Relationships and Sex Education Policy (from 2020)

Policy Agreed	July 2024
Policy published (including on website):	July 2024
Next review Date:	July 2025

Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Roles and Responsibilities
8. Parents right to withdraw
9. Training
10. Monitoring arrangements
11. Safeguarding
    - Appendix 1: RSE curriculum map
    - Appendix 2: by the end of secondary school pupils should know
    - Appendix 3: Parent form: withdrawal from sex education within RSE

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide an appropriate framework in which informed and supportive sensitive discussions can take place
- Develop the skills of recognising and dealing with difficult situations including starting, managing or ending relationships, including them breaking down and unwanted attention
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene including familial, friendly and romantic relationships and where to go for additional support/ guidance/ information.
- Understand they have a right to manage their own bodies and relationships, including the giving and withdrawing of consent and to encourage positive attitudes towards the human body and sexuality.
- Understand they have a responsibility to respect the rights and emotions of others they may be in a relationship with.
- Create a positive culture around issues of sexuality and relationships.
- Develop the attributes of self-respect, self-awareness, empathy and thoughtfulness

- To develop students' understanding of risk and safety with regard to intimate and online relationships.
- To counteract myth and misinformation, and to challenge all forms of prejudice, including sexism, transphobia and homophobia.
- To gain knowledge of sexual health services and information available to young people in the local area.
- To develop skills in handling personal relationships, such as communication, and assertiveness.
- To gain an understanding of exploitation, in order to avoid being exploited or exploiting others, including via technology.
- To ensure students understand how the law applies to sexual and personal relationships, including issues of consent and the use of technology.
- Help pupils develop feelings of self-respect, confidence and empathy.

2. Statutory Requirements

We are required to teach relationships education/ RSE as part of the Department of Education statutory guidance as per section 34 of the Children and Social work act 2017.

Current regulations and guidance form the Department of Education states that there is parental right to withdraw pupils from RSE, for aspects of sex education that are not part of the science curriculum. It is the parent's responsibility to contact the school. We will make alternative arrangements where this is the case

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 Education Act (1996).

The RSE policy is also in line with the following legislation;

- Learning & Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Academies Act 2010
- Supplementary guidance SRE for the 21st century (2014)
- Keeping children safe in education – statutory safeguarding guidance (2016)
- Section 34 of the Children and Social Work Act (2017)

The following school policies may also be relevant;

- anti-bullying
- safeguarding
- PSHE (currently in development)

Teachers giving information and education about contraception to students under the age of 16 are not acting unlawfully and do not require any specific parental consent. It is not appropriate, legally or professionally, for teachers to give specific advice on contraception to individual students. In cases where such advice and guidance is deemed to be necessary, it is our responsibility to encourage students to seek help from their parents and/or from an appropriate health service professional.

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 look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were provided with the policy and an opportunity to provide their feedback via email during Term 5 (April/May) 2021

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

This policy was developed to reflect The Department for Education's published guidance for delivering statutory relationships education sex education from September 2020.

At the Corsham School, Relationships & Sex Education (RSE) is defined as the learning of the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

The UK government defines sex as referring to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions. These are generally male or female or something that is assigned at birth. The UK government defines gender as a social construction relating to behaviours and attributes based on labels of masculinity and femininity; gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth. This can also be where an individual may see themselves as a man, a woman, as having no gender, or as having a non-binary gender – where people identify as somewhere on a spectrum between man and woman. Sexuality is the way people identify, how they experience sexual and romantic attraction (if they do), and their interest in and preferences around sexual and romantic relationships and behaviour.

We believe RSE is important for our pupil's and our school because it should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. We also aim to ensure that RSE fosters sexual and gender identities equality and LGBT+ equality by the use of language, resources and guidance that we use. In short, RSE contributes towards all students the knowledge to thrive in the modern world, keep themselves safe and be able to form positive relationships in the wider world.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring that lessons are differentiated and accessible. Staff will ensure that they are aware of these needs and keep seating plans up to date so that they can respond effectively where required.

The Deputy Headteacher for Pastoral, Head of House and tutors will also be kept up to date by the Team Leader for People and Community Studies (P&C) as to the content and design of the curriculum so that they can support staff with additional information about students where required and People and Community Studies CTL will approve.

We believe RSE is important for our pupil's and our school because it should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. We also aim to ensure that RSE fosters gender equality and LGBT+ equality by the use of language, resources and guidance that we use.

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 RSE programme is an integral part of our whole school (pre & post 16) PSHE education programme and will cover; relationships within the home, nature of family life, positive and potentially harmful relationships, including domestic violence, consent in many contexts, the impact and use of forms of digital media, Identity including sexual and gender identities and how stereotypes can affect this, It will cover sexual and reproductive health in detail including where to go for help. A full view of the themes explored can be found in the overviews on the school website.

We aim to ensure that the RSE programme is matched to the needs of our pupils and will be subject to student and staff reviews at the end of each academic year. We also aim to ensure that it is inclusive of all our students with respect to gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion, belief or other life experience.

We will aim to answer student questions honestly, within the ground rules established at the start of each lesson. An integral part of these ground rules will be ensuring that no personal information is shared by either staff or students. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred to a more appropriate professional to answer.

Our RSE programme will be taught through a range of methods and interactive activities, including where appropriate, selective film clips, news articles, object-based enquiry and large opportunity for discussion.

Students will be encouraged to reflect on their own learning and progress through use of self-assessment against the personal learning checklist they will be provided with.

6. Delivery of RSE

PSHE will be taught by a variety of staff from across the curriculum areas in discreet timetabled lessons once a fortnight Key Stage 3 & 4) and via the Tutor Programme twice a week and continues in the context of CORE lessons in the Sixth Form (Key Stage 5).

These staff will receive appropriate support and training both in house and from external professionals. The tutor programme will also be supported by HOH's and professionals where appropriate

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

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 - LGB
The governing board will approve and review the RSE policy, and hold the Deputy Headteacher to account for its implementation.

7.2 The Deputy Headteacher
The Deputy Headteacher (Chris Smith) has overall responsibility for ensuring implementation of the policy.

They are also 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.

7.3 Staff
The RSE programme will be led by the People & Communities Team Leader who will produce overviews for the curriculum being taught, which will be published online on the school website and lesson plans and resources in line with the appropriate guidance from the PSHE Association.

Corsham 6th RSE lessons will be the responsibility of the Head of Post 16 with the support of the People and Community Studies team.

The following responsibilities will also be reflected in the appropriate job descriptions:

Team leader for People & Community Studies (CTL for People & Community Studies):
- Will develop structured programme with clearly stated learning outcomes for yrs 7-11.
- Will co-ordinate the delivery of the programme through People and Community Study lessons and help support the delivery via the ks3 & 4 tutor programme.
- Will monitor the delivery of the programme through a whole school tracking system against the DfE statutory requirements.
- Will liaise with key personnel in the annual review and evaluation of sex and relationships education.

Teaching Staff delivering PSHE 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 components of RSE and Refer to Team Leader for P and C to make alternative arrangements where necessary.
- 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 Deputy Headteacher or People and Community Studies Team Leader.

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 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 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 Deputy Headteacher and People and Community Studies Team Leader 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 the CTL for People and Community Studies.

Pupil voice, staff voice and learning walks will be used to review and tailor our RSE programme to match the different needs of pupils.

Teachers will be asked to critically review their work in delivering RSE formally at the end of each academic year.

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

This policy will be reviewed by Team Leader for People and Community Studies and Deputy Headteacher Pastoral annually. At every review, the policy will be approved by the governing board at LGB.

11. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and that this must be treated in line with the school's safeguarding policy. Where appropriate, students will be referred to the safeguarding team.

Teachers will also consult with the designated safeguarding leads Chris Smith & Lydia Smith as well as the CTL for People and Community Studies who has received CP training.

Visitors/ external agencies will need to be escorted at all times whilst on site and be asked to sign in and wear the visitor lanyard provided.

Visiting speakers/ external agencies will need to be vetted to ensure that they have no agenda that is incompatible with the school ethos. Those arranging visits will also ensure that they have an overview of any presentation/ speeches prior to accepting the visitors on site.

Appendix 1: Curriculum map(updated)

Relationships and sex education curriculum map (2024 onwards)

Year Group	Topic	Topic/Theme Details	Learning Outcomes
7	**Friendships, Respect and Relationships**	This unit looks at consent and boundaries and evaluates why personal space and boundaries are important when growing up. It then looks at the wide range of relationships that young people have and the qualities of good friendships. The unit then finishes looking at how to manage these relationships and looks at pressures and influences within different types of relationships	To understand what constitutes consent and why consent should always be respected To evaluate why personal space and boundaries are important when growing up To understand how to deal with situations in an assertive way To understand the wide range of relationships young people have To understand that different types of relationships will work in different ways To consider the differences between people and learn how to respect those differences To understand the importance of friendship and the qualities that make a good friend To know what is needed to form positive relationships with friends To evaluate why some friendships can be more beneficial than others To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails To understand that most people feel the same range of emotions, but do not always respond in the same way to similar situations To celebrate personal strengths and achievements and promote awareness of what can affect us To see the good that can come from the bad To explain why it is important to be confident and assertive To know how to deal with peer pressure To understand when peer pressure can go wrong and how it can make someone else feel To understand what it means to be a man in modern society To explore rigid gender stereotypes of masculine men To evaluate the characteristics of a 'good man' and a 'real man'

8	**Identity, Relationships and Sex Education**	This unit starts with an introduction to RSE looking at what makes a healthy relationship. It deals with conflict that can happen within relationships.

Students will look at the difference between sex and gender and the harmful prejudices and stereotypes that can be associated with these.

All students learn about the menstrual cycle.

The unit finishes with a brief look at what is love and an introduction to the concept of contraception. | To understand the core aims of RSE in secondary schools To understand how physical touch may be different in a sexual relationship to any other relationship   To explore what rights in relationships look like

To know what self-love really is To be able to explain why self-love is so important, and good for us To see how society has evolved to minimise self-love

Compare and contrast the characteristics of healthy and unhealthy relationships To know what respect in a healthy relationship looks like To explain various aspects of a healthy relationship and understand how they are connected

To define the term love and understand that it comes in many forms To identify how you might like give and receive love yourself To understand different types of love and love languages

To know the different areas of life where conflict may occur   To understand the cause of conflict and learn a range of conflict resolution methods To acknowledge that feelings may vary between people in the same situation

To understand the menstrual cycle and its role in human reproduction To understand how and why feminine protection is so absorbent and effective To evaluate the role of hormones in the regulation of the body's functions

To describe the concept of abstinence To understand the main other ways of reducing the risk of pregnancy To be able to identify a wide range of contraceptive methods

To understand the many different key terms and concepts that are used To explore and challenge LGBTQ+ prejudices and stereotypes To understand the damaging impact homophobic language has on people |
| 9 | **Sex the Law and Consent** | Year 9 starts looking at the law concerning sexual consent and FGM.

It then looks at delaying sexual activity and the pressures that can be associated with this.

 It covers the positive and negative reasons to have sex and explores | To know the legal definition of consent and the law surrounding it   To understand the purpose and the importance of consent   To understand the consequences of sexual activity with no consent

To revise the different parts of the female reproductive organs To understand what FGM is and its impact To know that FGM is illegal and where you can go for help and support

To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship To understand the non-physical characteristics someone might look for in a future partner To look at relationships and understand the factors necessary to develop a healthy relationship

To describe what an unhealthy relationship looks like To understand the different types of abuse that exist   To identify how and where to get help with abusive relationships |

		the consequences of making a relationship sexual. Then to finish students, debate the sexualisation of the media and the impact this is having on teens.	To know the various things to consider when thinking about making a relationship sexual To understand the positive and negative reasons to have sex To explore the benefits and consequences of making a relationship sexual To understand the benefits of delaying sexual activity To know how to be assertive and deal with undue pressure To know why consent and respect for each other should be the priority in any relationship To define the terms stalking and harassment To explore the differences between flirting and sexual harassment To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012)
10	**Exploring Relationships and Sex Education**	This looks at the legal, emotional and social consequences of sending sexts. This is then explored further with pornography looking at what is and is not legal and identifying the differences between what is seen in pornography and real life. It explores how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self. Sexual violence is covered looking at assault and rape. The unit progresses onto pleasure and looks at masturbation and the risk associated with different sexual activities.	To define the terms pleasure, masturbation and sexual activities To explore the benefits and risks associated with masturbation To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk activities To understand what FGM is and to know that FGM is illegal and where you can go for help and support To explore the social and economic excuses used by people to encourage FGM To evaluate the best way to campaign against FGM practices here in the UK and abroad To understand the legal, emotional and social consequences of sending sexts To explore the reasons why some young people send sexts, nudes and dick pics To be able to deal effectively assertively with requests and pressure to send sexts To outline what is and is not legal in terms of pornography To identify the differences between what is seen in porn and what happens in real life To look at the impact of porn on society and relationships To understand how porn may negatively influence a person's behaviour in society To explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self-esteem To know what revenge porn is and the law surrounding it To explore the laws regarding rape and sexual assault To understand how unhealthy behaviours and an imbalance of power in a relationship could lead to violence and sexual assault To explore what qualities to look for in a healthy loving relationship To explore the impact sexualisation of the media is having on teenagers To identify the links between body image and the medias influence on it To evaluate whether shows like Love Island teach viewers about morals and ethics

11	**Sexual Health**	Year 11s study the importance of their sexual health and the impact bad choices can have.	To define the phrase 'peer on peer abuse' and understand what constitutes abuse To explore circumstances when peer pressure becomes peer abuse To evaluate what support networks are available to help support those in need
		They revisit contraception and STIs in further detail. They look at respect in relationships and the importance of this.	To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF treatment
			To describe the risks associated with house parties and alcohol To explore alcohol abuse, drink spiking and the associated risks To evaluate what and who impacts our decisions about our own health and the choices we make
		They then look at fertility and what can impact fertility, leading on to different types of fertility treatment	To increase awareness of the importance of a young person's sexual health To explore various consequences of neglecting sexual health To understand what emergency contraception is available and when it is appropriate to use it
			To understand the way STIs spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic To understand the differences between viral, bacterial, fungal and parasitic STIs
			To revisit how a variety of different forms of contraception work To further understand the advantages and disadvantages of different contraceptive methods To explore which forms of contraception protect against pregnancy, STIs or both
			To understand the importance of respecting others, especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship

Appendix 2: By the end of secondary school pupils should know

Topic	Pupils should know
Families	• 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	• 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
Online and media	• 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	• 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)
Intimate and sexual relationships, including sexual health	• 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		Tutor Group	
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 parent	