



Relationships and Sex Education Policy

POLICY REVIEW AND ADOPTED BY MANAGEMENT COMMITTEE	DATE
REVIEWED:	September 2023
REVIEW FREQUENCY:	One Year
DATE OF NEXT REVIEW:	September 2024
RESPONSIBLE OFFICER / REVIEWED BY:	Headteacher / DSL

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

2. Statutory requirements

As a maintained secondary school we must provide RSE to all students under section 34 of 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 Rise Carr College, 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 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.

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.

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 (RE).

Students 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs

6.1 Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The management committee

The management committee will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 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/non-science components of RSE (see section 9).

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 students

Responding appropriately to students 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 headteacher.

All classroom based staff are required to deliver the RSE curriculum, with both KS3 and KS4 having designated PHSE leads: Lisa Bowron – KS3, Kirsty Dunn – KS4.

The PSHE Lead will:

- ensuring all lessons are coordinated, sequenced and delivered in a consistent way throughout all classes.
- Monitor, track and review the content of the PSHE curriculum, ensuring all resources and content is up to date and following statutory guidance.

8.4 Students

Students 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

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 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.

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 Sam Hume, AHT, Teaching & Learning through:

- Planning scrutinies,
- Learning walks
- Lesson Observations

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

This policy will be reviewed by Sally Hudson, Head teacher annually.

At every review, the policy will be approved by the management committee.

Appendix 1: Curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	<p>Health and Wellbeing</p> <ul style="list-style-type: none">• What does it mean by a healthy lifestyle? Health introduction• How can I keep healthy? Food Groups, diet and nutrition• Eating responsibility – Food labels and health hazards• Healthy living – Exercise and keeping active• Not eating healthy- What are the consequences?• What's the big deal about energy drinks?• The dangers of cigarettes and alcohol (2xhours)• Puberty- What happens, when and why• Periods – What happens and why• FGM – What is this and why is it so dangerous?• Introduction to mental health issues – depression focus.• What are drugs? Why are they dangerous? (Class A,B,C)• How can we manage our anger? <p>Living in the wider world</p> <ul style="list-style-type: none">• Being an inspirational student• The importance of self esteem• How can we budget our money?• How do I create a personal budgeting plan? (2x hours)• What are savings, loans and interest?• What are the different types of financial transactions• What are the different types of financial products?• How can we shop ethically• What are wants and needs, why do we need to know the difference?• How can we enjoy social media but keep our accounts safe and private?• What is stereotyping and prejudice? Racism focus• How can we be resilient and face challenges?

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	<p data-bbox="199 347 379 383">Relationships</p> <ul data-bbox="248 394 1382 730" style="list-style-type: none"><li data-bbox="248 394 948 430">• Keeping good friendships and avoiding toxic ones<li data-bbox="248 439 1273 474">• Family relationships- the different types and why we don't always get along<li data-bbox="248 483 1174 519">• Love and relationships- falling in love and dealing with new feelings<li data-bbox="248 528 1326 564">• Bullying or banter? Why do people bully others and how can we help stop this?<li data-bbox="248 573 970 609">• What is cyberbullying? Why do people bully online?<li data-bbox="248 618 1147 654">• How do we keep safe and positive relationships (on and off line)?<li data-bbox="248 663 1075 698">• What is my personal identity and why is diversity important?<li data-bbox="248 707 1382 743">• Extremism- Why does radicalisation happen and how does it challenge our values?

YEAR
GROUP

TOPIC/THEME DETAILS

Year 8	<p>Health and Wellbeing</p> <ul style="list-style-type: none">• Personal development and target setting – how can I improve my skills and behaviour• How can self-confidence boost our achievement?• How can I manage my behaviour to achieve targets and goals?• Why do teenage parents have it so tough? How we can avoid teenage pregnancy.• Stereotyping, discrimination and prejudice. Disability focus• How can we look after ourselves and others in an emergency? Personal safety and first aid.• What is vaping and is this as bad as smoking?• What is mindfulness? How this aid positive mental health?• Emotional literacy – why is self-awareness in our actions towards others so important? (2 hours)• Cancer Awareness <p>Living in the wider world</p> <ul style="list-style-type: none">• How do we have safe sex and use different forms of contraception?• How do we keep good sexual health and avoid STIs?• What is consent and why is it important we know about it?• What is sexting and why is it so risky to send personal images?• What is pornography and why can it be dangerous?• How can we prevent radicalisation and recognise the signs of extremism?• Who are the extremist groups and why are they so dangerous?• Where does extremism come from?• How do religious extremists attract converts?• Islamophobia – do Muslims really want Sharia Law in Britain?• Stereotyping, discrimination and prejudice. Religion focus.• How can British Values teach us tolerance and respect for others?• Domestic conflict – why do people run away from home and why is this so dangerous?• Body image and the media part 1 with a focus on boys. <p>Relationships</p> <ul style="list-style-type: none">• Internet Safety – what is online grooming and why must we be so careful?• How can we care for our environment and why is it changing? (2 hours)• Careers + development focus- how can we develop our communication skills?• Careers + development focus - how can we develop our teamwork skills?• How can we become entrepreneurs?• LGBT+ focus: Homophobia• Finance – what is income and expenditure?• Finance – budgeting and saving personal finances• Careers + Finance - What are national insurance and income tax? Reading payslips• Why do we pay tax and how is this spent?• Stereotyping, discrimination and prejudice. Teens and the media focus.• Stereotyping, discrimination and disability.
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YEAR
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TOPIC/THEME DETAILS

Year 9	<p>Health and Wellbeing</p> <ul style="list-style-type: none">• Why do we need to keep to rules in order to succeed?• How can we foster a Growth Mindset to succeed and achieve?• How can I develop interpersonal skills to help me succeed?• How can we manage the stress of school and exams?• Why do people take illegal drugs and what does the law say about drug use?• Why do people become selfie obsessed and consequences can this have?• What are the short and long-term consequences of excess alcohol drinking?• What is self-harm and why do people do this?• Why can't some people access education?• How are we protected from prejudice and discrimination?• Mental health – how can I deal with and manage anxiety?• Acid attacks – why are these on the increase and what can we do if we witness one?• Responsible health choices – blood donation, stem cells, vaccinations (2 Hours) <p>Living in the wider world</p> <ul style="list-style-type: none">• How does knife crime impact on our communities, why do teens get involved and what are the consequences?• How does the law deal with young offenders?• How can we be self-disciplined to achieve our aims at school and in the wider world?• Employability Skills – preparing for and applying to the world of work and careers• What other skills do we need to develop for the work environment?• What does it mean to be 'enterprising' and what is an 'enterprising personality'?• What is sustainability and why is this essential to our environment?• Navigating accounts, savings loans and financial institutions.• What rights do we have as shoppers and consumers?• How can I stay financially savvy and avoid debt?• What can we learn from successful business people and entrepreneurs• Should we sent aid to foreign countries – is aid the answer?• How can extreme views lead to human rights abuses and atrocities?• How do charities like UNICEF help across the world? <p>Relationship</p> <ul style="list-style-type: none">• Who are the LGBT+ community and what would they like us to know?• Why are British communities so diverse? Immigration and diversity focus.• What are domestic violence and abusive relationships? Healthy and unhealthy relationships.• CSE – how are children and young people lured into dangerous relationships and what do these look like?• Body image and the media 2 – focus on girls• Body image and the media 3 – does the media contribute to eating disorders?• Can we respect and celebrate British values and the religion and culture of our choice? (2 hour display lesson)• What is peer-pressure – why is it so powerful and how can we overcome this?
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YEAR
GROUP

TOPIC/THEME DETAILS

Year 10

Health and wellbeing

- How can we manage our time effectively to help us succeed?
- Can tattoos and piercings be dangerous?
- Why do some people commit suicide?
- How can we manage grief and bereavement?
- How can we manage social anxiety?
- Why do some people become homeless and why is homelessness on the increase?
- What are hate crimes and why do these still happen?
- What is binge drinking, what are the risks and why do people still do it?
- Study Skills – the power of mind and memory.
- Social Media and Self-Esteem
- Internet Safety – the dangers of excessive screen time
- How can we take steps to live more sustainably? (carbon footprint)

Living in the wider world

- What is Fake News and why do we need critical thinking skills? (2 hours)
- What is anti-social behaviour and how does this affect communities?
- How can we successfully prepare for work experience?
- What rights and responsibilities do we have in the workplace?
- What is money laundering and why are some students taken in by this crime?
- What are employers looking for in CVs?
- British Values – how does the criminal justice system work?
- What is overt and covert racism and why are people still prejudiced?
- Why do some religious people become terrorists?
- Why pursue a careers in the STEM industries?
- How do we choose a career that suits our personality, ambition and qualifications?
- Crime, gangs and County Lines (2 hours)
- Why do we still need an International Women's Day?

Relationships

- Same sex relationships (LGBT+)
- What are forced and arranged marriages and what do we need to know?
- Gender and Trans Identity LGBT+
- How can we manage conflict successfully?
- Why do sexism, gender prejudice and stereotypes still exist?
- What is community cohesion and why is this important? (British Values)
- Revenge Porn – what is this and how can we prevent ourselves from being victims?
- Do we have healthy or unhealthy relationships with our role models?
- Harassment and stalking – what are these things and what does the law say about it?
- Parenting, the different types and styles and looking after a child.

YEAR GROUP	TOPIC/THEME DETAILS
Year 11	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Why is PSHE so important? • Risk Taking • Gambling and Online Gaming • Perseverance and Procrastination • Privilege – How does this affect us all? • Why do we need sleep and how does sleep deprivation affect us? • Why is our digital footprint important? • How can we celebrate diversity and our identities? • What is body positivity and why is this controversial? (obesity issues) • Personal Safety in the Wider World <p>Living in the wider world</p> <ul style="list-style-type: none"> • GCSE Revision and Study Skills • Applying to College and University • Independent Living • Internet Safety – the Dark Web • How is plastic pollution destroying our environment? • How can we protect animal rights and aid sustainability? • How can trade unions protect our rights at work? • What is cyber crime? • How can we successfully prepare for a job interview? • Globalisation – how does this affect us? • What is multiculturalism? • What is right-wing extremism? • Why is Health and Safety at work so important? <p>Relationships</p> <ul style="list-style-type: none"> • Bullying- Body shaming • Relationship Break Ups • What is 'Good Sex'? • Why is it essential we know about consent, rape and sexual abuse? • How can we make ourselves and other people feel more positive and why is happiness important? • Relationship types and sexuality • What is Chem Sex and what do we mean when we talk about safe sex?

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>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>
Respectful relationships, including friendships	<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	PUPILS SHOULD KNOW
Online and media	<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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>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</p> <p>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>
Being safe	<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>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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>

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 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	