



Relationships and sex education policy

April 2021

Approved by:	Academy Council	Date: [19 April 2021]
Last reviewed on:	[April 2021]	
Next review due by:	[April 2022]	

Contents

1. Aims	2
2. Statutory requirements	2
3. Curriculum design and delivery	3
4. Roles and responsibilities	4
5. Parents' right to withdraw	4
6. Monitoring arrangements	4
Appendix 1: Curriculum map	5
Appendix 2: By the end of secondary school pupils should know	8
Appendix 3: Parent form: withdrawal from sex education within RSE	11

1. Aims

This policy covers our approach to relationships and sex education (RSE) at Tottington High School.

We believe in developing the whole young person and teaching them how to manage their personal and social lives in a positive way, as well as their academic life. We have respect at the heart of what we do and believe relationships and sex education is important for our pupils because it helps them develop feelings of self-respect, confidence, and empathy.

We encourage our pupils to be ambitious, inquisitive learners and our aim is to create an open culture around issues of sexuality and relationships. We enable this by providing an environment in which sensitive discussions can take place based on positive trusting relationships.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by identifying and removing barriers to learning and making reasonable adjustments to our practice where needed.

We ensure RSE fosters gender equality and LGBT+ equality by teaching the British values of acceptance and tolerance. We promote equality and diversity, complying with the relevant provisions of the Equality Act 2010.

We teach pupils the correct vocabulary to describe themselves and their bodies, preparing pupils for puberty, and giving them an understanding of sexual development and the importance of health and hygiene.

We are fully committed to delivering high quality RSE and use the 12-point framework of The Sex Education Forum to tailor our approach. This has been developed based on research evidence and is supported by a wide range of partners including NSPCC, Barnardo's, The Children's Society and The National Children's Bureau.

The intended outcomes of our RSE programme are that pupils will learn and understand about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. We aim to equip them with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

2. Statutory requirements

As a secondary academy school, we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Tottington High School we teach RSE as set out in this policy. The parental right to withdraw pupils from RSE remains in secondary education, for aspects of sex education that are not part of the Science curriculum. Should parents wish to withdraw their child, they would need to inform the school.

3. Curriculum design and delivery

RSE is about the emotional, social and cultural development of pupils, involving learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

RSE is embedded within our Personal Development education curriculum. It is taught by a dedicated team of teachers through a range of teaching methods and interactive activities. High quality resources, including books and film clips, will support our RSE provision and the impact of their use will be regularly reviewed. Each year group has a bespoke lesson 1 hour per week.

We plan and organise the RSE curriculum so that it is age and stage appropriate and relevant. It is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience.

Our Sex and Relationships Education curriculum is set out as per Appendix 1. We may need to adapt it as and when necessary, depending on feedback from and continued consultation with parents, pupils and staff, taking into account the emerging needs and feelings of our pupils.

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

We will ensure a safe learning environment, 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).

Teachers and pupils will agree ground rules and potentially controversial issues will be managed sensitively. All parents have been consulted and we will create a working party from September 2021 to enable parents to help us shape the curriculum design and delivery for RSE.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. They will consult with the Designated Safeguarding Lead and in their absence, their deputy.

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

4. Roles and responsibilities

4.1 The academy council

The academy council will approve the RSE policy and hold the headteacher to account for its implementation. The academy council will ensure a link colleague works with the school on the continued development of its SRE curriculum.

4.2 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-science components of RSE (see section 8).

4.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way and modelling positive attitudes to RSE
- › Monitoring progress and responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the 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.

Teachers of RSE through the PD curriculum for 2021-22 are: Mrs J Benigno, Miss O McKay, Miss N Freebairn, Mrs L Arthington, Mr R Lundy, Mr P Moreton, Mr J Atkinson, Mrs J Postle, Miss D Parnell, Mrs J Real, Miss R Redmond, and Mrs J Waldron.

4.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

5. 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 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

6. Monitoring arrangements

The delivery of RSE is monitored by relevant staff through work scrutiny, learning walks and pupil voice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Teachers will critically reflect on their practice and pupils will have opportunities to review and reflect on their learning during lessons.

This policy will be reviewed annually by J Benigno (Assistant Headteacher).

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Spring 1	<p>Relationships/Diversity</p> <ul style="list-style-type: none"> • Identity rights and responsibilities living in a diverse society • How to challenge prejudice, stereotypes and discrimination • The signs and effects of all types of bullying, including online and how to respond to bullying of any kind, including online • How to support others
Year 7	Summer 1	<p>Relationships/Building Relationships</p> <ul style="list-style-type: none"> • How to develop self-worth and self-efficacy • Qualities and behaviours relating to different types of positive relationships • How to recognise unhealthy relationships • How to recognise and challenge media stereotypes • How to evaluate expectations for romantic relationships • Consent, and how to seek and assertively communicate
Year 8	Spring 1	<p>Relationships/Discrimination</p> <ul style="list-style-type: none"> • How to manage influences on beliefs and decisions • Group-think and persuasion • How to develop self-worth and confidence • Gender identity, transphobia and gender-based discrimination • How to recognise and challenge homophobia, biphobia, racism and religious discrimination

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 8	Summer 1	<p>Relationships/Identity</p> <ul style="list-style-type: none"> • Qualities of positive, healthy relationships • How to demonstrate positive behaviours in healthy relationships • Sexual orientation • Forming new partnerships and developing relationships • The law in relation to consent – legal and moral duty • Risks of 'sexting' and how to manage requests or pressure to send an image • Basic forms of contraception, e.g. condom and pill
Year 9	Spring 1	<p>Relationships/Respectful Relationships</p> <ul style="list-style-type: none"> • Different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • Positive relationships in the home and ways to reduce homelessness amongst young people • Conflict and its causes in different contexts, e.g. with family and friends and resolution strategies • How to manage relationship and family changes, including relationship breakdown, separation and divorce • How to access support services
Year 9	Summer 1	<p>Relationships/Intimate Relationships</p> <ul style="list-style-type: none"> • The choice to delay sex, or enjoy intimacy without sex and the continuous right to withdraw consent • Myths and misconceptions relating to consent • STIs, effective use of condoms and negotiating safer sex • The consequences of unprotected sex, including pregnancy • How the portrayal of relationships in the media and pornography might affect expectations • How to assess and manage risks of sending, sharing or passing on sexual images • How to secure personal information online

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10	Spring 1	<p>Relationships/Healthy Relationships</p> <ul style="list-style-type: none"> • Relationship values and the role of pleasure in relationships • Myths, assumptions, misconceptions and social norms about sex, gender and relationships • The opportunities and risks of forming and conducting relationships online • How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours
Year 10	Summer 1	<p>Relationships/Addressing Extremism and Radicalisation</p> <ul style="list-style-type: none"> • Communities, inclusion, respect and belonging - Equality Act, diversity and values • How social media may distort, mis-represent or target information in order to influence beliefs and opinions • How to manage conflicting views and misleading information and safely challenge discrimination, including online • How to recognise and respond to extremism and radicalisation
Year 11	Spring 1	<p>Relationships/Communication in Relationships</p> <ul style="list-style-type: none"> • Core values and emotions and how to communicate wants and needs assertively • Gender identity, gender expression and sexual orientation • How to handle unwanted attention, including online and challenge harassment and stalking, including online • Various forms of relationship abuse and unhealthy, exploitative and abusive relationships • How to access support in abusive relationships and how to overcome challenges in seeking support
Year 11	Summer 1	<p>Relationships/Families</p> <ul style="list-style-type: none"> • Different types of families and changing family structures • How to evaluate readiness for parenthood and positive parenting qualities • Fertility, including how it varies and changes • Pregnancy (unplanned pregnancy options, including abortion), birth and miscarriage • Adoption and fostering • How to manage change, loss, grief and bereavement • 'Honour based' violence and forced marriage and how to safely access support

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 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 (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	