be answer by staff in an age appropriate and sensitive manner. If staff are unsure of the answer then they will explain this to the pupil and seek further advice before answering the question or work with the pupil to obtain the answer themselves. Opportunities to ask questions within the class will be generally anonymous through an 'ask it basket' or similar technique. Teachers will signpost pupils to safe sources of information advice and guidance.

- Responding appropriately to pupils whose parents wish them to be withdrawn from the 'Sex Education' components of RSE as defined by RSHC.
- Keeping in mind the Safeguarding Policy at all times if the school/ staff has any reason to believe a pupil is at risk of harm they are required to respond in accordance with the Safeguarding Policy.

Teaching RSE can be a challenge for some teachers, due to their own life experiences. We will ensure that all staff are fully supported to teach RSE, including the right not to teach a topic or lesson that they feel would be detrimental to their wellbeing. It might be possible for teachers to swap their lesson(s) or for an alternative member of staff to teach the lesson, with the teacher supporting.

7.4 Safeguarding

RSE can prompt safeguarding disclosures. This is because effective RSE teaches the information, language, emotional literacy, and character skills to report incidents and abuse. RSE can lead to personal disclosures relating to gender and sexual identity. Even though these may not pose a risk to the pupil, they must be documented and advice must be sought to support the pupil.

All staff will remind themselves of the schools Safeguarding Policy prior to teaching RSE, so pupils will receive an appropriate and consistent response no matter who they approach within the school.

Staff should not promise any form of confidentiality as this puts themselves or the pupils at risk, but will reassure pupils that their best interests will be maintained.

Every member of staff including volunteers working with children at RSHC are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the interests of the child and have a responsibility to act as outlined in the Safeguarding Policy.

7.5 Pupils

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

Pupils should remember that lessons are based on the belief that bullying, prejudice and discrimination are unacceptable and we should be celebrating diversity and personal identity.

Pupils as well have a responsibility to make the learning environment safe. All pupils will participate in creating ground rules or a classroom agreement. They will then be reminded and these rules role modelled by staff throughout the teaching of these lessons.

Ideas include: Non- judgemental approach, right to pass, make no assumptions, listen, appropriate language.

Pupils will all be given the opportunity to ask questions anonymously through an 'ask it basket' or similar technique. Teachers will then be able to answer the questions appropriately and seek advice is needed.

Confidentiality Pupils must be aware that teachers cannot offer unconditional confidentiality but can be reassured that their best interests will be maintained. If a situation arises that requires further action the pupil will be informed first and supported as appropriate.

7.5 Parents

RSE is most effective when it is a collaboration between school and home. The school will aim to provide parents with support through the normal channels of communication, the pastoral system, school website, curriculum guides and our general open-door policy enabling all parents to discuss RSE throughout the year. This would help parents to build in appropriate RSE at home and support their child's learning at the right age and stage.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the nonstatutory/nonscience components (as defined by RHSC) 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 and logged with the DSL. The headteacher will arrange a meeting and discuss

the request with parents and take appropriate action. The headteacher will make the parents aware that young people pick up all sorts of misinformation on the internet and that at least in a classroom the staff are trained to give out the correct unbiased information.

If they still wish to withdraw then alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as and when necessary for a consistent approach to teaching the curriculum. RSE is mentioned in most safeguarding training which is compulsory for all staff.

The Head of Pastoral Team and teacher in charge of PSHEE will also invite visitors from outside the school, such as Police, school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored through: cyclical consultation and reviews, planning scrutinies, learning walks and pupil feedback.

Pupils' development in RSE is monitored by class teachers as part of the internal assessment systems. These will mainly be implicit, forming part of the normal teaching activity to ensure pupils do not feel under pressure.

This policy will be reviewed by Ms L Reid (Teacher in Charge PSHE) and Mr A Edgar (Head of Pastoral Team) every three years or as and when changes in the curriculum occur due to pupil consultation or any emerging changes in the modern world, or the introduction of new legislation and guidance.

At every review, the policy will be approved by a staff working party including Pastoral and Safeguarding Leads and also the Governing Board.

Appendix 1: Curriculum map

Y7	Puberty and reproduction.	Gender identity and sexuality: Being myself.	Healthy relationships.	Female genital mutilation (FGM) and the law.	Safety online & the law Recognising cyberbullying Intro to sexting	Asking for help.
Y8	The HPV vaccine.	Relationships and attraction.	Sexuality and attraction.	Marriage, forced marriage and the law.	Sexting.	Female genital mutilation (FGM) and the law.
Y9	Self-esteem.	Sex and the media: inc. pornography.	Consent: How to give, withdraw and withhold consent in a relationship.	Contraception: An introduction.	STI's and how to prevent them.	Accessing information, advice and guidance.
Y10	Body image, the media and cosmetic procedures.	Gender identity and sexuality: diverse relationships.	Healthy relationships.	Readiness for intimacy, and the right not to engage in sexual activities.	Contraception: Barrier methods to prevent STI transmission.	Pregnancy pathways: inc. abortion and the law.
Y11	Testicular and breast examination.	Sex in the media: the impact on sexual norms and ethics.	Healthy relationships: Responding to unhealthy and abusive relationships.	Consent: understanding coercion and persuasion.	Contraception: communicating and negotiating the effective use of contraception.	Pregnancy pathways: inc. teenage pregnancy and parenthood.

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

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 its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • 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
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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 nonconsensual 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

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)

<p>Intimate and sexual relationships, including sexual health</p>	<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
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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	

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>