SEX AND RELATIONSHIPS EDUCATION POLICY
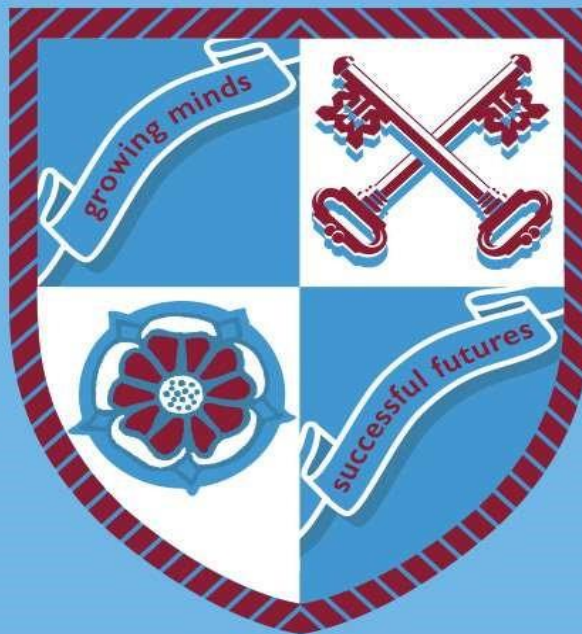
Reviewed by:	Jane Fletcher – Assistant HT	**Date:** 14 April 2021
Approved by:	Full Governing Body	**Date:** 11 May 2021
Next Review:	May 2024	

1. Aims

The aims of relationships and sex education (RSE) at Warblington School are to:

> Provide a framework in which sensitive discussions can take place

> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

> Help pupils develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves and their bodies

The aims of the school support relationships and sex education at our school but particularly support the following aims:

- Inspire all of our children to dream big, extending their horizons beyond their expectations

- Encourage every child to feel special in a safe, happy and caring environment in which both staff and children feel valued.

- Have high expectations of our children based on good manners, mutual respect and knowing the difference between right and wrong.

- Value the significant contribution that all parents have in the life of our school and listen to their views with respect and consideration.

2. Statutory requirements

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.

As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017.

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3. Policy development

This policy has been developed as a draft and will be part of a consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

a) Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

b) <u>Staff consultation</u> – all school staff were given the opportunity to look at the policy and make recommendations

c) <u>Parent/stakeholder consultation</u> – parents and any interested parties will be invited to attend a meeting about the policy when Covid-19 restrictions are lifted and will be invited to raise issues via school communication chains in the interim.

d) <u>Student consultation </u>– as part of the delivery, we will build up student voice to be gathered at the end of each year's delivery. Further opportunities to share views will be gathered at the end of each rotation to ensure students are involved in the continual review of this curriculum and its delivery.

e) <u>Ratification</u> – once amendments are made, the final policy will 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 it may need to adapt as and when necessary.

We may further develop the curriculum following consultation with parents, students and staff, taking into account the age, needs and feelings of pupils. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

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

6. Delivery of RSE

RSE is taught within our Enrichment programme. Each week students engage in a carousel of topics over the year. The rotation areas are Safeguading, Sex Education, Relationships Education, Diversity and Equalities and Careers Education. The personal, social, health and economic (PSHE) education curriculum is addressed in the main through these lessons, but also via our assembly programme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions.

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. At Warblington School, we aim to ensure that our teaching reflects that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We work to ensure that our delivery reflects 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 pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Designing and delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to students whose parents 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.

The Senior Leadership Team takes responsibility for the strands within SRE, along with a Year Leader.

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 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 supported to deliver 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 when appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by the Leadership and Year Leader team through:

- Monitoring of lessons each week and by regular CPD sessions for staff delivering the session.
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems. At the end of each module a set of multi-choice questions are set to assess understanding within each module. Attainment will be shared with students and parent/carers at the end of the year.

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

Relationships and sex education curriculum map

SAFEGUARDING	SEX EDUCATION	RELATIONSHIP EDUCATION	DIVERSITY
Determine whether other children, adults or sources of information are trustworthy	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 (*Also Relationships)	That there are different types of committed, stable 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)
Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)	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) (*Also Relationships)	How these relationships might contribute to human happiness and their importance for bringing up children	hat 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
Seek help or advice, including reporting concerns about others if needed	The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause	What marriage is, including its 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)	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
About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	Why marriage is an important relationship choice for many couples and why it must be freely entered into	
What constitutes sexual harassment and sexual violence and why these are always unacceptable	That they have a choice to delay sex or enjoy intimacy without sex	The characteristics and legal status of other types of long-term relationships	
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	The facts about the full range of contraceptive choices, efficacy and options available	The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	
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	The facts around pregnancy, including miscarriage	The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship	
Not to provide material to others that they wouldn't want shared further, and not to share personal material which is sent to them	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)	Practical steps they can take in a range of different contexts to improve or support respectful relationships	

What to do and where to get support to report material or manage issues online	How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	
The impact of viewing harmful content	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	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 (*Also Sex Ed)	
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	How the use of alcohol and drugs can lead to risky sexual behaviour	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) (*Also Sex Ed)	
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others (Also Sex Ed and Safeguarding)	
How information and data is generated, collected, shared and used online		How the use of alcohol and drugs can lead to risky sexual behaviour (Also Sex Ed and Safeguarding)	
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, 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)			
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others (Also Sex Ed and Relationships)			
How the use of alcohol and drugs can lead to risky sexual behaviour (Also Sex Ed and Relationships)			

TOPIC	PUPILS SHOULD KNOW
Families	• 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	• 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	• 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	• 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	• 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	

Parents will be encouraged to complete a Microsoft Forms version of this document so that an online record of it can be stored within the safeguarding records for students.