



# RELATIONSHIPS AND SEX EDUCATION POLICY

SECONDARY

## Thrybergh Academy

Name of School	Thrybergh Academy
Date of Policy	October 2020
Member of Staff Responsible	Scott Rushton
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## 1. CONTEXT

In Wickersley Partnership Trust schools (hereafter known as WPT) student's wellbeing, happiness and safety are our first priority and PSHE is the key vehicle through which we share this with them. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. We aim to send every young person into the world able and qualified to play their full part in it. We believe that both are equally important to our students so that they can play their full part in the world.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all students. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and
- Prepares students at the school for the opportunities, responsibilities and experiences of later life.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

## 2. WHAT IS RSE? A DEFINITION

This policy covers our school's approach to delivering relationships and sexual health education. We define 'relationships and sex education' as learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Our school's overarching aim is to send every young person into the world able and qualified to play their full role in it. The RSE programme is designed and delivered with this in mind. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by adapting resources to ensure access for all. The PSHE department works closely with the curriculum support team and uses teaching assistants to support these students. We ensure RSE fosters gender equality and LGBTQ+ equality by discussing different relationships inclusively throughout the RSE lessons. We view the partnership between home and school as imperative to ensuring RSE lessons have their full impact and support parents to further students' understanding of topics taught.

## 3. AIMS

The vision of the PSHE department is to develop mental and physical well-being by building awareness and consideration of others in order to empower our students. This vision is implicit in the planning of all RSE lessons. The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place

- Prepare students for puberty, and into adulthood develop their 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.
- Ensure that the delivery of RSE is factual, inclusive and developmentally appropriate for all students. Staff will avoid the imposition of personal opinions whilst teaching content.
- RSE promotes healthy, loving and respectful relationships.

The overview of the Scheme of Work can be seen at Appendix A.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our students.

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

## 4. STATUTORY GUIDANCE

From September 2020, Relationships and Sex Education (RSE) and Health education are compulsory for **all** pupils receiving secondary education. This policy has been written with regard to the Department for Education’s guidance ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ published in June 2019. What students should learn before the end of secondary school can be found in Appendix C.

At Thrybergh Academy we teach RSE as set out in this policy.

## 5. CURRICULUM

Our RSE programme is an integral part of our whole school PSHE education provision and will cover: personal relationships, human reproduction, sexually transmitted infections (STIs), HIV and AIDS, contraception, parenthood, sexuality, FGM (Female Genital Mutilation), forced marriage and honour-based violence, safety in relationships- including what constitutes a healthy relationship and issues surrounding consent, abortion, internet safety, the impact of pornography and sexting (also known as Youth Produced Sexual Imagery).

All of the above topics are taught using a spiral curriculum which covers the same themes in each year but in a more in depth, but age appropriate, manner. Our RSE programme is inclusive of people from all backgrounds, races, sexualities, gender identities and so on in line with The Equality Act (2010). A more detailed overview of learning in each year group can be found on the school website and is available on request from PSHE@thrybergh.com.

We will ensure RSE is matched to the needs of our pupils by regularly consulting with parents and students and using local data to inform lesson content. Pupils will be encouraged to reflect on their own learning and progress within individual lessons.

The main aspects of our curriculum are set out as per Appendix A but it may need to be adapted when necessary. We have developed the curriculum in consultation with parents, students and staff, considering 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 that students are fully informed.

## **6. DELIVERY**

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, blended families, LGBTQ+ 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, family members with additional learning needs and/or disabilities). Learning in this area should also celebrate the influence of culture on family life.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly. Recommended and tested resources from a number of PSHE Association approved organisations (Barnardo's, NSPCC, DfE, Rise Above, Stonewall etc.) are regularly reviewed and used where appropriate. These are used alongside resources created and adapted by the PSHE specialist Emma Ward. The programme is designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved.

The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

### **6.1 Safe and Effective practice**

We will ensure a safe learning environment by ensuring all pupils agree to and understand the PSHE ground rules before teaching of these topics commences. Distancing techniques such as de-personalised questions and scenario based tasks are used because this prevents personal discussions. Pupils will be able to raise questions anonymously by writing them down and putting them in an 'ask-it basket'. All staff teaching RSE will be offered support by subject specialists when developing the answers to pupil questions. RSE training will be completed by all staff delivering lessons, provided by Emma Ward.

### **6.2 Visitors**

Visitors/external agencies which support the delivery of RSE will be required to meet with the PSHE lead before they commence delivery of sessions. All visitors will be approved by the head teacher.

## 7. SAFEGUARDING

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. We make clear to students procedures in relation to confidentiality. Similarly, if questions are asked in class or in an assembly, adults will follow agreed practice based on DfE guidance 2019.. In an instance of disclosure, staff will consult with the designated safeguarding lead and in their absence the deputy DSL/Headteacher.

## 8. DFE GUIDANCE

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](#).

Other documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils (2013)
- SEND code of practice: 0 to 25 years (2014)
- Promoting Fundamental British Values as part of SMSC in schools (2014)
- Mental Health and Behaviour in Schools (2014)
- Behaviour and Discipline in Schools (2016)
- Children and Social Work Act (2017)
- Preventing and tackling bullying (2017)
- Sexual violence and harassment between children in schools (2018)
- Mental Health and behaviour in schools (2018)
- Keeping Children safe in Education – Statutory safeguarding guidance (2020)

## 9. ROLES AND RESPONSIBILITIES

<b>Subject leadership</b>	The program will be led by Emma Ward, PSHE coordinator. This includes providing training and support to staff delivering RSE lessons and responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.
<b>Governor link</b>	The Governor's safeguarding committee receives regular updates and reports on the delivery of PSHE (including RSE). Committee chair; Joanne McCreath.
<b>The Head Teacher</b>	The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE. RSE will be quality assured as part of PSHE, in line with whole school procedures.

<b>Students</b>	Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Student voice activities are carried out to ensure lesson content is relevant and to allow students to provide feedback on RSE lessons.
<b>Involvement of parents and carers</b>	We are committed to working with parents and carers when developing and delivering quality RSE. We will do this by; consulting with parents when devising RSE policy, making this document available on our website and as a hard copy at reception, explaining our RSE policy at year 7 information evening, ensuring resources are available to view at parent's evenings and regularly communicating with parents via the school newsletter.
<b>Staff</b>	<p>Staff are responsible for:</p> <ul style="list-style-type: none"> <li>● Delivering RSE in a sensitive way</li> <li>● Modelling positive attitudes to RSE</li> <li>● Monitoring progress</li> <li>● Responding to the needs of individual students</li> <li>● Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.</li> <li>● Clearly signposting avenues of support.</li> </ul>

## 10. PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory/non-science components of intimate sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive intimate sex education rather than being withdrawn, the school will arrange this. Lessons which include intimate sexual health education are identified on our scheme of work (appendix A).

Requests for withdrawal should be put in writing using the form found in Appendix B of this policy and addressed to the Headteacher. The head teacher and PSHE coordinator will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

Parents are not able to withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, as it is essential that all pupils receive this content to ensure their knowledge is good and can therefore keep themselves safe. This is a statutory requirement from the department of education and is strongly echoed by WPT ethos. The schools' science curriculum also includes content on human development, including reproduction, which pupils cannot be withdrawn from. This is also a statutory requirement for delivery in all schools.

## 11. MONITORING AND REVIEW

The delivery of RSE is monitored by the Assistant Headteacher with responsibility for Teaching and Learning and the PSHE Coordinator. Quality assurance is carried out on a half-termly basis. Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This

policy will be reviewed annually by the PSHE Coordinator. Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

### **RSE POLICY DEVELOPMENT AND REVIEW DATE**

This policy will be reviewed **on 1st September 2021**.

It will be reviewed by Emma Ward and Scott Rushton following consultation with governors, senior staff, parents and students.

This will ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.



# APPENDIX A

PSHE Curriculum map – Thrybergh Academy PSHE Curriculum Overview Year 7 – 11

**Health & Wellbeing**

**Living in the Wider World**

**Relationships (RSE)**

Year 7	Year 8	Year 9	Year 10	Year 11
<u>1.1 Religious studies</u> Main world religions Atheism and science	<u>1.1 Economic well being</u>  Finance - budgeting and saving	<u>Healthy life style</u>  Body image, media and eating disorders	<u>Citizenship and values</u>  Living in the wider world  The right career for me	Post 16 options
Christianity	Finance- income and expenditure	Body image girl focus	Employability skills - What are they looking for CVs	Research choices and options
Islam	Finance - How is tax spent?	Body image boy focus	Careers in STEMs	College applications
Hinduism	Careers - teamwork skills	Body image trans focus	Preparing for work experience	Recap Personal statements and CV's
Sikhism	Careers - entrepreneurs	How can we deal with peer pressure?	Rights and responsibilities	<u>Healthy life style</u>  Drugs and alcohol  pregnancy
Buddhism	Careers - communication skills	Domestic violence and abusive relationships	International women's day	Healthy relationships SRE  Positive relationships  Contraception
Judaism		How does child exploitation happen?		
<u>2.1 Healthy life style</u>  What do we mean by healthy lifestyle?	<u>1.2 Healthy life style</u>  Risk  Vaping, nicotine and addiction	<u>Careers</u>  Self discipline to achieve	<b>NB: A term left free for possible work experience?</b>	
How can I keep healthy?	Cannabis	Employability - applying and preparing		

How can I eat responsibly?	Teenage pregnancy and parenting	Workplace skills		
Healthy living - exercise	Personal safety and first aid	Workplace skills: what can we learn from entrepreneurs?		
Consequences of not eating healthy	Guest speaker\ first aid- medical	Enterprising qualities		
What's the big deal with energy drinks?				
<u>Citizenship and values</u> How can we be aspirational students?	<u>Citizenship and values</u> Prejudice and stereotypes	<u>Citizenship and values</u> Human rights - charity focus unicef	<u>Citizenship and values</u> Managing time effectively	
How does self esteem help us?	Homophobia	Human rights abuse	Living sustainably	
What are wants and needs?	Discrimination, teens and the media	Is sending aid the answer? human rights	Homelessness	
How can we shop ethically?	Internet safety - online grooming	Sustainability for all	Hate crime	
Prejudice and discrimination	County lines	How do the laws treat young offenders	Tattoos and piercings	
Social media, safe and private	How can we care for the environment?	How does knife crime impact on our lives?	How harmful is binge drinking?	
<u>Healthy relationships</u> Keeping safe and positive relationships	<u>Healthy relationships</u> Safe sex - Consent	<u>Healthy life styles</u> Alcohol awareness	<u>Citizenship and British values</u> How does the criminal justice system work?	
Family relationships	Safe sex - Contraception	Drugs and the law	Anti social behaviour	
Falling in love	Safe sex - Dangers of porn	Vaccinations, organ and blood donation, stem cell	Crime, gangs and county lines	
Bullying or banter?	Safe sex - Sexting and image sharing	What are acid attacks?	Money laundering	
Cyber bullying	Safe sex - STI's	Why do people self harm?	Why do people become extremists?	
Keeping good friendships	Body image - male focus	How do we cope with stress?	Overt and covert racism	

	Domestic conflict - running away from home			
<u>1.2 Healthy life style</u> Puberty - what happens, when and why?	<u>2.1 Healthy life style</u> Personal development and target setting	<u>Citizenship and values</u> Why can't some people access education?	<u>Healthy relationships</u> Relationships Conflict management	
Periods - what, when and why	Self confidence and goals	Discrimination and The Equality Act 2010	Forced and arranged marriage	
Wet dreams and erections	Managing my behaviour	Growth mindset to achieve	Harassment and stalking	
How can we manage our anger?	What is mindfulness?	Developing interpersonal skills	Revenge porn	
The dangers of smoking	Emotional and self awareness	How can we manage anxiety?	Relationships with role models	
What are drugs? Class A,B and C				
<u>Economic well being</u> Finance - How can we budget our money?	<u>Citizenship and values</u> British values - Tolerance and racism	<u>Citizenship and values</u> - Why are people selfie obsessed?	<u>Healthy relationships</u> Relationships Same sex relationships	
How can I create a personalised budget?	Who are the extreme groups?	Relationships - Who are LGBT?	Gender and Trans identity	
How can I create a personalised budget?	Where does extremism come from?	Immigration, the UK and diverse communities	Community cohesion	
What are the different types of financial transactions?	How do extreme leaders attract converts	British community, religion and culture	Sexism and gender prejudice	
What are different types of financial products?	Extremism - do all Muslims want Sharia law		Parenting	
	How can we prevent radicalisation and extremism			
	Prejudice and discrimination			

\*Please note due to the coronavirus, the order of delivery may change.

# APPENDIX B

## PARENT FORM: WITHDRAWAL FROM SEX EDUCATION IN RSE

This form should be completed and emailed to [PSHE@thrybergh.com](mailto:PSHE@thrybergh.com)

Name of child		Form	
Name of parent		Date	
Reason from withdrawing from sex education within relationships and sex education			
Any other information you would like us to consider			

# APPENDIX C

## By the end of secondary school students should know (Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019)

TOPIC	STUDENTS SHOULD KNOW
<b>Families</b>	<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>
<b>Respectful relationships, including friendships</b>	<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>

<b>Online and media</b>	<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>
<b>Being safe</b>	<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>
<b>Intimate and sexual relationships, including sexual health</b>	<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> </ul>

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|  | <ul style="list-style-type: none"><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> |
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