

# Relationships and Sex Education Policy (from 2020)

Pakefield High School



<b>Approved by:</b>	Local Governing Body	<b>Date:</b> April 22
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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 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 secondary academy school, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

At Pakefield High School we teach RSE as set out in this policy.

### 3. Definition

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

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

RSE is not about the promotion of sexual activity.

### 4. Curriculum

We have developed the curriculum in line with the PSHE association guidance 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.

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

### 5. 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 our schools form time learning program.

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 Appendix 1.

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).

### 6. Roles and responsibilities

#### 6.1 The governing board

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

#### 6.2 The head of school

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

#### 6.3 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 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 head of school (Daniel Bagshaw) or the head of PSHE in the school (Annie Benton).

## 6.4 Pupils

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

## 7. Parents' right to withdraw

Parents have the right to withdraw their children from the 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 addressed to the head of school.

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

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

## 8. 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 head of school 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.

## 9. Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE alongside the rest of the leadership team through:

- Form time learning walks
- PSHE Lesson observations
- Science lesson observations
- Work scrutinies
- Department meetings

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

This policy will be reviewed by the Head of school annually. At every review, the policy will be approved by the governing body.

## Appendix 1

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 7	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none"> <li>Personal identity and values</li> <li>Learning skills and teamwork</li> <li>Respect in school</li> </ul>	Developing empathy, compassion and communication: <ul style="list-style-type: none"> <li>Making and maintaining friendships</li> <li>Identifying and challenging bullying</li> <li>Communicating online</li> </ul>	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none"> <li>Regulating emotions</li> <li>Diet and exercise</li> <li>Hygiene and dental health</li> <li>Sleep</li> </ul>	Developing self-confidence and self-worth: <ul style="list-style-type: none"> <li>Puberty and managing change</li> <li>Body satisfaction and self-concept</li> </ul>	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none"> <li>Rights in the community</li> <li>Relationship boundaries</li> <li>Unwanted contact</li> <li>FGM and forced marriage</li> </ul>	Developing agency and decision making skills: <ul style="list-style-type: none"> <li>Drugs, alcohol and tobacco</li> <li>Safety and first aid</li> </ul>
Year 8	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul>	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none"> <li>Stereotypes, prejudice and discrimination</li> <li>Promoting diversity and equality</li> </ul>	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> <li>Drugs and alcohol</li> <li>Introduction to contraception</li> <li>Resisting peer influence</li> <li>Online choices and influences</li> </ul>	Developing goal setting, motivation and self-awareness: <ul style="list-style-type: none"> <li>Aspirations for the future</li> <li>Career choices</li> <li>Identity and the world of work</li> </ul>	Developing communication and negotiation skills, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Boundaries and consent</li> <li>LGBT+ inclusivity</li> <li>'Sexting'</li> <li>Managing conflict</li> </ul>	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> <li>Maintaining positive mental health</li> <li>Importance of physical activity</li> </ul>
Year 9	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> <li>GCSE options</li> <li>Sources of careers advice</li> <li>Employability</li> </ul>	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> <li>Friendship challenges</li> <li>Gangs and violent crime</li> <li>Drugs and alcohol</li> <li>Assertive communication</li> </ul>	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> <li>Mental health (including self-harm and eating disorders)</li> <li>Change, loss and bereavement</li> <li>Healthy coping strategies</li> </ul>	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> <li>Financial decisions</li> <li>Saving and borrowing</li> <li>Gambling, financial choices and debt</li> </ul>	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> <li>Healthy/unhealthy relationships</li> <li>Consent</li> <li>Relationships and sex in the media</li> </ul>	Developing decision making, risk management and support-seeking skills: <ul style="list-style-type: none"> <li>Sexually transmitted infections (STIs)</li> <li>Contraception</li> <li>Cancer awareness</li> <li>First aid</li> </ul>
Year 10	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> <li>Managing transition to key stage 4 including learning skills</li> <li>Managing mental health concerns</li> </ul>	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> <li>Relationship expectations</li> <li>Impact of pornography</li> <li>Identifying and responding to abuse and harassment</li> </ul>	Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none"> <li>First aid and life-saving</li> <li>Personal safety</li> <li>Online relationships</li> </ul>	Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> <li>Skills for employment</li> <li>Applying for employment</li> <li>Online presence and reputation</li> </ul>	Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none"> <li>Nature of committed relationships</li> <li>Forced marriage</li> <li>Diversity and discrimination</li> <li>Extremism</li> </ul>	Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none"> <li>Preparation for, and reflection on, work experience</li> </ul>
Year 11	Developing resilience and risk management skills: <ul style="list-style-type: none"> <li>Money management</li> <li>Fraud and cybercrime</li> <li>Preparing for adult life</li> </ul>	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> <li>Relationship values</li> <li>Maintaining sexual health</li> <li>Sexual health services</li> <li>Managing relationship challenges and endings</li> </ul>	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none"> <li>Making safe and healthy lifestyle choices</li> <li>Health promotion and self-examination</li> <li>Blood, organ, stem cell donation</li> </ul>	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> <li>Families and parenting</li> <li>Fertility, adoption, abortion</li> <li>Pregnancy and miscarriage</li> <li>Managing grief and loss</li> </ul>	Developing confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> <li>Recognising and celebrating successes</li> <li>Transition and new opportunities</li> <li>Aligning actions with goals</li> </ul>	

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>

Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
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TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>

Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
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TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>



### 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	