



<b>Policy Name</b>	<b>Relationship and Sex Education Policy</b>
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<b>Date</b>	<b>January 2022</b>
<b>Review Date</b>	<b>January 2025 (sooner if significant changes)</b>

## 1. Aims

The aims of relationship and sex education (RSE) at Old Farm

- › School is 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

Under section 3.6 of the National Curriculum, RSE is compulsory from year 7 onwards.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## 3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

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 as and when necessary as we teach in mixed age group classes. The teaching takes place within the life and living section of our curriculum

We have developed the curriculum in consultation with parents, students and staff taking into account the needs and feelings of students. If students ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner, so students are fully informed and do not seek answers online.

A broad overview of topics we will cover are outlined below; we have grouped these into six main themes.

## **Families**

Students should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

## **Respectful relationships, including friendships**

Students should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
  - 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 (for example, 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

## **Online and media**

Students should know:

- 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, for example 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**

Students should know:

- 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

## **Intimate and sexual relationships, including sexual health**

Students should know:

- 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, for example 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 and menopause
- 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 and 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

## **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls

- online behaviours including image and information sharing (including 'sexting', youth-produced sexualimagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

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

## 6. Delivery of RSE

RSE is taught within the Life and Living curriculum. Biological aspects of RSE are taught within the science curriculum. We deliver the curriculum by asking our **Big Questions** (see appendix 1)

Students also receive stand-alone sex education sessions delivered by a trained health professional. Across all Key Stages, students will be supported with developing the following skills:

- › Communication, including how to manage changing relationships and emotions
- › Recognising and assessing potential risks
- › Assertiveness
- › Seeking help and support when
- › required Informed decision-making
- › Self-respect and empathy for others
- › Recognising and maximising a healthy
- › lifestyle Managing conflict
- › Discussion and group work

These skills are taught within the context of family life.

## 7. Roles and responsibilities

### 7.1 The management board

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

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, supported by the PHSE Lead and for managing requests to withdraw students from non-statutory/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 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 or PHSE lead.

#### **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-statutory/non-science components of RSE. Alternative work will be given to students who are withdrawn from RSE.

Parents' have the right to request 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.

Parents do not have the right to request to withdraw from the statutory elements of the science curriculum. There is also no right to withdraw from Relationships Education.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

#### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the schools, 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 by Steve Graham (Headteacher) at Old Farm School through:

Utilising the quality assurance policies. Involving learning walks, student and parent voice, book scrutiny and feedback from teachers.

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

This policy will be reviewed by Steve Graham and the senior team annually. At every review, the policy will be approved by the Headteacher, with Board review every two years or earlier if significant changes are implemented.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	Summer 1	<p><b>Big Question: What can make a relationship healthy or unhealthy?</b></p> <p>Identifying my relationships            Values and qualities in healthy relationships            Relationship change            Managing my responses to keep my relationships healthy and safe            Discernment Media portrayal of relationships            Assertiveness            Sexting            Rights and responsibilities (including consent)</p>	
7	Summer 2	<p><b>Big Question: What changes are happening to prepare me for adulthood?</b></p> <p>Puberty and body development (Re-cap from primary)            Conception and childbirth (Re-cap from primary)            Choices with pregnancy (IVF, surrogacy, contraception)            Different types of parenting and families            Self and body-image            FGM, breast ironing            Brain changes in adolescence            Emotional changes in</p>	

		adolescence	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
8	Autumn 1	<p><b>Big Question Can I choose how I fit into the world?</b></p> <p>How have I changed?            Family, what does that mean to me?            Different types of committed stable relationships            Does my family influence me?</p>	
8	Summer 1	<p><b>Big Question Because I'm worth it...or am I?</b></p> <p>Relationship with self            Negative self-thoughts            Body-image including online and in media            Competing relationships and how to manage these demands            Personal space inc online            Media portrayal of relationships            Media manipulation            Components of positive relationships            Personal space            Social media and online safety            Illegal aspects of social media            Recognising negative relationships and skills to manage them</p>	

8	Summer 2	<p><b>Big Question: What factors can make an intimate relationship happy and healthy?</b></p> <p>Boyfriends and girlfriends</p> <p>Different types of committed stable and loving relationships/partnerships</p> <p>Positive aspects of healthy intimate relationships</p> <p>Negative factors that can make an intimate relationship unhealthy e.g. power and control/STIs</p> <p>Choosing to 'come out'</p> <p>Pornography</p> <p>Alcohol and relationships</p> <p>Accessing support</p>	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9	Autumn 1	<p><b>Big Question To what extent does the world I live in affect my identity?</b></p> <p>Personal identity and intimate relationships</p> <p>Peer approval</p> <p>Social media</p> <p>Self-identity</p> <p>Perceptions/misperceptions e.g. sexual exploitation, grooming, risk within sexual relationships, consent, risky experimentation</p>	

9	Summer 1	<p><b>Big Question Is choice important within intimate relationships?</b></p> <p>Power and control in relationships  Consent and assertiveness  Contraception  Sexually Transmitted Infections  Am I normal?  Common concerns around adolescence</p>	
10	Autumn 1	<p><b>Big Question: Is managing my online and off-line world within my control?</b></p> <p>Freedom and safety  Safe relationships  Online safety and cultural norms  Personal safety with technology  Staying safe offline  Managing threats to safety in the wider world</p>	
10	Spring 2	<p><b>Big Question: Should relationships, sex and sexual health be discussed more openly?</b></p> <p>Healthy attitudes on sexual relationships including; body image, choices and consequences. (e.g. pregnancy, being a young parent, termination choices, protected sex, delay etc)  Communication about relationships, sex and sexual health</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
10	Summer 1	<p><b>Big Question Is love all you need?</b></p> <p>What makes a happy relationship? Parenting relationships Relationship breakdown</p> <p>Social influences on relationships, e.g. stereotypes, pornography, media, peer perception Friendships and peer support and connectedness</p> <p>Challenging relationships, e.g. domestic abuse, coercive relationships, exploitation</p>	
11	Autumn 1	<p><b>Big Question: Are we in the adult world at 16?</b></p> <p>Entering the adult world Ok at 16, Legislation affecting 16year olds</p> <p>Managing adult on-line relationships</p>	
11	Spring 2	<p><b>Big Question: Should relationships, sex and sexual health be discussed more openly?</b></p> <p>Healthy attitudes on sexual relationships including; body image, choices and consequences. (e.g. pregnancy, being a young parent, termination choices, protected sex, delay etc)</p> <p>Communication about relationships, sex and sexual health</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
11	Summer 1	<p><b>Big Question: Without sufficient knowledge can we avoid misuse of power in our relationships?</b></p> <p>Sexuality spectrum</p> <p>Respect and equality in relationships (recognising conflicts and power - based relationships)</p> <p>Individuality in relationships</p> <p>Stages of relationships</p> <p>Sexual relationship checklist</p> <p>Gender/honour-based violence FGM</p>	