Relationships and Sex Policy

January 2023

Committee Responsible: Safeguarding Committee
Governor Lead: Mrs K Krynicki
Nominated Lead Member of Staff: Mr J Czaplicki
Status & Review Cycle: Statutory Annual
Next Review Date: January 2024

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Rationale

The rationale behind the school's RSE curriculum is to equip young people with the skills and knowledge to enable them to navigate an increasingly complex world, where their online and offline lives are increasingly intertwined and present fantastic opportunities alongside challenges and risks. The legal framework around social media and young people's engagement with the online world is a pressing matter and is covered in RSE both from a developmental and legal perspective.

All content delivered will be age appropriate and we encourage parents to discuss the content of their PSHE lessons with their children, as research shows that this enriches the content we deliver in school and supports children's development at this crucial stage in their life. All of the content we will deliver in PSHE supports the wider work we undertake in fostering student wellbeing and developing resilience in becoming a happy and productive member of society.

PSHE lessons also incorporate Health Education, which, whilst not included in the outline below of specifically Relationships and Sex Education, complements and interweaves with RSE throughout the 5 year journey in the main school.

1. **Aims of Relationships Sex Education (RSE) at Fullbrook School:**

   • 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, family and relationships.
   • Teach students the correct vocabulary to describe themselves and their bodies ☐ Understand how young people can keep themselves safe, including online.

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 RSHE (Relationship, sex and Health Education), 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 Fullbrook School we teach RSE as set out in this policy.

3. **Policy development of Relationships and Sex Education (RSE) at Fullbrook School:** This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:
   •   Review – the Head of PSHE viewed and collated all relevant information including relevant national and local guidance.

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents/carers were invited to feedback on the proposed curriculum, and the wider policy, and were given opportunity to view a selection of teaching materials.
- Student consultation – we investigated what exactly students want from their RSE via a school-wide survey at the end of the 20-21 academic year. This will be reviewed again at the end of the 22-23 academic year.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

4. **Definition of Relationships and Sex Education (RSE) at Fullbrook School:** 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 of Relationships and Sex Education (RSE) at Fullbrook School:** We have developed the curriculum in consultation with parents/carers, students and staff, considering 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. Key themes from the curriculum within each year group are detailed in Appendix 1.

   For more information about our curriculum, please contact the Head of PSHE (czaplickij@fullbrook.surrey.sch.uk) who will discuss our Schemes of Work with you. Our curriculum meets the statutory guidelines, laid out by the Department for Education, which is detailed in Appendix 2.

6. **Delivery of Relationships and Sex Education (RSE) at Fullbrook School:** RSE is taught within the personal, social, health and economic (PSHE) education curriculum in an atmosphere of mutual trust and respect to encourage students to put forward their ideas. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included within the Religious Education (RE) curriculum.

   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/carers, 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.

7. **Roles and responsibilities of Relationships and Sex Education (RSE) at Fullbrook School:**

   7.1   <u>The governing board</u>
   The governors will hold the Headteacher to account for the implementation of this policy.

   7.2   <u>The Head</u> of School
   The Head of School 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 8).

   7.3   <u>Staff</u>
   All teachers, especially those who are PSHE teachers 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/carers wish them to be withdrawn from the non-statutory [non-science] components of RSE.

   Teachers 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; training and support will always be offered to ensure teacher's skills are supported appropriately.

   7.4   <u>Students</u>
   Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. **Parents/carers' request to withdraw from Relationships and Sex Education (RSE) at Fullbrook School:**
   Parents/carers can request to withdraw their children from the non-statutory [nonscience] 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. Please note that reproductive organs, fertilisation, hormones in reproduction, contraception and fertility treatments are statutory content in Biology. Parents were consulted and given permission to withdraw students from some aspects of the curriculum in September 2020. Year 7 students then receive the same information when they start the school.

   A copy of withdrawal requests will be placed in the student's educational record. The Head of School or member of the Senior Leadership Team and Head of PSHE, will discuss the request with parents/carers and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

9. **Training for the teachers of Relationships and Sex Education (RSE) at Fullbrook School:**
   Staff are trained on the delivery of RSE as part of their induction into PSHE and it is included in our continuing professional development calendar.

   The Head of PSHE 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.

10. **Monitoring arrangements for Relationships and Sex Education (RSE) at Fullbrook School:**

The delivery of RSE is monitored by the Safeguarding Lead and Head of Faculty through; line management meetings, curriculum overviews, teaching materials, learning walks and work scrutiny.

Students' development in RSE is monitored by their class teachers.

Appendix 1: Relationships and Sex Education Curriculum Map:

Year	Term	Key themes
7	Autumn 2nd half	Importance of stable relationships • Understand how healthy and stable relationships form the basis from which other elements of romantic and intimate relationships can flourish. • To reflect on qualities seen as part of a healthy relationship, including respect (including friendships and family).
7	Spring 2nd half	Intimate relationships ☐ To recognise the characteristics of healthy one-to-one intimate relationships.
7	Spring 2nd half	Reproductive health ☐ To know the facts about good reproductive health
7	Summer 2nd half	Sexuality and gender roles • To know the legal rights and responsibilities regarding equality. • To understand how stereotypes can cause damage.
8	Autumn 1st half	Boundaries ☐ To consider what behaviours are appropriate in personal relationships
8	Autumn 2nd half	Consent and online relationships • That all aspects of health (including mental health) are affected by choices they make in sex and relationships. • How to identify harmful behaviours online.
8	Spring 2nd half	STIs and contraception ☐ How the different STIs are transmitted and how risks can be minimised ☐ The prevalence of some STIs
8	Summer 2nd half	Romantic relationships and intimacy • That there are different types of committed stable relationships • Recognising the characteristics of healthy relationships

9	Autumn 2nd half	Grooming and exploitation online ☐ To understand the risks and dangers of sharing material online that they wouldn't want shared further

		☐ An awareness that viewing and sharing specifically sexually exploitative material creates a distorted picture of sexual behaviour and that sharing and viewing such images is illegal for children.
9	Spring 1st half	Consent and sexual harassment • How people can actively communicate consent and how this can be withdrawn • What constitutes sexual harassment and sexual violence and why these are unacceptable
9	Summer 1st half	Recognising healthy and unhealthy relationships • That in school and wider society they can be expected to be treated with respect by others and in turn show respect to others. • Some behaviours within relationships are illegal • How parenthood and families might contribute to human happiness • The roles and responsibilities of parents in respect to raising children
9	Summer 2nd half	Consent and abusive relationships ☐ The concepts and laws relating to sexual consent, exploitation, abuse, grooming, coercion, harassment, rape, forced marriage, honour-based violence and FGM.
10	Autumn 2nd half	Link between alcohol and drugs and risky sexual behaviour ☐ To understand how the use of alcohol and drugs can lead to risky sexual behaviour
10	Autumn 2nd half	Practical steps to healthy relationships ☐ Practical steps young people can take in a variety of contexts to improve and support relationships.
10	Spring 1st half	Sexually transmitted infections • How the different STIs are transmitted and how risk can be reduced through safer sex (including how to put a condom on) and the importance of testing. • The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

10	Spring 1st half	Pornography ☐ That specifically sexually exploitative material presents a distorted picture of sexual behaviours
10	Summer 2nd half	Consent, pleasure and readiness for sex ☐ That there are a range of strategies for identifying and managing sexual pressure
		☐ That they have a choice to delay sex or enjoy intimacy without sex
11	Autumn 1st half	Sexual harassment and the law • The concepts and laws relating to sexual consent, exploitation, abuse, grooming, coercion, harassment. • That in school and wider society they can be expected to be treated with respect by others and in turn show respect to others. ☐
11	Spring 1st half	Abortion and parenthood • That there are choices in relation to pregnancy • The facts around pregnancy including miscarriage
11	Spring 2nd half	Seeking advice with sexual health ☐ How to get further advice, including confidential advice and treatment regarding sexual health

RSE at Fullbrook 6

RSE is covered through the tutor programme in Fullbrook 6 and covers the following themes:

• The importance of consent and laws surrounding sexual harassment and abuse
• Practical steps surrounding sexual health and contraception
• Body image and the media
• Positive and negative relationship behaviours

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

Topic	PUPILS SHOULD KNOW
Families	☐ 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/carers 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	☐ 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.
Online and media	☐ 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	☐ 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	☐ 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.