

# Relationship and Sex Education Policy



**Approved by:** Penny Harris (Director) Jane Cox (Director) **Date:** 26<sup>TH</sup> August 2020  
Sally O'Connor (School Manager) Pete  
Davies (T&L Manager)

**Last reviewed on:** 7<sup>th</sup> September 2018

**Next review due by:** 27<sup>th</sup> August 2021

## 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

This policy meets the requirements of the Education (Independent School Standards) Regulations 2014.

## 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:

- Review – the directors pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were consulted by letter and during parents' days/evenings
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was approved by the Directors

## 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.

## **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. Where possible, pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 1.

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 governing body**

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

### **7.2 The SLT**

The School Manager and Teaching and Learning Manager are 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 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/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 head teacher.

#### **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 do not have the right to withdraw their children from relationships education. 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 head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

#### **9. Training**

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

The school 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 the directors (Jane Cox and Penny Harris) through half termly visits to the school and including work scrutinies, learning walks and conversations with staff and pupils. Pupils' development in RSE is monitored by teachers as part of our internal assessment systems.

This policy will be reviewed by the directors annually. At every review, the policy will be approved by the SLT.

Appendix 1: Curriculum map

**Relationships and sex education curriculum map**

Include as much detail as you can, including links to resources you'll use or sharing examples. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns, or objections.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 1	<p>Relationships: Diversity, prejudice and bullying including cyber bullying. Managing on and off line friendships.</p> <p>To develop the concept of diversity through exploring rights and responsibilities.</p> <p>To explore the nature of prejudice and discrimination and ways to challenge and manage them.</p> <p>To explore the nature of bullying and to develop strategies for responding to situations where bullying is, or is perceived to be taking place.</p> <p>To recognise and manage social risks of using the internet.</p> <p>To understand that there are different types of positive relationships and that they share common features.</p> <p>To understand conflict resolution strategies within the context of personal relationships.</p> <p>To be aware that the media portrayal of relationships may not reflect real life.</p>	<p>Bespoke lesson plans</p> <p>EC resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Disrespect nobody</p> <p>Sexwise</p> <p>Stonewall</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Summer 1	<p>Relationships Self-esteem and romance, and exploring family life.</p> <p>To explore the positive qualities that people might bring to relationships and to promote self-esteem.</p> <p>To understand the importance of friendship as a basis for romantic relationships.</p> <p>To explore the role of parents and the importance of stable long term relationships for family life.</p>	<p>Bespoke lesson plans</p> <p>EC resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Disrespect nobody</p> <p>Sexwise</p> <p>Stonewall</p>
Year 8	Spring 1	<p>Relationships: Tackling racism and religious discrimination, promoting human rights. Online safety and digital literacy.</p> <p>To enable students to reflect on their responsibilities towards those who are being discriminated against, with a particular focus on racism and religious discrimination.</p> <p>To support students to understand the impact of peer influence on tolerance and respect towards others.</p> <p>To support students to recognise the need to balance being tolerant of others with protecting their own rights and promoting the values they believe are important.</p> <p>To support young people to manage their online safety and to support young people to take increased responsibility for their online safety and digital literacy.</p>	<p>Bespoke lesson plans</p> <p>EC resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Disrespect nobody</p> <p>Sexwise</p> <p>Stonewall</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 1	<p>Introduction to sexuality and consent. Introduction to contraception including condom and the pill.</p> <p>To analyse positive and stable relationships and to understand what expectations might be of having a partner.</p> <p>To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex.</p> <p>To develop knowledge and skills related to the condom and pill.</p>	<p>Bespoke lesson plans</p> <p>EC resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Disrespect nobody</p> <p>Sexwise</p> <p>Stonewall</p>
Year 9	Spring 1	<p>Relationships:</p> <p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</p> <p>About positive relationships in the home and ways to reduce homelessness amongst young people</p> <p>About conflict and its causes in different contexts, e.g. with family and friends</p> <p>Conflict resolution strategies</p> <p>How to manage relationship and family changes, including relationship breakdown, separation and divorce</p> <p>How to access support services</p>	<p>Bespoke lesson plans</p> <p>EC resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Disrespect nobody</p> <p>Sexwise</p> <p>Stonewall</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 1	<p>Relationships:  Intimate relationships  Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography  about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex  About myths and misconceptions relating to consent  About the continuous right to withdraw consent and capacity to consent  About STIs, effective use of condoms and negotiating safer sex  About the consequences of unprotected sex, including pregnancy  How the portrayal of relationships in the media and pornography might affect expectations  How to assess and manage risks of sending, sharing or passing on sexual images  How to secure personal information online</p>	<p>Bespoke lesson plans  EC resources  Power point presentations  Relevant video clips  Sort cards  PSHE association resources  Disrespect nobody  Sexwise  Stonewall</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 1	<p>Relationships:</p> <p>Tackling relationship myths and expectations, managing romantic relationship challenges including breakups</p> <p>about relationship values and the role of pleasure in relationships</p> <p>About myths, assumptions, misconceptions and social norms about sex, gender and relationships</p> <p>About the opportunities and risks of forming and conducting relationships online</p> <p>How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</p> <p>About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</p> <p>How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</p> <p>How to recognise and challenge victim blaming</p> <p>About asexuality, abstinence and celibacy</p>	<p>Bespoke lesson plans</p> <p>EC resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Disrespect nobody</p> <p>Sexwise</p> <p>Stonewall</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Summer 1	<p>Relationships:</p> <p>Addressing extremism and radicalisation: community cohesion and challenging extremism</p> <p>about communities, inclusion, respect and belongin</p> <p>About the Equality Act, diversity and values</p> <p>About how social media may distort, mis-represent or target information in order to influence beliefs and opinions</p> <p>How to manage conflicting views and misleading information</p> <p>How to safely challenge discrimination, including online</p> <p>How to recognise and respond to extremism and radicalisation</p>	<p>Bespoke lesson plans</p> <p>EC resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Disrespect nobody</p> <p>Sexwise</p> <p>Stonewall</p>
Year 11	Spring 1	<p>Relationships</p> <p>about core values and emotions</p> <p>About gender identity, gender expression and sexual orientation</p> <p>How to communicate assertively</p> <p>How to communicate wants and needs?</p> <p>How to handle unwanted attention, including online</p> <p>How to challenge harassment and stalking, including online?</p> <p>About various forms of relationship abuse</p> <p>About unhealthy, exploitative and abusive relationships</p> <p>How to access support in abusive relationships and how to overcome challenges in seeking support</p>	<p>Bespoke lesson plans</p> <p>EC resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Disrespect nobody</p> <p>Sexwise</p> <p>Stonewall</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Summer 1	<p>Relationships</p> <p>Families, different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.</p> <p>About different types of families and changing family structures</p> <p>How to evaluate readiness for parenthood and positive parent qualities?</p> <p>About fertility, including how it varies and changes.</p> <p>About pregnancy, birth and mis carriage.</p> <p>About unplanned pregnancy options, including abortion.</p> <p>About adoption and fostering.</p> <p>How to manage change, loss grief and bereavement?</p> <p>About honour based violence and forced marriage and how to safely access support.</p>	<p>Bespoke lesson plans</p> <p>EC resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Disrespect nobody</p> <p>Sexwise</p> <p>Stonewall</p>

**Appendix 3: Parent form: withdrawal from non-statutory/non-science components of sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from non-statutory/non-science components of 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	

#### Appendix 4: Letter to Parents/Carers

Unit 6-8  
Quarry Park Close  
Moulton Park  
Northampton  
NN3 6qb  
Telephone: 01604 645934  
Email: [pdavies@ontrackededucation.com](mailto:pdavies@ontrackededucation.com)  
[soconnor@ontrackededucation.com](mailto:soconnor@ontrackededucation.com)



Dear Parents/Carers

17/7/2020

As you may already be aware, Relationships and Sex Education (RSE) along with Health Education, will soon be forming part of the National Curriculum. This change begins as of September 2020.

As part of our school's wider Personal, Social and Health Education program, in the coming academic year all pupils will be receiving lessons on Relationships, Sexual health and personal safety.

This will be taught at an age/ability appropriate level.

The Key concepts will include:

- Relationships/Healthy Un-Healthy Relationships
- Drugs and Alcohol and their effects
- Mental Health and Wellbeing
- Internet Safety/ Consent and the dangers of digital content
- Sex Education/ Sexual Health
- Human Rights
- Family/Types of family
- Citizenship
- Your Community
- Careers/ Life Skills

The main aim of this program is to provide knowledge and understanding of the world around them, the communities that they live in, the laws and governments that serve us their goals, ambitions and careers options and their personal, social and mental wellbeing.

Please can you also share the contents of this letter with your child.

If you or your child would like more detailed information about the areas covered or if you have any concerns, please contact us by email or phone using the contact details in the letter heading.

Yours Sincerely,

Sally O'Connor (School Manager)  
& Pete Davies (Teaching and Learning Manager)