



Relationships and Sex Education 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 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 correct vocabulary to describe themselves and their bodies
- To embed our five pathways to Scholarship through Academic, Emotional, Nutritional, Physical and Social and Moral health

2.Statutory Requirements

As a secondary academy school we must provide RSE to all students 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 Flixton Girls School we teach RSE as set out in this policy.

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:

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 attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with the 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.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

Students should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Students should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

Topics such as grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Where to find support and strategies to manage this will be shared.

5. Curriculum

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 that students are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1; we may need to adapt it as and when necessary.

6. Delivery of RSE

RSE is taught within the personal, social and health (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students may also receive stand-alone sex education sessions delivered by teachers and trained health professionals during our Health and Wellbeing days.

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

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 sensitivity that some children may have a different structure of support around them (for example; looked after children or young carers).

STUDENTS WITH SEND

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. Particularly vulnerable students who are given additional RSE safety workshops with the safeguarding ambassador on a one to one basis as well as in small group workshops. Students tackle issues such as online safety, CSE and grooming in a sensitive manner as well as the sending of inappropriate images on line.

7.Roles and Responsibilities

7.1 The Governing Board

The governing board will approve the RSE policy, and will 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-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 the 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 or PSHE coordinator.

7.4 Students

Students 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-science components of sex education within RSE up to and until three 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. They cannot be withdrawn from the Relationships or Health elements of the curriculum.

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 and PSHE coordinator 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.

9.1 Safeguarding

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in modern British society, can lead to a disclosure of a child protection issue. In case this occurs, teachers will consult with the designated safeguarding lead and in their absence their deputy safeguarding lead and follow procedures as stated in the Safeguarding Policy which can be found on the school website. Visitors and external agencies which support the delivery of PSHE will be required to present DBS checks and will be required to read our Safeguarding Policy. The protocol for inviting visitors into lessons is overseen by the Safeguarding Lead and we only use agencies and charities whose work with schools has been monitored and quality assured. The safeguarding email is; safeguarding@flixtongirls.com

10. Monitoring arrangements

The delivery of RSE is monitored by the Senior Mental Health Lead and PSHE coordinator through;

- Planning scrutinising
- Book looks
- Learning walks

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Senior Mental Health Lead annually. At every review, the policy will be approved by the Headteacher.

Appendix 1: Curriculum Map Relationships and sex education curriculum map

There are three topics within PSHE:

- Physical health and Mental wellbeing
 - Positive Relationships
 - Living in the wider world

Term 1 Positive Relationships	Term 2 Physical health & Mental Wellbeing	Term 3 Living in the wider world
<p>Managing change – transition to secondary</p> <p>Different types of relationships & healthy relationships</p> <p>Friendships & fallouts</p> <p>Communication in relationships</p> <p>Divorce & separation</p> <p>Bullying & Cyberbullying</p> <p>HWB Day – (positive relationships) Making friends online Social media and screen addiction Digital resilience</p>	<p>Dealing with emotions</p> <p>Puberty and personal hygiene</p> <p>Bodies and boundaries</p> <p>Eating too much or too little</p> <p>The benefits of exercise</p> <p>Building resilience</p> <p>HWB Day (Citizenship) – Who is in charge? General election British Values Taxes</p>	<p>Human/Children's</p> <p>Rights Prejudice and stereotyping Diversity and equality</p> <p>Multiculturalism</p> <p>Disability awareness</p> <p>HWB Day – (Physical health & Mental wellbeing) Sun safety Water Safety Rail/travel safety</p>

YEAR 8

Term 1 Physical health & Mental Wellbeing	Term 2 Positive Relationships	Term 3 Physical health & Mental Wellbeing
<p>Healthy eating</p> <p>Energy drinks</p> <p>Drugs</p> <p>Alcohol</p> <p>Smoking and E-Cigarettes</p> <p>Cost of substance misuse</p> <p>Sleep</p> <p>HWB Day (Positive relationships) - Building each other up Body image Personal data sharing Online gambling Conflict resolution</p>	<p>What is love?</p> <p>Sexuality and attraction</p> <p>Healthy relationships</p> <p>Homophobia and LGBT rights</p> <p>LGBT rights around the world</p> <p>Gender identity</p> <p>HWB Day (Citizenship) - The economy Budgeting Risk and debt Improving our communities How laws are made</p>	<p>Anxiety and confidence</p> <p>Self harm and self care</p> <p>Anorexia</p> <p>Bulimia and binge-eating disorder</p> <p>Grief and bereavement</p> <p>HWB Day – (Physical health & Mental wellbeing) Organ/blood donation Choking & severe bleeding (St Johns Ambulance)</p>

YEAR 9

Term 1 Positive Relationships	Term 2 Physical health & Mental Wellbeing/Living in the wider world	Term 3 Physical health & Mental Wellbeing/Living in the wider world
<p>Positive relationships - control</p> <p>Consent</p> <p>Sexual harrassmet</p> <p>Sexting and nudes</p> <p>Pressures of sex</p> <p>STDs and Contraception</p> <p>HWB Day (Positive Relationships)</p> <p>Domestic</p> <p>Violence CSE</p> <p>Young Carers</p>	<p>Depression and low mood</p> <p>Suicide</p> <p>Anti-Social behaviour</p> <p>Racism and hate crime</p> <p>Islamophobia and anti-semitism</p> <p>Extremism and terrorism</p> <p>HWB Day (Citizenship)</p> <p>FPI Challenge</p>	<p>Online grooming</p> <p>FGM</p> <p>Knife crime</p> <p>Young offenders and prison</p> <p>Gangs and county lines</p> <p>HWB Day (Physical health & Mental Wellbeing)</p> <p>Health checks</p> <p>Burns</p> <p>Vaccinations and antibiotics First Aid</p>

YEAR 10

Term 1 Positive relationships	Term 2 Physical health & Mental Wellbeing	Term 3 Physical health & Mental Wellbeing/Living in the wider world
<p>Sex, health and wellbeing</p> <p>Healthy relationships - control Obsessive friendships</p> <p>Pleasure and masturbation</p> <p>Teen pregnancy</p> <p>Abortion</p> <p>Successful parenting</p> <p>HWB Day (Positive Relationships)</p> <p>Abusive relationships CSE</p> <p>Pornography and the media</p> <p>Abstinence, asexuality and celibacy</p>	<p>Alcohol</p> <p>Party</p> <p>safety</p> <p>Drugs</p> <p>Sunbeds</p> <p>Responding to pressure</p> <p>HWB Day (Citizenship)</p> <p>Critical thinking</p> <p>Legal systems around the world</p> <p>How citizens can influence decisions</p> <p>Mock interviews</p> <p>Local, regional and international governance</p>	<p>GCSE Mindset</p> <p>Revision</p> <p>Techniques</p> <p>Apprenticeships</p> <p>Exam wellbeing</p> <p>HWB Day (Physical health & Mental Wellbeing)</p> <p>CPR (St Johns Ambulance)</p> <p>Body alterations</p> <p>Body image and media expectations</p> <p>Work experience</p>

YEAR 11

<p>Term 1 Living in the wider world</p>	<p>Term 2 Positive Relationships/Physical health and Mental wellbeing</p>	<p>Term 3</p>
<p>Tax and national insurance</p> <p>Credit and debt</p> <p>Insurance and pensions</p> <p>College applications</p> <p>Managing finances</p> <p>Risk, fraud and cyber crime</p> <p>HWB Day (Positive Relationships/Wider world)</p> <p>Self-defense</p> <p>Challenging unwanted attention</p> <p>Culture day</p> <p>Writing</p> <p>CV's</p>	<p>Sexting and revenge porn</p> <p>Porn vs reality</p> <p>Fertility and miscarriage</p> <p>Marriage and civil partnership</p> <p>Contraception/party safety/body boundaries/sex Q&A</p> <p>HWB Day (Citizenship)</p> <p>Media and free press</p> <p>Role of the media in politics</p> <p>How laws impact social problems</p> <p>Young people and politics</p> <p>Ask apprenticeships</p>	<p>Revision & GCSE's</p> <p>HWB Day (Physical health & Mental Wellbeing) (Not in school)</p>

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

TOPIC	STUDENTS SHOULD FOLLOW
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 eg. that marriage carries legal rights and protection is 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 (eg. 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

	<ul style="list-style-type: none"> ● 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 protective characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
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 eg. 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 with it 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

	<p>and when consent can be withdrawn (in all contexts, including online)</p>
<p>Intimate and sexual relationships, including sexual health</p>	<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, and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, eg. 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 the 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

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.....			
Agreed actions from discussion with parents		Include notes from discussions with parents and agreed actions taken	