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RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

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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

At Stafford Manor High School we believe that effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation but be firmly rooted within the personal, social, health and economic programme. The objective of RSE is to help and support young people through their moral and social development. It is hoped that the programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

RSE education must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for the RSE programme to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, use of prejudice-based language and how to respond and ask for help.

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

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

We must also have regard to our 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

At Stafford Manor 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. 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 provide feedback about the policy
4. Pupil consultation – we discuss the content of the RSE curriculum with pupils
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.

To be effective, RSE needs to incorporate the three main elements of:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and living relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
 - Learning about contraception and the range of local and national sexual health advice, contraception and support services
 - Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
 - The avoidance of unplanned pregnancy.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

In secondary schools, the RSE curriculum should provide balanced and factual information about human reproduction, together with a consideration of the broader emotional and ethical dimensions of sexual attitudes. Education has a vital part to play in reducing the rate of conception among the under-16s and the incidence of sexually transmitted diseases.

As part of the RSE programme issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.

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

Planned aspects of RSE are taught within the personal, social, health and economic (PSHE) education curriculum which is delivered through Social and Emotional Learning

(SEL) lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Some moral and ethical issues relating to RSE which may arise from unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the Relationships and Sex Education programme and therefore not subject to the parental right of withdrawal.

A variety of approaches are used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Students are taught in mixed gender groupings. When there is a specific need, arrangements can be made to teach students in appropriate groups.

A wide range of age appropriate teaching resources are available to teachers. It is important that staff feel comfortable with the subject matter needed for Relationships and Sex Education. Where appropriate, support will be offered through visits from outside professionals, including the School Nurse and other Health Professionals. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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). The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people with an emphasis on stability, respect, caring and support.

7. Specific Considerations

Confidentiality and Advice – Students will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

- Disclosure or suspicion of possible abuse – the school's child protection procedures will be invoked.
- Disclosure of pregnancy or advice on contraception – it is hoped that the following procedure will ensure that Students who are in difficulty know that they can talk to

an adult in the school and that they will be supported. The school will always encourage Students to talk with their parents first.

Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s). If students refuse to tell their parent(s) the adults should refer them to a health professional. The adult should report the incident to the Child Protection Officer who will consult with the health professional about the possibility of discussing with the parents.

Sexual Identify and Sexual Orientation – Young people whatever their developing sexuality need to feel that RSE is relevant to them and sensitive to their needs. Discussing homosexuality, alongside other sexualities, with Students in a secure climate can help to dispel myths, clarify attitudes and values and support young people who may themselves be lesbian or gay or have relatives or friends who are LGBTQ+.

Inclusivity – The school's policy is inclusive of all students. It is understood that some students may rely on school as their main source of RSE and the school needs to be mindful of this and recognise any possible sensitivities.

Special Educational Needs and Learning Difficulties – The school has a duty to ensure that all students with special educational needs and learning difficulties are properly included in the Relationships and Sex Education programme. Staff will need to plan work in different ways in order to meet their individual needs.

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Progress and Learning Committee

8.2 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).

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 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.

RSE is coordinated by Anna Klosowski who is the lead teacher of the Social and Emotional Learning programme.

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

The school's RSE programme is intended to complement and support parents in their role. Parents are encouraged to discuss any concerns about the programme offered with the school who will be pleased to give more details and discuss the approach taken by the school.

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.

All parents receive a letter before we start the RSE programme of study which says they can withdraw their child from the non-statutory components of sex education. 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.

Any complaints about the Relationships and Sex Education Curriculum should be made to the Headteacher who will report to the nominated Governor/s from the Progress and Learning Committee.

A teacher's pastoral concerns should never trespass on parental rights and responsibilities. As a general rule, teachers should not give contraceptive advice to an individual student under the age of 16. A student requesting advice on any aspect of sexual behaviour should be encouraged to discuss the matter with his/her parents and if appropriate a relevant health professional. A teacher, who believes that a student's conduct might entail moral or physical risk or be in breach of the law, must ensure that he/she is aware of the implications. The Deputy Head or Headteacher should be informed who will counsel the pupil and if he/she is underage, arrange for parents to be informed. Guidance in cases of suspected child abuse is outlined in the Child Protection Policy.

10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through internal Quality Assurance systems that include observation of lessons, work scrutiny and speaking to students.

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

This policy will be reviewed annually by the Headteacher. At every review, the policy will be approved by the Progress and Learning Committee.

12. Links with other policies

- Equal Opportunities
- Anti-bullying
- Child Protection
- Behaviour

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Relationship and Sex Education provides knowledge and encourages the acquisition of skills and attitudes which will allow students to manage their lives in a responsible and healthy way.

Knowledge and Information

The curriculum for covering Relationship and Sex Education is regularly reviewed for each of the key stages and includes:

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring Term 1	Consent and boundaries; What makes a good friend?; Respect and relationships; Managing friendship and relationships; Being positive and self-esteem; Peer pressure, what does it mean to be a man in 2020?	PowerPoints and relevant resources devised by staff and the Cre8tive Curriculum YouTube and BBC Learning Videos Consent for Kids consent for kids on Vimeo Respect and Boundaries Standing up for yourself. For Yrs 7-8, from the Practical Guide to Love, Sex & Relationships. on Vimeo I've got your back I've got your back - A film about friendship by koko - YouTube Denzel Washington Motivational Speech WATCH THIS EVERYDAY AND CHANGE YOUR LIFE - Denzel Washington Motivational Speech 2021 - YouTube Dare to Care Dare to Care // SPOKEN WORD by koko - YouTube What does masculinity mean to modern men? Man Up: Part 1 - What does masculinity mean to modern men? BBC Sport - YouTube

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer Term 2	What is RSE?; What is gender identity?; Sexual orientation; Health respectful relationships; What is love?; Dealing with conflict; Periods and menstrual cycle; Contraception	PowerPoints and relevant resources devised by staff and the Cre8tive Curriculum YouTube and BBC Learning Videos Healthy relationships What Teens Think About: Healthy Relationships - YouTube Conflict resolution CONFLICT RESOLUTION - YouTube Contraception How do contraceptives work? - NWHunter - YouTube
Year 9	Autumn Term 1 Summer Term 2	Sexual consent and the law; Female Genital Mutilation and the law; Why have sex? Delaying sexual activity; Masturbation and pleasure; Relationships and partners; STI's Treating STIs and clinics; Contraception; Contraception – condom lesson; HIV and AIDS; HIV discrimination and prejudice; Sexual harassment and stalking	PowerPoints and relevant resources devised by staff and the Cre8tive Curriculum YouTube and BBC Learning Videos Consent Tea Consent (Clean) - YouTube Worth the wait Worth the wait - A film about relationships by koko - YouTube Contraception 101 Contraceptives 101 - YouTube HIV and AIDS Medical Animation: HIV and AIDS - YouTube Living with HIV HIV - living with the stigma - YouTube
Year 10	Summer Term 1	Female Genital Mutilation; Sending 'nudes and dick pics'; Sexualisation of the media; Online pornography; Porn and its impact on society; Unhealthy relationships, sexual assault and rape; Domestic abuse and domestic violence	PowerPoints and relevant resources devised by staff and the Cre8tive Curriculum YouTube and BBC Learning Videos FGM Awareness FGM Norbury School on Vimeo Consequences of sexting The Consequences of Sexting - Story one - YouTube Abuse in relationships Abuse in Relationships: Can You See It? - YouTube Sexual assault Sexual Abuse Can Happen to Anyone - YouTube Worth the wait Worth the wait - A film about relationships by koko - YouTube Get the Facts – Sex and the media Get the Facts – Sex and the media - YouTube

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Spring Term 2	Respect, love and relationships; Peer on peer abuse; Fertility – what impacts it?; Alcohol, parties and bad choices; Importance of sexual health; Revisiting STIs; Revisiting contraception	PowerPoints and relevant resources devised by staff and the Cre8tive Curriculum YouTube and BBC Learning Videos Abusive relationships Rap that shares awareness to an abusive relationship. - YouTube Fertilisation Fertilization - YouTube Contraception 101 Contraceptives 101 - YouTube

Values & Beliefs

The school will promote the importance of the following which are derived from the school's values:

- The development of moral and ethical values relating to their behaviour
- Respect and valuing themselves and others
- Understanding and sensitivity towards the needs and views of others
- Responsibility for their own actions
- Responsibility to the school, their family and the wider community
- Promoting the value of family life.

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 need
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			
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	