




# SETTLEBECK SCHOOL

## Relationships and Sex Education policy

Approved by: Settlebeck School Academy Trust Board	
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<b>Position:</b>	Chair of Governors
<b>Signed:</b>	
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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 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;
- Equip pupils to make safe, informed and healthy choices as they progress through adult life
- Ensure pupils are able to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- To recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- Ensure pupils can identify risk and harm, both to themselves and others. Pupils should be confident in their rights and know how to access support.
- Ensure pupils know and understand the law (including the Equality Act 2010) as it applies to relationships, consent, health, wellbeing and their rights and responsibilities as citizens.

Settlebeck School values of respect, responsibility and aspiration are at the heart of all we do. These values underpin and inform the life and work of the school. We are committed to a broad and balanced curriculum, with a strong emphasis on personal development and preparing our students to be active, responsible and caring members of society who respect others.

## 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are 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](#).

At Settlebeck 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. Parent will be sent ant polict updates and invited to submit comments or questions, with then inform policy, curriculum review and discussion. The consultation and policy development process involved the following steps:

1. Review – the Headteacher and the PSHE Lead have ensured that all relevant guidance has been considered and that the PSHE lead has developed the curriculum in line with recommendations from the PSHE Association.

2. The curriculum has been designed by the PSHE lead who has worked closely with key members of staff.
3. The Curriculum and Progress Trust Board Committee has been given the opportunity to review the draft of the policy prior to further consultation.
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
5. Parent/stakeholder consultation – parents and any interested parties have been invited read the policy and submit any questions or comments. The curriculum overview is available on the school website.
6. PSHE and RSE is delivered both during tutorial sessions and during timetabled lessons. Pupils are encouraged to ask questions and often do so. Further discussion with pupils will be built into Student Voice activities.
7. Ratification – once amendments were made, the policy was shared with the Curriculum and Progress Committee of the Trust Board and ratified

#### **4. Definition**

The aim of RSE is to give young people the information they need to help them develop safe, healthy, nurturing relationships of all kinds, not just intimate relationships.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

#### **6. Delivery of RSE**

RSE is taught within our PSHE curriculum and delivered through timetabled lessons in Year 7 through to Year 10. In addition to this, pupils in Year 7-10 have one tutorial session per week. In Year 11 RSE is taught through weekly tutorial sessions. Furthermore, some assemblies will focus on specific aspects of the RSE curriculum and may, at times, include external speakers. Pupils may also receive stand-alone sessions delivered by trained health professionals. To enable pupils to ask questions at any time, a box is available in each form base to facilitate this.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the Key Stage 4 Religious Studies Curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The Trust Board**

The Trust Board will hold the Headteacher to account for the implementation of this policy.

The Trust Board has delegated the approval of this policy to the Curriculum and Progress Committee of the board.

### **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 the 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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Reporting any safeguarding concerns to the DSL immediately using the school procedure identified within the Child Protection policy.

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.

Mrs. Helen Waring, PSHE Lead has responsibility for the RSE curriculum development, planning and sequencing.

#### **7.4 Pupils**

Pupils 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 the nature of their concerns and to clarify the purpose and content of the curriculum. The Headteacher will ensure the benefits of receiving sex education and any detrimental effects that withdrawal may have on the child are understood and then take any appropriate action.

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

#### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

#### **10. Monitoring arrangements**

The delivery of RSE is monitored by Mrs. Helen Waring, PSHE Lead through:

- Review of resources
- Ensuring that practice is aligned with recommendations from the PSHE association.
- Lesson visits.
- Feedback from staff and pupils.

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

This policy will be reviewed by Mrs. Sarah Campbell, Headteacher annually. At every review, the policy will be approved by the Curriculum and Progress Committee of the Trust Board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES



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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE



TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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	