

Relationships and sex education policy (from September 2020)

Sandwell Community School



Approved by:	Date:	
Last reviewed on:	01.03.23	Daniel Westwood
Next review due by:	01.09.24	

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1. Intent

The intent 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
- › RSE will form a key pillar of our personal development curriculum

2. Statutory requirements

As a secondary pupil referral unit 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 Sandwell Community 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 pull together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to recommend key topics for the RSE and wider personal development curriculum, this has then fed into the RSE policy.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a RSE consultation meeting.
4. Pupil consultation – we investigated what exactly pupils want from their RSE curriculum through student voice questionnaires and form time
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 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.

Pupils will also have the opportunity to gain accreditation through aspects of the RSE and wider personal development curriculum throughout key stage 3 and key stage 4.

Other subjects will cover personal development and RSE curriculum content through cross-curricular links and provisions such as form time, assemblies and Wellbeing Wednesdays will build upon the curriculum at each centre already in place.

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

6. Delivery of RSE

RSE is taught within the personal development curriculum alongside careers, citizenship, fundamental British values, SMSC, equality of opportunity and keeping safe and healthy. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (Humanities).

Pupils may also receive stand-alone sex education sessions delivered by trained health professionals (eg BROOK). Aspects of the RSE curriculum may also be covered in form time, assemblies and during SHINE days and Wellbeing Wednesdays.

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

- › Changes in the body
- › Intimate and sexual relationships, including sexual health
- › Prevalent safeguarding issues

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 governing board

The governing board will approve the RSE policy, and hold the executive Head Teacher to account for its implementation.

7.2 The Head Teacher

The Head Teacher 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:

- › 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
- › Keep themselves fully appraised with RSE developments

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 executive Head Teacher

The Director of Learning will line manage the personal development teaching department and feedback any concerns to the executive Head Teacher. The Director of Safeguarding will also collaborate with the personal development team in order to raise awareness and educate pupils on any safeguarding issues that become prevalent in school and within the wider community.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils will be given the RSE overview during their induction period at Sandwell Community School.

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. Topics which can be withdrawn from include:

- Periods
- Puberty
- Consent
- Contraception
- Dangers of Pornography
- Sexting
- STI's
- Child Sexual Exploitation
- Teenage Pregnancy
- FGM
- Rape and Consent
- Fertility and Reproductive Health
- Revenge Porn
- What is Good sex?
- Safe sex and chem sex

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Head Teacher.

Parents will be issued with the withdrawal form during the initial consultation period or during the induction period for their child at Sandwell Community School. If they do not return the withdrawal form they automatically 'opt in' to all aspects of the RSE curriculum.

A copy of withdrawal requests will be placed in the pupil's educational record. The Executive Head Teacher will discuss the request with parents and take appropriate action.

Alternative personal development 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 Executive Head Teacher 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 D.Stewart (PD Lead) and D. Westwood (Assistant Head teacher) through:

- Half termly monitoring, evaluation reviews
- Progress meetings (Termly)
- Lesson observations (Termly)
- Book Scrutiny (Minimum once a term)
- Staff meetings (monthly)
- Scrutiny of teacher files, including: planning, assessment and intervention evidence

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

This policy will be reviewed by D.Westwood (Assistant Head Teacher). At every review, the policy will be approved by Sandwell Community School governing board and Executive Headteacher K.Morgan.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	<p>Friends and family relationships / respect in a relationship</p> <ul style="list-style-type: none"> • Different types of relationships • Bullying (online/physical/emotional) • Trust • Teamwork • Self-confidence/self esteem
Year 8	<p>Physical, social and mental wellbeing</p> <ul style="list-style-type: none"> • Diet • Nutrition • Exercise • Sleep • Stress • Resilience
Year 9	<p>Changes in the body/sexual health</p> <ul style="list-style-type: none"> • Puberty • Menstruation • Consent • Sexual health/STIs • Reproductive health • Fertility • Contraception • Adoption/abortion • Parenting



YEAR GROUP	TOPIC/THEME DETAILS
Year 10	<p>Safety in relationships:</p> <ul style="list-style-type: none"> • Peer pressure • Domestic violence • Divorce • Sexual assault/harassment/ Violence • Sexual consent and exploitation • Online relationships (safety/risks) • Honour based violence • FGM • Keeping safe and healthy
Year 11	<p>Keeping safe: drug and alcohol awareness</p> <ul style="list-style-type: none"> • Substance misuse • Alcohol awareness • Online risks • Body image • Mental health and wellbeing

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Dear Parents and Carers,

As a part of your child’s education at Sandwell Community School, we promote well-being, healthy living, career development, being a good citizen, equality of opportunity, Fundamental British Values and SMSC through a comprehensive Personal Development programme. Personal Development is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives in order to meet their full potential.

I am writing to let you know that your child’s class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme.

Personal Development lessons at Sandwell Community School delivering RSE content will include pupils learning about: Different types of relationships, emotions and respect in relationships, keeping safe in a relationship and online, changes in the body, sex education and sex legislation. Pupils will also have opportunities to ask questions.

Personal Development is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. All Personal Development teaching will take place in a safe learning environment and is underpinned by our school ethos and values. Form time lessons and end of term SHAPE days will enrich our Personal Development offer further as awareness events, high profile news items and external representatives will increase additional opportunities to our curriculum.

As a school community, we are committed to working in partnership with parents. Recent national parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education programme and I’m sure you can appreciate the importance of this topic within a modern day curriculum.

However, you as the legal guardian of the child have the right to withdraw them from sex education lessons if you wish up until three terms before their 16th birthday. If you would like to exercise this option, please get in touch with the school or complete the attached withdrawal form. If you would like to find out more or discuss any concerns, we would urge you to attend a consultation meeting and look forward to seeing you there.

Yours sincerely,

Daniel Westwood
Assistant Head teacher

I would like my child to be withdrawn from Sex Education lessons.

Name:.....Form Group.....

Signature of parent: