



# Sex and Relationships Education Policy

## Key Stages 3 and 4

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Learning | Effort | Aspiration | Respect | Nurture | Wellbeing



# Relationship and Sex Education Policy (RSE)

## 1. Aims

This policy is intended to provide parents with information about how the school deals with the important issue of Relationship and Sex Education. Partnership between school and home is vital in all aspects of education but is particularly so when dealing with this issue. Parents/Carers will want to know when and how the school deals with topics and the school is keen to involve Parents/Carers in reviewing and developing policy. The school believes that the Relationship and Sex Education it provides should be complementary to and supportive of, the role of Parents/Carers, and it should have regard for Parents/Carers views about content and presentation.

- The aims of relationship education 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
- Enhance the school values of Respect, Nurture and Well Being

## 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils 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](#) (Relationships Education, Relationships and Sex Education DfE Feb 2019) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Wood Green School, we teach RSE as set out in this policy.

## 3. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

## 4. 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, 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.

The aim of RSE at Wood Green School is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It

enables them to know what a healthy relationship looks like and what makes a good friend and a successful marriage or other type of committed relationship. We also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). We teach what is acceptable and unacceptable behaviour in relationships.

This helps students 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. RSE does not encourage early sexual experimentation, but helps young people understand human sexuality and to respect themselves and others. It enables them to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE supports people, throughout their life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

This is delivered in a non-judgmental, factual way and allows scope for young people to ask questions in a safe environment. Teachers set ground rules with the class to help manage sensitive discussion. We build on the foundation of Relationships Education given in primary school, and, as students grow up, we extend teaching to include intimate relationships.

Alongside being taught about intimate relationships, pupils are taught about family relationships, friendships and other kinds of relationships; all an equally important part of becoming a successful and happy adult. This teaching should enable students to distinguish between experiences that exemplify healthy relationships and those that are distorted or harmful. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity is explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is an equal opportunity to explore the features of stable and healthy same-sex relationships. This is integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching is that the applicable law should be taught in a factual way so that students are clear on their rights and responsibilities as citizens. Students will be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, is addressed sensitively and clearly. We address the physical and emotional damage caused by female genital mutilation (FGM). Students are also taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.

As well as addressing this in the context of the law, students are supported to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

We are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, our school has a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety is also be addressed. Students are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Students will understand how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them. Some students are also exposed to sexual behaviours online, and via other forms of media, which may normalise certain sexual behaviours including violent ones. A focus on healthy relationships and broader relationships education can help young people understand normal and acceptable behaviours in relationships.

At Wood Green School, most of these subjects are delivered in our Personal Development lessons, sometimes with the help of outside agencies. The students also have access to our Nurse, who can give individual help and guidance when requested.

For more information about our curriculum, see our curriculum map in [Appendix 1](#).

## 5. Delivery of RSE

RSE is taught within the Personal Development (PD) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The Head of Personal Development will have overall responsibility for planning and delivery of RSE for Key Stages 3 and 4. In Year 7 form tutors deliver the programme, then in the subsequent years, a specialist team have this responsibility. In Years 12 and 13 the programme is covered by outside speakers, organised by the Deputy Head of Sixth Form.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding mindfully to students with misconceptions or misunderstandings
- Responding to the needs of individual pupils

Teachers' personal beliefs and attitudes must not influence the teaching of RSE. They will work within the school's agreed framework, which must be in line with current legislation.

Teachers will know the boundaries of their legal and professional responsibilities and students should be aware that teachers cannot guarantee absolute confidentiality. Students should be reassured that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

The focus will be on boys as much as girls.

All students must be properly included in RSE teaching. For some students with special educational need and learning difficulties aspects of RSE may need to be more explicit e.g. learning to recognise abuse and what sort of behaviours are, and are not acceptable.

Some parts of RSE may be provided by people from outside school e.g. health professionals, social workers. Such contributors are expected to work within the school's RSE policy and on the instructions of the Headteacher. However, where they are in their professional role (e.g. school nurse in consultation with the individual student) they follow their own professional code of conduct.

## 6. Parents' right to withdraw

Our policy is based on this following guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

The important lessons your child is taught about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at Wood Green will complement and reinforce the lessons you teach your child as they grow up.

Wood Green School is required to consult with you when developing and renewing their policies on Relationships, Sex and Health Education. These policies are published online and are available to anybody free of charge.

You can express your opinion, and this will help us decide how and when to cover the content of the statutory guidance. It may also help us decide whether to teach additional non-statutory content. Schools are required to ensure our teaching reflects the age and religious background of our pupils.

### Right to withdraw your child

From September 2020, you cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the Sex Education lessons delivered at Wood Green, you can ask that they are withdrawn. The Headteacher will consider this request

and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances). Therefore from Year 11 onwards, the right to withdraw lies with the student themselves, rather than with parents.

The science curriculum in all maintained schools also includes content on human development, including reproduction, from which there is no right to withdraw.

### **7. Monitoring arrangements**

The delivery of RSE is monitored by the Head of Personal Development, Dr Willis, through termly meetings with the PD department, arranged learning walks, and collection of student feedback.

Pupils' development in RSE is monitored by class teachers during lessons.

This policy will be reviewed by the Head of Personal Development annually.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

At present, Relationship Education and Sex Education is delivered mainly through four areas of the curriculum – Personal Development (PSHE, RSE, SMRC), Religious Education (RE), Science and IT. The relevant issues covered in these subjects with each year group are summarised below:

#### Year 7

<p><b>Personal Development</b> <b><u>Relationships and Staying Safe</u></b></p> <ul style="list-style-type: none"><li>• How friendships affect Self Esteem</li><li>• Gender Stereotyping (film <i>Free: Team Angelica</i>)</li><li>• Who could you talk to?</li><li>• Friendship groups</li><li>• Being a Good Friend</li><li>• Supporting Others in School</li><li>• Self Esteem and Family</li><li>• LBQT</li><li>• Linus' Story (film <i>Free</i>)</li><li>• Homophobia</li><li>• Family Portraits</li><li>• Emma's story – same sex parents (film <i>Free</i>)</li><li>• Young Carers</li><li>• How to support a Young Carer</li><li>• Bullying</li><li>• How to get help</li><li>• Cyberbullying</li><li>• How to get help</li><li>• Online sexual grooming – <i>Newsround Special</i> plus <i>Police campaign; Ellie's Story</i></li><li>• SMART acronym</li><li>• How to get help</li><li>• How Gangs Exploit Young people</li><li>• How to get help</li></ul> <p><u>Puberty</u></p> <ul style="list-style-type: none"><li>• Changes during puberty. Film <i>Teen Dreams</i>: Discovery channel</li><li>• Periods</li><li>• Personal Hygiene</li><li>• Safe contact in Relationships with reference to consent and sexual abuse (Safeguarding Link)</li></ul>
<p><b>RE</b> Identify the variety of types of 'Love' in Christianity - not just sex (Eros) but family, friends, care and compassion, (agape) Elaborate on the care and compassion type of love Random acts of loving kindness Concept of charity and love</p>
<p><b>Science</b> Human life cycle – this includes work on the sex organs, menstrual cycle, intercouRSE, puberty and development of the baby – a series of models showing stages of development. Taught through worksheets, DVDs and discussion about puberty</p>
<p><b>ICT</b></p> <ul style="list-style-type: none"><li>• E Safety, linking to different forms of Cyberbullying</li><li>• Use of social media; being aware of Location options on social media</li><li>• Key message of 'Post It Lose It'</li></ul> <p>Data Protection Act and Communications Act 2003</p>

## Year 8

<p><b>Personal Development: Relationships and Sex Education (building on Year 7)</b></p> <ul style="list-style-type: none"><li>• Different types of Relationships</li><li>• Positive and Stable Relationships</li><li>• Changing Friendships</li><li>• Communication Skills</li><li>• Romantic Attachments (revisiting Consent)</li><li>• Sharing of Explicit Images/ Sexting - <i>First to a million/ CEOP</i> (SAFEGUARDING LINK)</li><li>• Bullying and Abuse</li><li>• Prejudice Based Bullying: types</li><li>• How to help</li><li>• Cyberbullying: different types plus help</li><li>• Online sexual grooming - (SAFEGUARDING LINK)</li><li>• Sexual grooming in person- film <i>Exploited</i> by CEOP (SAFEGUARDING LINK)</li><li>• Gangs (SAFEGUARDING LINK)</li></ul>
<p><b>Science</b></p> <p>Human life cycle – this includes work on the sex organs, menstrual cycle, intercourse, puberty and development of the baby – a series of models showing stages of development. Taught through worksheets, DVDs and discussion about puberty</p>
<p><b>ICT</b></p> <ul style="list-style-type: none"><li>• E Safety - current issues - Trojans: remote access to your PC</li><li>• Trolling and Communications Act 2003. Slander in Public Online areas.</li><li>• Safety in public Wi Fi areas</li><li>• Illegal downloads, copyrighting</li></ul>

## Year 9

<p><b>Personal Development <u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"><li>• The Nature and Purpose of Marriage</li><li>• Coping with Separation and Divorce</li><li>• Arranged Marriages</li><li>• Forced marriages</li><li>• How to get help</li><li>• Same sex marriages</li><li>• Positive versus Negative Relationships</li><li>• Abuse in the family</li><li>• How to get help</li><li>• Female Genital Mutilation</li><li>• Consequences of unprotected sex– BBC class clips</li><li>• The benefits of delaying sexual relationships</li><li>• Consent: more depth</li><li>• Different forms of contraception: <i>Outside providers: Medical Students Oxford University</i></li><li>• Sexually transmitted diseases - film about STIs and safe sex from <i>Turning Points BBC</i></li><li>• HIV</li></ul>
<p><b>Science</b></p> <p>Revisit Year 7</p> <p>Genetics and inherited features and inherited diseases</p>
<p><b>ICT</b></p> <ul style="list-style-type: none"><li>• CEOP <i>ThinkUKnow</i> ('sexting')</li><li>• Grooming from online Gaming</li><li>• 'Throwaway' comments on social media</li><li>• World of Influences on Social Media</li><li>• Effect of Social Media on Mental Health</li><li>• Online PRSEnce; What "breadcrumbs" you leave</li></ul>



## Year 10 and 11

<p><b>Personal Development <u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"><li>• The dangers of Cults</li><li>• Sexual Exploitation by Gangs</li><li>• Child sexual exploitation</li><li>• Male exploitation</li><li>• Which young people are more vulnerable?</li><li>• EastEnders special – recognise the signs</li><li>• How to access help</li><li>• Up skirting with link to campaigning for change</li><li>• Sexual Offences_with link to gender double standards, and victim blaming</li><li>• How to access help</li></ul>
<p><b>RS GCSE (option)</b></p> <ul style="list-style-type: none"><li>• Religion and Life: - includes issue of abortion from ethical, religious and humanist perspectives</li><li>• The law on abortion</li><li>• Issue of rights: Pro Life and Pro Choice</li><li>• Adoption and Fostering</li><li>• Religion and Human Right – human rights in relation to gender and sexuality</li></ul>
<p><b>Science</b> Years 10 and 11: Extension of Year 7 work and in addition inborn genetic diseases, cancers and risk e.g. skin cancer Revisit the male and female systems, intercourse, puberty and the menstrual cycle. The hormones of the menstrual cycle are now included and the role they play in the female cycle</p>

## Year 12 and 13

<p><b>Sessions on the following topics are delivered through either tutor time sessions, assemblies, pop-up lunchtime consultations with the school Health Nurse or as part of the Enrichment programme. These are recommendations linked to RSE from the post 16 PSHE framework guidance</b></p> <ul style="list-style-type: none"><li>• develop and maintain healthy relationships; differentiate between ‘love’ and ‘lust’; understand what it means to be ‘in love’</li><li>• recognise and manage negative influence, manipulation and persuasion in a variety of contexts;</li><li>• understand the moral and legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people’s right to give, not give, or withdraw their consent</li><li>• understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations</li><li>• understand the advantages and disadvantages of different methods of contraception, including which will and will not protect from STIs; manage the use of contraception, including how and where to access it</li><li>• access the pathways available to them in the event of an unintended pregnancy and understand the importance of getting advice and support quickly</li><li>• avoid contracting or passing on a sexually transmitted infection (STI); know what do to if they are concerned about or think they may have put themselves at risk of contracting an STI (including getting tested, stopping sexual activity until tests come back clear, telling partners) and know where and how to access local and national advice, diagnosis and treatment</li><li>• manage online safety in all its forms; protecting their privacy; protecting their ‘online presence’ and building and maintaining a positive personal reputation;</li><li>• understanding levels of appropriateness and legality when it comes to sexting, pornography and graphic imagery.</li></ul>
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References:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) January 2020

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-RSE> Nov 2019