



# Relationships and Sex Education Policy September 2020-2023

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<b>Owner:</b>	Simon Williams	

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### 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 The Charter School North Dulwich we teach RSE as set out in this policy.

### 3. Policy development

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

1. Review – The Subject Lead for PSHE, SMSC and British Values is responsible for collation of 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. Pupil consultation – we investigated what pupils 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 pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

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

## 6. Delivery of RSE

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS).

RSE will be taught by staff confident in delivering these sessions to students in Year 9 Key Stage 4 and 5.

Pupils also receive RSE related sessions from guest organisations eg Great Men, Proud to be Me, Nurse from Brook.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing 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, and for managing requests to withdraw pupils 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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Timetabled PSHE teaching 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.

RSE is taught by all staff with responsibility for delivering PSHE, and the specific staff member may vary as per the requirements of the school timetable.

### **7.4 Pupils**

Pupils 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 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.

## **9. Training**

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Simon Williams Deputy Headteacher through:

- Monitoring of resources and programme materials
- Monitoring of staff training and development
- Learning walks and observations of RSE lessons

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

This policy will be reviewed by the Deputy Headteacher on an annual basis. At every review, the policy will be approved by the Headteacher and Governing Board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

## Relationships and Sex Education (RSE) at The Charter School North Dulwich

### Curriculum Plan – Summer Term

Year 7	
Lesson	Learning Outcomes
1. <a href="#">Family Relationships</a>	<ul style="list-style-type: none"> <li>– I can identify the different types of family and the roles of family members</li> <li>– I can describe the changes in family roles since the 1950s</li> <li>– I can explain why roles have changed and why we need to learn about different types of families</li> </ul>
2. <a href="#">Falling in Love</a>	<ul style="list-style-type: none"> <li>– I can identify what can be expected as someone becomes romantically attracted or involved with someone else and the problems which may arise</li> <li>– I can describe what the case studies should do in the difficult romantic situations as well as what is and isn't appropriate</li> <li>– I can explain the meanings of new terms and use them in the correct context, analysing whether romantic love even exists at all</li> </ul>
3. <a href="#">Bullying or Banter?</a>	<ul style="list-style-type: none"> <li>– I can identify whether the situations are 'banter' or bullying</li> <li>– I can describe the consequences of 'banter' and how we can tell when banter turns to bullying</li> <li>– I understand the difference between banter and bullying and why each situation falls into that particular category</li> </ul>
4. <a href="#">Keeping Safe</a>	<ul style="list-style-type: none"> <li>– I know some ways of avoiding dangerous relationships and maintaining positive ones</li> <li>– I can explain ways dangerous people seek out the vulnerable and how not to fall for their traps</li> <li>– I can analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked</li> </ul>
5. What does it mean to be a British Citizen?	<ul style="list-style-type: none"> <li>– I understand and can describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today</li> <li>– I can explain our multiple personal identities, explaining our heritage and the contributions of our cultures in helping to form Britain today</li> <li>– I can analyse multiple personal identities, explaining our heritage and the evaluating the impact of our cultures in helping to form Britain today</li> </ul>
6. Radicalisation and Extremism	<ul style="list-style-type: none"> <li>– I can identify the different types of radical groups</li> <li>– I can describe how a group may try and radicalise someone</li> <li>– I can explain why online radicalisation is a problem</li> </ul>

## Year 8

Lesson	Learning Outcomes
1. <a href="#">Consent</a>	<ul style="list-style-type: none"> <li>- I can correctly identify cases where consent has or has not been given</li> <li>- I can describe the 'cup of tea' analogy and how it can be used to explain consent accurately</li> <li>- I can explain whether consent has been given in particular situations and how you know this</li> </ul>
2. <a href="#">Contraception and STIs</a>	<ul style="list-style-type: none"> <li>- I can describe some ways we can protect ourselves against unsafe sex</li> <li>- I can explain the pros and cons of different forms of contraceptives and where the best place would be for a teenager to get advice and contraception</li> <li>- I can analyse where the incorrect myths about sex might come from and evaluate which type of contraception is best depending on a person's circumstances</li> <li>- I know the most common STIs and the best ways of preventing them</li> <li>- I can describe the symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases</li> <li>- I can explain why using protection is so important and which method of protection best prevents each of the most common STIs</li> </ul>
3. <a href="#">The Dangers of Pornography</a>	<ul style="list-style-type: none"> <li>- I can correctly identify ways pornography can be harmful, both to viewers and people in the industry</li> <li>- I can describe some of the structural changes in the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives</li> <li>- I can explain how desensitisation can ruin healthy sex lives and the long-term impact a growing porn industry has on our society</li> </ul>
4. Sexting and Image-Share Danger	<ul style="list-style-type: none"> <li>- I know the dangers of sexting and whether sexting case studies are committing criminal offenses or not</li> <li>- I can describe the consequences of sexting and the legal consequences for breaking the law</li> <li>- I can explain both long and short-term consequences of sexting and analyse why the age of consent for sex differs from consent to sexting</li> </ul>
3. Male Body Image	<ul style="list-style-type: none"> <li>- I know the different concerns that males have about their body image</li> <li>- I can describe the reasons why males face these concerns what the statistics are telling us through creation of infographics</li> <li>- I can explain the differences between male and female concerns and whether eating disorders are a significant issue for males as well as females</li> </ul>
6. Domestic Conflict	<ul style="list-style-type: none"> <li>- I understand the dangers and risks of leaving home and living on the streets. Identify places we can get help with domestic conflict</li> <li>- I can provide solutions (or starting points to help) for a variety of domestic conflict case studies</li> <li>- I can explain why running away from home with nowhere to go is a bad idea, explaining the possible long and short-term consequences</li> </ul>

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### 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	
Date / staff name / signature	