

Relationship and Sex Education Policy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

Version:	2.0
Date created:	January 2020
Author:	TMET
Ratified by:	Board
Date ratified:	June 2020
Review date:	January 2022

Revision History:

Version	Date	Author	Summary of Changes:
2.0	Jan 2020	TMET	To update in line with revised legislation in place-Sep 2020
1.0	March 2018	TMET	New Trust Policy Template

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Relationships and Sex Education Policy

1. Introduction

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

2. Statutory requirements

Secondary:

As a secondary school, we must provide relationship and sex education (RSE) to all pupils as per section 34 of the Children and Social Work Act 2017.

The Trust's funding agreements require it to have regard to RSE guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996, when teaching RSE.

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 review the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE (only where this was deemed age appropriate and beneficial).
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

4. 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.

5. Curriculum

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

The curriculum has been developed 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.

If significant or repeated issues occur within the academy or its community these will be addressed through the curriculum.

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).

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).

7. Roles and responsibilities

7.1 The Board of Trustees

The Board will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils 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 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.

There is a team of staff that deliver the RSE curriculum in year 9 as part of the PSHE curriculum.

Form tutors are responsible for delivering bespoke sessions on RSE as part of the 'Stop the Clock' programme.

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/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 and addressed to the Principal, and can be submitted via email to gkader@rushey-tmet.uk Appendix 3: Parent form: withdrawal from sex education within RSE and completing

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

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 in our continuing professional development calendar.

10. Monitoring arrangements

The delivery of RSE at Rushey Mead Academy is monitored by Richard Grainger – Vice Principal through:

Curriculum quality assurance

Lesson visits

Book monitoring

Student voice

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

This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be approved by the Board of Trustees.

Appendix 1: Relationships and sex education curriculum map

RSE EXPECTATIONS: SECONDARY TOPICS	PUPILS SHOULD KNOW	WHERE THIS TOPIC IS DELIVERED																																			
Families	That there are different types of committed, stable relationships.	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR GROUP</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Sexuality</td> <td>RE</td> <td>10</td> <td>HT5</td> </tr> <tr> <td>Marriage</td> <td>RE</td> <td>10</td> <td>HT5</td> </tr> <tr> <td>Divorce</td> <td>RE</td> <td>10</td> <td>HT5</td> </tr> <tr> <td>Different types of family</td> <td>RE</td> <td>10</td> <td>HT5</td> </tr> </tbody> </table>				TOPIC	SUBJECT	YEAR GROUP	TERM	Sexuality	RE	10	HT5	Marriage	RE	10	HT5	Divorce	RE	10	HT5	Different types of family	RE	10	HT5												
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	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 recognize this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR GROUP</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Keeping Safe</td> <td>STC</td> <td>7</td> <td>HT3</td> </tr> <tr> <td>Grooming/CSE</td> <td>PSHE</td> <td>9</td> <td>HT1</td> </tr> <tr> <td>County lines</td> <td>STC</td> <td>8</td> <td>HT3</td> </tr> <tr> <td>Rape Awareness/only Yes means Yes</td> <td>PSHE</td> <td>9</td> <td>HT2</td> </tr> <tr> <td>Risk/Domestic violence</td> <td>PSHE</td> <td>9</td> <td>HT5</td> </tr> <tr> <td>Extremism and radicalization</td> <td>PSHE</td> <td>9</td> <td>HT5</td> </tr> <tr> <td>CSE/ Chelsea's Choice</td> <td>PSHE</td> <td>9</td> <td>HT6</td> </tr> </tbody> </table>				TOPIC	SUBJECT	YEAR GROUP	TERM	Keeping Safe	STC	7	HT3	Grooming/CSE	PSHE	9	HT1	County lines	STC	8	HT3	Rape Awareness/only Yes means Yes	PSHE	9	HT2	Risk/Domestic violence	PSHE	9	HT5	Extremism and radicalization	PSHE	9	HT5	CSE/ Chelsea's Choice	PSHE	9	HT6
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	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR GROUP</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Purpose of families</td> <td>RE</td> <td>10</td> <td>HT6</td> </tr> <tr> <td>Roles in families</td> <td>RE</td> <td>10</td> <td>HT6</td> </tr> </tbody> </table>				TOPIC	SUBJECT	YEAR GROUP	TERM	Purpose of families	RE	10	HT6	Roles in families	RE	10	HT6																				
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	<p>The characteristics and legal status of other types of long-term relationships.</p>	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR GROUP</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Sexuality</td> <td>PSHE</td> <td>9</td> <td>HT1</td> </tr> <tr> <td>LGBTQ+</td> <td>Assembly</td> <td>7-11</td> <td>HT1-6</td> </tr> <tr> <td>LGBTQ+</td> <td>Assembly</td> <td>7-11</td> <td>HT1- HT6</td> </tr> <tr> <td>Sexuality</td> <td>RE</td> <td>10</td> <td>HT5</td> </tr> <tr> <td>Different types of family</td> <td>RE</td> <td>10</td> <td>HT5</td> </tr> </tbody> </table>	TOPIC	SUBJECT	YEAR GROUP	TERM	Sexuality	PSHE	9	HT1	LGBTQ+	Assembly	7-11	HT1-6	LGBTQ+	Assembly	7-11	HT1- HT6	Sexuality	RE	10	HT5	Different types of family	RE	10	HT5
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	<p>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.</p>	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Purpose of families</td> <td>RE</td> <td>10</td> <td>HT6</td> </tr> <tr> <td>Roles in the family</td> <td>RE</td> <td>10</td> <td>HT6</td> </tr> <tr> <td>Different types of relationships</td> <td>RE</td> <td>10</td> <td>HT5</td> </tr> </tbody> </table>	TOPIC	SUBJECT	YEAR	TERM	Purpose of families	RE	10	HT6	Roles in the family	RE	10	HT6	Different types of relationships	RE	10	HT5								
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<p>Respectful relationships, including friendships</p>	<p>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.</p>	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Relationships</td> <td>STC</td> <td>7</td> <td>HT1</td> </tr> <tr> <td>Mental health and relationships</td> <td>STC</td> <td>9</td> <td>HA2</td> </tr> <tr> <td>Relationships</td> <td>PHSE</td> <td>9</td> <td>TERM1</td> </tr> <tr> <td>Consent</td> <td>PHSE</td> <td>9</td> <td>TERM1</td> </tr> </tbody> </table>				TOPIC	SUBJECT	YEAR	TERM	Relationships	STC	7	HT1	Mental health and relationships	STC	9	HA2	Relationships	PHSE	9	TERM1	Consent	PHSE	9	TERM1
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	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Relationships</td> <td>STC</td> <td>7</td> <td>HT1</td> </tr> </tbody> </table>				TOPIC	SUBJECT	YEAR	TERM	Relationships	STC	7	HT1												
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	<p>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).</p>	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Celebrating diversity</td> <td>STC</td> <td>8</td> <td>HT4</td> </tr> </tbody> </table>				TOPIC	SUBJECT	YEAR	TERM	Celebrating diversity	STC	8	HT4												
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	<p>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.</p>	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Respectful relationships, including friendships</td> <td>Rushey 1,2,3</td> <td>7-11</td> <td>All year</td> </tr> <tr> <td>Protected Characteristics</td> <td>Assembly</td> <td>7-11</td> <td>HT1-HT6</td> </tr> <tr> <td>Anti-Bullying Work</td> <td>Tutor time</td> <td>7-11</td> <td>HT1-6</td> </tr> <tr> <td>Work Experience</td> <td>Careers</td> <td>10</td> <td>HT4</td> </tr> </tbody> </table>				TOPIC	SUBJECT	YEAR	TERM	Respectful relationships, including friendships	Rushey 1,2,3	7-11	All year	Protected Characteristics	Assembly	7-11	HT1-HT6	Anti-Bullying Work	Tutor time	7-11	HT1-6	Work Experience	Careers	10	HT4
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	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Cyberbullying</td> <td>STC</td> <td>8</td> <td>HT1</td> </tr> <tr> <td>Sexting/CSE/Consent</td> <td>STC</td> <td>10</td> <td>HT2</td> </tr> <tr> <td>Protected characteristics</td> <td>Assembly</td> <td>7-11</td> <td>HT1-6</td> </tr> </tbody> </table>	TOPIC	SUBJECT	YEAR	TERM	Cyberbullying	STC	8	HT1	Sexting/CSE/Consent	STC	10	HT2	Protected characteristics	Assembly	7-11	HT1-6				
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	<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Domestic Violence</td> <td>PSHE</td> <td>9</td> <td>HT6</td> </tr> <tr> <td>Forced Marriage</td> <td>PSHE</td> <td>9</td> <td>HT2</td> </tr> <tr> <td>Consent</td> <td>PSHE</td> <td>9</td> <td>HT1</td> </tr> <tr> <td>CSE</td> <td>STC</td> <td>8</td> <td>HT6</td> </tr> </tbody> </table>	TOPIC	SUBJECT	YEAR	TERM	Domestic Violence	PSHE	9	HT6	Forced Marriage	PSHE	9	HT2	Consent	PSHE	9	HT1	CSE	STC	8	HT6
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	<p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p>	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>SUBJECT</th> <th>YEAR</th> <th>TERM</th> </tr> </thead> <tbody> <tr> <td>Sexting</td> <td>STC</td> <td>10</td> <td>HT</td> </tr> <tr> <td>Rape Awareness</td> <td>PSHE</td> <td>9</td> <td>HT2</td> </tr> <tr> <td>Consent/CSE</td> <td>PSHE</td> <td>9</td> <td>HT1</td> </tr> <tr> <td>The laws around sex and relationships</td> <td>PSHE</td> <td>9</td> <td>HT1/2</td> </tr> </tbody> </table>	TOPIC	SUBJECT	YEAR	TERM	Sexting	STC	10	HT	Rape Awareness	PSHE	9	HT2	Consent/CSE	PSHE	9	HT1	The laws around sex and relationships	PSHE	9	HT1/2
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Appendix 2: 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
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
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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 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	