

Relationships and Sex Education Policy (from 2020)

King Edward VI Handsworth Wood Girls' Academy



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Approved by: [Name]

Date: [Date]

Last reviewed on: [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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 - Help students develop feelings of self-respect, confidence and empathy
 - Create a positive culture around issues of sexuality and relationships
 - Teach students the correct vocabulary to describe themselves and their bodies
 - Enable students to make well informed, reasonable and responsible decisions with regard to their relationships
 - Increase students' self-esteem and self-confidence to enable them to form responsible and caring relationships
 - Develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help
 - Create a positive atmosphere where questions and discussions on sexual matters can take place without embarrassment
 - Set sexual activity within the context of caring relationships, including the values of family life
 - Provide information regarding available support services
 - Raise aspirations to transform the lives of young people and to enhance the wellbeing of individuals and the community
 - Give students the chance to live rich, fulfilled lives and to contribute to society
 - Create a love of learning, which will foster creativity, imagination and the capacity to communicate
 - Build character and relationships, along with a sense of morality, care and respect for others
-

Relationships and Sex Education will be taught in a moral and values framework which focuses on the following aspects:

- Taking into account of other people's feelings
- Mutual support and co-operation
- Accepting responsibility for the consequences of our own actions
- The right of people to hold their own views
- Not imposing our own views on other people
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality within legal parameters
- Respect and tolerance towards others who may have different backgrounds, cultures, views and sexual orientation
- Challenging homophobic bullying and sexism

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 King Edward VI Handsworth Wood Girls' Academy, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a 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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
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). Outside agencies will also contribute to the planning and delivery of Relationships and Sex Education.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

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

Clear ground rules are established with students to ensure a safe and respectful environment for the discussion of issues relating to RSE. All staff should be aware of confidentiality guidelines and inform the relevant head of year or in cases of a student requiring confidential medical advice or counselling. Members of staff are contractually bound to disclose information about any form of abuse of children and young people to the designated child protection member of staff.

The following will help to establish clear boundaries for confidentiality between students and teachers:

- Reassuring students that their best interests will be maintained
- Encouraging students to talk to their parents or carers, and giving them support to do so
- Ensuring that students know that teachers cannot offer unconditional confidentiality
- Reassuring students that if confidentiality has to be broken, that they will be informed first and then supported as appropriate
- If there is any disclosure, or possibility of abuse, following the academy's child protection procedures
- Making sure that students are informed of sources of confidential help

7. Roles and responsibilities

7.1 The governing board

The governing body 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-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-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.

A Malone is the teacher in charge of delivering and monitoring RSE across the academy.

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.

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.

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 academy 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 J Humpherson (Deputy Headteacher, DSL) through:

Learning walks

Planning scrutinies

Review of policy

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

This policy will be reviewed by A Malone annually. At every review, the policy will be approved by the governing body.

11. Equal opportunities and inclusion

All staff and students are treated equally regardless of their gender, race, special educational needs, disability, ethnicity, sexual orientation or social background. The Relationships and Sex Education policy is in line with the academy's equal opportunities policy.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|------|--|-----------|
| 7 | | <p>Puberty The changes which affect girls' and boys' bodies, and how to deal with these practically. What menstruation is, why it is important, and how to manage it when needed in a hygienic and safe manner.</p> <p>Self-esteem and body image Positive attitudes towards body image. The importance of self esteem. Damaging effects of ideals in the media.</p> <p>Mental health</p> | |
| 8 | | <p>Healthy and unhealthy relationships Bullying and sexual harassment. Building positive friendships and relationships. Signs of unhealthy relationships.</p> <p>Online safety Dangers of child sex exploitation and online grooming. How to report online abuse. Where to seek help.</p> <p>Mental health</p> | |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|------|---|-----------|
| 9 | | <p>Sexual health and contraception Sexually transmitted infections, how they are transmitted, their symptoms and treatment. HIV. Different methods of contraception.</p> <p>FGM and safeguarding What FGM is, and the dangers of the practise. Where to seek help.</p> <p>Mental health</p> | |
| 10 | | <p>Sexual exploitation and modern slavery Reasons for exploitation. Danger signs of exploitation. Child sex exploitation. Healthy and unhealthy relationships.</p> <p>Types of marriage Difference between arranged marriage and forced marriage. Domestic violence and where to seek help.</p> <p>Mental health</p> | |
| 11 | | <p>Consent and the law around sex Age of consent and its importance. Importance of consent. Importance of communication in a relationship.</p> <p>Domestic abuse Where to seek help. Statistics and signs of unhealthy relationships.</p> <p>Mental health</p> | |

Appendix 2: 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 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 | |
| | |