

Relationships and Sex Education policy

Humphry Davy School



Humphry
Davy
School
A Community
Music College

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Linked policies:

Citizenship and personal development policy

Homework and independent study policy

Literacy across the curriculum

Numeracy across the curriculum

Religious studies policy

Single equalities scheme

Setting and grouping policy

Special educational needs and disabilities policy

Teaching and Learning Policy

Adopted by the Governing Body:

Reviewed for compliance:

Review Period:

Review Date:

School Vision:

Humphry Davy School's vision is of an inspiring and vibrant place for learning where we aspire to excellence in everything we do and seek to maximise the life chances of all members of our student community. Our commitment to developing, and maintaining, an outstanding and diverse curriculum which aspires to respond to the local and national agenda both intelligently and creatively in order to ensure that all of our students receive a high quality learning experience at all times is the underlying principle behind this policy.

The co-operative values and principles continue to heavily influence the school's ethos and considerations of self-help, self-responsibility, democracy, equality, equity and solidarity remain key drivers in decision-making related to the school's curriculum.

We believe whole heartedly that in order to access a broad and balanced curriculum and to be successful in their future lives all students need to be confident in their understanding of both relationship and sex education.

Finally we consider it critical that equal opportunities are promoted and realised at all levels of curriculum provision and that this is integral to outstanding practice. Our curriculum is one which celebrates inclusion throughout and we firmly believe that our diversity as a school ultimately enriches and enhances the experiences of all students.

1. Aims

- The aims of relationships and sex education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

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

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

The policy is written in accordance with the Relationships Education statutory guidance for Relationships and Sex Education (RSE) and Health Education from the DfE 2019 (updated July 2020).

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 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 read the policy and give feedback.

4. Ratification – once amendments were made, the policy was shared with governors 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.

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.

6. Delivery of RSE

RSE is taught within the citizenship and personal development (CitPD) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

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

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 governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The RSE curriculum is led and coordinated by Alison Jones (Humanities faculty lead) and Ruth Thurston (Head of Lower School).

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 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 pupil's educational record. The headteacher or a representative delegated by the Headteacher 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.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Alison Jones (Humanities faculty lead) and Ruth Thurston (Head of Lower School) through:

Planned learning walks, student voice, lesson drop ins and exit surveys.

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

This policy will be reviewed by Alison Jones (Humanities faculty lead) and Ruth Thurston (Head of Lower School) annually. At every review, the policy will be approved by the governing board.

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Appendix 1: Curriculum map

RSE and citizenship curriculum map

	Winter Term	Spring Term	Summer Term
Year 7	<p>Healthy Living</p> <ul style="list-style-type: none"> How to determine whether a relationship (emphasis on friendships) is unhealthy/unsafe Characteristics of positive relationships; How to foster and support positive relationships How positive and negative relationships can impact on the happiness of others. Types of bullying (including cyberbullying) The impact of bullying and how to seek help. <p>Rights/responsibilities and opportunities online, including exploring behaviour expectations on and offline.</p> <ul style="list-style-type: none"> 	<p>Human Rights</p> <ul style="list-style-type: none"> An introduction to human rights- what are they and where did they come from? Consideration of key human rights Balancing conflicting human rights 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> Importance of Sun and Water Safety (linked to local context) and how to take steps to keep ourselves safe. The impact of smoking The impact of drinking excessive amounts of alcohol The importance of and how to maintain a healthy diet The effects of puberty (with an emphasis on emotional effects) Mental Health- how to recognise early signs and how to boost happiness Hygiene and Dental Health
		<p>Financial Wellbeing</p> <ul style="list-style-type: none"> Function and uses of money Importance and practice of budgeting Managing risk 	
Year 8	<p>Power and Politics/ Healthy Living- Being delivered through Y8 Tutor time and combination of drop down days to be arranged</p> <ul style="list-style-type: none"> How politics relates to everyday life Role of MPs and political parties Campaigning Voting Development of political system of democratic government in the UK- Suffrage campaign Parliament project- House of Commons, House of Lords, Monarchy Mental Health- Focus on anxiety and depression Introduction to key illegal drugs and the law relating to illegal drug use. 		

	<ul style="list-style-type: none"> ▪ Relationships and Sex Education- Features of positive romantic relationships; Conception and pregnancy (discussion around miscarriage); ▪ Introduction to contraception.
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	Winter Term	Spring Term	Summer Term
Year 9	<p style="text-align: center;">Young People and the Law</p> <ul style="list-style-type: none"> ▪ The characteristics, causes and effects of youth crime. ▪ The role of the police in dealing with youth crime. ▪ The criminal court structure and opportunity to participate in a mock trial. ▪ Aims of Punishment ▪ Approaches to punishment in youth justice system and effectiveness of prisons. ▪ Criminal behaviour within relationships. 	<p style="text-align: center;">Life in Modern Britain</p> <ul style="list-style-type: none"> ▪ ‘Britishness’ and British Values ▪ Diversity and Multiculturalism ▪ Diverse national, religious and ethnic identities and the need for mutual respect and understanding. ▪ The problem with racism ▪ Dangers of radicalisation ▪ UK’s relationship with the rest of the world (Europe, Commonwealth, UN) 	<p style="text-align: center;">Healthy Lifestyles</p> <ul style="list-style-type: none"> ▪ Healthy Relationships sessions x 5 run by Barnardos ▪ The effects/risks of taking key illegal drugs- focus on Cannabis.

Year 10	Rights and Responsibilities <ul style="list-style-type: none"> Introduction to human rights Balancing conflicting rights Case Study- Human Rights and International Law. Consumer Rights Employment Rights 	Power, Politics and the Media <ul style="list-style-type: none"> Parliamentary democracy in the UK- the different roles of the executive, legislature and judiciary; how Parliament/citizens hold the government to account. Electoral systems in the UK and around the world. Democratic and non-democratic government around the world. Devolution in the UK The importance of a free press. 	Healthy Lifestyles <ul style="list-style-type: none"> The physical and psychological consequences of addiction- focus on alcohol. Information about low risk alcohol consumption in adulthood and how alcohol and drugs can lead to risky sexual behaviour. How people can actively communicate and recognise sexual consent, how and when consent can be withdrawn and how to resist pressure/delay sex. How sexually explicit material presents a distorted picture of sexual behaviours and can damage self esteem. Contraceptive choices and efficacy- with a focus on condom use. Choices in pregnancy- abortion, adoption and keeping the baby- and where to get further help. The roles and responsibilities of parents, including characteristics of effective parenting.
	Financial Wellbeing <ul style="list-style-type: none"> Income and Expenditure (MoneySense game)- including risks associated with gambling Financial products and services- Credit and debt/insurance/savings/pensions How public money is raised and spent 		
Year 11	Local Issues and Active Citizenship <ul style="list-style-type: none"> Campaigning for change Attitudes towards poverty and homelessness. Attitudes towards climate change and 	Healthy Lifestyles <ul style="list-style-type: none"> How to recognise unhealthy intimate relationships- including the laws and current/future effects of exploitation, coercion, harassment and rape. 	Study Skills

	<p>plastic use.</p> <ul style="list-style-type: none"> ▪ Planning and evaluating a successful Citizenship campaign. 	<ul style="list-style-type: none"> ▪ Abuse in relationships – including the laws and current/future effects of domestic violence and abuse. ▪ FGM, forced marriages, and honour based violence - including the laws and current/future effects of these. ▪ How different STIs are transmitted and risks can be reduced through safer sex. ▪ The prevalence of some STIs, the impact they hand on those who contract them and key facts about treatment. ▪ 	
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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
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

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

Appendix 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	