Relationships and Sex Education Policy
 (from 2020)

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

2. Statutory requirements

As a secondary academy school, we must provide RSE to all pupils as per section 34 and 35 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.

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

The guidance should also be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural) (SMSC education)

At Little Lever 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 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. Pupil consultation with the SLC about the content of the RSE curriculum.

5. Ratification – once amendments were made, the policy was shared with trustees 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 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 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 the Life Chances curriculum. Biological aspects of RSE are taught within the science curriculum.

RSE is delivered during a Life Chances lesson for all year groups.

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

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

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 Appendix 1.

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, LGBTQ+ 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.

RSE and Health Education must be accessible for all pupils. At Little Lever School, there will be quality teaching that is adapted to meet the needs of all. This will be in line with preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. At Little Lever School, we are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE is an integral part of the curriculum with particularly important subjects for some students; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. As with all teaching for these subjects, school will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

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 / adaption 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:
  - 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 board of trustees

The board of trustees will approve the RSE policy and hold the principal to account for its implementation.

8.2 The principal

The principal 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).

8.3 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/non-science components of RSE
- Engaging with appropriate RSE training

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 principal.

All Prep Tutors and Life Chances teachers are responsible for the delivery of RSE to their classes.

8.4 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.

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

10. Training

Staff receive support with the delivery of RSE as required. CPD will be provided during the first term for all new staff and any other staff that would like to attend.

The principal 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 the Senior Leadership Team through:

- Walkabout during Life Chances lessons with feedback and support as appropriate and will be monitored through the whole school QA system
- Whole school Quality Assurance procedures, including book looks and pupil voice.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the trustees every two years or when statutory requirements change.

Appendix 1: Curriculum Map

	Y7	Y8	Y9	Y10	Y11
AUTUMN 1: LIVING IN THE WIDER WORLD - CEIAG	Understand the skills and qualities employers look for, exploring job roles. entrepreneurship, stereotypes in the workplace (including protected characteristics), understanding money and our financial systems, rights and responsibilities in the workplace.	Understand the skills and qualities employers look for, post-16 pathways, the value of money and budgets, role models and leadership, exploring careers, my interests and strengths, rights and responsibilities in the workplace.	Understand the changing world of work, exploring job roles, university life, finances and the world of work (including LMI on salaries)	Post-16 pathways, issues driving change in the world of work, university life, role models and leadership, impact of financial decisions on mental health, exploring careers, my interests and strengths.	CV writing, interview preparation, writing a personal statement, university life, mock interview.
AUTUMN 2: HEALTH AND WELL-BEING	Mental health misconceptions, promoting well-being and resilience, who do I want to be? Exploring careers, my interests and strengths, healthy friendships, dental health, caffeine and energy drinks, smoking.	Mental health misconceptions, impact of social media on emotional well-being, importance of sleep, dental health, caffeine and energy drinks, smoking and vaping, alcohol and risk, influences on diet and exercise choices, gaming.	Impact of the media on emotional well-being, exploring careers, my interests and strengths, healthy living, attitudes towards drugs, consequences of illegal drugs, drugs and their effects: alcohol and cannabis, body image and eating disorders.	Understanding change and challenges, reframing negative thinking, recognising mental health signs, promoting emotional well-being, body image and the media, energy drinks, attitudes towards drugs, consequences of using illegal drugs, gambling.	Understanding change and reframing negative thinking, dealing with exam stress, addiction, substance use and assessing risk, substance abuse and managing influence.
SPRING 1: RELATIONSHIPS	Identity, values and stereotypes, body image, community and bullying, online reputation, consent, how to manage requests or pressure to send an image, looking out for each other, vaping.	Peer pressure, introduction to relationships, family relationships, healthy friendships, consent and assumptions, how to manage requests or pressure to send an image, personal well-being.	Peer pressure, exploitation and knife crime, forms of discrimination and allyship, respectful relationships, behaviours and consent,	Peer pressure, exploitation and knife crime, identity and gender norms, gender stereotypes and relationships, modern families and religious views, sexual health and contraception, the role of intimacy and readiness in consensual relationships.	The role of intimacy and readiness in consensual relationships, pornography and its impact on understanding consent, pregnancy and parenting, self-examination and

					screening.
SPRING 2: LIVING IN THE WIDER WORLD	The role of the monarch, UK Parliament, democratic society, rules and laws, cultural celebrations.	UK Parliament: debating, you and the law - know your rights, human rights, cultural diversity.	Post-16 choices, discrimination and prejudice, employment rights and responsibilities, impact of social media.	UK Parliament, appreciating diversity, religion and world views, the economy, and influences on spending.	Well-being and World Views.
SUMMER 1: RELATIONSHIPS	Cyberbullying, preventing involvement in serious and organised crime: coercive friendships, the effect of change, including loss, separation and divorce, body changes through puberty, understanding periods.	Cyberbullying, preventing involvement in serious and organised crime: coercive friendships, romantic relationships including consent and introduction to contraception, what is sexual harassment, marriage and divorce, what is discrimination?	Sexual health and contraception, sexual violence and harassment, extremism.	Pornography and its impact on understanding consent, fertility and pregnancy choices including religious views, family relationships, domestic violence, exploitation and grooming, media influence - radicalisation and extremism.	
SUMMER 2: HEALTH AND WELL-BEING	First Aid and Fire Safety, personal safety in everyday life, personal hygiene, eating and sleep, summer safety, FGM.	Online well-being - online safety, grooming and self-esteem, fake news, media influence on body image, impact of technology, summer safety, FGM.	Impact of teenage pregnancy, making healthy choices - preventing cancer and heart disease, healthy and unhealthy coping strategies, gangs: managing risks and staying safe.	Gangs - managing risks and staying safe, making healthy choices - organ donation, vaccines and health clinics, body image dangers, body image in the media, creating influence, online safety - scams and gambling.	

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

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 part of the curriculum 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. Students 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/radicalization

- 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		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	