

Relationships and Sex Education Policy Secondary Schools

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APPROVED Signature (Trust Board):	
Date:	

1. Context

This RSE Policy must be read in conjunction with our Trust PSHE Policy.

1.1 RSE in our schools

In our schools, RSE enables young people to learn about emotional, social and physical aspects of their lives, about themselves and their relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It prepares them with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help students to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. RSE enables young people to explore their own attitudes and those of others respectfully. RSE makes a major contribution to fulfilling our Trust vision which is inspiring, enabling and celebrating each and every young person.

1.2 Context of Wider PSHE

We deliver RSE as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHE), which also includes statutory Health Education. Other areas of our work, such as teaching about fundamental British Values, are also relevant to our teaching in RSE.

The aims of RSE are further supported by interventions, extra-curricular and enrichment activities we provide. For example, our pastoral support provision, our enrichment programme, the extra-curricular provision we offer, developing as a healthy school, social skills interventions.

We understand that our school environment must complement our RSE curriculum provision in order for it to positively affect students' behaviour and attitudes. We endeavour to ensure that all adults in our schools act as positive role models for our students. All will take steps to ensure that our responses to homophobia, transphobia, sexism, sexual harassment and associated behaviour issues are addressed consistently, in line with our Behaviour Policy and Anti-bullying Policy. We may carry out activities to improve or reflect on our school environment in relation to the experience of students, using student voice groups and other evidence generated by students.

1.3 Aims of RSE

Through the delivery of RSE we intend to further our Trust's aims of providing a curriculum which is relevant to the needs of students, both now and in the future. It will enable students to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in our schools will work towards achieving these aims for RSE. We seek to enable our students to:

- develop interpersonal and communication skills to support them when relationships are good or when they are difficult;
- develop and explore personal values and a moral framework to guide decisions and behaviour;
- respect themselves and others, their views, backgrounds, cultures and experiences;
- promote consent, equality and respect in their own peer groups, both on and off-line, reducing prejudice and challenging stereotypes and harassment;
- develop skills for healthy relationships based on mutual respect, trust and positive communication;
- have a confident understanding of human biology and reproduction;
- understand the role of sex in intimate relationships and strategies for considering readiness for sex;
- be prepared for puberty, understand the emotional, physical and social effects of adolescent development and support others;
- develop the attitudes and skills needed to understand their sexuality, sustain healthy intimate relationships, should they choose them, and maintain their sexual health;
- explore the positive implications of new technologies for relationships and understand safety and privacy;
- develop critical, media literacy skills, enabling them to reflect on relationships and sex portrayed in the media, including in pornography;
- recognise and avoid exploitative, coercive and controlling relationships, including intimate relationships;
- explore and confidently discuss issues and develop skills associated with consent in different relationships;
- explore their own values and attitudes towards gender identity and sexism, sexuality and homophobic, biphobic and transphobic behaviours;
- value, care for and respect their own bodies;
- understand about safer sex, including contraception and the prevention of STIs, for people of all sexualities;
- have the skills and knowledge to access advice and support from local and national services, on and off line.

2. Implementing our Policy

2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our RSE programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure

that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We understand that students with SEND have as much right to receive the whole RSE curriculum as other students. We consider:

- their level of vulnerability to coercion and pressure;
- their previous experience of negative behaviours in peer or child-adult relationships;
- their need to learn and demonstrate appropriate behaviours and understand private/public boundaries;
- their need to develop self-esteem and positive body image;
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training;
- the management of personal care;
- clarity about sources of support for students.

2.2 Equality

The [Equality Act 2010](#) has special resonance in RSE. Through this area of learning we will develop key interpersonal skills such as respect and empathy, which enable students to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Also relevant here is our duty to teach fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs.

We will ensure that our provision of RSE is not only equally accessible and inclusive for all students with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that RSE meets the needs of all:

- We will reflect a range of lifestyles and family structures, in PSHE sessions and beyond, so that all students see themselves and their families reflected back in the lesson content;
- We will teach about RSE themes in a way which is relevant to all, using examples of a variety of sexualities, gender identities, lifestyles and faith backgrounds;
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways;
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented;
- We will carefully consider the needs of non-binary students (i.e. those who do not identify as being either male or female), to ensure their needs are being met by the curriculum provision and our methods of delivery;
- We will not seek to gain consensus, but will respectfully listen, accept and celebrate difference;
- In order to ensure that students of all genders can access the information they need, to reduce taboos and to develop positive communication skills between genders, we will teach in mixed gender groups wherever possible;

- All adults in our schools will encourage respect and discourage abusive and exploitative relationships of any sort;
- We will not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work on '*Healthy Relationships*', '*Identity, Diversity and Communities*', '*Rights and Responsibilities*' and other areas of our Citizenship Curriculum.

2.3 Safeguarding

We understand the importance of high quality RSE as we fulfil our statutory safeguarding duties. RSE enables students to understand about mutual, consensual and reciprocated relationships in all their forms. Whether students are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Healthy Relationships and 'Anti-bullying' supports us in fulfilling our statutory duty (as described in KCSIE) to prevent 'peer-on-peer' abuse.

In the case of RSE, we recognise that effective teaching may alert students to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Teaching RSE supports us in fulfilling our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding Policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

2.4 Consulting on our Policy

Before consultation activities, parents/carers, students and other stakeholders were given information about RSE and associated duties in accessible formats. They were asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for RSE.

Parents/carers and students have been consulted directly through surveys, Parents' Forum, gauging response to communications.

Further consultation with parents/carers and students will be carried out when the policy is reviewed, which happens at least every 3 years.

2.5 Development of the Policy

This policy has been developed in consultation with students, staff, Trustees, an external consultant and parents/carers. The needs of students and our community have also been taken in account.

All views expressed by students, staff, Trustees and parents/carers about the policy have been considered. Our consultation did not give a veto to individual members of the school

community. The final decision on policy and delivery has been made by ***the Trust Leadership Team*** supported by discussion with the Trust Board, taking into account the needs of students and views of the school community. The policy was ratified on 03/09/21.

3. Involving the Whole School Community

3.1 Working with Staff

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their statutory duties connected with safeguarding, teaching statutory content, equality and inclusion.

Teachers responsible for delivering RSE have a duty to deliver statutory areas of the curriculum and will be supported to develop their skills in delivering content. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of RSE. We will also encourage the sharing of good practice. We may also use team teaching/shadowing to develop confidence.

Those with leadership responsibility for the development of RSE will be offered opportunities to consult with advisors and attend external training courses.

3.2 Engaging with Students

We will use a variety of teaching methods relevant to the needs of our students in RSE. We will use the outline assessment below in the initial stages of planning our Curriculum. Throughout, students will consider the skills they need to develop to sustain healthy relationships, including intimate relationships, both on and off line. They will consider the physical aspects of intimate relationships, their emotions and how to manage them, and social aspects, such as positive and negative influences from friends.

Age 11-13

Typical concerns of students of this age include puberty and hormones and how they will be affected by them, alongside concerns relating to 'normal' physical development. They will be encountering physical changes associated with puberty and often want reliable information about these and to consider how they affect their self-image, body image and relationships.

Students are often interested to learn more about pregnancy and associated choices. They are often interested to explore the nature of sexual attraction and love. They are often considering how people make decisions about whether they are interested in sex, whether they want sex and whether to delay their first sexual encounters. They will

be interested in the levels of sexual activity amongst their own and older peers. (In Cambs only 2% of Y8 say they have ever had sex).

They will be likely to be exposed to information about sex from a range of sources and will need support in exploring ways to assess these sources for reliability. They are often interested to explore attitudes about prejudice and will want to develop skills to challenge prejudice based on gender identity, sexuality or sexual orientation.

Age 14-16

Many students will wish to revisit themes addressed earlier, but in new detail as their experiences broaden. They are likely to need to think more about consensual relationships and what this means for communication and behaviour.

Most young people in this age group will not have had sex; most wait until they are older than 16.

They are often interested to explore ways of responding to pressure or expectation to have sex, what to expect of a partner and how to communicate and negotiate with them. They will need more information about contraception, sexual health and how to access services. All students will need information about the positive aspects of healthy sexual relationships, including those who identify as LGBT+. They will need information about coercion and other forms of abusive relationships, including peer on peer abuse.

We will involve students in the evaluation and development of their RSE in ways appropriate to their age. We will seek opportunities to discuss their views about the content of their RSE lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage students in assessment activities to establish their development needs
- We will encourage students to ask questions as they arise by providing anonymous question boxes.
- We will ask students to reflect on their learning and set goals for future learning.
- We will consult students (e.g. through Student Council or other student groups) about their perceptions of the strengths of our RSE programme and the areas to be further developed.
- We will ask the pastoral team for their reflections on issues presented by students asking for support.

3.3 Working with Trustees

This policy has been developed with Trustee involvement, so that the Trustees are able to fulfil their statutory duties relating to RSE policy.

It is the responsibility of Trustees to ensure, through consultation, that the RSE Policy reflects the needs and views of our community.

In order to facilitate this process, the RSE Policy and delivery of RSE in the curriculum will appear annually on the Trustees' meeting schedule for discussion and update. The policy will be available on each school's website. A link Trustee for PSHE (including RSE) has been nominated.

It is the role of Trustees to ensure that:

- students make progress in RSE in line with the expected educational outcomes;
- the subject is well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in a way which is accessible to all;
- clear information is given to parents/carers;
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

3.4 Communicating with Parents/ Carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many young people like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering RSE. We will encourage this partnership by:

- Sharing details of our curriculum on our website;
- Informing parents/carers by the weekly bulletin of forthcoming RSE topics;
- Inviting parents/carers to learn more about the approach used in RSE and its content;
- Informing parents/carers about PSHE/RSE programmes as their child joins the school;
- Providing supportive information about parents' role in RSE;
- Inviting parents/carers to discuss their views and concerns about RSE on an informal basis through Parents' and Carers' Forums;
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.5 Working with External Agencies and the Wider Community

We believe that all aspects of RSE are most effectively taught by those who know our students well and are aware of their needs. We encourage visitors to our schools, who may enhance, but never replace, our planned provision. We recognise that inviting visitors from

local services may increase the accessibility of services for students. We will work closely with visitors to ensure that the needs of our students are met.

In addition to our usual safeguarding procedures, we will follow this Code of Practice when inviting visitors to support our RSE provision:

- The care and management of students is the responsibility of the school at all times;
- In class teaching situations, visitors will not be asked to work alone with students, but will be supported by a member of staff;
- All visitors will be made aware of the content and principles of this Policy, prior to their visit;
- All lessons will be planned in direct liaison with the PSHE Trust Lead/Assistant Head of School/DSL, taking account of the age and needs of the group and the context of the work within the RSE programme;
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing;
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Trust Lead for PSHE /Assistant Head of School/DSL beforehand;
- The contributions of visitors will be regularly monitored and evaluated.

4. Curriculum Organisation

Our RSE Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for RSE and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider RSE to be a continuous process of learning, which begins before students enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All staff have a part to play in supporting the delivery of RSE and ensuring that their interactions with students support the RSE curriculum

RSE is learning about:

- Families;
- Respectful relationships, including friendships;
- Online and Media;
- Being Safe;
- Intimate and sexual relationships including sexual health.

Our curriculum for PSHE does not separate delivery of RSE from Health Education and wider PSHE. We deliver content which, taking the lead from student's lived experiences and their needs, considers related themes including development of knowledge, skills and attitudes in an integrated way. The topics where RSE is a significant driver are:

- Health Relationships, including Anti-bullying;
- Relationships and Sex Education;
- Safety and Risk;
- Rights and Responsibilities;
- Identity, Diversity and Community.

RSE will be taught through:

- PSHE through designated lessons, teaching by specialist teachers, tutor time, focused events;
- Other curriculum areas, especially Science, English, RE and PE;
- Enrichment activities, especially our assembly programme, pastoral provision, support for 'vulnerable' young people, social skills groups, involvement in school trips and adventurous activities, activities carried to support wellbeing in school, student LGBT+ groups.

Specific Units of Work on RSE are planned into our teaching programme every year in Years 7-11 as described in our PSHE programme.

The RSE curriculum will primarily be delivered by tutors.

Those delivering RSE will have responsibility for assessing students' needs and selecting appropriate activities and methodologies to meet these needs, supported by the Trust PSHE Lead and each school's Senior Leadership Team.

The Trust Lead and Head of School are responsible for reviewing and evaluating RSE. The PSHE Trust Lead will report findings to each school's Senior Leadership Team and Trustees when required.

4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all RSE lessons and across the wider curriculum. Our RSE lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions students will have the opportunity to engage with, rather than banks of knowledge they will acquire.

We understand that at times students will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-gender groups or small group teaching where this will help us to meet the needs of particular students more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Single Gender groups: We may use single-gender groups or small group teaching where this will help us to meet the needs of those with cultural, religious or other backgrounds which make it difficult for them to comfortably access the statutory curriculum in a mixed gender group. If we use single-gender groups we will encourage students to be part of which ever group most closely aligns with their own gender identity. We will discuss the needs of those who view themselves as non-binary (i.e. those who do not identify as being either male or female) with each student, to ensure their needs are being met.

Group Agreements: RSE is taught in a safe, non-judgemental environment where adults and students are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language;
- The avoidance of sharing personal information and asking personal questions;
- Confidentiality;
- Strategies for checking or accessing information, and identifying appropriate people with whom they may wish to share personal information/from whom they may wish to seek advice.

Distancing Techniques: In order to protect student's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, poetry, case studies, role-play, film, theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

4.4 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Secondary Personal Development Frameworks/PSHE Association Resources to map out our provision in RSE. We will avoid a 'resource-led' approach, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our Curriculum for RSE;
- relate to the aims and objectives of this Policy;

- are inclusive of LGBT+ students and provide a balanced view of sexual relationships;
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the students;
- appeal to students and adults;
- are up-to-date in factual content and outlook;
- are produced by a reputable organisation;
- do not show bias e.g. towards a commercial product or religious/political view;
- avoid racial, gender and sexual stereotyping;
- encourage active and participative learning, developing skills and attitudes, not just giving information;
- conform to the statutory requirements for RSE.

4.5 Safe and Effective Practice

In our schools we have a clear Confidentiality Policy, which is shared with staff, students and parents/carers. This policy is communicated to parents/carers via the Child Protection and Safeguarding Policy on each school's website. The policy states that:

- Staff are unable to offer absolute confidentiality;
- We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm;
- Students will be told if information is to be shared and will be offered appropriate support;
- There are circumstances when confidentiality may not be upheld e.g. when Female Genital Mutilation or Child Sexual Exploitation is suspected, where an adult and child are in a sexual relationship. See our Child Protection and Safeguarding Policy for further details.

There are circumstances where confidentiality may be upheld e.g. there is no requirement to report disclosed sexual activity to a young person's parent/carer, although we may report it to the DSL to be sure there is no unknown underlying risk to the young person. (see Sexually Active Students – below)

Professionals, such as school nurses, pastoral support and youth workers are bound by their professional codes of conduct when offering advice and guidance to individual students in non-teaching situations such as health 'drop-ins'. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Teachers and Health professionals will ensure that students are aware of the different boundaries of confidentiality when beginning work with them.

Answering Questions: We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group, or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the Trust Lead for PSHE/DSL/ Assistant Head of School.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a student in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the DSL in line with the Trust Child Protection and Safeguarding Policy.

Sexually Active Students: If a young person, especially one under 16, indicates to an adult that they are sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this;
- We are not required to inform the young person's parent/carer about sexual activity, but will usually pass the information to the DSL, in case there are unknown, underlying risks to the young person;
- We will inform young people of where they can obtain confidential support and information e.g. from local sexual health services, in-school health services. We will make it clear that they do not need their parent/carer's agreement to attend these services;
- Students seeking support will be given clear information about where contraception and sexual health advice may be accessed. Students whose parents have withdrawn them from sex education will also be given this information, if they seek it;
- Careful judgements will be made by the DSL as to whether the sexual activity is a safeguarding or child protection concern.

If the student is 12 years old or younger, sexual activity will always be referred to the DSL.

If the staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative they will log a concern according to our Safeguarding Policy and refer to the DSL.

We offer guidance for all our staff to support their decisions relating to disclosure. The DSL will lead in this.

4.6 Assessment, Recording, Reporting

We have the same high expectations of the quality of students' work in RSE as in all other subjects. RSE will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Lessons at the beginning of topics will include formative assessment activities.

From time to time the Trust PSHE lead will ask staff to reflect on the effectiveness of learning in particular units of work.

Students will record their reflections in their PEP folder which follows them through school to show their development and progress.

5. Sex Education

5.1 Our Definition of Sex Education

Following guidance from the DfE, we have considered the elements of our RSE curriculum from which parents may request to withdraw their child. These elements will be defined as 'sex education'.

We recognise that most students will not differentiate between Science, RSE, 'sex education' or Health Education provision. This distinction is only necessary to enable parents to enact their right to withdraw their child from what our school defines as 'sex education'.

We have consulted during this process with parents/carers, students and Trustees.

As a starting point we have compared the statutory Science Curriculum with the statutory RSE curriculum and identified which topics appear in both. Any aspects of statutory RSE, appearing in the 'Intimate and Sexual Relationships' section, which are not included in Science were considered in this process.

We also took into account aspects of human sexual experience and response, sexual feelings and choices and influences relating to sexual activity which we feel are important to meet the needs of our students in addition to the statutory requirements for RSE.

As a result, these are the areas of learning from the DfE Guidance which, in our school, are defined as 'sex education':

- 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;
- 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 to get **further advice**, including how and where to access confidential sexual and reproductive health advice and treatment.

5.2 Delivery of the areas defined as 'Sex Education'

'Sex Education' will be delivered as part of RSE/PSHE. The content we have collectively defined as 'sex education' will not be taught as a separate subject, but it will be blocked into one theme to facilitate the right of parents to request withdrawal.

5.3 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of the areas we have collectively defined as 'sex education' delivered as part of statutory RSE. Before granting any such request the Head of School/Assistant Head of School will discuss the request with parents/carers (and if appropriate with the student) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the student of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the student to receive the content we have defined as 'sex education' at school (e.g. same sex teacher, same sex teaching group).

Other compromises made be made for families with concerns outside our defined area of 'sex education' E.g. if a family prefers sexual body parts to be discussed in a single sex groups or by a same sex teacher, it may be possible, through discussion and compromise, to make arrangements for the student to receive their statutory entitlement in a single sex group with a same-sex teacher.

We will offer support to parents/carers who wish to deliver 'sex education' content at home.

If a student is excused from 'sex education', we will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

This decision will stand until three terms before the student turns 16. At this point, the student may request to receive 'sex education'. They will be entitled to receive the 'sex

education’ from which they were previously withdrawn. The school will ensure that they receive this in at least one of the three terms before their 16th birthday. We will work closely with the student to ensure that their needs are fully met.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the Trust Lead for PSHE leader and the Head of School. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head of School, the PSHE Trust Lead/ parents/carers and students to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it. It will next be fully reviewed by 13/09/2024.

Information gathered to inform the comprehensive review may include information about student progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from ‘sex education’.

7. Appendices

7.1 Our RSE Curriculum

The majority of learning in RSE will be delivered through our topic ‘RSE’ and ‘Healthy Relationships’

KS3 RSE 1

What are the reasons some people want to have a partner? R-ISR

Why do different people have different expectations from relationships? R-ISR

What are the features of positive relationships, including partners? R-ISR

How does technology affect my relationships? R-OM

Why do people decide to get married, become civil partners or form stable long-term partnerships? R-ISR

Do I need any more information about my body, brain, emotions and relationships during puberty? H-CAB

What are the myths and facts about masturbation? H-CAB

How do I feel about my growing and changing body and why is positive body image important? H-CAB

How is my view of my body influenced and how can I maintain a positive body image? H-I

How and why does the media create artificial and idealised views of the body? H-I

What do I understand by the term ‘sexuality’ and how do I show respect? R-ISR

How do people show they love each other? R-RR

How do people feel about HIV/AIDS and what are attitudes to people who are HIV positive? R-ISR

What is a 'sexual image', why might someone share one and what are the risks? R-OM

Do I understand the law about sharing sexual images of people under 18? R-OM

How do I feel about physical contact with my peers and others and how can I give and get enthusiastic consent? R-BS

Do I understand the legal age of sexual consent, marriage and civil partnerships? R-BS

Why and how might people apply pressure to engage in intimate or sexual activity? R-ISR

How has my need for privacy changed? H-CAB

How and when do I express my rights over my own body? R-BS

In what ways am I responsible for my personal hygiene? H-HP

How does poor personal hygiene affect me and my friends? H-HP

What is the importance and purpose of immunisation and vaccination? H-HP

Which infections can be spread by sexual activity? R-ISR

How do condoms work to prevent pregnancy and the spread of STIs? R-ISR

Can I identify sources of reliable information about relationships, my body and intimacy?
R-ISR

KS3 RSE 2

Can I communicate sensitively about making and breaking relationships? R-RR

What attitudes do people have towards menstruation and how can people support menstrual wellbeing? H-CAB

How are different aspects of puberty affecting my relationships and physical and emotional wellbeing? H-CAB

What are grooming, coercion and sexual abuse and how might they affect a person and their current and future relationships? R-BS

What civil and religious ceremonies and procedures mark marriage, civil partnerships and cohabitation and what is their legal status? R-F

What are the responsibilities of parents and carers for teenaged children? R-F

Do I understand the physical and emotional effects of sexual excitement? R-ISR

Why do some people access pornography and does it give reliable information? R-OM

How can pornography affect real relationships? R-OM

What are the social norms of sexual activity amongst my peers and how do my perceptions influence my choices? R-ISR

What do I understand about sexual attraction, love and trust and can I communicate about these feelings? R-ISR

How will I know if I want or feel ready for an intimate, sexual relationship and how will I communicate about this? R-ISR

Do I understand the physical and emotional benefits and risks of trusting, respectful, intimate relationships? R-ISR

Which technology safety rules are of special importance in intimate relationships? R-OM

Do I understand that consent must always be actively sought and then freely given, without coercion, manipulation or threat, and that consent can always be withdrawn in intimate situations? R-BS

Which sexual behaviours pose greater risks for transmission of STIs and HIV/AIDS? R-ISR

What are the key principles of safer sex for people of all sexualities? R-ISR

What do I understand about different forms of contraception and their effectiveness? R-ISR

What are the prevalence and causes of miscarriage and how do they affect people? R-ISR

Can I identify trusted sources of support and provision of services for contraception and sexual health? R-ISR

KS4 RSE 3

How can I delay sexual intimacy until I am sure I am ready? R-ISR

What skills may I need to communicate confidently about intimacy, sexual relationships and contraception? R-BS

How may mental health be affected positively and negatively by intimate relationships? R-ISR

What effect does my body image have on my choices and behaviour? H-CAB

How can I support myself and others to develop a positive body image? H-CAB

How can I identify pressure and influence to engage in intimate or sexual activity and how can I support others? R-ISR

What are characteristics of abusive/exploitative intimate relationships? R-ISR

What is domestic abuse and its consequences for families? R-BS

What are the experiences of young parents? R-F

What are the experiences of families who have adopted or fostered? R-F

How do lifestyle choices affect fertility, reproductive health and the development of a foetus? R-ISR

How does fertility change over a lifetime? R-ISR

Why do people choose cosmetic or aesthetic procedures and what are the benefits/risks? H-IS

How might media portrayals of sex, including pornography, influence views on gender, sexual pleasure, power, sexual norms and respect? R-OM

What are the terms for describing different sexual and gender identities and how should we show respect? R-RR

What are my attitudes about sexual relationships, marriage and abortion and what are the views of different faiths/cultures? R-F

How does the use of alcohol and drugs affect decision making and personal safety in intimate relationships? R-ISR

What are the possible features of a consensual sexual relationship? R-ISR

Do I understand the law about rape and consequences for perpetrators? R-BS

What are honour-based violence and forced marriage, who might be at risk and how can people get support? R-F

How will health care professionals treat my personal information? R-ISR

What are the short and long term effects of STI's and how are they treated? R-ISR
How can good sexual health for people of all sexualities be maintained through safer sex and regular testing?

What are the options and their possible consequences when a pregnancy is unwanted?
R-ISR

Where are the local services to support me with contraception, sexual health and relationship issues and how do I access them? R-ISR

KS3 Healthy Relationships 1

How are my friendships and family relationships changing? R-RR

How do strong communication skills help me to build and maintain relationships? R-RR

How do I connect with people and what is the role of social media and technology in my relationships? R-OM

How do my relationships impact on my self-esteem and wellbeing? H-MW

Who is in my family and how are other families different? R-F

What are the qualities of positive and healthy relationships? R-RR

What causes conflict in relationships and how do we manage this safely? R-RR

How does my behaviour impact on the wellbeing of others? R-RR

Can I recognise and challenge different forms of bullying, including online bullying? R-RR

Can I recognise and challenge sexist, homophobic, biphobic, transphobic and disablist language and behaviour? R-RR

Do I understand how peer groups may encourage or challenge bullying? R-RR

Do I have the skills and strategies to respond to bullying and seek support where necessary for myself and others? R-RR

What is the impact of bullying on physical and emotional wellbeing? R-RR

KS3 Healthy Relationships 2

How should families, in their varied forms, support the wellbeing and happiness of all their members? R-F

Can I form and maintain positive relationships and recognise when negative relationships might need to change or end? R-RR

How well equipped am I to understand others and their needs, to show respect and to value different views and beliefs? R-RR

Can I manage the emotional aspects of relationships? H-MW

How does social media enhance my relationships and when might it be detrimental? H-IS

How do media portrayals of relationships reflect and influence real life? H-IS

What are the roles and responsibilities of parent/carers and other family members? R-F

How might people behave in an unhealthy relationship? R-RR

Can I recognise when others use persuasion or coercion and how might I respond? R-RR

What are sexual harassment/violence and what impact can they have? R-RR

How do unchallenged gender and sexual stereotypes make sexual harassment and violence more likely? R-RR

What are the common and specific characteristics of different forms of bullying? R-RR

What are the features of online bullying and how can I respond? H-IS

What are my responsibilities as a bystander to bullying? R-RR

How can we respond to bullying in the local community? R-RR

KS4 Healthy Relationships 3

How are my relationships changing and what are my new roles and responsibilities within them? R-RR

How can I identify and manage some of the influences and pressures on my relationships? R-RR

How do I interact with people differently online or in person? R-OM

Are some of my relationships only online and what are the nature of these? R-IS

How successful am I in managing relationship demands from family and friends? R-F

What new demands will be placed on my skills to build and maintain relationships as I become more independent? R-RR

What constitutes an unhealthy relationship and what role does the imbalance of power play? R-F

What is emotional and physical abuse in adult and teenage relationships and how can people respond? R-RR

How do I select appropriate help when experiencing relationship difficulties? R-ISR

Why do people join gangs and what are the risks posed by gangs for individuals, families and communities? H-MW

What might motivate someone to carry an offensive weapon and what are the consequences? C-4

Do I understand my own and others' attitudes to bullying and its impact on people's feelings and behaviour? R-RR

Can I recognise and respond to bullying and harassment, whether I am involved or a witness? R-RR

In what new contexts could I experience bullying as I become more independent and how could I respond? R-RR

7.2 Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21st Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

7.3 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs

- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their students
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.