

## Relationship and Sex Education Policy

### Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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### Revision History:

Version	Date	Author	Summary of Changes:
3.0	November 2020	TMET	Updated Curriculum Map for Years 7 - 9
2.0	Jan 2020	TMET	To update in line with revised legislation in place-Sep 2020
1.0	March 2018	TMET	New Trust Policy Template

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## **Relationships and Sex Education Policy**

### **1. Introduction**

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

- Provide a framework in which sensitive discussions can take place
- Prepare scholars for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help scholars develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach scholars the correct vocabulary to describe themselves and their bodies

### **2. Statutory requirements**

As a secondary school, we must provide relationship and sex education (RSE) to all scholars as per section 34 of the Children and Social Work Act 2017.

The Trust's funding agreements require it to have regard to RSE guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996, when teaching RSE.

### **3. Policy development**

This policy has been developed in consultation with staff, scholars 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 review the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Scholar consultation – we investigated what exactly scholars want from their RSE (only where this was deemed age appropriate and beneficial).
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

### **4. Definition**

RSE is about the emotional, social and cultural development of scholars, 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.

The curriculum has been developed in consultation with parents, scholars and staff, taking into account the age, needs and feelings of scholars. If scholars 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.

If significant or repeated issues occur within the academy or its community these will be addressed through the curriculum.

For more information about our curriculum, see our curriculum map in Appendix 1.

## **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).

Scholars 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

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 Board of Trustees**

The 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, and for managing requests to withdraw scholars 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 scholars
- Responding appropriately to scholars whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

At the present time, it is likely that all teachers will be required to teach RSE.

#### 7.4 Scholars

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

### 8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Principal and can be submitted via email to [info@castle-tmet.uk](mailto:info@castle-tmet.uk).

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

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

### 9. Training

Staff are trained on the delivery of RSE as part of the continuing professional development calendar.

The Principal 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 at Castle Mead Academy is monitored by the Assistant Principal for Scholar Development through cyclical culture of critique quality assurance activities.

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

This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be approved by the Board of Trustees.

Appendix 1: Relationships and sex education curriculum map

YEAR GROUP	WHEN?	TOPIC/THEME DETAILS/BIQ QUESTIONS	EXAMPLE RESOURCES
Year 7	To be taught as discrete PSHE topics during tutor time.	<ul style="list-style-type: none"> <li>• <b>Health and Puberty</b> <ul style="list-style-type: none"> <li>○ Why physical changes will I experience during puberty?</li> <li>○ What emotional changes will I experience during puberty?</li> <li>○ How do I recognise and respond to inappropriate and unwanted contact?</li> <li>○ What is FGM?</li> </ul> </li> <li>• <b>Diversity</b> <ul style="list-style-type: none"> <li>○ How does bullying impact people?</li> <li>○ What is cyberbullying?</li> <li>○ What to do if 'Something's Not Right?'</li> </ul> </li> <li>• <b>Building Relationships</b> <ul style="list-style-type: none"> <li>○ What makes a positive relationship?</li> <li>○ How do I recognise an unhealthy relationship?</li> <li>○ How can I manage romantic relationships?</li> <li>○ What is consent and why is it important?</li> <li>○ How do I assertively communicate consent?</li> </ul> </li> </ul>	<a href="#">Puberty - Lesson.pdf</a>

YEAR GROUP	WHEN?	TOPIC/THEME DETAILS/BIQ QUESTIONS	EXAMPLE RESOURCES
Year 8	To be taught as discrete PSHE topics during tutor time.	<ul style="list-style-type: none"> <li>• <b>Discrimination</b> <ul style="list-style-type: none"> <li>○ What influences our beliefs and decisions?</li> <li>○ How do I challenge discrimination?</li> <li>○ What is racism/religious discrimination/sexism/disability discrimination/homophobia/biphobia/transphobia?</li> </ul> </li> <li>• <b>Identity and Relationships</b> <ul style="list-style-type: none"> <li>○ What is a healthy relationship?</li> <li>○ How can I positively contribute to healthy relationships?</li> <li>○ What is gender identity?</li> <li>○ What is sexual orientation?</li> <li>○ How do I form new relationships?</li> <li>○ What is consent and why is it so important?</li> <li>○ What is sexting?</li> <li>○ How do I manage pressure relating to sexting?</li> <li>○ What is contraception?</li> </ul> </li> </ul>	<a href="#">Sexism - Lesson.pdf</a>

YEAR GROUP	WHEN?	TOPIC/THEME DETAILS/BIQ QUESTIONS	EXAMPLE RESOURCES
Year 9	To be taught as discrete PSHE topics during tutor time and during one cycle of CCT.	<ul style="list-style-type: none"> <li>• <b>Intimate relationships</b> <ul style="list-style-type: none"> <li>○ What is consent and why is it important?</li> <li>○ What is sexual harassment and sexual violence?</li> <li>○ What are the consequences of unprotected sex?</li> <li>○ What are the different types of contraception?</li> <li>○ How do I stay safe on social media?</li> <li>○ How does the media portray relationships?</li> </ul> </li> <li>• <b>Respectful relationships</b> <ul style="list-style-type: none"> <li>○ How do families differ?</li> <li>○ How do I maintain positive relationships in the home?</li> <li>○ How do I manage relationship and family changes?</li> </ul> </li> </ul>	<p>Only Yes Means Yes</p> <p><a href="#">The Christopher Winter Project</a></p>
Year 10	To be taught as discrete PSHE topics during tutor time.	<ul style="list-style-type: none"> <li>• Healthy relationships (including myths and misconceptions about sex, media/pornography and pleasure)</li> </ul>	
Year 11	To be taught as discrete PSHE topics during tutor time.	<ul style="list-style-type: none"> <li>• Communication in relationships (including abuse, contraception and sexual health)</li> <li>• Families</li> </ul>	



**Appendix 2: By the end of secondary school Scholars should know**

TOPIC	SCHOLARS 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	SCHOLARS 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	SCHOLARS 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		Tutor Group	
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	