



STATEMENT AND POLICY FOR RELATIONSHIPS AND SEX EDUCATION

Approved by:	Curriculum Committee	Date: 30/11/2023
Last reviewed on:	December 2020	
Next review due by:	December 2026	

CONTENTS

Statement

Aims.....	3
Statutory requirements	3
Policy development.....	3

Policy

1. Definition	4
2. Curriculum	4
3. Delivery of RSE	4
4. Roles and responsibilities	4
5. Parents' right to withdraw.....	5
6. Training	5
7. Monitoring arrangements	5
Appendix 1: Curriculum map	6
Appendix 2: By the end of secondary school students should know	13
Appendix 3: Parent form: withdrawal from sex education within RSE.....	16

RSE STATEMENT

AIMS

The aims of Relationships and Sex Education [RSE] at Heston are to:

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

STATUTORY REQUIREMENTS

As an Academy 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 Heston Community School, we teach RSE as set out in this policy.

The Academy's Funding Agreement states: 'The Academy Trust shall have regard to any guidance issued by the Secretary of State further to section 403 of the Education Act 1996 on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and they learn the nature of marriage and its importance for family life and for bringing up children. The Academy Trust shall also have regard to the requirements set out in section 405 of the Education Act 1996 which shall apply to the Academy as if it were a maintained school.' [Section 28]

CONSULTATION PROCESS FOR POLICY

This Policy has previously been developed in consultation with staff, students and parents. All lesson resources are available upon request. A link to our updated policy will be made available in the next issue of the Heston Times which will invite parent to share comments or queries over a two week period via info@hestoncs.org.

RSE POLICY

1. 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.

2. CURRICULUM

Our curriculum is set out as per Appendix 1 but may need to be adapted as and when necessary.

3. DELIVERY OF RELATIONSHIP AND SEX EDUCATION [RSE]

RSE is taught within the Personal, Social, Health and Economic [PSHE] education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education [RE].

Students also receive stand-alone sex education sessions delivered by a trained health professional.

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].

4. ROLES AND RESPONSIBILITIES

4.1 The Board of Trustees

The Board of Trustees will approve the RSE policy, and hold the Headteacher to account for its implementation.

4.2 The Headteacher

The SLT Lead for PSHE is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw students from non-statutory components of RSE [see Section 8].

4.3 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.

4.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Students should be well-informed about the range of perspectives and, within the law, should be well-equipped to make decisions for themselves about how they live their own lives, whilst respecting the rights of others to make their own decisions and hold their own beliefs. Students should understand the benefits of healthy relationships to their mental well-being and self-esteem.

5. PARENTS' RIGHT TO WITHDRAW

At secondary school level parents will be able to withdraw their child from Sex Education [other than the Sex Education which sits in the National Curriculum as part of Science]. However, a child will also have the right to opt into Sex Education from their 15th birthday [specifically three academic terms before they turn 16].

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 student's educational record. The PSHE Lead will discuss the request with parents and take appropriate action.

Alternative work, to be completed outside the classroom, will be given to students who are withdrawn from Sex Education.

6. TRAINING

Staff are trained on the delivery of RSE as required. Visitors from outside the School, such as school nurses or sexual health professionals, are invited to provide support and training to staff teaching RSE and to teach aspects of RSE to our students.

7. MONITORING ARRANGEMENTS

The SLT Lead monitors the delivery of RSE for PSHE through joint Curriculum planning, Work Scrutinies and Learning Walks.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems, Lesson Observations and Learning Walks.

This Policy is reviewed by SLT PSHE Lead, and presented at the Governors Curriculum Meeting every three years.

APPENDIX 1: RELATIONSHIPS AND SEX EDUCATION CURRICULUM MAP

YEAR GROUP	TOPIC/THEME DETAILS
7	<ul style="list-style-type: none">• Self-Worth And Self-Efficacy <p>Qualities And Behaviours Relating To Different Types Of Positive Relationships:</p> <ul style="list-style-type: none">• Unhealthy Relationships• Recognise And Challenge Media Stereotypes• Expectations For Romantic Relationships• Consent, And How To Seek And Assertively Communicate Consent• Physical And Emotional Changes During Puberty• Personal Hygiene• Recognise And Respond To Inappropriate And Unwanted Contact• FGM And How To Access Help And Support About Identity, Rights And Responsibilities• Living In A Diverse Society• Prejudice, Stereotypes And Discrimination• Signs And Effects Of All Types Of Bullying, Including Online• Respond To Bullying Of Any Kind, Including Online <p>KEY KNOWLEDGE</p> <ul style="list-style-type: none">• How to live safe and healthy lives• How to promote self-respect, respect for others and celebrate diversity

YEAR GROUP	TOPIC/THEME DETAILS
8	<ul style="list-style-type: none"> • Healthy relationships / friendships and emotional and physical consequences of unhealthy relationships • Discrimination including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia • How to manage and respond to attitudes relating to discrimination and stereotyping • Gender identity, sexual orientation and consent • Positive behaviours in healthy relationships • Forming new partnerships and developing relationships • The law in relation to consent • Communicate about consent in relationships • Risks of 'sexting' and how to manage requests or pressure to send an image • Basic forms of contraception, e.g. Condom and pill <p>KEY KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand the characteristics of healthy relationships; know where to access support • Keeping physically and emotionally safe • Increasing influence of peers and the media

YEAR GROUP	TOPIC/THEME DETAILS
9	<ul style="list-style-type: none"> • Different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • Positive relationships in the home and ways to reduce homelessness amongst young people • Conflict and its causes in different contexts, e.g. With family and friends • Conflict resolution strategies • Manage relationship and family changes, including relationship breakdown, separation and divorce • Distinguish between healthy and unhealthy friendships • Risk and manage influences, including online • Readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • Myths and misconceptions relating to consent • Continuous right to withdraw consent and capacity to consent • Stis, effective use of condoms and negotiating safer sex • Consequences of unprotected sex, including pregnancy • Portrayal of relationships in the media and pornography might affect expectations • Risks of sending, sharing or passing on sexual images • How to secure personal information online <p>KEY KNOWLEDGE</p> <ul style="list-style-type: none"> • Understand laws surrounding sex and relationships • Understand the right to withhold consent • Increased knowledge of contraception

YEAR GROUP	TOPIC/THEME DETAILS
10	<ul style="list-style-type: none"> • Relationships and sex expectations • Myths, assumptions, misconceptions and social norms about sex, gender and relationships • Opportunities and risks of forming and conducting relationships online • Impact of the media and pornography on sexual attitudes, expectations and behaviours • Ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • Recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • Recognise and challenge victim blaming - asexuality, abstinence and celibacy • Addressing extremism and radicalisation • Features of a healthy relationship and managing expectations • Community cohesion <p>KEY SKILLS</p> <ul style="list-style-type: none"> • Managing risk; decision making and critical reflection • Developing an understanding of relationships • Understanding and interpreting the philosophical, ethical and religious issues relating to RSE • Being able to think critically about beliefs, values and ethical issues and draw well-substantiated conclusions

YEAR GROUP	TOPIC/THEME DETAILS
11	<ul style="list-style-type: none"> • Communication in relationships • Gender identity, gender expression and sexual orientation • Personal values and assertive communication (including in relation to contraception and sexual health) • Relationship challenges • Unwanted attention, including online • Harassment and stalking, including online • Unhealthy, exploitative and abusive relationships • Different families and parental responsibilities • Pregnancy [including birth, miscarriage and abortion] • Marriage [Including forced marriage] • Changing relationships <p>KEY SKILLS</p> <ul style="list-style-type: none"> • Decision-making and managing risk • Critical thinking and reasoning • Understanding the law on Consent • Understanding media manipulation

YEAR GROUP	TOPIC/THEME DETAILS
12	<ul style="list-style-type: none"> • Communicate personal values in different types of relationships • Challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the equality act (2010) • Rights, roles and responsibilities in a diverse society and how to respect and advocate for them • Cultural diversity and promote inclusion • Different faith or cultural views can influence relationships, and how to challenge these if appropriate • Prejudice and discrimination, including online • Extremism and radicalisation, how to reduce the risks and when, where and how to seek help • Give or withdraw consent, in all context • legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent • Emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent • Signs of abuse, exploitation and assault or rape • Access support and report concerns, including online • Attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online • Manipulation and coercion and manage negative influence and persuasion • Exit strategies for unhealthy relationships • Rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help • Unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help <p>KEY SKILLS</p> <ul style="list-style-type: none"> • Understanding personal and on-line safety relating to relationships • Understanding the moral and legal responsibilities around consent • Being able to recognise sexual abuse and exploitation and the reporting mechanisms

YEAR GROUP	TOPIC/THEME DETAILS
13	<ul style="list-style-type: none"> • Assertively communicate relationship expectations • Manipulation and coercion, how to seek and assertively give, not give, or withdraw consent • Using appropriate methods of contraception in different circumstances(including emergency contraception) and communicate about use with a sexual partner • Sexual health services, locally, nationally and online, and how to access and use them • How fertility changes over time and evaluate the implications of this • Advantages of delaying conception • Unintended pregnancy and young parenthood • Pathways available in the event of an unintended conception • Access appropriate advice and support in relation to pregnancy, including miscarriage • M mature friendships, including making friends in new places • Confidently manage transitional life phases, such as leaving school, or leaving home for the first time • Personal safety in new relationships, including online • Maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between ‘love’ and ‘lust’ • Relationship challenges and how to manage the ending of relationships safely and respectfully, including online • Assertively communicate and negotiate boundaries in relationships • Professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries • Manage strong emotions, communicate constructively and negotiate difficulties • Strategies to recognise, de-escalate and exit aggressive social situations • Dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon <p>KEY SKILLS</p> <ul style="list-style-type: none"> • Develop healthy, sustainable relationships both personally and in the workplace • Understand the nature of and recognise the characteristics of unhealthy relationships and how to exit such relationships • Develop skills to manage aggressive and unhealthy social situations • Develop an understanding of available contraception, emergency contraception and pathways available for unintended pregnancies

APPENDIX 2: BY THE END OF SECONDARY SCHOOL STUDENTS SHOULD KNOW [www.gov.uk]

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 / Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Signed	
Date	