Relationships and Sex Education Policy (from 2020)

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene including familial, friendly and romantic relationships and where to go for additional support/ guidance/ information
- Understand they have a right to manage their own bodies and relationships, including the giving and withdrawing of consent and to encourage positive attitudes towards the human body and sexuality
- Understand they have a responsibility to respect the rights and emotions of others they may be in a relationship with
- Create a positive culture around issues of sexuality and relationships
- Develop the skills of recognising and dealing with difficult situations including relationships breaking down and unwanted attention
- Develop the attributes of self-respect, self-awareness, empathy and thoughtfulness
- To develop students' understanding of risk and safety with regard to intimate and online relationships
- To counteract myth and misinformation, and to challenge all forms of prejudice, including sexism, transphobia and homophobia

- To gain knowledge of sexual health services and information available to young people in the local area
- To develop skills in handling personal relationships, such as communication, and assertiveness
- To gain an understanding of exploitation, in order to avoid being exploited or exploiting others, including via technology
- To ensure students understand how the law applies to sexual and personal relationships, including issues of consent and the use of technology
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy

2. Statutory Requirements

We are required to teach relationships education/ RSE as part of the Department of Education statutory guidance.

Current regulations and guidance form the Department of Education states that there is parental right to withdraw pupils from RSE, for aspects of sex education that are not part of the science curriculum. It is the parent's responsibility to contact the school. We will make alternative arrangements where this is the case.

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 Education Act (1996).

The RSE policy is also in line with the following legislation:

- Learning & Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Academies Act 2010
- Supplementary guidance SRE for the 21st century (2014)
- Keeping children safe in education – statutory safeguarding guidance (2016)
- Section 34 of the Children and Social Work Act (2017)

The following school policies may also be relevant:

- anti-bullying
- safeguarding
- PSHE (currently in development)

Teachers giving information and education about contraception to students under the age of 16 are not acting unlawfully and do not require any specific parental consent. It is not appropriate, legally or professionally, for teachers to give specific advice on contraception to individual students. In cases where such advice and guidance is deemed to be necessary, it is our responsibility to encourage students to seek help from their parents and/or from an appropriate health service professional.

3. Policy Development

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

1. Review – a member of staff or working group pulled together all 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 provided with the policy and an opportunity to provide their feedback via email during Term 5 (April/May) 2021

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

This policy was developed to reflect The Department for Education's published guidance for delivering statutory relationships education sex education from September 2020.

At the Corsham School, Relationships & Sex Education (RSE) is defined as the learning of the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

The UK government defines sex as referring to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions. These are generally male or female or something that is assigned at birth. The UK government defines gender as a social construction relating to behaviours and attributes based on labels of masculinity and femininity; gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth. This can also be where an individual may see themselves as a man, a woman, as having no gender, or as having a non-binary gender – where people identify as somewhere on a spectrum between man and woman. Sexuality is the way people identify, how they experience sexual and romantic attraction (if they do), and their interest in and preferences around sexual and romantic relationships and behaviour.

We believe RSE is important for our pupil's and our school because it should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. We also aim to ensure that RSE fosters sexual and gender identities equality and LGBT+ equality by the use of language, resources and guidance that we use. In short, SRE contributes towards all students the knowledge to thrive in the modern world, keep themselves safe and be able to form positive relationships in the wider world.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring that lessons are differentiated and accessible. Staff will ensure that they are aware of these needs and keep seating plans up to date so that they can respond effectively where required.

The Deputy Headteacher for Pastoral, Head of House and tutors will also be kept up to date by the Team Leader for P&C as to the content and design of the curriculum so that they can support staff with additional information about students where required and P&C CTL will approve.

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5. Curriculum

Our RSE programme is an integral part of our whole school (pre & post 16) PSHE education programme and will cover; relationships within the home, nature of family life, positive and potentially harmful relationships, including domestic violence, consent in many contexts, the impact and use of forms of digital media, Identity including sexual and gender identities and how stereotypes can affect this, It will cover sexual and reproductive health in detail including where to go for help. A full view of the themes explored can be found in the overviews on the school website.

We aim to ensure that the RSE programme is matched to the needs of our pupils and will be subject to student and staff reviews at the end of each academic year. We also aim to ensure that it is inclusive of all our students with respect to gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion, belief or other life experience.

We will aim to answer student questions honestly, within the ground rules established at the start of each lesson. An integral part of these ground rules will be ensuring that no personal information is shared by either staff or students. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred to a more appropriate professional to answer.

Our RSE programme will be taught through a range of methods and interactive activities, including where appropriate, selective film clips, news articles, object-based enquiry and large opportunity for discussion.

Students will be encouraged to reflect on their own learning and progress through use of self-assessment against the personal learning checklist they will be provided with.

6. Delivery of RSE

PSHE will be taught by a variety of staff from across the curriculum areas in discreet timetabled lessons once a fortnight Key Stage 3 & 4) and via the Tutor Programme twice a week and continues in the context of CORE lessons in the Sixth Form (Key Stage 5).

These staff will receive appropriate support and training both in house and from external professionals. The tutor programme will also be supported by HOH's and professionals where appropriate

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

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). If parents wish to access the content taught, the school will accommodate this by way of review meeting in order to provide context.

7. Roles and Responsibilities

7.1 The governing board - LGB
The governing board will approve and review the RSE policy, and hold the Deputy Headteacher to account for its implementation.

7.2 The Deputy Headteacher
The Deputy Headteacher (Pastoral) has overall responsibility for ensuring implementation of the policy.

They are also responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

7.3 Staff
The RSE programme will be led by the People & Communities Team Leader who will produce overviews for the curriculum being taught, which will be published online on the school website and lesson plans and resources in line with the appropriate guidance from the PSHE Association.

Corsham 6th RSE lessons will be the responsibility of the Head of Post 16 with the support of the P&C team.

The following responsibilities will also be reflected in the appropriate job descriptions:

Team leader for People & Community Studies:
- Will develop structured programme with clearly stated learning outcomes for yrs 7-11
- Will co-ordinate the delivery of the programme through People and Community Study lessons and help support the delivery via the ks3 & 4 tutor programme
- Will monitor the delivery of the programme through a whole school tracking system against the DfE statutory requirements
- Will liaise with key personnel in the annual review and evaluation of sex and relationships education

Teaching Staff delivering PSHE are responsible for:
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE and Refer to Team Leader for P and C to make alternative arrangements where necessary
- 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 Deputy Headteacher or P&C Team Leader

7.4 Pupils
Pupils 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 pupils 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 Deputy Headteacher and P&C Team Leader 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 Team leader for People & Community Studies.

Pupil voice, staff voice and learning walks will be used to review and tailor our RSE programme to match the different needs of pupils.

Teachers will be asked to critically review their work in delivering RSE formally at the end of each academic year.

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

This policy will be reviewed by Team Leader for P&C and Deputy Headteacher Pastoral annually. At every review, the policy will be approved by the governing board at LGB.

11. 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 and that this must be treated in line with the school's safeguarding policy. Where appropriate, students will be referred to the safeguarding team.

Teachers will also consult with the designated safeguarding leads as well as the CTL for P&C who has received CP training.

Visitors/ external agencies will need to be escorted at all times whilst on site and be asked to sign in and wear the visitor lanyard provided.

Visiting speakers/ external agencies will need to be vetted to ensure that they have no agenda that is incompatible with the school ethos. Those arranging visits will also ensure that they have an overview of any presentation/ speeches prior to accepting the visitors on site.

Appendix 1: Curriculum map

Relationships and sex education curriculum map (2020 only)

Year Group	Term	Topic/Theme Details	Resources
7	1	Aspirations Wants & needs Social Media Safety	
7	3	**Relationships, Identity and Safety Unit:** Family relationships Love & relationships Online grooming Trolling Friends (inc. toxic friendships) Bullying or banter	
7	5&6	Puberty Menstruation Anger Management FGM	
8	3&4	**Sex, Relationships + Conflict:** Consent Contraception Dangers of pornography	

		Sexting	
		STI's	
		Male body image	
		Domestic conflict	
9	1	**Keeping yourself safe:**	
		Abusive relationships Exploitation	
		Peer pressure	
9	5&6	**Agency & Choice:**	
		Consent	
		Sexting	
		Pornography	
		Revenge Pornography	
		Teen Pregnancy	
		Forced marriage	
10	3&4	Content not covered in Year 9 (Covid 19)	
		Agency & Choice:	
		Consent	
		Sexting	
		Pornography	

		Revenge Pornography Teen Pregnancy Forced marriage	
10	5&6	Content not covered in Year 9 (Covid 19): Harassment Stalking Role Models Parenting LGBTQIA+	
11	1&2	Grief Suicide Conflict at home	

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

Topic	Pupils should know
Families	• 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	• 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
Online and media	• 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	• 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)
Intimate and sexual relationships, including sexual health	• 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		Tutor Group	
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 parent	