

# Relationship & Sex Education (Secondary) Policy

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Policy Owner: Standards Director

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Approved by: Trust Board

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**Due to the evolving nature of Inspiration Trust, procedures behind this Policy will be reviewed and amended accordingly to reflect changes.**

This policy does not form part of any employee's contract of employment and it may be amended at any time following consultation.

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## **Position Statement**

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.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. This education can also foster understanding and respect for people with different sexual orientations and help them feel safe and supported when it comes to their own feelings and identity. It can make a significant contribution to the development of the personal skills needed by people if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. The new guidelines are to ensure that education prepares young people for life in the modern world.

## **Statutory requirements**

The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, since September 2020 it has been compulsory for all schools to teach Health Education.

## **Policy Aims**

The aims of the relationships and sex education (RSE) policy (secondary) at our academies 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 aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful

marriage or other types of committed relationships. RSE will incorporate developing understanding and respect for families and relationships that are varied in their makeup. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. In RSE, rather than LGBT+ content being explored separately, this will be incorporated into each area as appropriate; this is to ensure that all different types of families and relationships are understood and that the pupils gain greater understanding of their own and other people's relationships.

Our policy will also ensure that all pupils understand the importance of equality and respect, complying with The Equality Act 2010.

### **Ofsted recommendations**

In light of recent ofsted recommendations we aim to create a culture within our schools and academies where sexual harassment and online sexual abuse are not tolerated. Our schools aim to identify issues and intervene early to protect children and young people. As part of our whole-trust approach to address these issues our schools and academies have carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online abuse and harassment. This would include time for open discussion for topics that children and young people find particularly difficult, such as consent and the 'sending of nudes'. During this time students are also made aware of the various support that is available to them both within the school and externally. Each academy and school will ensure that the teachers delivering these areas will be professionally equipped to deliver such topic areas and will be subject to training and development both through the Inspiration Trust and with external providers.

### **What is relationship and sex education?**

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

### **Curriculum**

### **Provision**

Each academy is responsible for ensuring that a comprehensive and appropriate RSE curriculum is scheduled, delivered, evaluated and updated regularly. Each academy will produce and publish an

RSE curriculum overview annually on their school's website outlining what they will deliver in each year group, when different aspects of the curriculum will be delivered during the academic year as well as an overview of how the various aspects of the curriculum will be taught. RSE may be delivered in specific lessons or it may also be delivered as part of a form time programme or 'drop down' days. These approaches will be used flexibly to deliver the curriculum in the most effective way.

### **Pupils with special educational needs and disabilities (SEND)**

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. The SEND department should be notified in advance if additional support is required in order to support a pupil in a lesson. Each academy should be mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

### **Values**

All those who teach aspects of RSE within our schools, including visitors, are expected to be guided by the following values that represent those values held in common by the Inspiration Trust and our school communities. The teaching of RSE will encourage pupils to:-

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, gender, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

### **Roles and responsibilities**

#### The trust board

The trust board will approve the RSE policy and hold the academy Principals to account for its implementation, as set out in this policy.

#### Academy committees

Will have oversight of

- ensuring the quality of RSE provision is subject to regular and effective self-evaluation and scrutiny;
- ensuring legal obligations are met
- ensuring the school is led in a way that supports a culture of value and respect for difference and diversity.

#### Principals

Principals are responsible for:

- ensuring that RSE is taught consistently across their Academy,
- managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.
- ensuring pupils make progress in achieving the expected educational outcomes
- ensuring good leadership of curriculum, including resourcing, so that responsibility for RSE is clear
- ensuring the quality of provision is subject to regular and effective self-evaluation;
- ensuring teaching is delivered in ways that are accessible to all pupils with SEND;
- ensuring quality training and support is provided for teachers delivering RSE.
- ensuring clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- ensuring legal obligations are met
- ensuring their school is led in a way that supports a culture of value and respect for difference and diversity.

### Teaching staff

Teaching staff are responsible for:

- supporting a culture of value and respect for difference and diversity.
- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- Monitoring pupil progress
- responding to the needs of individual pupils
- responding appropriately to pupils 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 Principal.

### **Resources**

Ensuring that pupils and their families have the most up to date information is essential. Leaflets and pamphlets will be sourced from suitable organisations and agencies and issued to pupils where this is deemed an appropriate method for communicating key facts. Academies will endeavour to provide absent pupils with any information that they have missed upon their return. Those pupils who join outside the main cohort will also receive leaflets, pamphlets or other information issued to pupils in their year group retrospectively.

Academies may choose to restrict the distribution of information to gender specific groups, for example some leaflets may only be appropriate to one gender eg. testicular self-examination.

### **Additional sources of information**

All pupils will be taught to access a range of appropriate online resources, for example the NHS website. This will allow pupils to undertake independent research and find information on a range of health issues including STIs and contraception. Online resources from the PSHE Association may also be used, which is an organisation that helps support teachers of PSHE with resources and guidance for all of the topics covered in SRE/PSHE. At times outside agencies such as St John's Ambulance may visit schools and academies to give information on a variety of issues. These agencies will be deemed experts in their field and will support the school's RSE curriculum

## **Confidentiality**

RSE does not aim to provide individual advice to pupils. Teachers are not health professionals and are not qualified to give advice to individuals. Teachers should not promise the pupils confidentiality. Nevertheless, if required, support will be given by appropriate staff within each academy.

## **Safeguarding**

The Inspiration Trust has a separate safeguarding policy that all staff read and accept annually. Effective RSE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

## **Disclosures**

If a member of staff has any concerns that a specific pupil is sexually active, is contemplating sexual activity, is at risk of self-harm or suicide, is at risk of abuse (physical or mental), is involved in unsafe online activity, is at risk of exploitation or has any other concerns that come to light through the delivery of the RSE curriculum the trust's safeguarding policy should be followed. The Academy will then ensure that:

- Child protection issues are addressed
- The young person receives adequate counseling and information
- Parents and carers are informed

## **The role of parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Through sharing this policy and also providing information on school websites about the RSE curriculum, parents will be able to access information about the RSE education being provided. This communication is important and schools will also make staff available to discuss the curriculum in more detail upon the receipt of a parental request.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any request an appropriate member of the academy staff should discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This should be documented and kept on file to ensure a record is kept (Appendix 1).

Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make

arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However there may be exceptional circumstances where the school may want to take a pupil's specific needs arising from their SEND into account when making this decision.

There is no right to withdraw from Relationships Education or Health Education.

Any parent wishing to make a complaint about the teaching of RSE at one of the trust academies should, in the first instance, address these directly with the specific school as per the normal complaints policy. Should this initial meeting fail to resolve the problem parents/carers should submit a written complaint, as set out in our complaints policy.

### **Issues Relating to Staff**

Information concerning this policy will be disseminated to all trust staff annually. All teachers required to teach any of the content within the curriculum will receive adequate training and CPD and be supported both by the school and by the Inspiration Trust PSHE/RSE subject community.

### **Monitoring and review**

The delivery of RSE is monitored by the PSHE lead through:

- Planning scrutinies
- Learning walks
- Monitoring of assemblies
- Review of curriculum impact and pupil progress monitoring

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

Each academy will be responsible for evaluating the impact of this policy and the related curriculum.

The impact of this policy will be monitored and reviewed by the Academy Committee.

The Principal will provide the Academy Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

This policy will be reviewed annually.

## Appendix 1: Curriculum Content

*By the end of secondary school:*

Topic	What pupils should know
<p><b>Families</b></p>	<p>Pupils should know:</p> <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>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know:</p> <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 relationships.</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>

<p><b>Online media and</b></p>	<p>Pupils should know:</p> <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>
<p><b>Being safe</b></p>	<p>Pupils should know:</p> <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). Intimate and sexual relationships, including online</li> </ul>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Pupils should know:</p> <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 and menopause.</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> </ul>

- 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.

## The Law

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## Physical health and mental wellbeing

Our teaching and curriculum should build on primary content and should introduce new content to older pupils at appropriate points.

**There will be an integrated, whole-school approach to the teaching and promotion of health and wellbeing as this has a potential positive impact on behaviour and attainment. This will be reflected in whole school systems and the wider personal development curriculum.**

**Teachers should be aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects.**

### Mental wellbeing

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.

	<ul style="list-style-type: none"> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of</li> </ul>

	sleep can affect weight, mood and ability to learn.
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

## Appendix 2: Right to withdraw from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions following discussion with parents/carers	Include notes from discussions with parents/carers and outline any actions that have been agreed