



Relationships and Sex Education Policy (from 2020)

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Relationships and Sex Education Policy (from 2020)

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
- › Create futures for healthy and safe students
- › Create a curriculum that helps students to develop the core values of courage, kindness, honesty, determination and humour.
- › Be accessible to all students

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 Department for Education as outlined in Section 80A of the Education Act 2002 and section 403 of the [Education Act 1996](#).

The teaching of RSE is in line with requirements of schools in law according to the Equality Act 2010 and the Keeping Children Safe in Education statutory guidance.

At Heart of England 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 – Esther Whittock (Lead for RSE) pulled together all relevant information including relevant national and local guidance
2. Pupil consultation – we investigated what exactly pupils want from their RSE through working groups involving all year groups.
3. Parent consultation – parents were invited to attend a meeting about the new RSE curriculum and policy
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
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 RSE curriculum is set out as per Appendix 1 and topics of assemblies and drop down days (DDD) are in Appendix 2, 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

6.1 How RSE will be taught

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

The delivery of the RSE curriculum will take place in curriculum lessons where appropriate (Science, Computer Science, Food, Physical Education, Religious Studies); through two three-hour drop-down-days per year group every year; and two assemblies per year group every year (including E-safety assemblies).

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

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).

6.2 RSE curriculum for students with SEND and vulnerable students

All content will be differentiated appropriately for pupils with special educational needs and disabilities and where possible all pupils will remain with their class for RSE lessons. Some students will receive the support of a LSA during their RSE lessons. For some students, arrangements will be made to complete their RSE lessons in a smaller group. The RSE Lead will meet with the SENCO and Pastoral team at the start of each academic year (and throughout where necessary) to identify any sensitive topics which could make accessing the lesson harder for certain vulnerable students or SEND students so that appropriate preparation and

provision may be provided for that student(s). The SENCO and RSE Lead will make the relevant plans at the start of each academic year, in consultation with parents.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, alongside the RSE Lead, and for managing requests to withdraw pupils from sex education components of RSE that are not taught in science (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 sex education 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 Principal.

See appendix A for the staff currently involved in the teaching of RSE.

are:

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 sex education components 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 4 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

All staff involved in the delivery of RSE will receive training from the RSE Lead before teaching content.

10. Monitoring arrangements

The delivery of RSE is monitored by Esther Whittock (Relationships and Sex Education and Health Education Lead).

- All lesson content will be provided for members of staff teaching RSE by Esther Whittock
- Esther Whittock will look over any content being delivered by visitors before the content is presented to students
- Observations of lessons
- Checking students' self-evaluation forms

Pupils' development will be monitored through self-evaluation forms.

This policy will be reviewed by the RSE Lead annually and parents will be consulted when the policy is reviewed. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map: Relationships and sex education curriculum map

Theme	Content	DDD	E-safety assembly	Assembly	Computer Science	Science	History	RS	Policies
Families	A. That there are different types of committed, stable relationships, and how these relationships contribute towards human happiness, and their importance for bringing up children.	11							
	B. 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; why it must be freely entered into; the characteristics and legal status of other types of long-term relationships	11							
	C. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	11							
	D. 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)	9	8		7				
	E. how to seek help or advice, including reporting concerns about others, if needed.	9							

Theme	Content	DDD	E-safety assembly	Assembly	Computer Science	Science	History	RS	Policies
Respectful relationships, including friendships	A. Pupils should know the characteristics of positive and healthy friendships (in all contexts) This includes different (non-sexual) types of relationship. Including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent.			LHT					
	B. Including online	8	8						
	C. Including the management of conflict, including reconciliation, ending relationships			8					
	D. Practical steps they can take on a range of different contexts to improve or support respectful relationships			LHT 8					
	E. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, and disability can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)			LHT Equalstars			9	10	
	F. 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				LHT	7			7 8 9 10 11

Theme	Content	DDD	E-safety assembly	Assembly	Computer Science	Science	History	RS	Policies
	positions of authority and due tolerance of other people's beliefs.								
	G. About different types of bullying (including cyberbullying); the impact of bullying; responsibilities of bystanders to report bullying and how and where to get help.			Pastoral	7				Anti-bullying and CALM
	H. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	9							
	I. What constitutes sexual harassment and sexual violence, and why these are always unacceptable	10							
	J. 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.			LHT					Equality
Online and media	A. Pupils show know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online		11		8 + 9				E-Safety

Theme	Content	DDD	E-safety assembly	Assembly	Computer Science	Science	History	RS	Policies
	B. About online risks, including that any material someone provides to another has the potential to be shared online; the difficulty of removing potentially compromising material placed online; not to provide material to others that they would not want shared further; not to share personal material which is sent to them.	9	7		7				
	C. What to do and where to get support to report material or manage issues online.	9			7				
	D. 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.		9						
	E. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe		9		8				

Theme	Content	DDD	E-safety assembly	Assembly	Computer Science	Science	History	RS	Policies
	penalties including jail.								
	F. revenge porn		9		8				
	G. how information and data is generated, collected, shared and used online.	7			7 + 8				
Being safe	A. The concept of, and laws relating to, sexual consent and how these can affect current and future relationships.	10							
	B. The concepts of, and laws relating to sexual exploitation, abuse, coercion, harrassment, rape, upskirting and how these can affect current and future relationships.	10	7						
	C. The concept of, and laws relating to, grooming and how these can affect current and future relationships.	8	8						
	D. The concept of, and laws relating to domestic abuse and how these can affect current and future relationships.	10							

Theme	Content	DDD	E-safety assembly	Assembly	Computer Science	Science	History	RS	Policies
	E. The concepts of, and laws relating to forced marriage and honour-based violence and how these can affect current and future relationships.	11							
	F. The concept of, and laws relating to FGM and how these can affect current and future relationships.	7							
	G. How people can actively communicate and recognise consent from others, including sexual consent; how and when consent can be withdrawn (in all contexts, including online).	7 10							
Intimate and sexual relationships, including sexual health	A. Pupils should know 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, friendship	9							
	B. 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.	9							
	C. The facts about reproductive	11				10 11			

Theme	Content	DDD	E-safety assembly	Assembly	Computer Science	Science	History	RS	Policies
	health, including fertility								
	D. The potential impact of lifestyle on fertility for men and women and menopause.	11							
	E. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, not pressurising others	10							
	F. That they have a choice to delay sex or to enjoy intimacy without sex	10							
	G. The facts about the full range of contraceptive choices, efficacy and options available.	10				7 10 11			
	H. The facts around pregnancy	11				7			
	I. Including miscarriage	11							
	J. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options): keeping the baby, abortion, adoption; where to get further help.	11						10	
	K. How the different sexually transmitted infections (STIs),	10				11			

Theme	Content	DDD	E-safety assembly	Assembly	Computer Science	Science	History	RS	Policies
	including HIV/AIDs, are transmitted								
	L. How risk can be reduced through safer sex (including through condom use)	10				11			
	M. The importance of and facts about testing; about the prevalence of some STIs; the impact they can have on those who contract them; key facts about treatment	10							
	N. How the use of alcohol and drugs can lead to risky sexual behaviour.	10							
	O. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.			10					

Appendix 2: The assembly and drop-down-day topics

Year 7

Year 7 drop-down day 1: The body

- Menstrual well-being + how changes to the body during adolescence can affect emotional and physical health
- Body image
- Personal hygiene (including oral hygiene and dental check-ups)

Year 7 drop-down day 2: Safety and awareness

- FGM
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary; and the benefits of being connected to others for mental health
- Targeted advertising and generation of data and being a discerning customer online – consent online

Assembly: The importance of sleep, exercise and maintaining a healthy weight (physical and mental health)

E-safety assembly: Laws on sexting and use of images including upskirting

Year 8

Year 8 drop-down day 1: Health

- First aid
- Psychological effects of addiction and alcohol consumption + support to quit smoking and other addictions
- Common types of mental ill health + how to recognise early signs of mental health concerns

Year 8 drop-down day 2: Safety and awareness

- Over-reliance on online relationships and social media
- Legal (including prescribed) and illegal drugs
- Grooming

Assembly: What happens when friendships breakdown? Management of conflict

E-safety assembly: Social media safety and links to grooming (keeping your account safe)

Year 9

Year 9 drop-down day 1: Trust

- Trustworthy sources and relationships (including work relationships)
- Healthy intimate relationships
- Violence and coercion in relationships (any relationships)

Year 9 drop-down day 2: Safety and awareness

- Image curated online + catfishing + unhealthy comparisons
- 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; and how to talk to others about mental health if affected or think others are
- Sexting + online risks

Assembly: Mental health charity

E-safety assembly: porn and revenge porn

Year 10

Year 10 drop-down day 1: Sexual intimacy

- STIs + contraception + treatment
- How the use of drugs and alcohol can lead to risky sexual behaviour
- Sexual pressure, peer pressure and consent

Year 10 drop-down day 2: Safety and awareness

- Rape, upskirting, harassment (including sexual)
- Sexual exploitation, abuse, coercion
- Domestic abuse

Assembly: where and how to access confidential sexual and reproductive health advice and treatment

E-safety: Online gambling

Year 11

Year 11 drop-down day 1: Adult relationships and responsibilities

- Marriage and other long-term relationships
- Forced marriage and honour-based violence
- Self-examination

Year 11 drop-down day 2: relationships and responsibilities

- Fertility, menopause, adoption
- Pregnancy, miscarriage, abortion, adoption – where to go to get further help
- Parenting

Assembly: Police/charity on domestic abuse

E-safety: Rights, responsibilities and opportunities online

Appendix 3: By the end of secondary school pupils should know

TOPIC	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 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	PUPILS SHOULD KNOW
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	PUPILS SHOULD KNOW
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

Appendix 4: 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	

Appendix 5: Staff involved in RSE (September 2020)

Staff currently involved in RSE are as follows:

- Esther Whittock – Relationships and Sex Education and Health Education Lead
- Rowanne Lee
- Sarah Henton
- Sally Owen
- Elizabeth Lancaster
- Jake Hunton
- Anna Hunt
- Ella Roberts
- Richard Taylor
- Becci Walters
- Allison Albans
- Alex Marnelakis
- Eve Pascal
- Sarah Halford
- Hannah Mitchell
- Jen Goodwin
- Krystina Shah
- Nic Sykes
- Pam Beer
- Rachel Briscoe
- Rebecca Peters
- Ruth West
- Steve Hawkes
- Jon Haston
- Sheetal Rana