

Relationship and sex education policy

Redhill School



Approved by:	Local governing body	Date: 27/11/2023
Last reviewed on:	27/11/2023	
Next review due by:	November 2024	

Contents

- 1. Aims
- 2. Statutory requirements.....
- 3. Policy development
- 4. Definition.....
- 5. Curriculum
- 6. Delivery of RSE
- 7. Use of external organisations and materials
- 8. Roles and responsibilities
- 9. Parents' right to withdraw
- 10. Training.....
- 11. Monitoring arrangements
- Appendix 1: Curriculum map.....
- Appendix 2: By the end of secondary school pupils should know (DfE Legislation)
- Appendix 3: Examples of RSE, Health and safeguarding content.

1. Aims

The guiding principle of our RSE is empowerment.

We believe that a positive and honest approach to Relationships and Sex Education is essential for young people to develop into safe, happy and successful adults. Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. We will deliver high quality, evidence-based and age-appropriate sessions that help prepare pupils for the opportunities, responsibilities and experiences of the next stage in their development.

The aims of Relationships and Sex Education (RSE) at our school are to:

Relationships education aims to:

- Support pupils to navigate all types of relationships in a safe and healthy way.
- Recognise when relationships are not positive
- Develop knowledge and confidence to be able to say no to the types of relationships they don't want and yes to the ones they do want.
- Ensure that they have healthy, fulfilling relationships and that they are safeguarded from being persuaded, exploited or coerced into anything that they are not ready for or do not want to do.

Sex Education aims to:

- Ensure that pupils are aware of the realities of intimacy and do not rely on the internet or hearsay for their sexual information.
- Give pupils the knowledge to stay safe and where to access support.

2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#). The guidance for Secondary schools can be found in Appendix 2.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Redhill School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff has pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents/carers were invited to complete an online consultation.
3. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, diversity and personal identity.

Sex Education builds on the Science curriculum, and involves discussions about consent in intimate circumstances, a clear understanding of the law, the benefits of delaying intimacy. Sex Education is not about the promotion of sexual activity. This is delivered in KS4 only.

5. Curriculum

Our RSE 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/carers, pupils and staff, and taken into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Relationships Education is taught in KS3 and Relationships and Sex Education is delivered in KS4.

RSE is delivered in a way that will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will meet the needs of all pupils irrespective of learning need, sexual orientation, ethnicity and/ or religious belief. We are particularly sensitive to the religious nature of our cohort and adapt lessons accordingly.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

For more information about our RSE curriculum, see Appendix 2

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages
- Ensures 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 and 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).

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions

- Give careful consideration to the level of differentiation needed

6.1 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

To ensure high quality provision for all of our pupils, we use professional agencies to support the delivery of some content.

Our lesson resources are sourced from national organisations and those recommended by the Department for Education and the PSHE Association.

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

The governing board has delegated the approval of this policy to the headteacher.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from the Sex Education components of RSE (see Appendix 3).

8.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way, as planned by the Head of PSHE
- › Modelling positive attitudes to RSE
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents/carers 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 headteacher.

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their child from the 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.

Before granting any such request a member of SLT or the Subject Lead will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum and any possible effects of withdrawal.

Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

There is no right to withdraw from Relationships Education or Health Education.

10. Training

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

Other training and support include:

Teachers notes for lessons, and pre-reading materials

Workshops and training sessions throughout the school year.

Some lessons may be delivered by the Head of Department via video.

A staff handbook containing Redhill's approach to RSE and FAQs.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Miss. L. Griffiths through:

- Subject reviews
- Learning Walks
- Book looks
- Pupils and staff voice

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

This policy will be reviewed by Mr. J Clayton. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 7	Making Friends Are you safe when gaming online? Online grooming Let's start with you Changing friends How to avoid peer pressure. Gender stereotypes Sexualised behaviour LGBTQ+ Identity Trans and non-binary My Identity Diversity in the UK (Protected Characteristics) What is a multi-faith society? Conflicts and running away.	BBC Bitesize Childnet.com Medway The Children's Society British Red Cross PSHE Association NSPCC

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 8	<ul style="list-style-type: none"> • Positive friendships • Self-awareness • Compassion • Rudeness • Healthy relationships with others • Inclusivity In friendships • Listening and understanding • What happens when we hate? • CSE and grooming • County lines • Domestic Violence • Somethings not right – recognising unhealthy environment at home • Influences on relationship ideals. • Relationship values. • Sexual orientation and gender assumptions. 	<p>Barnado's EC Resources Women's Aid Home Office Holocaust Education Trust Medway Always PSHE Association CEOP</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 9	<ul style="list-style-type: none"> • Principles of healthy relationships • Expect respect • Toxic masculinity • Pressure, coercion and persuasion. • The blame game and rape culture. • How can language divide us? • Barnardo's keeping safe • Love • Long term commitments. • Marriage or not • Healthy relationships • The freedom and capacity to consent • What's expected of you? • Addressing relationship abuse. 	Barnado's Medway PSHE Association Women's Aid DO...
Year 10	<ul style="list-style-type: none"> • The role of intimacy and pleasure • Principles of healthy sexual experiences. • Consent • Gangs. 	Medway PSHE Association Ben Kinsella Trust Bish.
Year 11	<ul style="list-style-type: none"> • Consent • Safer sexual activities 	DO..... Medway

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/carers 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: Topics within Safeguarding, RSE and Health Education.

KS4 Sex Education refers to the following lessons:

The role of intimacy and pleasure
Principles of healthy sexual experiences.
KS4 Consent.
Safer Sexual Activities.

Health education refers to the following topics:

Contraception
Abortion
FGM
Sexually Transmitted Infections
Pregnancy choices.
Pregnancy, birth and miscarriage
Fertility and menopause

Relationships Education refers to the following topics:

Making and changing friends.
Good friendships.
Romance and healthy relationships.
Relationship abuse and challenges, handling unwanted attention.
Break ups.
Families and parenting.
Exploitation – spot the signs.
The risks of forming relationships online.
Asexuality, abstinence and celibacy.
Marriage and long term commitments.
Managing relationship and family changes, including relationship breakdown, separation and divorce.
Domestic Violence and how to overcome challenges with accessing support
Prejudice and living in a diverse society.
Anti-bullying.
Knowing your principles and boundaries.
Conflict resolution.
Love

Essential Safeguarding lessons include:

FGM.
The dangers of pornography. (Medway)
Sending sexual images. (NSPCC)
Sexting.

These specific lesson titles are subject to change for reasons such as:

- When updated resources become available
- The needs of a cohort change
- In consultation with stakeholders