



Rise Carr
COLLEGE



Eldon
HOUSE



Clifton
HOUSE



Home & Hospital
TEACHING SERVICE

Relationships and Sex Education Policy

| POLICY REVIEW AND ADOPTED BY MANAGEMENT COMMITTEE | DATE |
|---|-------------------|
| REVIEWED: | September 2024 |
| REVIEW FREQUENCY: | One Year |
| DATE OF NEXT REVIEW: | September 2025 |
| RESPONSIBLE OFFICER / REVIEWED BY: | Headteacher / DSL |

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 secondary school we must provide RSE to all students under section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our 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 Rise Carr College, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students 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 school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents 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 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, students and staff, taking 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 answers online.

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).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

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).

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:

- Safe and supported
- 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:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- 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:

- 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

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

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 management committee

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

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

8.3 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 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.

All classroom based staff are required to deliver the RSE curriculum, with both KS3 and KS4 having designated PHSE leads: Lisa Bowron – KS3, Kirsty Dunn – KS4.

The PSHE Lead will:

- ensuring all lessons are coordinated, sequenced and delivered in a consistent way throughout all classes.
- Monitor, track and review the content of the PSHE curriculum, ensuring all resources and content is up to date and following statutory guidance.

8.4 Students

Students 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 student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students 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 Sam Hume, AHT, Teaching & Learning through:

- Planning scrutinies,
- Learning walks
- Lesson Observations

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

This policy will be reviewed by Sally Hudson, Head teacher annually.

At every review, the policy will be approved by the management committee.

Appendix 1: Curriculum map

We believe RSHE is an important aspect of the PSHE programme which makes a significant contribution to the development of personal skills needed by students to establish and maintain positive, healthy relationships. RSHE enables young people to make responsible and well-informed decisions about their health and wellbeing. It supports students in forming positive beliefs and attitudes about sex and sexuality, relationships and feelings.

RSHE is taught in a spiral curriculum, meaning that topics are repeated as they progress up the year groups adding further detail to the subject for an age appropriate understanding. Resources for teaching are taken from the PSHE Association and our bespoke curriculum we have developed with Cre8tive Resources.

We have attached some examples of teaching resources from Yr 7 – Yr 11 at the end of this document; however, should you wish to come into school to look or discuss any of the resources/content further, please contact PSHE Lead Kirsty Dunn k.dunn@risecarrcollege.org.uk and we can arrange for you to do so.

The content that is studied is summarised below and follows the statutory Health Education Guidance for RSHE 2020.

Year 7 – Friendships, respect and relationships

This unit looks at consent and boundaries and evaluates why personal space and boundaries are important when growing up. It then looks at the wide range of relationships that young people have and the qualities of good friendships. The unit then finishes looking at how to manage these relationships and looking at pressures and influences within different types of relationships.

Year 8 – Identity, relationships and sex education

This unit starts with an introduction to RSHE looking at what makes a healthy relationships. It deals with conflict that can happen within a relationship. Student will look at the difference between sex and gender and the harmful prejudices and stereotypes that can be associated with these. All students learn about the menstrual cycle. The unit finished with a brief look at what is love and an introduction to the concept of contraception.

Year 9 – Sex the law and Consent unit

Year 9 start looking at the law in relation to sexual consent and FGM. It then looks at delaying sexual activity and the pressures that can be associated with this. It covers the positive and negative reasons to have sex and explores the consequences of making a relationship sexual. Then to finish students, debate the sexualisation of the media and the impact this is having on teens.

Year 9 - Contraception and STI's

In this part of RSHE, Year 9 study STI's in detail. They then look at different forms of contraception alongside how they work and the pros and cons of each type. The realities of contraception and the link with pregnancy and STI's are also studied. The laws and legal frameworks linked to sexual harassment and stalking are explored and knowing the difference between flirting and sexual harassment. The unit finishes looking at HIV and AIDS in more detail.

Year 10 – Exploring Relationships and Sex Education

This unit looks at the legal, emotional and social consequences of sending sexts. This is then explored further with pornography looking at what is and is not legal and identifying the differences

between what is seen in pornography and real life. It explores how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self. Sexual violence is covered looking at assault and rape. The unit progresses onto pleasure and looks at masturbation and the risk associated with different sexual activities.

Year 11 – Sexual health

Year 11 study the importance of their sexual health and the impact bad choices can have. They revisit contraception and STI's in further detail. They look at respect in relationships and the importance of this. They then look at fertility and what can impact fertility, leading onto different types of fertility treatment.

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

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Families | <p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p> |
| Respectful relationships, including friendships | <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p> |

| TOPIC | PUPILS SHOULD KNOW |
|------------------|---|
| Online and media | <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p> |
| Being safe | <p>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</p> <p>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)</p> |

| TOPIC | PUPILS SHOULD KNOW |
|--|---|
| Intimate and sexual relationships, including sexual health | <p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p> |

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

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

| TO BE COMPLETED BY PARENTS | | | |
|--|--|------|--|
| Name of child | | Year | |
| 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 | |
| | |