GLF

Where Children Grow, Learn and Flourish



RELATIONSHIPS AND SEX POLICY

Policy title:	RELATIONSHIPS AND SEX Policy
Category:	STUDENT
Responsibility:	Assistant Headteacher
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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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Ensure students understand what healthy relationships look like
- Teach students the correct vocabulary to describe themselves and their bodies

2. STATUTORY REQUIREMENTS

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

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

At Merstham Park School we teach RSE as set out in this policy.

3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

A. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

B. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

C. Parent/stakeholder consultation – parents and any interested parties were invited to share their opinions about the policy

D. Student consultation – we investigated what exactly students want from their RSE

E. Ratification – once amendments were made, the policy was shared with the SSB and ratified

4. DEFINITION

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. CURRICULUM

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

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. DELIVERY OF RSE

RSE is taught to all students, with due consideration being made to the needs of vulnerable students and those with special needs, to ensure that RSE is purposeful for them and has the intended outcomes.

RSE is primarily taught within the Personal, Social, Health and Citizenship Education (PSHCE) curriculum. Other aspects, such as the biological aspects of RSE are taught within the Science curriculum and online safety is taught in Computing lessons.

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 School Strategy Board (SSB)

The SSB will approve the RSE policy, and hold the Head to account for its implementation.

7.2 The Head

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

7.3 Staff

At Merstham Park School, RSE will be delivered by Learning Mentors, who have the advantage of knowing their students particularly well due to spending Learning Group Time every day with students and being their first pastoral point of contact.

Staff teaching RSE are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual Students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory, non-Science components of RSE and referring this to the Head.

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 Head.

7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory, non-Science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head.

The Head will discuss the request with the student's Head of Year who will then invite the parent in for a meeting to discuss the request and ensure that they have a clear perception of the curriculum aims and content before removing any student from part of the curriculum. A copy of withdrawal requests will be placed in the students educational record.

Alternative work will be given to students who are withdrawn from sex education.

9. TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our Continuing Professional Development calendar.

The Senior Leadership Team 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 Mr Briggs, Assistant Headteacher, through:

- Learning walks
- Student voice
- Staff feedback

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

This policy will be reviewed annually by Mr Briggs, Assistant Headteacher. At every review, the policy will be approved by the School Strategy Board (SSB).

APPENDIX 1: Curriculum map

Relationships and sex education curriculum map

Year	Term 1	Term 2	Term 3
7	**Relationships and values: (ITP)** The characteristics of positive and healthy friendships (in all contexts, including online) including: trust and respect. **Online Safety: (Computing)** Risks and the law relating to grooming and sharing data online. How to identify reliable information online.	**Reproduction and Pregnancy: (Science)** The facts about reproductive health, including fertility. The facts around pregnancy including miscarriage. **Physical and Emotional Wellbeing: (PE)** The positive associations between physical activity and promotion of mental wellbeing, What constitutes a healthy lifestyle. Healthy eating and the links between a poor diet and health risks.	**Puberty and mental health: (ITP)** The key facts about puberty, the changing adolescent body and mental wellbeing. The importance of talking to others.
8	**Respectful relationships (ITP)** Deserving and receiving respect. Showing tolerance of others' beliefs. Why marriage is an important relationship choice for many couples and why it must be freely entered into. **Safe and unsafe online content: (Computing)** The impact of viewing harmful content.such as specifically sexually explicit material e.g. that this presents a distorted picture of sexual behaviours. The impact of unhealthy or obsessive comparison with others online. Social media, online gambling including the accumulation of debt, how	**Personal hygiene: (Science)** Personal hygiene, germs, including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	**The internal body: (Science)** The facts about the harms from smoking tobacco (particularly the link to lung cancer. The Science relating to blood, organ and stem cell donation.

	advertising and information is targeted at them and how to be a discerning consumer of information online.		
9	**Happy families: (PSHCE)** That there are different types of committed, stable relationships, how these relationships might contribute to human happiness and their importance for bringing up children. Different kinds of marriages and the law.	**Alcohol, drugs and dependency: (PSHCE)** The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions. The law relating to the supply and possession of illegal substances. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. The physical and psychological consequences of addiction, including alcohol dependency.	**Intimate relationships: (PSHCE)** That all aspects of health can be affected by the choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. That they have a choice to delay sex. • 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.
10	**The Equality Act and relationships: (PSHCE)** The characteristics and legal status of other types of long-term relationships. 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.	**Consent and Pregnancy: (PSHCE)** 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). That there are choices in relation to pregnancy. **Contraception: (Science)** The facts about the full range of contraceptive choices.	**Lifelong health awareness: (PSHCE)** Dental health and the benefits of good oral hygiene and dental flossing The benefits of regular self-examination and screening. The facts and Science relating to immunisation and vaccination. The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

11	**Sexual health: (PSHCE)** 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. The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	**Choices and Parenting: (PSHCE)** How the use of alcohol and drugs can lead to risky sexual behaviour. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	**Choices and Parenting: (PSHCE)** Project work

APPENDIX 2: By the end of secondary school students should know …

TOPIC	STUDENTS 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 pressuring 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 / CARERS			
Name of child		Learning Mentor Group	
Name of parent / carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent / carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents / carers	