

Relationships and Sex Education

Policy
2021/2022

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

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| Date of Approval: | |
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| Date of next Review: | |

Contents

| | |
|---|----|
| 1. Aims | 2 |
| 2. Statutory requirements..... | 3 |
| 3. Policy development..... | 3 |
| 4. Definition..... | 3 |
| 5. Curriculum | 3 |
| 6. Delivery of RSE | 4 |
| 7. Roles and responsibilities | 5 |
| 8. Parents' right to withdraw..... | 5 |
| 9. Training..... | 5 |
| 10. Monitoring arrangements | 5 |
| Appendix 1: Curriculum map | 6 |
| Appendix 2: By the end of secondary school pupils should know..... | 15 |
| Appendix 3: Parent form: withdrawal from sex education within RSE | 18 |

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 students the correct vocabulary to describe themselves and their bodies

Heworth Grange values and celebrates the different talents and abilities of every individual student and we hold to our 4 core values:

1. High Expectations
2. Every student – no excuses
3. Engaging Learning
4. No Islands

We will work together to provide the best learning experience possible for all students and ensure that it takes place in an environment that is safe, supportive and overwhelmingly positive; an environment of mutual respect and where the progress of each student is central to everything that we do. We will support all our students to achieve their individual learning goals and provide the widest possible curriculum choices to engage, challenge and motivate them. We recognise that learning takes place outside the classroom too, and we will strive to always provide the highest level of cultural and social experiences for all students.

We will foster and nurture the belief in all our students that they can have the highest aspirations for themselves and others, and that there are no goals beyond their reach. We will always respect, encourage and support the dreams and aspirations of every student throughout their time at Heworth. All students can be confident that no obstacles will prevent them from attaining their goals whether that be on the basis of their gender, race, creed, sexuality, personal circumstance or social background.

All students have the right to expect that they can reach the very highest levels of achievement at Heworth Grange and that no barriers exist that can prevent that success. Individuals will be recognised, respected, celebrated and valued for their individual achievements by all students, staff, parents, carers and the wider community.

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 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 Heworth Grange we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a school working group has reviewed all the relevant 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 contacted and invited to review this policy
4. Pupil consultation – our student council investigated what exactly students 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 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

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, students, and staff, taking into account 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.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, at Heworth Grange this is called Learning for Life (L4L). Biological aspects of RSE are taught within the science 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

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). These areas of learning are also adapted to take into account the particular needs of SEND students.

7. Roles and responsibilities

7.1 The Local Academy Board

The Local Academy Board will hold the headteacher to account for the implementation of this policy.

The Local Academy Board has delegated the approval of this policy to the head teacher

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the non-statutory 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 students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All staff are available to deliver RSE at Heworth and appropriate training will support any staffing changes.

7.4 Students

Students 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 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 students who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their 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 Martyn Searles, assistant Head teacher (Personal Development) through:

Weekly line management meetings, learning walks and curriculum reviews

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

This policy will be reviewed by: Martyn Searles, assistant Head teacher (Personal Development), annually. At every review, the policy will be approved by the head teacher

Appendix 1: Curriculum map

PSHE (Personal Development) - Curriculum Map

| NATIONAL CURRRICULUM and PSHE THEMES |
|--------------------------------------|
| Health & Wellbeing |
| Relationships and Sex Education |
| Careers Living in the Wider World |

| <u>Autumn 1: Transition and Safety</u> | <u>Autumn 2: .Breath and Zones of Regulation</u> |
|---|---|
| <ul style="list-style-type: none"> Building positive relationships, based around mutual respect and equality Developing communication skills How to improve study skills How to identify, express and manage their emotions in a constructive way How to manage challenges of moving to a new school What is safeguarding and why is it important Basic first aid Personal safety strategies How to establish and manage friendships | <p>.Breath is a program aimed at the school 'transition' years. As part of this, .breath offers an opportunity for both teacher and students to 'dip their toes in mindfulness', exploring ways this might support them through the highs and lows of adolescent life.</p> <ul style="list-style-type: none"> Working with the capacity of attention How to support out worrying minds Sleep – why is it so important? Mindfulness Working alongside others skillfully with friendships and other relationships, both in person and online |

Year 7

| | |
|--|--|
| <p><u>Spring 1: Healthy Relationships in an Online World (with a focus on peer-on-peer abuse)</u></p> <ul style="list-style-type: none"> • What is peer-on-peer abuse, both on and offline • How to identify healthy relationships, both on and offline • The signs and effects of online bullying • How to respond to bullying of any kind, particularly online • What to do if you witness or are suffering from peer-on-peer abuse, particularly online | <p><u>Spring 2: Developing Skills and Aspirations</u></p> <ul style="list-style-type: none"> • Identifying abilities and qualities required for a broad range of careers • How to be enterprising, including skills of problem solving, communication, teamwork, leadership, risk management and creativity. • Equality of opportunity (positive discrimination) • How to challenge stereotypes • Ethical and unethical business practices and consumerism • Link between values and career choices • Safe financial choices |
| <p><u>Summer 1: Health and Puberty</u></p> <ul style="list-style-type: none"> • How to make healthy lifestyle choices, including diet, dental health, physical activity, and sleep • How to manage influences relating to caffeine, smoking and alcohol • How to manage physical and emotional changes during puberty • Managing personal hygiene • About FGM and how to access help and support • How to recognize and respond to inappropriate and unwanted contact | <p><u>Summer 2: British Values</u></p> <ul style="list-style-type: none"> • How to consider the ethics of cultural differences • Living in a diverse society • Identity, rights and responsibilities we have as British citizens • How to challenge prejudice, stereotypes and discrimination (introduction, before learning in more detail for year 9 RE) • Protected characteristics |

| | |
|---|---|
| <p><u>Autumn 1: Emotional Wellbeing</u></p> <ul style="list-style-type: none"> • Attitudes towards mental health • How to challenge myths and stigma • Normalising mental health • About our daily wellbeing and how to manage emotions • Healthy and unhealthy coping strategies (e.g. self-harm and eating disorders) • Specific mental health illnesses: what they are and how to understand them • Advice on how to support someone struggling with their mental health | <p><u>Autumn 2: Staying Safe</u></p> <ul style="list-style-type: none"> • What are 'county lines'? • What do we mean by 'gangs'? • Consequences of crime • Local issues • How to keep yourself safe • Recognising and responding to peer pressure • How positive and healthy relationships can keep people safe from crime |
| <p><u>Spring 1: Prejudice, Discrimination & Stereotyping</u></p> <ul style="list-style-type: none"> • Understanding terms EQUALITY & DIVERSITY • The difference between prejudice & discrimination • Protected characteristics • The effects on victims of prejudice and discrimination • Investigation into: homophobia, transphobia and biphobia • Bullying - The importance of tolerance and acceptance • How issues of prejudice and discrimination impact people in the wider world/workplace/community | <p><u>Spring 2: Health and Puberty</u></p> <ul style="list-style-type: none"> • Links to (expanding on) year 7 health and puberty • How to deal with the physical and emotional changes you are going through • How to recognize and prevent potential bullying around puberty • Personal hygiene • Highlighting people and places to seek advice during puberty and for personal hygiene • Normalising puberty |
| <p><u>Summer 1: Relationships and Safety</u></p> <ul style="list-style-type: none"> • Recognising the qualities of a positive, healthy relationship • How to develop self-worth and confidence • The law around consent • Recognising that the legal and moral duty is with the seeker of consent • How to effectively communicate about consent in relationships • How to recognize passive, aggressive and assertive behaviour | <p><u>Summer 2: Drugs and Alcohol</u></p> <ul style="list-style-type: none"> • About medicinal and recreational drugs • About the relationship between habit and dependence • How to assess the risks of alcohol, tobacco, e-cigarettes etc. • How to manage influences in relation to substance abuse • How to recognize and promote positive social norms and attitude • About over consumption of energy drinks |

- What is **peer-on-peer abuse** and how to recognise and prevent it

Year 8

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|--|---|
| <p><u>Autumn 1: Healthy Lifestyles</u></p> <ul style="list-style-type: none"> • The relationship between physical and mental health • Balancing work, leisure, exercise and sleep • How to make informed healthy eating choices • How to manage influences on body image • To make independent health choices • Health risks with drugs and alcohol • Making healthy and safe choices around drugs and alcohol | <p><u>Autumn 1: Family and Relationships</u></p> <ul style="list-style-type: none"> • Looking at different types of families and parenting, including lone parenting, same sex parenting, adoption etc. • Building positive relationships at home. • About conflict within family relationships, as well as resolution • How to manage family and relationship changes (e.g. family breakdowns, divorce etc) • How to access support services • Issues around homelessness amongst young people. |
| <p><u>Spring 1: Intimate Relationships</u></p> <ul style="list-style-type: none"> • The benefits of friendship • Typical relationship progression • The law and risks around sending, receiving or passing on sexual images • Levels of intimacy and consequences • The law in relation to consent • The continuous right to withdraw consent • The risks associated with unprotected sex • Contraception and pregnancy • Sexual orientation • Peer on peer abuse | <p><u>Spring 2: Setting goals</u></p> <ul style="list-style-type: none"> • Transferable skills, abilities and interests • Different types of Post-16 options • Why GCSE options matter and how to make informed decisions • Skills for decision making • How to manage feeling related to big choices • Why it is important to make informed decisions, based on your own interests not simply following friends (avoiding peer pressure) |

Summer One: Grooming & Child Sex Exploitation

- Understanding the terms CSE & grooming
- Recognising the signs that someone may be being groomed
- Identifying online dangers
- Identifying vulnerable young people
- Keeping yourself safe
- Who to access if help is needed or if you are worried about grooming or CSE
- Case studies: Operation sanctuary Rochdale (Three Girls)

Summer Two: British Values

- Understanding tolerance and mutual respect
- How to manage conflicting views and misleading information (often found on social media)
- How to safely challenge discrimination, including online
- How to recognize and respond to extremism and radicalization

Year 9

Autumn 1: Prejudice and Discrimination in the world today

- How to identify prejudice and discrimination in society today
- How current affairs around the world might challenge British values
- How to stand up against prejudice and discrimination
- How to respond to refugees, in relation to prejudice and discrimination
- How social media may distort, mis-represent or target information in order to influence beliefs and opinions
- How to manage conflicting views and misleading information

Autumn 2: Democracy and how our government works

- Democracy v. Dictatorship (comparison to the type of leadership we learnt about in Afghanistan)
- The Democratic Process in the UK
- Your right to vote
- Political parties in the UK
- Parliament and Government
- How the Government raises and spends money
- General Elections
- Referendums
- Local government – who are they and how can you get involved?

Year 10

| | |
|--|---|
| <ul style="list-style-type: none"> • How to recognize and response to extremism and radicalization_ • Human Rights abuse in the UK & around the world | |
| <p>Spring 1: Consent and Healthy Relationships</p> <ul style="list-style-type: none"> • Why do we need to understand what consent is? • What is consent? • How is consent relevant to us all? • How to enter into a mutual and equal intimate relationship • About healthy and unhealthy relationships • The role of pleasure in healthy relationships • The portrayal and impact of sex in the media • Dangers around photographing or filming nudity (issues of revenge porn etc. • How intimate relationships can impact your emotional wellbeing | <p>Spring 2: Pregnancy</p> <ul style="list-style-type: none"> • Conception and Contraception • Myths and facts about teenage pregnancy • Government: Who is to blame? • The impact of unplanned pregnancy • The importance of pre-conceptual care • Infertility • Signs and symptoms of pregnancy • FASD • Case Studies: a. Teenage Dad's in Sunderland b. Amber's Story c. Underage & pregnant |

| | |
|---|---|
| <p><u>Summer 1: Work Experience and Employability Skills</u></p> <ul style="list-style-type: none"> • Skills that employers look for • Identifying the skills needed for a job you are interested in • Personal skills audit • How to develop/improve your own skill set • The benefits associated with non-paid/voluntary work • Strategies to overcome challenges or adversity • How to manage practical problems and health and safety • How to maintain a positive personal presence online • How to evaluate and build on the learning from work experience. | <p><u>Summer 2: Health and Safety in the Workplace</u></p> <ul style="list-style-type: none"> • Understanding key terms in health and safety • The duties of employers and employees in terms of health and safety • Workplace hazards • Health and safety signs and symbols • The importance of personal protective equipment • Basic fire safety; rules and regulations associated with fire safety • Workplace stress • First aid kits • Your rights in terms of employee welfare |
| <p><u>Autumn 1: Prejudice and Discrimination in the world today</u></p> <ul style="list-style-type: none"> • How to identify prejudice and discrimination in society today • How current affairs around the world might challenge British values • How to stand up against prejudice and discrimination • How to respond to refugees, in relation to prejudice and discrimination • How social media may distort, mis-represent or target information in order to influence beliefs and opinions • How to manage conflicting views and misleading information • How to recognize and response to extremism and radicalization. <p>Human Rights abuse in the UK & around the world</p> | <p><u>Autumn 2: Democracy and how our government works</u></p> <ul style="list-style-type: none"> • Democracy v. Dictatorship (comparison to the type of leadership we learnt about in Afghanistan) • The Democratic Process in the UK • Your right to vote • Political parties in the UK • Parliament and Government • How the Government raises and spends money • General Elections • Referendums • Local government – who are they are how can you get involved? |
| <p><u>Spring 1: Consent and Healthy Relationships</u></p> <ul style="list-style-type: none"> • Why do we need to understand what consent is? • What is consent? • How is consent relevant to us all? • How to enter into a mutual and equal intimate relationship • About healthy and unhealthy relationships • The role of pleasure in healthy relationships • The portrayal and impact of sex in the media • Dangers around photographing or filming nudity (issues of revenge porn etc. | <p><u>Spring 2 and Summer 1: Sex and Health Education</u></p> <ul style="list-style-type: none"> • Increased responsibility for looking after your own health • Testicular and breast self-examinations • The role of the GUM clinic • Building upon knowledge of STI's, HIV/AIDS • The impact of drugs and alcohol on your choices and sexual behaviour • Long and short term effects of drugs and alcohol misuse • The effects of legal and illegal substances on your personal safety, career, relationships and lifestyle |

- How intimate relationships can impact your emotional wellbeing

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

| TOPIC | STUDENTS SHOULD KNOW |
|---|--|
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |

| TOPIC | STUDENTS SHOULD KNOW |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online |
| Being safe | <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |

| TOPIC | STUDENTS SHOULD KNOW |
|--|--|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | | |
|--|--|--|-------|--|
| Name of child | | | Class | |
| Name of parent | | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | | |
| | | | | |
| Any other information you would like the school to consider | | | | |
| | | | | |
| Parent signature | | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| | |