



# Relationships and Sex Education Policy (RSE)

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This policy was reviewed in June 2022. The following changes were made.

- Updated members of staff – p. 7
- Sixth form provision included – p. 10

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### 1. Aims

The staff, governors and parents/carers of Park High School see RSE education as an important part of a young person’s development to ensure they grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. Young people need to develop knowledge and skills and to explore their own and others’ values in order to make informed choices about their health and well-being. RSE education supports the statutory requirements for schools to support student well-being and promote the social, moral, spiritual and cultural development of the child and the key aim of the national curriculum to prepare students for life. The policy supports articles 3,12, 28, 29 of the UN Convention of the Rights of the Child.

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
- This policy covers our school’s approach to Relationships and Sex education (RSE). It was produced by Mrs Anisha Mistry (PSHCEe HOD) in consultation with the Senior Leadership Team and the Governors. It will be reviewed in annually.

### 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 Park High School we teach RSE as set out in this policy.

This policy complies with our funding agreement and articles of association.

### **3. Policy development**

This policy has been developed in consultation with staff, students 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 meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

In the context of the school's commitment to the Public Sector Equality Duty (PSED), RSE will foster self-esteem and self-worth in the learning environment through the demonstration of equal opportunities: that is a recognition, respect and celebration of difference and diversity. The learning experience is made relevant and accessible to all students within the school. This is achieved through strategies which include positive images in relation to disability, sexuality, adaptation of materials, and use of support staff where possible. See Equalities/Inclusion Policy for further information. We will ensure that the RSE programme is inclusive and respectful of all pupils' unique starting points.

This policy should be read in conjunction with other school policies including:

- PSHCEe
- Anti-bullying
- Drugs education
- Child protection/Safeguarding
- Teaching and Learning
- Equality Policy and Equality Objectives

The school acknowledges that our students come from a rich diversity of backgrounds expressing a wide spectrum of beliefs and values and we have sought to recognise the enrichment these bring to our community. RSE education including sex education is an integral part of the PSHCEe programme.

The policy is included in the staff handbook. A summary for parents/carers is included in the prospectus. There will be opportunities for parents/carers to be consulted about changes. This policy will be available to parents through the school's website.

#### **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.

#### **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. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional when possible.

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 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).

RSE education is taught within the science curriculum and as units of the PSHCEe programme. The programme is co-ordinated by the PSHCEe Lead. All students within the school have equal access to RSE.

- Tutors and all those contributing to the RSE curriculum will work within an agreed values framework and where appropriate receive training
- The PSHCEe programme is taught by form tutors using a variety of teaching styles. All staff are expected to establish and maintain ground rules to create a safe learning environment. Strategies to determine students' existing knowledge and needs are used including a baseline assessment at the beginning of

each unit and lesson – these are constantly returned to in order to monitor progress and to tailor learning accordingly. Interactive distancing learning methods that support participation and encourage reflection are promoted including paired work, small group work, class discussion, questioning, drama, and distancing techniques e.g. scenarios, fiction, TV, DVDs.

- Questions from students will be answered honestly using the adult’s professional judgement either in class or in a 1:1, and with regard to the age and maturity of the individual. Question or worry boxes are used to allow staff to filter through questions prior to answering them.
- Resources are carefully selected to meet the needs of our students and reflect our equal opportunities policy.
- Outside speakers are invited to assist the delivery of RSE where appropriate and will work within the principles of the school policy. A member of school staff will be present during these visits.
- The content of the programme will be flexible according to identified need and current issues.
- **Assessment** -elements of RSE that form part of the science curriculum will be assessed in accordance with NC requirements. The learning of other elements of RSE will be assessed as part of the overall PSHCEe programme. Assessment for learning strategies are used as part of whole school policy and help to track pupils’ progress. Creative approaches are also used e.g. quizzes to assess knowledge; presentations; observations of group work; design of leaflets/cards; role play; repeated mind maps, and values continuum. Assessment methods will respond to the age and ability of the students. Summative assessment tasks are completed at the end of every PSHCEe unit including RSE modules.

## **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 students from [non-statutory/non-science] 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 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 PSHCEe HOD who will liaise with senior staff as appropriate.

All form tutors will deliver RSE dependent upon the Year group they are teaching, as will Science teachers dependent upon the curriculum. This is supported and monitored by the Key Stage Leads in PSHCEe and HOD. They are:

KS3 PSHCEe lead: Ms Emma Kelly

KS4 PSHCEe lead: TBC

KS5 PSHCEe lead and Head of Department: Mrs Anisha Mistry

#### **7.4 Students**

Students 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/non-science 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 student's educational record. The PSHCEe HOD will discuss the request with parents and take appropriate action, liaising with senior staff as appropriate.

Alternative PSHCEe 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 induction and it is included in our continuing professional development calendar.

The PSHCEe HOD 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 Mrs A Mistry, PSHCEe HOD through:

- planning scrutinies
- learning walks and observations
- Staff and student feedback
- Curriculum development
- Departmental Reviews

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

This policy will be reviewed by Mrs A Mistry, PSHCEe HOD annually. At every review, the policy will be approved by the governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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YEAR GROUP	TOPIC/THEME DETAILS
Year 7	During Year 7, students are introduced to different types of relationships they may encounter throughout their life, in particular friendships, including those online. They are taught how to recognise a healthy friendship and how to respect others. Students learn about the effects of bullying and cyberbullying, stereotyping and discrimination. They are introduced to risks including online risks such as social media and body image.
Year 8	In Year 8, students revisit different types of relationships and are introduced to the roles and responsibilities of parenting and marriage. They are taught how to recognise a healthy relationship and how to respect others by showing tolerance of other beliefs.
Year 9	In Year 9, students will be introduced to intimate and sexual relationships, including how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships. The facts about the full range of contraceptive choices available, including the risks of STIs, alcohol and drugs. Students will revisit risks and online risks which include child sexual exploitation, abuse, grooming and coercion.  Students learn about diversity and how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.



YEAR GROUP	TOPIC/THEME DETAILS
Year 10	<p>During Year 10, students will revisit different types of relationships including the different types of committed, stable relationships, intimate and sexual relationships. They will learn what marriage is, including their legal status; the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>Students will revisit sexual and intimate relationships, with a focus on practical steps they can take to improve or support respectful relationships; the risks involved and 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</p>
Year 11	<p>In Year 11, students will revisit different types of relationships including the different types of committed, stable relationships, intimate and sexual relationships. They will learn how 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 impact of viewing harmful content depicted in sexually explicit material presents a distorted picture of sexual behaviours and how damaging this can be. They will learn the concepts of, and laws relating to, sexual consent, sexual exploitation, rape, abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p>
Sixth Form	<p>In Year 12 and 13, students recap different types of relationships. They focus upon intimate and sexual relationships, understanding the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online). They also revisit how to recognise, and seek help in the case of, sexual abuse, harassment, exploitation, assault or rape, and the process for reporting to appropriate authorities.</p> <p>In addition to this, they will also look at how to build meaningful relationships in the workplace and the boundaries around professional relationships.</p>

**Appendix 2: By the end of secondary school students should know**

TOPIC	STUDENTS SHOULD KNOW
Families	<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>

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<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>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal 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 SCHOOL	
Agreed actions from discussion with parents	          
HOD signature	

Please ensure a copy is passed to HOY for student file