Chorus Education Trust

Relationships & Sex Education (RSE) Policy

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Related documents:	Equality Policy

Contents

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 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

> As such our curriculum creates an environment that ensures outstanding achievement for all. It forms an invaluable part of our culture of success, empowering our students with the knowledge and skillsets they require as they progress into the adult world.

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.

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 Westfield 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. 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 PSHE school staff were given the opportunity to look at the policy, the school's curriculum and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to review the school's curriculum and to provide feedback.

4. Pupil consultation – we investigated what exactly pupils 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, physical 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 in a safe and supportive environment.

RSE is not about the promotion of sexual activity.

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, pupils and staff, and taking 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.

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).

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 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.

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:

   o   Safe and supported

   o   Able to engage with the key messages

We will also:

> Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

   o   A whole-class setting

   o   Small groups or targeted sessions

   o   1-to-1 discussions

   o   Digital formats

> Give careful consideration to the level of differentiation needed

6.2 Use of resources

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

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

7. Use of external organisations and materials

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:
- o Are age-appropriate
- o Are in line with pupils' developmental stage
- o 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:
- o What they're going to say
- o Their position on the issues to be discussed

> Ask to see in advance any materials that the agency may use

> 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
- Remind teachers that they can say "no" or, in extreme cases, stop 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 Trust Board

The Trust Board is responsible for monitoring this RSE policy's effectiveness and holding the CEO to account for its implementation.

8.2 The CEO

The CEO is responsible for reviewing and approving this RSE policy.

8.3 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/non-science components of RSE (see section 9).

8.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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 headteacher.

At Westfield School RSE is delivered during PSHE lessons. This subject is taught by staff from different faculties, each contributing their own expertise to the curriculum. They are as follows:

- Mr Birkbeck Headteacher
- Mr Skinner Subject Leader of PSHE
- Mr Dickinson Faculty Leader - Humanities
- Mr Simmons SENCO
- Mrs Siddall Subject Leader of Geography

- Mrs Gascoigne Humanities Teacher
- Miss Hornby Humanities Teacher
- Mr Saunders Humanities Teacher
- Miss Ashton Humanities Teacher
- Mr Dacey Humanities Teacher
- Miss Pinder English Teacher
- Miss Mayer English Teacher
- Mr Smart English Teacher
- Mr Lucas PE Teacher
- Mr Hurt PE Teacher
- Mr Francis PE Teacher

8.5 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 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 pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. During these discussions the value of RSE and it's importance for the holistic development of the student will be explained in detail.

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

10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Mr Skinner, Subject Leader of PSHE through:

> Work Scrutinise at key points during the year

> Learning Walks

> Student Voice and Teacher Voice activities

> A detailed evaluation of PSHE as part of a wider annual Personal Development Enquiry Visit

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

This policy will be reviewed by Mr Skinner Subject Leader of PSHE every two years. At every review, the policy will be approved by the Board of Governors and the Headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	Changes: • Growing up – puberty. An exploration of the changes experienced by both genders. This is completed in a mixed gender setting. • Manage my emotions. Students reflect on how emotional change caused my puberty might affect their behaviours and identify choices that will ensure their focus and actions are appropriate.	Modification of resources from https://www.always.co.uk/en-gb/about-us/campaigns-and-initiatives/puberty-education-programme/ (Westfield's PSHE Subject Leader contributed to the development of these resources)
	Summer 1	E-Safety Safety • An introduction to the challenges that increasingly IT literate children might face.	
	Summer 2	Equality and Diversity: • Sexism and Gender Inequality. An insight into the challenges (and causes) of sexism. This connects to learning in later years and serves as an introduction. • Homophobia. An insight into the challenges (and causes) of homophobia. This connects to learning in later years and serves as an introduction.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn 1	Challenges: • Bullying. An in-depth look at the different forms of bullying that exists and their potential consequences, • Self-Esteem. In part building on the lesson above, students reflect on their own self-esteem and the choices that affects their self-appreciation.	
	Autumn 2	Mental Wellbeing: • Understanding different learning disabilities. An exploration of learning difficulties that links back to previous lessons on bullying and gives students an opportunity to reflect on the challenges others face in our community. • Understanding Mental Health issues. Students explore the challenges that can have a detrimental impact on their mental health and the choices that they can make to support good mental health, • Supporting your own Mental Health. Our students are given the opportunity to reflect on their own mental wellbeing in a safe and supportive setting.	
	Summer 1	E-Safety: • Law and dangers of sexting. An introductory lesson into this behaviour choice and the consequences it can bring.	
	Summer 2	Human Rights: • Abuses and Democracy. An in-depth look at equality and human rights abuses. Students will investigate an example of human rights abuses and present these to their peers (small group work).	[Human Rights Education - Amnesty International](#)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Spring 1	Sex and relationship Education: • An introduction to how contraception works. Students will get an insight into both barrier and hormonal contraceptive approaches. Effectivity and protection against STIs will be identified in this lesson. • How to identify and avoid abusive relationships. In a supportive setting our students will identify positive and negative behaviours that can occur in relationships. • The age of consent. Students will compare the law ion the UK against other nations and the rationale that underpins it. • Different attitudes to accessing pornography and the challenges that this creates. Using childnet resources students explore different attitudes to pornography and why this might impact on future relationships.	https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/online-pornography
	Spring 2	E-Safety • The law and dangers of sexting. Building on our Y8 curriculum students reflect on the dangers of Sexting using real life examples of the consequences. • The dangers of online grooming. Students reflect on the dangers of grooming and how to keep safe while online.	
	Summer 1	Self-Harm awareness • This is a stand-alone lesson identifying behaviours that constitute self-harm. Students reflect on why these behaviours have manifested, distraction methods and where and how to seek support.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	Equality and Diversity: • Introduction to Human Rights • What is FGM? Students will learn what the term Female Genital Mutilation means. They will know that it is not similar to male circumcision despite some identifying it as female circumcision. They will understand that it is a practise that occurs in some cultures and is not part of any religious practise. They will understand that some people in the UK are at risk from this practise and where support can be gained. • What is forced marriage? Students will compare forced marriage against arranged marriages and 'love matches'. They will reflect on what constitutes a healthy and happy marriage.	
Year 10	Autumn 1	Ethics: • Why abortion is a controversial issue. Students will gain a detailed understanding of the legal status of abortion in the UK and that their opinion might not be shared by others.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn 2	Sex and Relationship Education: • The science behind human reproduction. An introductory lesson that links to both the lesson on teen pregnancy and contraceptive methods. • The challenges of teen pregnancy. Students reflect on why some people might choice to become pregnant at a young age and the challenges that this might bring. • The age of consent. Building on our Y9 lesson students will reflect on how alcohol and drugs impacts on consent. The legal age of consent will also be reiterated. • How different contraceptives work. This is a detailed development of our Y9 lesson. Students will be given the opportunity to see physical examples of different contraceptive methods (all school examples are either reproductions or are out of date and cannot be misused by our students). • STI awareness. A very detailed lesson on STIs. Students will learn about STIs, how they can be identified, where support can be accessed, and which can be cured. • LGBTQ+ awareness. Using school resources and Stonewalls *Fit* students will explore different sexual and gender identities. The lessons explore respect, tolerance and where to access support. • How to identify and avoid abusive relationships. As in Year 9, in a supportive setting our students will identify positive and negative behaviours that can occur in relationships. • How to identify and avoid sexualised bullying. This lesson focuses on sexualised bullying both in school and the wider community.	https://www.stonewall.org.uk/

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

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	