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Relationships and sex education Policy



**Bishop
Perowne**
Church of England College
Endeavour Forever

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Name	Position	Author	Reviewer	Approver
Helen Horovitz	Former Head of Department	✓		
Pauline Mason	Head of Department		✓	
Jane Price	Headteacher			✓
Anita Iddon	Chair of Governors			✓

C. Approval

This document is a controlled document authorized for release once all signatures have been obtained or has been approved for release at either a Full Governing Board meeting or relevant sub-committee meeting. Approval of this document constitutes approval of the content as described herein.

Name	Position	Date	Signature
Jane Price	Headteacher	29 th November 2022	<i>J Price</i>
Anita Iddon	Chair of Governors	29 th November 2022	<i>A Iddon</i>

D. Document revision

Date	Revision	Modification	Modified by
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1 AIMS

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

- Provide a framework in which sensitive discussions can take place
- Prepare 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

RSE enables students to develop compassion, respect and love for themselves and others, and compliments the Christian values of the college.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships and sex education (RSE) and health education (RSHE). Please see Appendix 4 for a copy of this.

2 STATUTORY REQUIREMENTS

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Bishop Perowne Church of England College we teach RSE as set out in this policy.

3 POLICY DEVELOPMENT

Belief Statement: This policy has been developed in consultation with staff, students and parents. We believe in the importance of parents/carers and students having a say in the way that RSE is delivered and take into account the views within our community. The steps that we will take to develop this policy are:

1. Review –the Subject Leader for PSHE 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 invited to attend a meeting about the policy. In subsequent years parents/stakeholders will be notified of the curriculum and invited to discuss any queries with the Subject Leader.
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

Position Statement: Stages 2-5 were due to take place in the Spring Term of 2020 and were affected by the Covid-19 lockdown. All parents/carers were written to and notified of the plans for the delivery of RSE from September 2020. Parents/carers were given contact details for the PSHE Subject Leader and were invited to attend an information evening. The information evening was cancelled due to the lockdown. This was held virtually on 22nd October 2020 from 5-6pm prior to the first teaching of the subject. During the academic year of 2021/22 a working group of students from each year group was consulted regarding the plans for delivery of the curriculum, this took place on the 23rd October 2021.

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.
- RSE empowers young people to make informed decisions about healthy relationships now and in their future.

5 CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6 DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum as part of PSHE/RE lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Students study at least one half term related to RSE each year. Lessons are delivered by school staff who have been trained in the delivery of RSE.

Particular care is taken to ensure that RSE is accessible to all students, including those with SEND. Any resources used will be accessible and appropriate to the learning needs of the individual student. In line with the Church of England Charter for RSHE “we acknowledge the potential vulnerability of students who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND students to high quality relationships and sex education.”

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 students 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 students may have a different structure of support around them (for example: looked after children or young carers).

7 ROLES AND RESPONSIBILITIES

7.1 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/non-science) components of RSE (see section 8).

7.2 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/non-science) 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.

The Subject Leader in charge of RSE as part of PSHE is Mrs Mason. PSHE is also taught by Mrs Day and any other member of staff teaching PSHE as part of their timetable.

7.3 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 son/daughter from the (non-statutory/non-science) components of sex education within RSE up to and until 3 terms before the student turns 16. After this point, if the student 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 student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

9 TRAINING

Staff are trained on the delivery of RSE as part of their PSHE induction and it is included in our continuing professional development calendar.

All staff teaching RSE will receive ongoing training and support from the Subject Leader as they teach the course.

10 MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Subject Leader for PSHE, Mrs Mason and the SLT line manager for PSHE, Mr J Manship, through:

- Subject Leader drop-ins and monitoring of the quality of lessons.
- Work Scrutinies
- Student Voice

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by PSHE co-ordinator annually. At every review, the policy will be approved by the Headteacher and the Governing Body.

APPENDIX 1: CURRICULUM MAP

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn Term 2 Autumn Term 1	<ul style="list-style-type: none"> • Personal Safety inside and outside school • Friendships – characteristics of healthy friendships. Treating others with respect and tolerance. • Types of bullying and the responsibilities of bystanders. • How to talk about emotions using accurate and sensitive language. 	Lessons planned and prepared by staff using PSHE Association accredited resources.
Year 7	Spring Term 2 Autumn Term 2	<ul style="list-style-type: none"> • Puberty. • Personal hygiene. • Unwanted contact and FGM. • Relationship boundaries. • Healthy Relationships 	<p>Expect Respect lesson 1 - Women's Aid resource. https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</p> <p>Lessons planned and prepared by staff using PSHE Association accredited resources.</p> <p>https://www.youtube.com/watch?v=W2IStB6Z3Vw – FGM</p> <p>https://www.pshe-association.org.uk/system/files/KS3%20FGM%20Lesson%20Plan.pdf</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn Term 2	<ul style="list-style-type: none"> • Gender Identity and sexual orientation. • Consent. • Sexting (and the impact of viewing harmful content). Online safety. How to identify harmful behaviour online, report and find support. • An introduction to contraception (hormonal and barrier methods). • Healthy intimate relationships. • Expect Respect lesson 2. • Recognising early signs of mental wellbeing concerns. • How to manage emotions, develop digital resilience. 	<p>Genderbread Person https://www.genderbread.org</p> <p>Women's Aid Expect Respect Resource. https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</p> <p>Childnet 'Crossing the Line' Resource video clip: https://www.childnet.com/resources/phe-toolkit/crossing-the-line sexting/just-send-it</p> <p>Lessons planned and prepared by staff using PSHE Association accredited resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Autumn Term 2 Summer term 1	<ul style="list-style-type: none"> Families and parenting (different types of families and parenting – including single parents, same-sex parents, blended families, adoption and fostering). Healthy relationships and conflict resolution. Expect Respect lesson 3 The difference between marriage and cohabitation. Legal status of other types of long term relationships. Healthy intimate relationships. Consent – myths and misconceptions. Continuous right to withdraw consent. Contraception and the consequences of unprotected sex. STIs – effective use of condoms. Attitudes to pornography – how can attitudes to sex in the media and pornography affect expectations? How to assess and manage the risks of sending, sharing or passing on sexual images. 	<p>Childnet Resources – Myths vs Reality Resource – Pornography lesson plan. https://www.childnet.com/resources/pse-toolkit/myth-vs-reality</p> <p>Women's Aid – Expect Respect Lesson 3 https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/ .</p> <p>Lessons planned by staff using PSHE Association accredited resources – details available on request from Mrs Horovitz</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Autumn Term 2 Summer 2	<ul style="list-style-type: none"> Relationship values and role of pleasure in relationships. Myths, assumptions, misconceptions and social norms regarding sex, gender and relationships. Opportunities and risks of forming and conducting relationships online. How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours. Consent – ethical and legal implications – including manipulation, coercion and capacity to consent. Honour based violence and forced marriage – how to safely access support. How to recognise and respond to pressure, coercion, exploitation – including how to report and access appropriate support. How to recognise and challenge victim blaming. Asexuality, abstinence and celibacy. Expect respect lesson 4 	<p>Lessons planned by staff using PSHE Association accredited resources – details available on request from Mrs Horovitz</p> <p>https://learning.nspcc.org.uk/media/1410/ks4-lesson-plan-3-pornography.pdf</p> <p>Women's Aid – Expect Respect Lesson 4. https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn Term 2 Spring 2	<ul style="list-style-type: none"> • Gender identity, gender expression and sexual orientation. • How to communicate assertively – wants and needs. • How to handle unwanted attention/challenge harassment and stalking including online. • Relationship abuse and how to seek support - Expect respect lesson 5 • Assessing readiness for parenthood and positive parenting qualities. • Fertility – how it varies and changes. The menopause. • Pregnancy, birth and miscarriage. • Unplanned pregnancy options including abortion, adoption. • Fostering. 	<p>Women's Aid – Expect Respect Lesson 5. https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</p> <p>Lessons planned by staff using PSHE Association accredited resources – details available on request from Mrs Horovitz</p>

APPENDIX 2: BY THE END OF SECONDARY SCHOOL SCHOOL STUDENTS SHOULD KNOW

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

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	STUDENTS SHOULD KNOW
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
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

TOPIC	STUDENTS SHOULD KNOW
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)
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/CARERS

Name of student		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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APPENDIX 4: A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (PSHE)

At Bishop Perowne we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health education (PSHE), which will enable all students to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their son/daughter and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage students to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSE will seek to build resilience in our students to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give students opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our students need to make their own informed decisions.
5. **That RSE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that students can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all students including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual student. We acknowledge the potential vulnerability of students who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek students' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of students, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about students' readiness for this information in consultation with parents/carers.

