



**SHENFIELD  
HIGH SCHOOL**

# **Relationships and Sex Education Policy September 2021**

It was ratified by the Governing Body in :

**September 2021**

**Aims:**

The aims of the Relationships and Sex Education (RSE) Policy are as follows:

- Provide a safe framework in which sensitive discussions can take place.
- Prepare students for adulthood, and give them an understanding of sexual development and the importance of health and hygiene in their personal lives.
- To promote positive and emotional wellbeing.
- Help students develop feelings of self-respect, confidence and empathy.
- To prepare and support students in making informed and safe choices.
- Create a positive culture around issues of sexuality and relationships.
- To understand the laws of consent and to help them understand that they have the right to say no in any relationship.
- Teach students the correct vocabulary to describe themselves and their bodies.
- So ensure students know where to access help and support if required.
- To ensure that the school's ethos and values are reflected in the teaching of RSE, and in particular to highlight our values of respect, responsibility and security as being essential to healthy relationships.

**Statutory Requirements:** as an Academy school we provide RSE for all students as per Section 34 of the Children and Social Work Act 2017, and work with due regard to The Equalities Act 2010, being mindful of protected characteristics and the need to allow children and young people to make their own choices about their identity. We are required to teach RSE because:

***From September 2020 the revised Department for Education Statutory Guidance states that all schools must deliver RSE in Secondary schools.***

**Policy development:** this policy has developed in consultation with the key departments and areas of the school delivering PHSE, which are the Social Sciences Department, The Behaviour and Standards Team, including form tutors, and the Interventions Team. In addition, this policy has been through consultation with staff and students and parent/carers.

**Definition:** RSE is about the emotional social and cultural development of students and involves learning about healthy relationships and the dangers of unhealthy relationships. Students will also learn about sexuality and gender identification, sexual, emotional and mental health, healthy lifestyles, diversity and equality. It includes a combination of sharing information and exploring issues and values, and it is not about the promotion of sexual activity.

The school agrees that high quality RSE helps to create safe schools and communities in which children and young people can learn and develop healthy and positive behaviour for life. In addition, children and young people have a right to a good quality education as set out in the United Nations Convention on the rights of the child. We agree that children and young people want to be prepared for the physical and emotional changes they experience at puberty and that they want to learn about happy and positive relationships. In addition, the school strongly supports the requirement to promote and support wellbeing as set out in the Children's Act 2004 and also under the Education act 1996 to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

This policy should be used in conjunction with our Teaching and learning, Equal Opportunities, Inclusion, SEN, Peer on Peer Abuse, Behaviour for Learning and our Safeguarding and Child Protection policies, including our policy on drugs and online safety.

The RSE **curriculum** is set out as per Appendix 1, and should be considered in conjunction with the Tutor/PHSE programme and the parts of the Science curriculum which focus on the biological factors associated with human reproduction.

We have developed the RSE curriculum taking into account age appropriate needs of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are fully informed or are signposted to information that will enable them to make informed decisions about healthy relationships.

**Delivery of RSE:** RSE is delivered via the PHSE aspects of our Social Science curriculum. In addition, within that curriculum, there are 'stand-alone' sex education lessons delivered by specialist staff. Biological aspects of human reproduction are taught in the Science curriculum and other aspects inherent in loving stable relationships are included in PHSE in tutor time and assemblies.

Parent(s)/Carer(s) have the right to withdraw their child from the non-statutory/non Science elements of sex education, and we have set out the processes of doing this in the section below. However, parent(s)/carer(s) should be mindful that our teaching of sex education focuses on giving young people the information they need to help them develop healthy nurturing relationships of all kinds, including family in respectful relationships, friendships, online safety and safety in intimate and sexual relationships. This includes knowing and understanding the laws of consent and wider discussion about relationships and consent, contraception and avoiding sexually transmitted diseases and understanding that pregnancy should be a choice within a loving and stable relationship.

These areas of learning are talked about within the context of family life, taking sure care to ensure there is no stigmatisation of young people based on their home circumstances. We define families as including single parent families, two parent families, parents of diverse sexuality, families headed by grandparents, adoptive parents, foster parents and carers and extended family structures, along with reflecting sensitively that students have different structures of support around them.

In addition, this policy works alongside our Safeguarding and Child Protection Policy September 2021 and our Peer on Peer Abuse Policy April 2021 with particular regard to non-tolerance of misogyny, inappropriate sexualised behaviour, sexist language/ bullying /harassment, and also alongside our Equalities agenda regards non tolerance of prejudice or discrimination regards race, ethnicity, and sexual identity and sexual orientation. There will be time set aside in the curriculum and our wider curriculum to readdress any misconceptions, and consequences set out clearly in our behaviour and Standards Policy September 2021 if students are intolerant to one another or other people in our community in this regard.

**Roles and responsibilities:** the Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation, with responsibility for the policy's implementation being devolved to a member of SLT who line manages the Social Sciences department.

**Staff:** staff are responsible for teaching both the RSE element of this policy and the Science element of this policy from the Science curriculum. Tutors are responsible for managing discussion frameworks of controlled PHSE topics, led by the pastoral team, through assemblies and provision of resources to consider. All staff are expected to deal with RSE in a sensitive way by modelling positive attitudes to our values of respect, responsibility and security, and responding to the questions of individual students in an appropriate way, taking an unbiased and objective way.

Staff delivering RSE throughout the curriculum will have regular training to update them with the most current information, and this training will be delivered via our safeguarding and form tutor training programme.

On occasions we will use outside agencies with specific expertise to support our broad and balanced curriculum. Our safeguarding protocols will always be followed if outside visitors are brought into the school, or if children and young people are referred to such agencies.

**Students:** students are expected to engage with the learning presented in RSE related lessons, form time and assemblies, and when discussing issues related to RSE, treat others with respect and sensitivity.

**Parent(s)/Carer(s):** parent(s) carer(s) are asked to inform the school if a child needs to talk further with staff about the issues raised in PHSE, Form time or Assemblies, if the child has not felt able to tell the school themselves. If safeguarding matters are raised, then the school will follow the procedures documented in our Safeguarding and Child Protection Policy September 2021.

**Right to withdraw children/young people from sex education lessons:** parent(s)/carer(s) have the right to withdraw their children from the non-statutory/ non-science elements of sex education up until and two terms before their child is aged 16. After this point, if the young person wishes to receive sex education the legislation gives them the right to choose to attend appropriate lessons. If the parent(s)/carer(s) wish to exercise their right of withdrawing their child from said lessons prior to two terms before being 16, a request should be put in writing using the form found in appendix 3 of the policy and address to the Headteacher or Deputy Headteacher: Student Support and Wellbeing. The request will be discussed with parent(s)/carer(s) and upon agreeing the request, pastoral and other staff will ensure that the student is appropriately placed to be able to study outside of the lesson for the lessons where sex education is taking place. Alternative work will be given to students who are withdrawing from sex education following this process.

**Training:** staff are trained on the delivery of our curriculum as part of the work as tutors or from within the Social Science and Science Departments as part of their professional development. From time to time visitors from outside the school such as Brook Advisory Service, school nurses or other sexual health professionals will be invited to provide support and training to staff teaching RSE.

Monitoring the arrangements of the delivery of RSE is the responsibility of the Team Leader Social Science, The Team Leader Science, The Pastoral Coordinator and the Deputy Headteacher: Student Support and Wellbeing. The monitoring is achieved through our performance management arrangements, including SLT and team leader drop-ins and through a Top Form competitions and SLT year team monitoring. Where RSE is delivered as part of the curriculum, student progress and development is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every four years or earlier if require and at each review the policy will be approved by the governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	<p>Introduction to safeguarding in the school including information about the age of sexual consent.</p> <p>Young carers and supporting families and life skills project Y7. Introduction to supporting outside agencies including the school nurse.</p> <p>Focus on community links. And on resilience and mental health.</p>	Assembly and form tutor guidance.
Year 7	Autumn 2	Anti-bullying	Assembly and form tutor guidance
Year 7	Spring 1	<p>Online safety</p> <p>Road safety</p>	Assembly and form tutor guidance
Year 7	Spring 1 & Spring 2	<p>Body Image</p> <p>Including impact of the media on how we see ourselves and access to Health Services Including online safety, and good mental health and starting to think about families and healthy relationships. Strategies to support our mental health – growth mind-set and healthy relationships/</p>	Citizenship lesson bank
Year 7	Summer 1 & summer 2	Continued focus on mental health and generally on healthy lifestyles	Assembly and form tutor guidance
Year 8	Autumn 1	Understanding discrimination, human rights and key rights in healthy relationships	Citizenship lesson bank
Year 8	Autumn 1 & Autumn 2	<p>Safeguarding updates; Young carer's life skills project Y8.</p> <p>Focus on community links. And on personal resilience</p>	Assembly and form tutor guidance
Year 8	Spring 1	Healthy relationships and strategies to recognise and avoid exploitation.	Assembly and form tutor guidance
Year 8	Spring 2	Healthy relationships, peer pressure and role models.	Assembly and form tutor guidance

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 1	Positive Mental Health	Assembly and form tutor guidance
Year 8	Summer 2	Health Education: understanding peer pressure in relation to exploitation, alcohol, drugs and how drugs are portrayed in the media and in conjunction with other areas such as sport.	Citizenship lesson bank
Year 9	Autumn 1 & Autumn 2	Safeguarding updates; Young carers and community links. Promoting resilience and mental health.	Assembly and form tutor guidance
Year 9	Spring 1	Safeguarding – recognising and avoiding exploitation, Specific detail on Child sexual exploitation and criminal exploitation. Life skills project y9	Assembly and form tutor guidance
Year 9	Spring 2	Positive Mental Health and promoting healthy relationships. Growth mind-set Identity	Assembly and form tutor guidance
Year 9	Spring 2 & Summer 1	Relationships and sexual health: this is where the education required in Appendix 2 will be taught. Including sexual consent.	Citizenship lesson bank
Year 9	Summer 2	Moral issues; to cover social issues for which there is no one correct answer.	Citizenship lesson bank
Year 10	Autumn 1 & Autumn 2	Safeguarding updates, young carers and community links.	Assembly and form tutor guidance
Year 10	Autumn 1	Money management – planning for independence – personal budget and finances.	Citizenship lesson bank
Year 10	Autumn 2	The rest of the issues in Appendix 2, which are more age appropriate here e.g. poor mental health strategies, gender identity, pornography and domestic violence.	Citizenship lesson bank Use of outside speakers.
Year 10	Spring 1	First Aid – practical skills	Citizenship lesson bank Qualified first aid trainer

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 1 & 2	Safeguarding – topic directed by community issues arising via Brentwood safety team network.  Growth mind-set Identity  Life skills project y10	Assembly and form tutor guidance
Year 10	Spring 2	Criminal exploitation and wider issues including radicalisation and knife crime.	Citizenship lesson bank
Year 11	Autumn 1	Safeguarding update	Assembly and form tutor guidance
Year 11	Autumn 2	Peer on peer abuse	Assembly and form tutor guidance
Year 11	Spring 1	Healthy relationships  Road safety – introduction to driving safety.  Growth Mind-set  Healthy Futures.	Assembly and form tutor guidance
6 <sup>th</sup> form	Autumn 1	Safeguarding update  Wellbeing booklet – signposting information and advice for all topics in Appendix 2	Assembly and form tutor guidance
6h form	Autumn 2	Life skills focus on Finance  Drug and alcohol awareness.	Assembly and form tutor guidance

In addition there are a number of whole year group, small group and individual sessions and workshops that relate to Relationships and Sex Education throughout the year, aimed at different year groups and dependent on issues arising for that year group or via outside agency information.

Examples of workshops:

Children’s society with focus on healthy relationships and anti-exploitation – y8 – y10.

Power of Love – focus on healthy relationships looking at control and domestic abuse y10 and y11.

Risk Avert and also the Goodman project – Y8 – identifying and working with young people who self-identify risk taking behaviours.

In addition, there are in house workshops aimed at small groups of identified young people such as DELAY – exploring peer pressure and sexual relationships aimed at y9 – 6<sup>th</sup> form.

Body Image, Self-esteem, friendship. Anger Management – all workshops that are run according to need arising.

Individual difficulties in these areas are supported with strategies to help children/young people and their families deal with issues arising by the pastoral system, which is a group of staff known as the wellbeing interventions team, which includes each year group’s pastoral manager, the SEN team and a dedicated wellbeing team including specialist support for mental health issues. This includes a curriculum support unit known as the oasis and in school counselling and specialist home school liaison where school refusal becomes an issue. There is also a specialist interventions team within SEN who address these issues from the needs of children with disabilities.

## 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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including Next steps: 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>
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	