



RELATIONSHIPS AND SEX EDUCATION POLICY

Updated: February 2020
Next Review: February 2023

Contents

1. Aims.....	3
2. Statutory requirements	3
3. Policy development.....	3
4. Definition	4
5. Curriculum	4
6. Delivery of RSE	4
7. Roles and responsibilities	4
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 students should know	13
Appendix 3: Parent form: withdrawal from sex education within RSE.....	16

1. 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

2. 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]

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 - the SLT Lead for PSHE pulled together all relevant information including relevant national and local guidance [07 02 20]
2. Reviewed and feedback received from SLT [12 02 20]
3. Staff consultation - School staff were given the opportunity to look at the policy and make recommendations [28 02 - 09 03 20]
4. Student consultation - the School Council reviewed the RSE Policy and provided feedback [28 02 20]
5. Parent/stakeholder consultation - the policy was placed on the website and all parents, carers and any interested parties were invited to respond with their views. One response received [01 04 20]
6. Ratification - once amendments were made, the Policy was shared with the Board of Trustees and ratified [14 05 20]

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 may need to be adapted as and when necessary.

6. 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].

7. ROLES AND RESPONSIBILITIES

7.1 The Board of Trustees

The Board of Trustees 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 students from 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.

7.4 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.

8. 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.

9. TRAINING

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

10. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Senior Leadership PSHE Lead 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 will be reviewed by Senior Leadership Team PSHE Lead every three years. The policy will be approved by The Board of Trustees.

APPENDIX 1: RELATIONSHIPS AND SEX EDUCATION CURRICULUM MAP

YEAR GROUP	TOPIC/THEME DETAILS
7	<ul style="list-style-type: none">• Internet use and Safety; Peer Pressure and Sexting; Age of Consent• Growth and Change; Puberty; Body Image and Self Esteem; Emotional Wellbeing• Healthy Relationships, Maintaining Relationships and Diversity in Relationships; Domestic Violence• FGM <p>2020 CURRICULUM</p> <p>Positive relationships; LGBT+ inclusive education; terms associated with sex/ gender identity and sexual orientation; how to manage and respond to attitudes relating to discrimination and stereotyping</p> <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

- Healthy relationships / friendships and emotional and physical consequences of unhealthy relationships
- Impact of FGM
- Family Relationships / Domestic violence / Child Sexual Exploitation
- LGBT+ inclusive education / homophobia
- How to manage and respond to attitudes relating to discrimination and stereotyping
- Internet use and Personal Safety; Sexting; Online Relationships
- Safer Behaviours Day: Stonewall – Understanding and respecting differences
- Safer Behaviours Day: Crossways Clinic – Respectful relationships

2020 CURRICULUM

Forming and maintaining relationships; law surrounding consent; mental well-being; how to manage and respond to attitudes relating to discrimination and stereotyping

KEY KNOWLEDGE

- 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 relationships [characteristics of a healthy sexual relationship] • Laws surrounding sex and relationships • Boundaries in Relationships • Contraception • Safer Behaviours Day: Crossways Clinic – STIs and Unwanted Pregnancy • Safer Behaviours Day: Stonewall - Understanding different relationships <p>2020 CURRICULUM</p> <ul style="list-style-type: none"> • Positive relationships; stable relationships; intimacy and consent; HIV and STIs; withdrawing / withholding consent; how to manage and respond to attitudes relating to discrimination and stereotyping <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"> • Understanding and respecting other faiths and cultural expectations about relationships and sex; marriage and parenting skills • Healthy relationships • Understanding readiness for sex differs • STIs • Identification, access and use correctly different types of contraception [Input from Brook] • Consequences of unintended pregnancy and teenage parenthood and the support available • Fertility and choices if unable to conceive • Choices around adoption and abortion as well as the support available if this becomes an option <p>2020 CURRICULUM</p> <ul style="list-style-type: none"> • Features and management of stable, positive relationships • Reasons to adopt and responsibilities of parents / carers • Fertility and options to support conception • Separation, divorce and bereavement in relationships • Nature and importance of marriage, civil partnerships and the role and responsibilities of parents / carers to children in families <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"> • Healthy and unhealthy relationships • Exploitation and bullying in relationships • Consent • Influences on Sexual Behaviour • Media and Sexuality • Managing unwanted attention <p>2020 CURRICULUM</p> <ul style="list-style-type: none"> • Positive qualities brought to relationships • Features of positive relationships • Maintaining and managing healthy relationships • The impact of media on expectations <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"> • Apply their relationship values to different types of relationships and challenge prejudice and discrimination • Recognise, respect and challenge, if appropriate, the ways different faiths and cultural views influence relationships • Manage and develop mature friendships, understanding personal and on-line safety, including meeting someone they have met online for the first time • Understand the moral and legal responsibilities that someone seeking consent has and the importance of respecting and protecting someone’s rights to give or deny consent and withdraw consent in all contexts including online • Understand the emotional, physical, social and legal consequences of failing to respect others’ right to withdraw consent • How to recognise, and seek help in the case of sexual abuse, exploitation, assault or rape, and the process of reporting to appropriate authorities • Negotiate and, if necessary, to assert the use of contraception • How to use different contraceptives, including how and where to access them • Evaluate the most appropriate methods of contraception in different circumstances including emergency contraception • Understand the implications of unintended pregnancy and young parenthood; recognise the advantages of delaying conception whilst understanding the changes in fertility with age • How to access pathways available in the event of an unintended pregnancy and the importance of getting advice and support quickly <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 • Develop an understanding of available contraception, emergency contraception and pathways available for unintended pregnancies

YEAR GROUP	TOPIC/THEME DETAILS
13	<ul style="list-style-type: none"> • Develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy • Use constructive dialogue to support relationships and negotiate difficulties • Manage ending relationships safely and respectfully, including online • Recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships • Recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online • Recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships • Recognise forced marriage and ‘honour’ based violence and how to get help for themselves or others they believe to be at immediate or future risk • Understand their rights in relation to harassment [including online] and stalking; how to respond and how to access support • Strategies to recognise, de-escalate and exit aggressive social situations • Evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon • Ways to celebrate cultural diversity, promote inclusion and safety, challenge prejudice and discrimination <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 • Understand rights relating to harassment and stalking and how to access support • Develop skills to manage aggressive and unhealthy social situations

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	