



# Whole School Policy on Relationships and Sex Education (RSE)

LONG STRATTON HIGH SCHOOL

## Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy and through other communications such as parental e-mails and our school newsletter.

This policy will be reviewed in full by the Local Governing Body on an annual basis. This policy was last reviewed and agreed by the Local Governing Body in February 2021. It is due for review before the end of February 2022.

Signature

Headteacher

Date: February 2021

Signature

Chair of Governors

Date: February 2021

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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 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

Long Stratton High School teaches RSE within the following moral and values framework engendering:

- › The importance of stable relationships and family life
- › Self respect
- › Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- › An awareness of the way others feel
- › Mutual support and cooperation
- › Honesty and openness
- › The acceptance of the responsibility for and the consequences of personal actions
- › The right of people to hold their own views within the boundaries of respect for the rights of others
- › The right not to be abused by or taken advantage of by other people
- › The right to accurate information about sex and relationship issues

# 2. Statutory requirements

As a secondary academy school 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 Long Stratton High 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 and this process.

# 4. Definition

Relationship and Sex Education (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

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

## 6. Delivery of RSE

### 6.1 RSE as part of Life Skills

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and delivered during Life Skills lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE) and Information Technology (IT), although where appropriate there will be recapping and overlapping as discussed between the curriculum leaders. Assemblies and tutor time are also used to teach aspects of RSE.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional that are invited into school as part of the Life Skills curriculum.

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

The RSE Programme is taught through the Life Skills curriculum. In deciding on the topics taught, the Coordinator has referred to the data provided by Public Health England about issues in Norfolk as well as national issues affecting young people. We consult with parents regarding our policy and we have consulted pupils regarding their current provision and their experience of Life Skills lessons at Long Stratton. We have also discussed with students to consider current issues and needs within our community. Long Stratton High School aims to provide young people in Years 7-11 with:

- Relationship skills that prepare them for the challenges of the teenage years
- Opportunities to explore their own values and develop their own moral framework.
- Opportunities to understand and accept difference and diversity
- An understanding of their own bodies
- The ability to know where to seek help and advice
- High self-esteem, self-awareness and emotional health
- An awareness of the right they have over their own body and explicitly about consent
- The skills to be assertive and resist peer pressure
- Good communication skills
- The skills to make positive informed choices including reducing risk
- The ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- The ability to take responsibility for and accept the consequences of their own actions
- The knowledge to reduce the risks to their own and the health of others

- › The ability to understand the risks to health and well being associated with teenage conception.

Our intent is to provide our young people with the skills to move forward in life with an understanding of how to build healthy relationships. The details of how this is implemented are outlined below and the outcomes are assessed with end of topic assessments to gauge the impact of the topics. In Key Stage 3 and 4, students learn how good relationships can promote mental wellbeing, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping and how to access sources for advice and support and when and where to get help, such as from a sexual health clinic. They learn how HIV and other STIs affect the body, how different forms of contraception work, the risk of early sexual activity and the link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered. Students learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary.

The teaching and delivery involve the use of discussion, DVD's, posters and leaflets. Pupils are encouraged to ask questions and staff are prepared to answer all appropriate questions. Staff may also use current, topical programmes as well as news and magazine articles to generate discussion or challenge misconceptions. We use resources available from PSHE Association, Sex Education Forum, Terrence Higgins Trust and Jigsaw which address issues of healthy relationships and consent with Year 10 and 11 classes. Some RSHE topics are taught in other areas of the curriculum such as Beliefs and Values, IT and Science. The coordinator co-operates with Heads of Departments to ensure duplication does not happen unless it is thought beneficial. The Coordinator and staff delivering RSE keeps up to date with the government's training materials as well as accessing available CPD.

RSE may bring about disclosures of safeguarding children issues, and all staff are conversant with the procedures for reporting their concerns. In these cases, the school's Safeguarding Children policy needs to be followed.

Staff may choose to use a question box (a box in the classroom that students can 'post' written questions). This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question.

## **6.2 Single and mixed sex groups, referrals and confidentiality**

- › All students will learn the same things and be taught in mixed gender groups. However, if necessary, opportunities will be made for students to discuss matters further in single sex groups or individually.
- › Long Stratton High School actively refers young people to sexual health services.
- › If a risk of harm is identified, staff will take appropriate action, which can include:
  - › Making an appointment on behalf of the young person in exceptional circumstances.
  - › Escorting the young person to the service they need (the Deputy or Headteacher needs to be informed that the person has left the school premises but not the reason for this).
- › Actively refer the young person to the school nurse.

## **6.3 Equal Opportunities**

Long Stratton High School is committed to equal opportunities and inclusion. Long Stratton High School's RSE programme responds to the needs of individual students and takes the cultures, faiths and family backgrounds of all students into consideration. Students with special educational needs are given extra RSE support when necessary. Long Stratton High School is committed to the provision of RSE to all of its students. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated to all groups but there may be occasions when students with special educational needs are given extra support from SEN staff. We will strive to ensure that all students are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability. Long Stratton High School's RSE programme takes account of the full spectrum of diversity and is relevant to and includes all young people – heterosexual, gay, lesbian, bisexual, those questioning their sexuality, those that have not yet had sex and those that are sexually active. Content from National and local guidelines have been referred to in putting

together the programme. These include Statutory Guidance, Public Health England, PSHE Association, Sex Education Forum and the Terrence Higgins Trust.

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).

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

## **7. Roles and responsibilities**

### **7.1 The Local Governing Board**

The governing board will approve the RSE policy annually, 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 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

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. The Life Skills Co-ordinator, Nikki Goodall, is responsible for the composition and delivery of the RSE curriculum within timetabled Life Skills lessons.

### **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 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.

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

## **9. Training**

Staff responsible for the delivery of RSE will be trained on the delivery of RSE. It is also included in our continuing professional development where appropriate.

The Headteacher or Life Skills Co-ordinator 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 through the schools quality assurance process by the Tom Stevens, Assistant Head (Curriculum).

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

This policy will be reviewed by Nikki Goodall (Life Skills Co-ordinator) annually. At every review, the policy will be approved by the Local Governing Board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	<p><b>Puberty and Hygiene</b></p> <p><b>Friendships and bullying</b></p>	<ul style="list-style-type: none"> <li>• Students are to develop their understanding of changes that happen during puberty.</li> <li>• Students will Review the physical and emotional changes experienced during puberty.</li> <li>• Lessons and activities will help the students to identify strategies for coping with these changes and how to help each other.</li> <li>• Students will explore all forms of period products including reusable products and where to access free products if needed.</li> <li>• Activities will be structured to develop the student’s ability to access strategies which help to maintain healthy friendships.</li> <li>• Students should reflect privately on the positive qualities they bring to relationships and identify typical causes of conflict between friends.</li> <li>• Identify the benefits and risks associated with using social media networks as a means of making and building friendships.</li> <li>• Students will participate in activities that will enable them to discover types and definitions of bullying.</li> <li>• Students will learn how to deal with bullying both as an individual and the role of a school.</li> <li>• Harmful language – this is covered by Hope not Hate (<a href="https://www.hopenothate.org.uk/">https://www.hopenothate.org.uk/</a>).</li> </ul>





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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### 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 requesting withdrawal 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	Include notes from discussions with parents and agreed actions taken.
Date	Signed