



**BURTON
BOROUGH
SCHOOL**

Relationships and Sex Education Policy

Policy Reviewer	Lisa Kane	Date of Review	Summer 2020
Date Presented to Governors	Summer 2020	Date of next Review	Summer 2021

**THIS POLICY IS TO TAKE EFFECT FROM
SEPTEMBER 2020**

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1. Aims

The school has a strong ethos around mental health & wellbeing. As a result, it takes RSE very seriously, recognising the link between good RSE education and positive mental health. The mental health & wellbeing of our students and staff will be taken into consideration in the planning and delivery of RSE.

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 to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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 – The PSHE lead in school 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 consultation – parents were invited to attend a meeting about the policy
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

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

The school provides a setting in which students can be offered appropriate teaching about Relationship and Sex Education. The purpose of the RSE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships. RSE is supported by the schools' Science and PSHE curriculum and is inclusive of all students to ensure that they:

- Receive their sex education in the wider context of relationships
- Are prepared for the opportunities, responsibilities and experiences of life
- Develop positive attitudes to sexuality

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

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).

The programme is designed to support and complement the role of parents who have the prime responsibility in this sensitive area. The content is taught within the moral framework and ethos of the school.

Pupils also receive stand-alone sex education sessions delivered by a trained health professionals.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing board

The governing 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 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 principal.
- All small school tutors engage in the weekly delivery of PSHE. External facilitators are also used.

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 Principal.

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

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

9. Training

Staff training is included in our continuing professional development calendar.

The RSE lead 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 Head of Professional Studies through:

Planning of lessons, arrangement of external speakers and facilitators, feedback from staff, students and families and learning walks.

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

This policy will be reviewed by annually. At every review, the policy will be approved by the Principal & the board of governors.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	Autumn	Types of friendships and relationships Qualities of positive and negative relationships (including online) Strategies to reduce risk online	PSHE Lessons & PSHE Day (see published PSHE Curriculum)
	Spring	Puberty Peer Pressure and support from peers Risk taking Long term relationships including marriage and civil partnerships	
	Summer	Gender identities & sexual orientation Diversities in culture, age, sex, gender & sexual orientation (including stereotypes)	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
8	Autumn	<ul style="list-style-type: none"> Types of relationships (including sexual) The importance of trust Positive and negative relationships Coping with feelings of attraction and rejection Coping with change and breakdown in relationships The impact of the media Gender identity and sexual orientation Understanding the diversities of sexuality 	PSHE Lessons & PSHE Day (see published PSHE Curriculum)
	Spring	<ul style="list-style-type: none"> Gender Roles (including stereotypes) Intimacy Online safety Personal Values and clear boundaries Storing personal information Sharing images digitally Harassment, grooming, abuse & exploitation 	
	Summer	<ul style="list-style-type: none"> Risk taking behaviour 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9	Autumn	<p>Healthy & unhealthy relationships</p> <p>Support available for change in relationships inc separation , divorce and bereavement</p> <p>The influence of alcohol on relationships and decision making</p>	PSHE Lessons & PSHE Day (see published PSHE Curriculum)
	Spring	<p>Health – Self-examination and body changes (link to cancer)</p> <p>Consent</p> <p>Harassment /Abuse</p> <p>Intimate relationships (including gauging readiness / delaying)</p> <p>FGM- how to report and support available</p> <p>Media Impact</p> <p>Contraception</p>	
	Summer	<p>Unprotected Sex</p> <p>Teenage Pregnancy</p> <p>Sexually Transmitted Infections (STIs)</p> <p>Family roles & responsibilities</p> <p>Unacceptability of prejudiced language (e.g. homophobia. biphobia etc...)</p> <p>Challenging discrimination and stereotypes</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
10	Autumn	How to seek help for unhealthy behaviours Consequences of alcohol and substance use on personal safety and decision making	PSHE Lessons & PSHE Day (see published PSHE Curriculum)
	Spring	Online Safety Sharing Images Healthy & Unhealthy Relationships Stable Committed relationships (including Marriage) Stalking / Harassment Domestic Abuse Contraception Sexually transmitted infections (STIs) Teenage Pregnancy & parenting Health – Self-examination and body changes (link to cancer) Building resilience to peer and other influences Understanding of faith and cultural practices in relation to relationships Diversity of Sexual attraction Equalities Act 2010	
	Summer	Challenging sexual attitudes, behaviours and expectations Online /Media Impact (including pornography) Challenging discrimination and stereotypes Honour based Violence and Forced Marriage	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
11	Autumn	Emotions and accessing support with relationships Stages in a relationship Assessing readiness for sexual activity (including reasons to delay) The impact of drugs and alcohol on sexual behaviour Managing change including the ending of a relationship	PSHE Lessons & PSHE Day (see published PSHE Curriculum)
Spring	Peer Pressure / Support Recognising dangerous influences (including online) Consent Harassment / Stalking Sexual abuse Different types of intimate relationships (including online) Legal and ethical responsibilities of relationships (including online) Unplanned Pregnancy Lifestyle choices, emotions and options available relating to teenage pregnancy Miscarriage Abortion Adoption & Fostering		

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <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> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<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> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <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> <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> <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> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

