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Relationship & Sex Education Policy (RSE)

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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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The provision at Fullhurst is not limited to this statutory guidance.

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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 invited to attend a consultation meeting in June 2020 about the policy where feedback was taken and acted upon.
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

We define Relationship education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define Sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight the lessons that contain what we define as sex education so that we can consider the wishes of parents who have requested to withdraw their children

from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

RSE is not about the promotion of sexual activity.

5. Curriculum

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.

Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

An inclusive RSE at Fullhurst Community College will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Our curriculum is set out as per Appendix 1 & 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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 maps in Appendix 1 & 2.

6. Delivery of 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) and Citizenship. Students will also be taught RSE in PSHE lessons (1 hour per week) in Years 7 to 11.

Pupils may also receive stand-alone Relationship & Sex Education sessions delivered by an external provider. This could be in the form of whole year group or small group sessions.

The delivery of aspects of RSE will also be delivered throughout the academic year during assemblies and planned tutor time activities.

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
- Self respect & identity
- 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 governing board

The governing board 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 pupils 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 pupils
- Responding appropriately to pupils 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 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.

The lessons that fall under our definition of sex education are shown in Appendix 1. The lesson content is underlined.

Requests for withdrawal should be put in writing using the form found in Appendix 4 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. Requests will need to be sent each academic year.

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 as part of our continuing professional development.

The Headteacher 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.

For details of specific teaching staff delivering this please consult the school website.

10. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Headteacher through:

Quality assurance and evaluation of the curriculum offer. This includes quality assuring lesson content and delivery in lessons.

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

This policy will be reviewed by Richard Parker-Monks, Assistant Headteacher, annually. At every review, the policy will be approved by the governing board.

Appendix 1: PSHE Curriculum map

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and Safety Transition to secondary school & personal safety in & outside school, including first aid	Developing Skills & Aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and Puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building Relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial Decision Making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and Alcohol Alcohol and drug misuse and pressures relating to drug use	Community and Careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional Wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and Relationships Gender identity, sexual orientation, consent, 'sexting', and <u>an introduction to contraception</u>	Digital Literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer Influence, Substance use and Gangs Healthy & unhealthy friendships, assertiveness, substance misuse gang exploitation	Setting Goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful Relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy Lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate Relationships Relationships and sex education including <u>consent, contraception, the risks of STIs, and attitudes to pornography</u>	Employability Skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling & the impact of advertising on financial choices	Healthy relationships Relationships and <u>sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</u>	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work Experience Preparation for and evaluation of work experience and readiness for work

Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (<u>including in relation to contraception and sexual health</u>), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
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Appendix 2: RSE Statutory Curriculum map

Relationships and sex education curriculum map - Families

SUBJECT and Year	TOPIC/THEME DETAILS
PSHE – All years RE.	That there are different types of committed, stable relationships.
PSHE RE.	How these relationships might contribute to human happiness and their importance for bringing up children.
RE. PSHE	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.
PSHE RE.	Why marriage is an important relationship choice for many couples and why it must be freely entered into.
RE.	The characteristics and legal status of other types of long-term relationships.
RE PSHE	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

SUBJECT	TOPIC/THEME DETAILS
PSHE Citizenship. External Provider	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.

Relationships and sex education curriculum map – Respectful relationships, including friendships.

SUBJECT	TOPIC/THEME DETAILS
PSHE, External Provider. ICT	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.
PSHE, External providers	Practical steps they can take in a range of different contexts to improve or support respectful relationships.

SUBJECT	TOPIC/THEME DETAILS
PSHE, External Provider. RE	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, gender identity or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
PSHE, External Provider.	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.

SUBJECT	TOPIC/THEME DETAILS
PSHE, External provider ICT	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
PSHE External Provider.	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

SUBJECT	TOPIC/THEME DETAILS
PSHE, External Provider.	What constitutes sexual harassment and sexual violence and why these are always unacceptable.
PSHE, External Provider.	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.

Relationships and sex education curriculum map – Online and media

SUBJECT	TOPIC/THEME DETAILS
PSHE, ICT. External Provider.	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
PSHE, ICT. External Provider.	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.

SUBJECT	TOPIC/THEME DETAILS
PSHE, ICT. External Provider.	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
Support slides. All PSHE and science lessons.	What to do and where to get support to report material or manage issues online.
External Provider	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.

SUBJECT	TOPIC/THEME DETAILS
PSHE, external provider , ICT	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
PSHE, ICT, External Provider.	How information and data is generated, collected, shared and used online.

Relationships and sex education curriculum map – Being safe

SUBJECT	TOPIC/THEME DETAILS
PSHE, RE, external provider RE,	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.
PSHE, external provider	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).

Relationships and sex education curriculum map – Intimate and sexual relationships, including sexual health

SUBJECT	TOPIC/THEME DETAILS
PSHE, External Provider.	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.
PSHE,	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.
PSHE, Science.	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
PSHE, External Provider.	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

SUBJECT	TOPIC/THEME DETAILS
PSHE, External Provider.	That they have a choice to delay sex or to enjoy intimacy without sex.
PSHE, RE, External Provider. Science.	The facts about the full range of contraceptive choices, efficacy and options available.
PSHE, RE, External Provider. Science,	The facts around pregnancy including miscarriage.
PSHE, RE, External Provider. Science,	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).

SUBJECT	TOPIC/THEME DETAILS
PSHE, External Provider, Science,	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.
PSHE, Science, external Provider	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
PSHE, External Provider,	How the use of alcohol and drugs can lead to risky sexual behaviour.
PSHE, External Provider. Science,	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3: By the end of secondary school pupils should know

TOPIC	PUPILS 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	PUPILS 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

TOPIC	PUPILS 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	PUPILS 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 4: 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 parents	
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We believe this school policy:

- ☐ is an essential part of the school;
- ☐ supports staff in managing certain situations;
- ☐ provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- ☐ provides a roadmap for day-to-day operations;
- ☐ ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- ☐ is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- ☐ stems from the school's vision and objectives which are formed in strategic management meetings