

Relationships and Sex Education (RSE) Policy

NeneGate School

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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

2. Statutory requirements

As a maintained special school (with primary and secondary phases) we must provide relationships education to all students as per section 34 of the [Children and Social work act 2017](#).

In the primary phase, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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](#).

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

3. Policy development

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

1. Review – a member of staff 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/carer/stakeholder consultation – parent/carers 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 students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of 1. sharing information; and, 2. 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 parent/carers, students and staff. We have taken 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 unfiltered answers online.

Primary Phase sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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 predominantly taught within the science curriculum, and other aspects are included Life Skills lessons, assemblies and keynote speeches.

Students also have access to support and advice from a trained health professional.

For our Primary Phase: Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For our Secondary Phase: 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 for both phases, 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/carer families, LGBT parent/carers, families headed by grandparent/carers, adoptive parent/carers, foster parent/carers/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 body

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 students 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 students
- › Responding appropriately to students whose parent/carers wish them to be withdrawn from the non-statutory 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.

All tutor staff will be responsible for delivering elements of the RSE curriculum; alongside C. Ogden – Science teacher – in the Secondary Phase.

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. Parent/carers' right to withdraw

In the Primary Phase: Parent/carers do not have the right to withdraw their children from relationships education.

Parent/carers have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

In the Secondary Phase: Parent/carers 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 student's educational record. The headteacher will discuss the request with parent/carers and take appropriate action.

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

9. Training

Staff are guided on the delivery of RSE 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. Safeguarding

- Staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Safeguarding procedure and policy will be followed should this arise.
- Staff will consult with the designated safeguarding lead – R. O’Sullivan – and/or one of her deputies: J. Love; J. Wye; R. McQueen; V. Martin.
- Visitors/external agencies supporting the delivery of RSE will be required to follow our schools normal safeguarding policy and procedures. All visitors/external agencies supporting delivery will need to be authorised by R. O’Sullivan.

11. Monitoring arrangements

- The delivery of RSE is monitored by S. Parsons – Assistant Head through:
- Monitoring will take place via learning walks; work scrutinies; pupil and parent/carer/carer voice; and progress data collection.
- Students’ development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by S. Parsons – Assistant Head – on an annual basis.
- At every review, the policy will be approved by Kate Blundell – Chair of Governors/Safeguarding Governor and Ruth O’Sullivan - Headteacher

Appendix 1: Curriculum map

Primary Hub PSHE/RSE Long Term Curriculum Map – Three Year Programme (Step 1 = S1; Step 2 = S2; Step 3 = S3)			
Year	Autumn – Relationships	Spring – Living in the Wider World	Summer – Health and Wellbeing
Y1	Families and Friendship	Belonging to a community	Physical health and Mental Wellbeing
	S1 – What makes a family; features of family life	S1 – The value of rules of law; rights and responsibilities	S1 – Health choices and habit; what affects feelings; expressing feelings
	S2 – Positive friendships, including online	S2 – What makes a community; shared responsibilities	S2 – Maintaining a balanced lifestyle; dental care
	S3 – Managing friendships and peer influence	S3 – Protecting the environment; compassion to others	S3 – Healthy sleep habits; sun safety; medicines and allergies
Y2	Safe Relationships	Media literacy and digital resilience	Growing and changing
	S1 – Personal boundaries; safely responding to others	S1 – How the internet is used; assessing online information	S1 – Personal strengths and achievements; managing setbacks
	S2 – Responding to hurtful behaviour; recognising risk online	S2 – How data is shared and used	S2 – Puberty; external genitalia; personal hygiene; support with puberty
	S3 – Physical contact and feeling safe	S3 – How information online is targeted; different media types	S3 – Personal identity; recognising different qualities; mental wellbeing
Y3	Respecting Ourselves and Others	Money and work	Keeping Safe
	S1 – Recognising respectful behaviour; importance of self-respect	S1 – Different jobs and skills; setting personal goals	S1 – Risk and hazards; safety in the local environment and unfamiliar places
	S2 – Respecting difference and similarities	S2 – Making decisions about money; using and keeping money safe	S2 – Medicines and household products; drugs common to everyday life
	S3 – Responding respectfully to people; recognising prejudice and discrimination	S3 – Identifying job interests and aspirations; what influences career choice	S3 – Keeping safe in different situations, including responding to emergencies; first aid and FGM

Y7/8 PSHE/RSE Long Term Curriculum Map – Two Year Programme

Year	Autumn 1 – Foundations	Autumn 2 – Living in the Wider World	Spring – Relationships	Summer – Health and Wellbeing
Y1	<p>Knowledge Recap</p> <p>RC – Attraction to others; romantic relationships; civil partnership and marriage</p> <p>LC – Valuing diversity; challenging discrimination and stereotypes</p> <p>HC – What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>	<p>Topic 1 – <i>Skills and aspirations</i> Careers, teamwork and enterprise skills, and raising aspirations</p> <p>Topic 2 – <i>Community and careers</i> Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p>Topic 1 – <i>Building relationships</i> Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>Topic 2 – <i>Identity and relationships</i> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<p>Topic 1 – <i>Transition and safety</i> Transitions and personal safety in and outside school, including first aid</p> <p>Topic 2 – <i>Drugs and alcohol</i> Alcohol and drug misuse and pressures relating to drug use</p>
Y2	<p>Knowledge Recap</p> <p>RC – Recognising and managing pressure; consent in different situation</p> <p>LC – Evaluating media sources; sharing things online</p> <p>HC – Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>	<p>Topic 1 – <i>Financial decision making</i> Saving, borrowing, budgeting and making financial choice</p> <p>Topic 2 – <i>Digital literacy</i> Online safety, digital literacy, media reliability, and gambling hooks</p>	<p>Topic 1 – <i>Diversity</i> Diversity, prejudice, and bullying</p> <p>Topic 2 – <i>Discrimination</i> Discrimination in all its forms, including; racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>Topic 1 – <i>Health and puberty</i> Healthy routines, influences on health, puberty, unwanted contact, and FG</p> <p>Topic 2 – <i>Emotional wellbeing</i> Mental health and emotional wellbeing, including body image and coping strategies</p>

RC = Relationships Recap

LC = Living in the Wider World Recap

HC = Health and Wellbeing Recap

**Recaps look at KS2 curriculum key points*

Y9/10/11 PSHE/RSE Long Term Curriculum Map

Year	Autumn	Spring	Summer
Y9	<p>Autumn 1 – HEALTH AND WELLBEING <i>Peer influence, substance use and gangs</i> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Spring 1 – RELATIONSHIPS <i>Respectful relationships</i> Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Summer 1 – RELATIONSHIPS <i>Intimate relationships</i> RSE including consent, contraception, the risks of STIs, and attitudes to pornography</p>
	<p>Autumn 2 – LIVING IN THE WIDER WORLD <i>Setting goals</i> Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p>Spring 2 – HEALTH AND WELLBEING <i>Healthy lifestyle</i> Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Summer 2 – LIVING IN THE WIDER WORLD <i>Employability skills</i> Employability and online presence</p>
Y10	<p>Autumn 1 – HEALTH AND WELLBEING <i>Mental health</i> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Spring 1 – RELATIONSHIPS <i>Healthy relationships</i> Relationships and sex expectations, myths, pleasure & challenges, incl. impact of media and pornography</p>	<p>Summer 1 – RELATIONSHIPS <i>Addressing extremism and radicalisation</i> Communities, belonging and challenging extremism</p>
	<p>Autumn 2 – LIVING IN THE WIDER WORLD <i>Financial decision making</i> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Spring 2 – LIVING IN THE WIDER WORLD <i>Work experience</i> Preparation for and evaluation of work experience and readiness for work</p>	<p>Summer 2 – HEALTH AND WELLBEING <i>Exploring influence</i> The influence and impact of drugs, gangs, role models and the media</p>
Y11	<p>Autumn 1 – HEALTH AND WELLBEING <i>Building for the future</i> Self-efficacy, stress management, and future opportunities</p>	<p>Spring 1 – RELATIONSHIPS <i>Communication in relationships</i> Personal values, assertive communication (incl. in contraception and sexual health), relationship challenges and abuse</p>	<p>Summer 1 – RELATIONSHIPS <i>Families</i> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>
	<p>Autumn 2 – LIVING IN THE WIDER WORLD <i>Next steps</i> Application processes, and skills for further education, employment and career progression</p>	<p>Spring 2 – HEALTH AND WELLBEING Independence Responsible health choices, and safety in independent contexts</p>	

Appendix 2.1: By the end of primary phase: students should know

TOPIC	STUDENTS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 2.2: By the end of secondary phase: students should know

TOPIC	STUDENTS 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 parent/carers with respect to raising of children, including the characteristics of successful parent/caring• 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

TOPIC	STUDENTS SHOULD KNOW
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	STUDENTS 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	STUDENTS 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/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENT/CARER/CARER

Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parent/carers	