



Sackville School Relationships and Sex Education Policy

Reviewed by: Paul Street **Date adopted:** July 2023
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SEX AND RELATIONSHIPS EDUCATION POLICY

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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
- Promote the spiritual, moral, cultural, mental and physical development of our students and of society and prepares our students for the opportunities, responsibilities and experiences of adult life.

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, students 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
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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. Student consultation – we investigated what exactly students 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, students and staff, taking into account the age, needs and feelings of students. If students 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.

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

6. Delivery of RSE

RSE is taught within the Learning for Life education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Beliefs and Values (B&V).

Students 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 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 students from [non-statutory/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 students
- Responding appropriately to students 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 Deputy Head, Paul Street or SMSC lead, Alison Vance.

7.4 Students

Students 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 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 student's educational record. The headteacher (or designated senior leader) will discuss the request with parents and take appropriate action.

Alternative work will be given to students 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 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 Deputy Head Paul Street (Student provision) and SMSC lead, Alison Vance through: Student Voice, Subject Curriculum Reviews, Learning Walks, and Year Teams.

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

This policy will be reviewed by Paul Street and Alison Vance annually. At every review, the policy will be approved by the headteacher.



	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence

	<p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p>Addressing extremism and radicalisation</p> <p>Communities, belonging and challenging extremism</p>	<p>Apprenticeship and Career Planning</p> <p>Opportunities</p> <p>Skills</p> <p>Readiness for work</p>
	<p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	

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

TOPIC	STUDENTS SHOULD KNOW	KS3	KS4
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships 	R1, R36	R1, R4
	<ul style="list-style-type: none"> • How these relationships might contribute to human happiness and their importance for bringing up children 	H2, R36	R2, R4, R25
	<ul style="list-style-type: none"> • 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 		R4, R10
	<ul style="list-style-type: none"> • Why marriage is an important relationship choice for many couples and why it must be freely entered into 	R6	R4, R10, R33
	<ul style="list-style-type: none"> • The characteristics and legal status of other types of long-term relationships 	R1	R1, R4
	<ul style="list-style-type: none"> • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting 	R35, R36	R25
	<ul style="list-style-type: none"> • 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 	R2, R6, R23, R37, R38, R46, L23, L27	R2, R17, R23, L24, L27
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 	R2, R10, R13, R14, R16, R19, R21	R1, R12, R13
	<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships 	R13, R14, R41, R42	R30, R31, R34, R36

TOPIC	STUDENTS SHOULD KNOW	KS3	KS4
	<ul style="list-style-type: none"> 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) 	R7, R8, R39, R40, L10	L5
	<ul style="list-style-type: none"> 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 	R2, R14	R1, R10, L29
	<ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help 	R14, R23, R38, R40	R7, R34
	<ul style="list-style-type: none"> That some types of behaviour within relationships are criminal, including violent behaviour and coercive control 	R2, R25, R37	R28, R29, R30
	<ul style="list-style-type: none"> What constitutes sexual harassment and sexual violence and why these are always unacceptable 	R37	R16, R29, L15
	<ul style="list-style-type: none"> 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 	R40, R41, L10	R5, R6, L15
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. 	R13, R14, L20, L22	R14, R16, L11, L12, L22, L23
	<ul style="list-style-type: none"> 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 	H30, R17, R21, R37, L20, L21	H22, R14, R22, L25
	<ul style="list-style-type: none"> Not to provide material to others that they would not want shared further and not to share personal material which is sent to them 	R29, R30, L21	R22, L23, L25

TOPIC	STUDENTS SHOULD KNOW	KS3	KS4
	<ul style="list-style-type: none"> • What to do and where to get support to report material or manage issues online 	R17, R30, 37, L27	R4, R17, L23
	<ul style="list-style-type: none"> • The impact of viewing harmful content 	H3, R7, R8, L25	H3, R8
	<ul style="list-style-type: none"> • 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 	R8	R8
	<ul style="list-style-type: none"> • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail 	R30	R22
	<ul style="list-style-type: none"> • How information and data is generated, collected, shared and used online 	L20, L21	L22, L23, L25,L26
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 	H22, R6, R24, R25, R27, R37	H23, R16, R18,R19,R28,R29,R30,R31,R32,R33, R37
	<ul style="list-style-type: none"> • 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) 	R24, R26,R27	R18, R20,R21,R22
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 	R2, R10, R14, R24, R31	R1,R2, R18

TOPIC	STUDENTS SHOULD KNOW	KS3	KS4
	<ul style="list-style-type: none"> ● 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 	H2, H36, R13, R18, R33	H2, H6, H26, H27, R24
	<ul style="list-style-type: none"> ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women 		H26, H30, H31, H32, R24, R26
	<ul style="list-style-type: none"> ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others 	H5, R24, R26, R30, R42	H4, R3, R18, R21, R28
	<ul style="list-style-type: none"> ● That they have a choice to delay sex or to enjoy intimacy without sex 	R9, R11, R12, R24, R25, R28, R31	R2, R9, R10, R21
	<ul style="list-style-type: none"> ● The facts about the full range of contraceptive choices, efficacy and options available 	H35, H36, R33	H26, H29, R23
	<ul style="list-style-type: none"> ● The facts around pregnancy including miscarriage 	R33, R34	H30, H32
	<ul style="list-style-type: none"> ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment 	H36	H27, H28, H31

TOPIC	STUDENTS SHOULD KNOW	KS3	KS4
	<ul style="list-style-type: none"> • How the use of alcohol and drugs can lead to risky sexual behaviour 	H27	H20, R20
	<ul style="list-style-type: none"> • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment 	H35, R23, R24. R37	H14, H28, H29, H32, H33, R7, R17, R24, R32
	<ul style="list-style-type: none"> • 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) 	R34	H33, R23, R24, R26, R27
	<ul style="list-style-type: none"> • 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 	H35, H36, R33	H27, H28, H31, R23

