



## Buxton Community School

### Relationships and Sex Education Policy 23

<b>Last Reviewed</b>	Resources Committee
<b>Reviewed by</b>	Gill Ashworth Assistant Headteacher
<b>Next review date</b>	Dec 23

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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 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 accepted scientific vocabulary to describe themselves and their bodies

The curriculum links closely with our school values of wanting our students to be happy and confident, treating everyone with respect and fairness, showing tolerance and care towards others and being able to create and sustain healthy relationships.

Links to other policies:

- *Acceptable Use of Internet*
- *Safeguarding and CP*
- *Anti-bullying*
- *Online safety*
- *Equality and Diversity*

## **2. Statutory Requirements**

As a maintained secondary school we must provide RSE to all students as per the Children and Social Work Act 2017.

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

## **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:

- Review – the PHSE team 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 invited to comment on the policy
- Student consultation – through remote questionnaires
- 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; this may include responses to national trends, or to local needs highlighted by our community partners, or by our safeguarding records.

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. We encourage staff to tell students that they will find out the answer and respond at a later time; to then seek the answer from the co-ordinators or from a reliable source.

#### **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 (Ethics), assemblies, ICT lessons. Other subjects may also contribute indirectly through their curriculum e.g. in English when discussing texts.

RSE focuses on giving young people the information, skills and values they need to help them develop healthy, fulfilling and nurturing relationships, and to take responsibility for their health and wellbeing, 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. Learning Outcomes can be found in Appendix 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).

Staff are reminded that they are obliged to abide by the Equality Act 2010. This is also taught to students

Resources are selected by the PHSE co-ordinators, using recommended sources e.g. PHSE association, Public Health England, NSPCC and other national charities. We also take advice from the wellbeing consultant at DCC Education Improvement Service. All resources are checked to ensure they are accurate and age appropriate.

Staff are encouraged to adapt their teaching to meet the needs of any SEN students. This includes making the resources accessible and planning the deployment of any teaching assistants in lessons.

Students are signposted to reliable sources of support and information through lessons, via the pastoral system and the school's wellbeing padlet.

## **7. Roles and Responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### **7.2 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 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 students
- Responding appropriately to students whose parents wish them to be withdrawn from the non statutory 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 so that appropriate support and training can be given.

The Assistant Head (student personal development) has strategic overview of the RSE curriculum. The PHSE co-ordinator(s) are responsible for the co-ordination of the curriculum and development of resources. All staff have a responsibility to deliver RSE through their delivery of PHSE lessons, registrations, assemblies or through their daily interactions with students.

#### **7.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

If a student is affected by issues addressed in RSE, they are identified in advance by the pastoral team. Parents are also advised when sensitive topics are taught and are asked to contact school if they think their child might be affected. Appropriate support can then be put in place, such as alerting the class teacher, alternative accommodation etc.

#### **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. They have no right to withdraw from relationships education or health education. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. The school's pastoral team will approach the child to seek their preference.

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.

#### **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 and Evaluation**

RSE education will be monitored and evaluated through the school's QA protocols; this may include lesson visits, student voice exercises, staff surveys, work scrutinies. This will be conducted by the PHSE co-ordinators, Assistant Headteacher with responsibility for RSE and other members of SLT, when appropriate.

## 11. More information

If parents/carers require more information, they can contact the PHSE co-ordinators, the pastoral team, Assistant Headteacher with responsibility for RSE or they can visit the wellbeing padlet.

### **Appendix 1: Topic Lists for RSE**

*Please note that we use a spiral curriculum – topics are returned to and covered in more depth or at a more age appropriate level. Additional topics on 'living in the wider world' are also part of the PHSE curriculum **Topic List Year 7: RSE***

- Puberty
- Body Image /Body confidence
- Online safety
- Healthy Eating
- Discrimination
- Personal Safety
- Bullying – when does banter become bullying?
- First Aid
- Diverse relationships
- Respect
- Wellbeing and mental health
- Friendship
- Self esteem

### **Topic List Year 8: RSE**

- Diverse relationships
- Growth mindset
- Screen time
- Big problems and coping strategies
- Alcohol
- Body image
- Respect
- Anxiety
- Drugs
- Peer pressure
- Advertising
- First Aid
- Tolerance and diversity
- Knife crime
- Online gambling
- Digital footprints and sexting
- Conflict resolution

### **Topic List Year 9: RSE**

- Drugs and the law
- Healthy and unhealthy relationships
- Stand against violence
- Pornography and revenge porn
- Tattoos, piercings etc
- Knife crime
- Consent
- STIs
- Emotional health
- Contraception
- Introduction to child sexual exploitation
- Personal safety – streetwise
- Identity
- Casual misogyny and sexual aggression
- First Aid

### **Topic List Year 10 RSE**

- Unhealthy relationships
- Living with stigma
- Online stress and FOMO
- Alcohol dependency
- Online hate
- Emotional health
- Sexual pressure
- Homophobia
- County lines

### **Topic List Year 11: RSE**

- Exams and wellbeing
- Hate crime
- Extremism
- Anxiety and stress management
- Consent
- Breast and testicular cancer awareness incl self examination
- Impact of lifestyle on fertility
- Online gambling and links to addiction and debt





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

TOPIC	STUDENTS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships 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>

TOPIC	STUDENTS SHOULD KNOW
<p>Respectful relationships, including friendships</p>	<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	STUDENTS SHOULD KNOW
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<p>Online and media</p>	<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 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</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 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>
<p>Being safe</p>	<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>
<p>TOPIC</p>	<p>STUDENTS SHOULD KNOW</p>

<p>Intimate and sexual relationships, including sexual health</p>	<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>
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**Appendix 3: Parent form: withdrawal from sex education within RSE**

